



**THE ABILITY OF THE FIFTH SEMESTER STUDENTS
ENGLISH DEPARTMENT TARBIYAH FACULTY IAIN
PADANGSIDIMPUAN IN WRITING PHONETIC
TRANSCRIPTION OF WORDS**

A THESIS

Submitted to the State Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement for the Graduate Degree of Islamic
Education (S.Pd) In English

Written by:

YULI MARTINI

Reg. Number: 1620300116

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUT FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



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Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidimpuan, September 2021
a.n. **Yuli Martini**
To: **Dean**
Tarbiyah and Teacher Training Faculty
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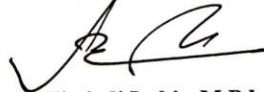
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yuli Martini**, entitled "**The Ability of The Fifth Semester Students of English Department Tarbiyah Faculty IAIN Padangsidimpuan In Writing Phonetic Transcription of Words**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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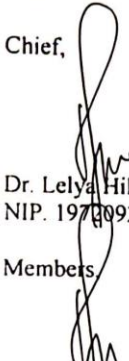
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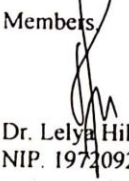
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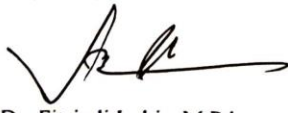
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LEGALIZATION

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Padangsidimpuan In Writing Phonetic Transcription
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ABSTRACT

This research talked about students' ability of the fifth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan in writing phonetic transcription of word. The problems in this research focused on the students need to transcribe based on the sound of the word by using the phonetic symbols. Students got difficulties in pronunciation, struggled in many similar sounds, and the students didn't recognize unfamiliar symbols.

The purpose of this research was to know the ability at the fifth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan in writing phonetic transcription of word. To find how far they understand about the phonetic transcription of word, also to see their difficulties and find out the solutions from their difficulties in writing phonetic transcription of word.

This research used descriptive quantitative followed by descriptive qualitative. Descriptive quantitative was used to explain the students' ability and descriptive qualitative was used to explain the students' difficulties and lecturers' efforts. The population of this research were 112 students of English Department Tarbiyah Faculty IAIN Padangsidimpuan. This research used simple random sampling to take the sample, the samples were randomized, so based on the calculations that have been done there were 20 samples obtained.

Based on the result of the research, this study got the description of the data and found that the mean score was 61. It means that the ability of the fifth semester of English Department was categorized enough. Then, the students got difficulties in writing phonetic transcription of word, such like in consonant, vowel and diphthong. Where the students faced difficulties in recognizing unfamiliar symbols, they difficult when to use short and long symbols, also confused when the symbols were separate and merged. Finally, the efforts of lecturer to solve the students' difficulties were the lecturer gave the strong basic of the word sound, gave the theory to distinguish similar sounds and do a lot of writing excercises to get used to unfamiliar symbols.

Key Words: Writing, Phonetic Transcription

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Menulis Transkripsi Fonetik Kata

ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa semester lima jurusan tadris bahasa Inggris dalam menulis fonetik transkripsi dari suatu kata. Dalam penelitian ini mahasiswa dihadapkan dengan kata yang perlu untuk di transkripsi sesuai dengan bunyi nya dengan menggunakan simbol fonetik. Mahasiswa menghadapi masalah dalam menuliskan transkripsi kata tersebut. Permasalahannya adalah, mahasiswa tidak berhasil di pelafalan, kesulitan di suara yang mirip dari kata, dan kesulitan mengenali simbol yang tidak biasa.

Jadi, tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa dalam menulis transkripsi fonetik dari suatu kata. Seberapa jauh mereka mengerti tentang transkripsi fonetik dari kata, juga melihat kesulitan mereka dan mencari solusi dari kesulitan mereka dalam menulis transkripsi fonetik dari kata.

Penelitian ini menggunakan deskriptif kuantitatif yang dilanjutkan dengan deskriptif kualitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan mahasiswa dalam menulis transkripsi fonetik dari suatu kata dan deskriptif kualitatif digunakan untuk menjelaskan kesulitan yang dihadapi mahasiswa dan upaya dosen dalam menghadapi masalah yang dihadapi siswa. Populasi penelitian ini berjumlah 112 mahasiswa, dimana pengambilan sampel dalam penelitian ini menggunakan simple random sampling secara acak, jadi ada 20 sampel mahasiswa yang didapatkan.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 61. Hasil rata-rata tersebut menunjukkan bahwa kemampuan mahasiswa dikategorikan cukup. Kesulitan mahasiswa dalam menulis transkripsi fonetik adalah berada pada konsonan, vowel dan diphthong. Dimana, siswa kesulitan dalam mengenali simbol yang tidak biasa, kesulitan dalam menggunakan panjang pendek suara, dan bingung kapan simbol dipisah dan digabung. Cara dosen bahasa Inggris dalam mengatasi kesulitan tersebut adalah, dosen memberikan dasar yang kuat dalam pelafalan kata, memberikan teori dalam membedakan pelafan yang mirip dan mengerjakan banyak latihan dalam menulis agar terbiasa dengan simbol yang tidak biasa.

Kata Kunci: Menulis, Transkripsi Fonetik

ACKNOWLEDGEMENT

First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entitle “The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word”. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This thesis is presented to the English Education Department of the State Institut for Islamic Studies (IAIN) Padangsidempuan as a partial fulfillment fo degree strata 1 (S1).

In finishing this thesis, I got a lot of advices, suggestion and support from the following:

1. Mr. Dr. Fitriadi Lubis, M.Pd. as the first advisor who has given me suggestion, criticism and helps in writing this thesis. May Allah blesses him.
2. Mrs. Sri Rahmadhani, M.Pd. as the second advisor who has helped, supported and suggested me to finish this thesis.
3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah Faculty.
4. All lecturers of IAIN Padangsidempuan who have given the knowledge during my studying in this campus (Mr. Dr. Fitriadi Lubis, M.Pd. Mrs. Fitri Rayani Siregar, M.Hum. Mrs. Sri Rahmadhani, M.Pd. Mrs. Eka Sustri Harida, M.Pd. Mrs. Rayendriani Fahmei Lubis, M.Ag. Mrs. Yusni Sinaga, M.Hum. Mr.

Zainuddin, M.Hum. Mrs. Ida Royani, M.hum. Mrs. Marwah, M.Pd.), and all the lecturers at IAIN Padangsidempuan who have given me much knowledge.

5. My friends who have given the contributions while finishing this thesis especially in the same advisor, Rini, Andriani, Anggita, Gunawan, Nadia
6. My beloved friends from CECAN that also helped me in finishing this thesis, Nur Habibah, Nur wahidah, Wilda Yunarti, Titin Afwirda, Annisa Siregar, Nur hana, Herlida and Nur azizah
7. My friends that have helped and given contribution, Nurdengin hasibuan, Ihsania, Jennita aidha, Suci Maharani
8. My lovely closest friend Ibnu Bandaharo Harahap.
9. My beloved parents (Mr. Rosutan and Mrs. Nurhani Nasution) Who have given me the greatest love when I was child until now. Who have given Do'a in every their Sholat and also who have given much money to help the administration.

Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis

Padangsidempuan, May 2021

The Writer

Yuli Martini
Nim.1620300116

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Phonology is one of the subject studied in the English language department. Phonology studies about sound system where the sound came from and how it was formed. In a simple definition phonology is a course that discusses the basic formation of words and how to pronounce the words in depth.

One of the aspect of phonology is phonetic transcription. Phonetic transcription is about the spelling of a word based on IPA (International Phonetic Alphabet), where in normal spelling a word can be up to four letters, but after spelling it by using phonetic transcription it can be four letters or more. Phonetic transcription is also about the sound of the word, the word is transcribed based on the sound by using phonetic symbols.

Phonetic transcription refers to symbol of sound that different from ordinary letter in general. A phonetic transcription shows how words are constructed with the origin letters. Phonetic transcription can help someone how to write the transcription of word . Without phonetic transcription people will not know where the sound of a word comes from.

The importance to study phonetic transcription is students can use the language based on its origin also the students can write the spelling of word based on phonetic transcription, to know what aspects of the sounds are

necessary for conveying the meaning of what is being said, also will guide the students to pronounce word correctly. For students who have mastered phonetic transcriptions, this can help improve their knowledge in spellings, and pronunciation skills. Phonetic transcriptions is used to specify the transcription of a word or other unit. If there was no system of phonetic transcription it would be far more difficult to write. For example, the word *feel*, I could try writing *fi:l*, but other people can write it *fil*. So, it is important to have a standardized system with which to phonetically write.

There are many efforts that have been done to increase the ability of the students, such as the government has included phonology in the English major curriculum, so that any university with an English major can study this material. The institution has facilitated students by providing reference books in the library, display poster IPA (International Phonetic Alphabet) in the classroom, also lecturer who are experienced in the field of phonology. While the lecturer has given lesson well, using appropriate and creative methods in teaching also giving lots of practice questions.

In fact the condition of students' ability in writing phonetic transcription is still low. This is proved based on an interview that has conducted with one of the phonology lecturer said:

“Indeed most of them get low score in this course, they have difficulty in several aspects of phonology, including in the aspect of phonetic transcription. On several occasions I have given quizzes to students about phonetic transcription, where I made a transcription and I asked them to rewrite it into words using regular letters, the result were only a few of them able to answer it correctly. As far as I can see, they are

struggling at unfamiliar symbols, such like in monophthong /ɔ/, in consonant /tʃ/, /dʒ/, /ʒ/, /ð/ and so on.”¹

While based on interview that has conducted with one of the students, said:

“Sometimes, the material is difficult to diggest and a little bit complicated, such like the way it is pronounced is different from the way it is written, sometimes there are also many terms that are confusing and difficult to understand. But so far learning that material is really fun”²

It can be conclude that students have difficult in recognizing the symbols, especially at unfamiliar symbols, such as in monophthong /ɔ/ and in consonant /tʃ/, /dʒ/, /ʒ/, /ð/, because those symbols are not exist in indonesian letter. They are also confusing about the terms and difficult to understand it. Factors affecting students’ difficulty in writing phonetic transcription are also in distinguish English words forms of letters and phonetic symbols, because one letter can replace several symbols depending on their position in a word.

This situation can not be tolerated continuously because it can reduce student’s interest and ability. So, the solution must be found to overcome the problem above. Therefore, this research is conducted to find out anything that can overcome the difficulties of students in writing phonetic transcription.

Based on the explanation above the researcher is interested to do a research entitled “The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan In Writing Phonetic Transcription of Word”

¹Interview with Phonology lecturer at IAIN Padangsidimpuan, on 2 October 2020 at 14.29.

²Interview with the students of English department at IAIN Padangsidimpuan, online interview via whatsapp on 4 August 2020 at 09.53.

B. Definition of Key Terms

1. Ability

Ability is the mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone's skill.

2. Writing

Writing is transcribing the sound or written form of a sentence into symbolic form based on the rules of phonetic transcription.

3. Phonetic Transcription

Phonetic transcription is one of the material that studies about how to rewrite a word from spoken or written form in a systematic and consistent by using certain symbols based on the rules of writing transcription.

Based on explanation above the meaning of the title "The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word" is to measure the students' ability in writing phonetic transcription as seen from students' scores.

C. Formulation of the Problem

Based on the previous background, the researcher formulates the problem in this research are:

1. How is the students' ability in writing phonetic transcription of word at V semester of English Department IAIN Padangsidempuan?

2. What are the students' difficulties in writing phonetic transcription of word at V semester of English Department IAIN Padangsidimpuan?
3. What are the efforts of lecturer to overcome the students' difficulties in writing phonetic transcription at V semester of English Department IAIN Padangsidimpuan?

D. Purposes of the Research

Based on the formulation of the problem the researcher formulates the purpose of this research are:

1. To know how the students' ability in writing phonetic transcription of word is at V semester of English Department IAIN Padangsidimpuan.
2. To know what the students' difficulties in identifying phonetic transcription of word are at V semester of English Department IAIN Padangsidimpuan
3. To know what the efforts of the phonology lecturer to overcome the students' difficulties in writing phonetic transcription of word are at V semester of English Department IAIN Padangsidimpuan.

E. Significanses of the Research

The research is hopefully significant for:

1. Head of the Department

This study as the information to know the result describing of the students' ability in writing phonetic transcription of word at V semester of English Department IAIN Padangsidimpuan all at once giving the facilities in teaching phonology in the college.

2. Lecturer

This study as the information to know describing of the students' ability in writing phonetic transcription of word at V semester of English Department IAIN Padangsidempuan, so the lecturer can know the students' lack in writing phonetic transcription of word and to know how to fix the students problem.

3. Researcher

This is useful as a source of information for the future and can add new experiences for researcher in seeing students' ability in this material.

F. Thesis Outline

The outline of the research as follows: the first chapter is explain about background of the problem, definition of key terms, formulation of the problem, purposes of the research and significances of the research.

The second chapter is explaining about the theoretical description. Tell about all of the related with the variable of the research. The explanation consists of definition, purposes, types, symbols of phonetics transcription and matters related to phonetic transcription.

The third chapter is study about the research methodology, which consist of time and place of the research, kind and method of the research, population and sample, validity instrument, instrument of data collection, and technique of analyze the data.

The fourth chapter is consist of the result of the research that about the ability of the fifth semester of English department tarbiyah faculty IAIN padangsidempuan in writing phonetic transcription of word.

The last chapter is the fifth that consists of conclusion of the research and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Phonetic Transcription

A phonetic transcription is a branch of linguistics that studies about the origin of sounds that presented in symbolic form. “The term phonetic transcription (from Latin *transcriptio*, 'writing over'; *phonetische Umschrift, Lautschrift*) refers to the process of writing down spoken language in phonetic symbols as well as to the resultant written text.”³ So that, phonetic transcription is rewrite a spoken language by using a special symbols.

Phonetics transcription is the study of changing the written form of a word from ordinary letters to unusual letters. “Phonetic transcription is concerned with how the sounds used in spoken language are represented in written form.”⁴ It means that phonetics is the process of changing spoken or written language into symbolic form.

Phonetic transcription is the science of the origin of intelligible sound. “A phonetic transcription can indicate minute details of the articulation of any particular sound by the use of differently shaped

³Paul Skandera, *A Manual of English Phonetics and Phonology* (Germany: Gunter Narr Verlag Tübingen, 2011), p20, <http://books.google.com/books?id=SW2eEolEghUC&pgis=1>.

⁴Berry Heselwood, *Phonetic Transcription in Theory and Practice* (Edinburgh: <https://doi.org/10.3366/edinburgh/9780748640737.001.0001>).

symbols.”⁵ It means the human voice is a characteristic of this science that is deepened by the methods of description, classification and transcription by using shaped symbols.

Phonetic transcription “however consistent and unambiguous because there is always one-to-one symbols correspondence between sounds and symbols.”⁶ So that, the symbols to be studied can be used to transcribe the sounds of any language. It is important to remember that these symbols are not same as letters, and that they represent the sounds of language, not letters of writing system.

Phonetic transcription is “the practice of using written letters to represent the sounds of speech”⁷. So, phonetic transcription here means practice rewriting what is heard and try to capture what we hear that presented in symbolic form. Phonetic Transcription “refers to the sounds themselves, how they are made, how they are differ, how they sound in different position of a word and how they sound in different combination”⁸ So, it is important to know the sound of the word first, because the way its words are spelt does not always match the way its words are pronounced.

⁵Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, *Practical Phonetics and Phonology: A Resource Book for Students*, third (New York: Routledge, 2013), p17, <https://doi.org/10.4324/9780203080023>.

⁶Hamka, “Phonetics And Phonology In Taching English As The Theory Of Language Production” 4 (2016): p15, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/view/1293>.

⁷Richard Ogden, *An Introduction to English Phonetics, Phonetica*, vol. 68 (Edinburgh: Edinburgh University Press, 2011), p20, <https://doi.org/10.1159/000328775>.

⁸Paul Tench, *Transcribing the Sound of English, Transcribing the Sound of English* (New York: Cambridge University Pers, 2011), p13, <https://doi.org/10.1017/cbo9780511698361>.

Phonetic transcription is “nothing more than a written record of a sounds of a spoken language”⁹, but also have a similar relationship between phonetic transcription and spoken language. So, phonetic transcription have relationship in speaking also.

Phonetic transcription can be defined as the activity of rewriting a word using other letters. “Phonetic transcription is a method of writing down speech sounds in a systematic and consistent way.”¹⁰ Phonetic transcription is not only changes from spoken language, but also can be changed from the written form.

It can be conclude that, phonetic transcription is an activity of rewriting a word or sentence from written text by using symbolic form.

2. Purposes of Phonetic Transcription

In every study there must be a purpose, as well as phonetic transcription. Phonetics transcription has some purposes, the main purpose of phonetic transcription is to transcribe a word or sentence from written form into symbolic form. Another purposes can be divided into theoretical and practical purposes”.¹¹ Theoretical purpose means that this phonetic study is aimed to describe, classify, and show the function of the relationship one another, the relationship between where the word comes

⁹Teddy Fiktorius, “Phonetics Transcription in English Language Teaching (ELT): Implications for English Language Teachers,” *NOTION: Journal of Linguistics, Literature, and Culture* 2, no. 2 (2020): p59, <https://doi.org/10.12928/notion.v2i2.2068>.

¹⁰Fadi Kamal El Najjar, “Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its” (The Islamic University of Gaza Deanship of Post Graduate Studies, 2012), p24, <https://library.iugaza.edu.ps/thesis/106864.pdf>.

¹¹Collin Yallop, *An Introduction to Phonetic and Phonology*, Third Edit (New York: Blackwell Publishing, 2007), p67.

from and how it is pronounced, also the relationship between pronunciation and the writing symbols.

While practical purpose is leads to what forms of practice can be used with this phonetic transcription study. So, phonetic transcription “needed for the speaking practice, healing people with the hearing impairment. To help people learning a second language with a dictionary accompanied by phonetic transcription is indispensable.”¹² Phonetic transcription is useful for dictionary compilation, because dictionaries can not be separated from knowledge of the sound of language. Phonetic transcription also aims to make it easier for students to distinguish words that have homophones. So, the essential of phonetic transcription is not only speaking practice but also in writing system and can be as a media for healing.

3. Types of Phonetic Transcription

There are “two types of phonetic transcription, they are transcription from written text and transcription from dictation.”¹³ See the explanation below:

a. Transcription from Written Text

Transcription from written text is “the students are given a passage written in orthography”¹⁴ Orthography here means a set of

¹²H P Achmad, “Hakikat Fonologi,” n.d., p31, <http://repository.ut.ac.id/4732/1/PBIN4102-M1.pdf>.

¹³Collins and Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, p49.

¹⁴Peter Roach, *English Phonetics and Phonology: A Practical Course*, Fourth Edi (New York: Cambridge University Pers, 2009), p33.

conventions for writing a language. It includes norms of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation. So, students must present the text that has been given by using symbols of phonetic transcription. In transcription from written text, there are several things that need to be considered and done, they are:

- 1) Read the passage aloud to yourself a number of times.
- 2) In transcribing, you must always remember that you are dealing with connected speech and not a string of isolated words.
- 3) Using the orthographic text, mark the stressed syllables as found in connected speech.
- 4) Now begin transcribing. If in doubt about a difficult word, make an attempt at it but go back later and check in any dictionary showing pronunciation in phonemic transcription. Note that there may be minor differences between the transcription system used in your dictionary and the one in this book. Your dictionary may also show alternative pronunciations, possibly by superscript or italic letters. Don't indicate all these variants; just choose one of the possibilities.¹⁵

It can be concluded, to start transcribing the students must read the text by themselves for several times, and remember that they don't transcribe the letter one by one, but transcribe unified letters. Because, the students dealing with connected speech and not a string of separated words. Another things that have to know are, the students don't need to doubt about the differences transcription in book or dictionary, just choose one of the possibilities.

b. Transcription from Dictation

¹⁵Collins and Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, p51.

Transcription from dictation is “the students listen to a person, or a recording and write down what they hear”¹⁶ It means that someone rewrite the words or sentence that is mentioned by using phonetic symbols. The students must bear the following points in mind:

- 1) Listen to the whole passage several times. Mark intonation group boundaries. Then concentrating on one intonation group at a time, mark sentence stress.
- 2) Remember that in transcribing a passage of spoken language, you cannot (as you can with a written text) choose between a variety of interpretations. You must try to render faithfully in phonemic transcription exactly what the speaker has uttered. Bearing this point in mind, proceed as for a written text.¹⁷

The steps of writing transcription in dictation is a bit different from a written text. Transcription from dictation can be easier than transcription from written text, because the students have heard how it is pronounced and then just need to follow the steps from written text.

4. Rule of Writing Phonetic Transcription

There are some rules to start doing the transcription. The rules of writing phonetic transcription belong to the system of vowels and consonants. Below are number of rules of good transcriptional practice:

1. A unit of sound in the phonological system of a language (known technically as a phoneme) must be represented by a single symbol, whatever variations may occur in spelling; e.g (k,c,ck, q(u)) and an elementof (x) all represent the one English consonant phoneme /k/.

¹⁶Roach, *English Phonetics and Phonology: A Practical Course*, p33.

¹⁷Collins and Mees, *Practical Phonetics and Phonology: A Resource Book for Students*, p51.

2. Capital letters are not used for English phonemes; since (n) and (N) etc, are pronounced identically, they must be represented by a single symbol, e.g /n/.
3. Homophones pairs or sets of words with the same pronunciation despite different spellings must be transcribed with the same symbols, e.g. Mick's, mix
4. The apostrophe must not be transcribed, since it is not pronounced: Mick's = /m i k s/ ; Philips's = /f i l i p s/.
5. A single letter may represent two phonemes in transcription; each of those phonemes requires its own symbols; e.g. (x) in (six) = /ks/.
6. A double letter may represent a single phoneme; in transcription that single phoneme must be represented by a single symbol; e.g (ss) in word miss = /m i s/ ; (pp) in word snippet = /s n i p i t/.
7. A letter may be redundant as far as pronunciation is concerned: if a letter represents silence, it must not have a corresponding symbol in the transcription of a word, e.g. the letter (w) in word wrist = /r i s t/,
8. Word spaces are retained as in orthography, even when there is no space, or silence in pronunciation. Note that the phrase snip it is pronounced identically to the single word snippet. However, word spaces are preserved to aid reading: /snip it/.
9. A letter may represent two or more quite distinct phonemes, each of which must be transcribed distinctively; e.g. (c) may represent /k/ as in crib = /k r i b/ or /s/ as in cent = /s e n t/; (x) may represent /ks/ as in except and exempt.
10. Two words spelt identically but pronounced differently. These are called homographs need to be transcribed differently.
11. Degrees of syllable strength need to be marked, especially in words of more than one syllable, polysyllabic words; *incense* /' I n s e n s/.
12. Alternative pronunciation in a single accent must be respected and corresponding alternative transcriptions acknowledged: *exit* may be either /' ε k s I t/ or /' ε g z I t/. *exist* may be either /I g ' z I s t/ or / ε g ' z I s t/.¹⁸

So, based on the statement above it can be concluded that there are twelve rules that must be understood and done in writing phonetic transcription, where if the rules are followed correctly will get good

¹⁸Tench, *Transcribing the Sound of English*, p15.

transcriptional. But, if it is not fulfilled it is possible that errors will occur in writing phonetic transcription.

5. The Phonetic Symbols

The symbols that used in transcribing are the forty-four english sound. To make it easier and consistent in transcribing, “an effort has been made to consistantly assign vowel and consonant symbol”.¹⁹ So, the symbols are classified into vowel and consonant. Below is the further explanation of the vowel and consonant symbols:

a. Vowel

Vowels are the class of sound that “the sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.”²⁰ Can be interpreted a simple vowels do not show a noticeable change in quality. “The vowels are almost always found at the centre of a syllable, and it is rare to find any sound other than a vowel which is able to stand alone as a whole syllable.”²¹ It means that vowel is as combiner to build the word.

English vowels have three major classes, they are monophthong, diphthong and triphthong.²² To understand the various of vowel formation, see the explanation below:

¹⁹ JI Hieronymus, “ASCII Phonetic Symbols for the World’s Languages: Worldbet,” *Journal of the International Phonetic Association*, 1993, p3, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Phonetic+Alphabet+symbols&btnG=.

²⁰ Roach, *English Phonetics and Phonology: A Practical Course*, p10.

²¹ Najjar, “Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its,” p80.

²² Tintin Susilowati, *A Course Book Phonetics and Phonology* (Ponorogo: STAIN Press Ponorogo, 2011), p59.

1) Monophthongs

Monophthongs is “combination of two vowels which maintain the quality during the process of production.”²³ A monophthong also called pure vowel means the vowel that maintains the same quality throughout its duration.

Table 1-Pure vowels/Monophthongs

No.	Symbols	Key word	Phonetic transcription
1.	i:	See, Feel, meal	/si:/, fi:l /, / mi:l /
2.	ɪ	Any, Fill, mill	/enɪ/, /fɪl/, mɪl /
3.	e	Ten, Net, set	/ten/, /net /, / set /
4.	æ	Hat, Mat, rat	/hæt/, /mæt /, / ræt /
5.	ɑ:	Arm, Car, all	/ɑ: m/, /kɑ: /, /ɑ:l/
6.	ɒ	Got, Hot, got	/gɒt/, /hɒt /, / gɒt /
7.	ɔ:	Saw, Caught, born	/sɔ:/, /kɔ:t /, / bɔ:n /
8.	ʊ	Put, Pull, book	/pʊt/, /pʊl /, / bʊk /
9.	u:	Too, Pool, rule	/tu:/, /pu:l /, / ru:l/
10.	ʌ	Cup, Cut, null	/kʌp/, /kʌt /, / nʌl /,
11.	ə:	Fur, Girl, dirt	/fə:r/, /gɜ:l/, /dɜ:t/
12.	ə	About, ago	/ əbaʊt /, / əgəʊ /

(Sources: A.S Hornby “Oxford Advanced Learner’s Dictionary)

2) Diphthongs

²³ Susilowati, p51.

Diphthong is combination two vowels which do not keep the same quality in the process of production. “A diphthong is produced by double vowels which come together and cause different quality of sound.”²⁴ In other words, a diphthong means a vowel that changes while you are pronouncing the word.

Diphthongs are transcribed with two symbols to represent the change in quality. For example, the word “tie” indicating a movement from *a* to *i*. It is important to realize that, though *ai* is composed of two symbols, it is used to refer a single unit.

Table 2-Diphthongs

No.	Symbols	Key word	Phonetic transcription
1.	Ei	Play, take	/ pleɪ /, / teɪk /
2.	aɪ	Five, My, sigh	/ faɪv/, / maɪ/, / saɪ/
3.	əʊ	Home, Go, soak	/ həʊm/, / gəʊ /, / səʊk /
4.	aʊ	Now, shout	/ naʊ /, / ʃaʊt /
5.	ɔɪ	Boy, coil	/ bɔɪ/, / kɔɪl/
6.	ɪə	Fear, here	/ fiə/, / hiə/
7.	eə	Pair, rare	/ peə /, / reə /
8.	ʊə	Poor, cure	/ pʊə /, / kʊə /

(Source: A.S Hornby “Oxford Advanced Learner’s Dictionary”)

b. The Consonant Symbols

Consonants are “sounds which are produced with some blocks in the air stream, consonants are also speech sounds which are

²⁴ Susilowati, p54.

produced with some obstruction of the air-stream in the mouth cavity”²⁵. It means that the consonant is released by blocking the flow of air in the mouth. In a simple definition, consonant is the letters that is not vowel.

Table 3-Consonant

No	Symbols	Key word	Phonetic Transcription
1.	B	Bat, bull	/ bæt /, / bʊl /
2.	D	Dap, din	/ dæp /, / dɪn /
3.	dʒ	Judge, gin	/ dʒʌdʒ /, / dʒɪn /
4.	ð	this, then	/ ðɪs /, / ðen /
5.	F	Fan, phone	/ fæn /, / fəʊn /
6.	G	Gun, gate	/ gʌn /, / geɪt /
7.	H	how, hall	/ haʊ /, / hɔ:l /
8.	J	Yes	/ j e s /
9.	K	Kite, king	/ kaɪt /, / kɪŋ /
10.	L	Low, lane	/ ləʊ /, / leɪ n /
11.	M	Man, male	/ mæn /, / meɪl /
12.	N	Not, nail	/ nɒt /, / neɪl /
13.	ŋ	Rung, hang	/ r ʌ ŋ /, / h e ŋ /
14.	P	Pat, pull	/ pæt /, / pʊl /

²⁵ Ninik Surkyatiningsih, “A Study on The Students’ Ability In Pronouncing Diphthongs at STKIP PGRI Pasuruan,” *Jurnal Dimensi Pendidikan Dan Pembelajaran* 3, no. 1 (2015): p4.

15.	R	Tap, tin	/ tæp / , / tɪn /
16.	S	sat, sun	/ sæt / , / sʌn /
17.	ʃ	Sugar, shoe,	/ ʃʊgə / , / ʃuː /
18.	T	Tap, tin	/ tæp / , / tɪn /
19.	ʧ	Chair, chin	/ ʧeə / , / ʧɪn /
20.	θ	thank, thin	/ θæŋk / , / θɪn /
21.	V	Vision, pleasure	/ vɪʒən / , / pleʒə /
22.	W	Water, won	/ wɔːtə / , / wʌn /
23.	Z	Zip, zeal	/ zɪp / , / ziːl /
24.	ʒ	Vision	/ vɪʒən /

(Source: Merriam Webster “Merriam Webster’s Advanced Learner’s English Dictionary)

B. Review of Related Findings

Actually, this paper is not the first research that has been done. There are some related research that have been done by another people before. Which can be used as references to conduct the better study. Below are the research that had finished:

The research by Fadi Kamal El Najjar. In this scope, all students got below 80% which is the mastery level for phonetic transcription of received pronunciation among English majors, in other words they got 52.5%.²⁶ It means that students find difficulties in being good students at phonetic transcription and they got less in the mastery level.

²⁶ Najjar, “Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its,” p149.

The next research is conducted by Marie Louise Catherine Widyananda. The results of paired samples t-test of the pre-test and test 2 showed that there was a significant difference between those two tests results since the p-value was less than 0.05.²⁷ It means that the bingo game was implemented in the tutorial class activity had worked well and helped them to enhance their ability to read phonetic transcription.

Another similar research is conducted by Indri Febriana. The findings show that the whole student's perception toward Phonetic Notation In English Foreign Language Learning is 75,3%.²⁸ It means that the student have positive perception toward Phonetic Notation In English Foreign Language Learning. Phonetic notation helped student as visual support is the highest. Student agree that phonetic notation helped them to visualize the sound of english and phonetic symbol helped student in awareness rising.

Similar research was also conducted by Inne Nurmalasari. The result stated "the mean for the students' phonetic transcription mastery is 61.40 and the mean for their pronunciation ability is 63.20."²⁹ It means that, the students' phonetic transcription mastery and their pronunciation ability of the second

²⁷Marie Louise Catherine Widyananda, "Enhancing First Semester Students' Ability To Read Phonetic Transcription Through Bingo Game" (Sanata Dharma University, 2018), p83, http://repository.usd.ac.id/30960/2/141214047_full.pdf.

²⁸Indri Febriana, "Students' Perception Toward Phonetic Notation In Learning English" (Institut College For Islamic Studies (IAIN) Curup, 2018), p70, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&as_ylo=2016&q=phonetic+transcription+skripsi&btnG=.

²⁹Inne Nurmalasari, "The Correlation Between Students' Phonetic Transcription Mastery and Their Pronunciation Ability of The Second Semester of English Education Program in The Academic Year of 2015/2016" (Universitas Muhammadiyah Purworejo, 2016), p73, <http://repository.umpwr.ac.id:8080/handle/123456789/2840>.

semester of English Education Program at Muhammadiyah University of Purworejo in academic year 2013/2014 in enough category.

So, from the description above, the researcher concluded that the research of phonetic transcription is important to know how far the students are able to master the material.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was conducted at IAIN Padangsidimpuan. It is located at JL.T Rizal Nurdin No.Km 4, RW.5 Sihitang, Padangsidimpuan Tenggara, Kota Padangsidimpuan. The time of this research was conducted on February 2021 to May 2021.

B. Research Methodology

The kind of this research was a quantitative research followed by qualitative research.

A quantitative is an approach for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.³⁰

It can be interpreted that the resulting data is in the form of numbers and the analysis uses statistic. So, a quantitative used for test. While “A qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.”³¹ It means the research is presented by questions that constructed from particular to general terms, it can be concluded the result of the question by presenting in the form of word or sentences.

³⁰John Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Journal of Chemical Information and Modeling, Fifth Edit, vol. 53 (London: SAGE Publications, Inc., 2017), p44.

³¹ Creswell, 53:p43.

The method of this research was a descriptive method of quantitative followed by qualitative research. A descriptive method is “a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is.”³² So, a descriptive method is a method that contains a description as it is. The use of descriptive method is to identify problems and try to solve them through descriptive method.

This research leads to quantitative followed by qualitative. The quantitative used to measure the students’ ability in writing phonetic transcription and to find data about students’ difficulties in identifying phonetic transcription of word. While qualitative aims to find data about the efforts of phonology lecturer to overcome the students’ difficulties in writing phonetic transcription of word of English department tarbiyah faculty IAIN padangsidempuan. So, quantitative and qualitative used to analyze and describe the students’ ability and students’ difficulties in writing phonetic transcription. So, the real condition of students are evaluated as much as possible.

C. Population and Sample

1. Population

Population is all of which are the subject in the research. “The population is the entire set of individuals to which findings of the survey are to be extrapolated.”³³ In a simple definition population is all individuals declared as research subject.

³²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, <https://id1lib.org/book/5686376/9d6534>.

³³Paul S. Levy, *Sampling of Populations: Methods and Applications*, Fourth Edi (Canada: A John Wiley & Sons, Inc, 2008), p40.

The population as the data sources of this research are all the students at the fifth semester of English Department IAIN Padangsidimpuan. The reason of choosing this research is because the researcher found the problems of students' ability in writing phonetic transcription. The population of the research consists of 3 classes. They are TBI-1, TBI-2 and TBI-3 with the whole number 112 students. It can be seen from the table follow:

Table-4.
The Population of fifth semester of English Department IAIN Padangsidimpuan

No	Class	Number of Students
1.	TBI -1	37
2.	TBI- 2	40
3.	TBI-3	35
Total Number		112

(Source : Academic System Operation of IAIN Padangsidimpuan)

2. Sample

Sample is defined as a smaller set of data that is chosen and selected from a larger population by using certain rules. "Sample is choosing a smaller, more manageable number of people to take part in their research".³⁴ So, the sample takes from population with a certain amount based on the rules, which is used as participant in his/her research.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. Homogeny means "members of population are considered to have

³⁴Catherine Dawson, *Practical Research Methods*, vol. 66 (UK: How To Book Ltd, 2012), p47.

homogeneous characteristics (same tendency)".³⁵ It means that students were not grouped according to their abilities, there was no placement test of the class. So, every students had the same opportunity to be selected as a participant.

This research used simple random sampling, in taking the sample was used lottre. The steps were, the name of the population were written on a small paper, after that the papers were rolled up put into a box, then shake it all. Finally, took out the paper as much as need. So, in conclusion the name on the paper that came out of the box became participants.

The formulation for calculating the sample size of population is using solvin's formula, the formula as follow:

$$n = \frac{N}{1+N.e^2}$$

n = the total sample
 N = the total of populations
 e = the limit of error tolerance³⁶

So, in this research will be use the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

$$\begin{aligned} N &= 112 \\ E &= 20\% (0.2) \\ n &= \dots\dots\dots? \\ n &= \frac{112}{1+ 112.0.2^2} \\ n &= \frac{112}{1+112.0.04} \end{aligned}$$

³⁵Agung Widhi Kurniawan, *Metode Penelitian Kuantitatif, Philosophy of Science*, vol. 4 (Yogyakarta: Pandiva Buku, 2016), p80.
³⁶Husein Umar, *Metode Riset Bisnis* (Jakarta: PT Gramedia Pustaka Utama, 2003), p141-142.

$$n = \frac{112}{5,48}$$

$$n = 20$$

From the calculation above, the total of the sample in this research is 24 students.

Table-5
The Sample of Research

No	Class	Number of Students
1.	TBI-1	5
2.	TBI-2	11
3.	TBI-3	4
Total Number		20

The participant or sample in this research were the students at TBI 1 until TBI 3 of the Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan. In this research, there are five students from TBI-1, eleven students from TBI-2 and four students from TBI-3. So, total of the participants as sample was 20 students. This is quantitative and qualitative method, so all the students as sample will be analyzed and for the collecting the data there was collaboration with an English lecturer of IAIN Padangsidempuan to get the data about students' ability in writing phonetic transcription.

D. Instrument of Collecting Data

Research instrument can be defined as a tool or media that used by the researcher to get the data. The students were asked to write the transcription of word. The author explain about the rules of writing the transcription of word.

In this research, the key instrument is the author because the author collects the data directly by herself. Then the author used test and interview.

1. Test

The kind of test that used in this research was written test in form of completion and essay test with the type restricted response test. Restricted response test “is a test that provides certain limitations or guidelines for test. These boundaries include the format, content and space of the answer area.”³⁷ It means that, even though the students’ answer sentences are varied, there must still be important points contained in the answer.

The essay test used “to assess complex learning outcomes, namely in the form of abilities.”³⁸ It means that, to measure how far the students’ ability about writing phonetic transcription. The weight of the completion is 1 for the correct answer and 0 for the wrong answer. While for the essay test is 2 for the correct answer and 0 for the wrong answer. The essay test consist of 40 items and completion consist of 50 before do the validity,

³⁷Eko Putro Widyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Belajar, 2010), p45.

³⁸Zainal Arifin, *Evaluasi Pembelajaran, Direktorat Jenderal Pendidikan Islam Kementerian Agama RI* (Bandung: PT. Remaja Rosdakarya, 2015), p138, <https://scholar.google.co.id/scholar?q=Arifin,+Zainal.+2009.+Evaluasi+Pembelajaran+Prinsip,+Teknik,+Prosedur.+Bandung:>

but after the validity the test of this research only 70 items, that 30 items for essay and 40 items completion test that have valid, so the total score is 100.

So based on the statement above, the weight that is given to such assesment which is describe above based on the transcribing indicators.

Table-6 Indicator of Writing Phonetic Transcription

No	Indicators	Sub Indicators	The Number of Items	Total Items	Score
1.	The students are able to transcribe the consonants	/dʒ/	4,12	2	40
		/ð/	6,19	2	
		/ŋ/	21,32	2	
		/ʃ/	3,1	2	
		/tʃ/	2,33	2	
		/θ/	40,27	2	
		/z/	5,17	2	
		/f/	7,10	2	
		/w/	8,16	2	
		/b/	9,11	2	
		/d/	13,24	2	
		/g/	14,23	2	
		/h/	15,30	2	
		/j/	18,22	2	
		/k/	20,26	2	
		/l/	25,31	2	
		/m/	28	1	
		/n/	39	1	
		/p/	37	1	
/r/	38	1			
/s/	34	1			
/t/	35	1			
/v/	36	1			
/z/	29	1			
2.	The students are able to transcribe the vowels	/i:/	42,51	4	30
		/i/	44,52	4	
		/e/	41,47	4	
		/æ/	55	2	
		/ɑ:/	53	2	
		/ɒ/	50	2	
		/ɔ:/	49	2	
		/ʊ/	43	2	
		/u:/	45	2	

		/ʌ/	48	2	
		/ə:/	46	2	
		/ə/	54	2	
3.	The students are able to transcribe the diphthongs	/eɪ/	57,65	4	30
		/aɪ/	69,56	4	
		/əʊ/	58,61	4	
		/aʊ/	59,63	4	
		/ɔɪ/	60,62	4	
		/ɪə/	66,68	4	
		/eə/	64,67	4	
		/ʊə/	70	2	
	Total		100		100

2. Interview

Interview is question and answer activity that conducted by two or more people which to find the truth of a problem and needs to be proven.

“Interview means face-to-face encounters between the researcher and informants directed toward understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words”³⁹

So, interview is a conversation between two or more people that is called interviewer and informant, which aim to obtains information about the students’ ability in writing phonetic transcription.

In this research, the phonology lecturer was interviewed to get the data about the efforts that have been done, to solve the students’ problem in writing phonetic transcription. The interview was also aimed to make sure about the result that has been obtained of this research.

³⁹Steve J. Taylor, *Introduction to Qualitative Methods: A Guidebook and Resource*, Fourth Edi (New Jersey: Wiley, Inc, 2016), p116.

E. Technique of Collecting Data

Technique of collecting data in this research as a procedure how the tests was given to the students as participant in this research. There were some steps in collecting the data. First, the researcher made the test for the students to know their ability in writing phonetic transcription. In this part the students were asked to choose the correct symbol that correspond to the word, to fill in the blank symbol and to rewrite a word by using phonetic symbols. Then, collecting the written work of students. Next, coming back to the university to do the interview with English lecturer. Finally, analyzing the data from test and interview.

F. Techniques of Data Analysis

This research deals with the purpose of knowing the students' skill and ability in writing phonetic transcription. In analyzing the students' written work, the author analyzes the data by using some steps, as follows:

1. Identifying and correction the students' written work about phonetic transcription.
2. Using the mean score to analyzing the result of test.

To obtain the percentage of students' written work by using the formula:

$$\frac{X = \sum X \times 100\%}{N}$$

X: The mean of the score

$\sum X$: The total score

N: The total students⁴⁰

3. Then, the result should be appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table.

Table-7
Interpretation of mean score

No.	Range of Real Score	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	40-59	Poor

(Source: Riduan, Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula)

4. Description of the data, it is to describe data that have been collected by the researcher.
5. Taking conclusion, it is to conclude the result of the research analysis.

⁴⁰Hartono, *Statistic Untuk Penelitiann* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collecting of data. This chapter gives the detail data of the finding. This result of research discussed about the result that considered of description of data, calculating, means score to get their whole results as general, explain the students' difficulties and teacher effort to overcome the students' difficulties. The details description of data as follows:

A. Description of The Data

1. The Description of the Ability of the Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word

In this research, the test was used to know the ability of the fifth semester in writing phonetic transcription of word. Test as instrument used to collecting the data. In this research, students were asked to complete the missing symbols and to write the the transcription of word that have been provided. This research used simple random sampling, where the random is the students to get the sample as participants. So, there are some students from every class.

This chapter presented the result of the test about students' ability in writing phonetic transcription of word, based on the data central tendency result of the ability of the fifth semester of English department tarbiyah faculty IAIN padangsidempuan in writing phonetic transcription of word have been done. The data analysis of

the data collecting though the test. To know the ability of the students' score clearly, can be seen in following table below:

Table-8
Students' Total Score in Writing Phonetic Transcription

No.	Students' Intial	Class	Total Score
1.	EW	TBI-1	56
2.	DA	TBI-1	67
3.	RV	TBI-1	63
4.	FA	TBI-1	59
5.	TE	TBI-1	57
6.	DL	TBI-1	67
7.	ID	TBI-1	61
8.	NAN	TBI-2	66
9.	FAS	TBI-2	64
10.	ESH	TBI-2	63
11.	PAP	TBI-2	60
12.	SS	TBI-2	58
13.	DS	TBI-2	61
14.	PS	TBI-2	58
15.	ADH	TBI-2	74
16.	NS	TBI-3	50
17.	RA	TBI-3	70
18.	AAN	TBI-3	69
19.	EL	TBI-3	51
20.	NR	TBI-3	62
Total Score			1.235
Mean Score			61,75

Table-9
Quality Score of the Students in Writing Phonetic Transcription

No.	Students' Intial	Class	Total Score	Quality Score
1.	EW	TBI-1	56	Poor
2.	DA	TBI-1	67	Enough
3.	RV	TBI-1	63	Enough
4.	FA	TBI-1	59	Poor
5.	TE	TBI-1	57	Poor
6.	DL	TBI-1	67	Enough
7.	ID	TBI-1	61	Enough
8.	NAN	TBI-2	66	Enough
9.	FAS	TBI-2	64	Enough
10.	ESH	TBI-2	63	Enough
11.	PAP	TBI-2	60	Enough
12.	SS	TBI-2	58	Poor
13.	DS	TBI-2	61	Enough
14.	PS	TBI-2	58	Poor
15.	ADH	TBI-2	74	Good
16.	NS	TBI-3	50	Poor
17.	RA	TBI-3	70	Good
18.	AAN	TBI-3	69	Enough
19.	EL	TBI-3	51	Poor
20.	NR	TBI-3	62	Enough
Total Score				1.235
Mean Score				61,75

Based on the table 8, the total score was 1.235 and the mean score was 61,75. It can be seen that the students have gotten 74 as the highest score and the students who have gotten 50 score as the lowest score. The score of test become the resume of the data. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table-10
The Resume of Variable Score in Writing Phonetic Transcription of Word of the fifth semester english department

No.	Statistic	Variable
1.	The Highest Score	74
2.	The Lowest Score	50
3.	Sum	1.235
4.	Class Classify	5,3
5.	Class Interval	5
6.	Mean Score	61,75
7.	Mode	62,5
8.	Median	63,75
9.	Range	24

From the table 9, it was known that the calculating score for variable in writing phonetic transcription of word had been searched from 20 students. Based on 20 students have been researched 74 was the highest score, 50 was the lowest score, sum or all the score of students was 1.235, class classify was 5,3, class interval was 5, mean score was 61,75 mode score was 74,5, median score was 63,75 and range was 24.

Based on calculated mean score was 61,75 so application of writing phonetic transcription of word was . It can be known bt the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the fifth semester in tarbiyah faculty IAIN padangsidimpuan in writing phonetic transcription of word, look the following table:

Table-11
The Frequency of Students Score in Distribution of the Students Score in Writing Phonetic Transcription of Word

No	Interval Class	Frequency Absolute	Frequency Relative
1	50-55	2	10%
2	56-61	4	25%
3	62-67	7	35%
4	68-73	5	20%
5	74-79	2	10%
<i>i</i> = 5		20	100%

Based on the table 10, it can be drawn at histogram as below:

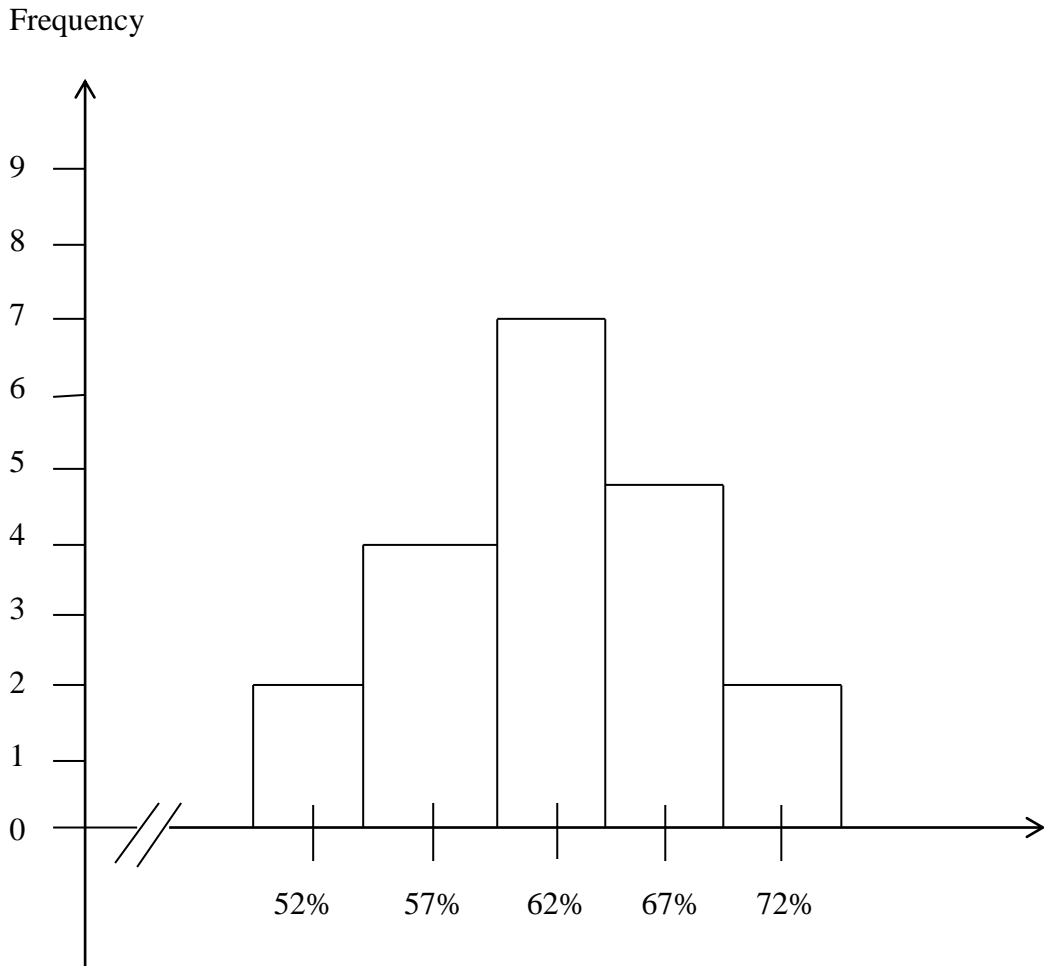


Figure 1: Histogram of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word

Based on the table 10, it was known that the variable revelation of students' writing phonetic transcription of word shown that the respondent in 50-54 were 2 students (10%), interval 55-59 were 4 students (20%), interval 60-64 were 7 students (35%), interval 65-69 were 5 students (20%), interval 70-74 were 2 students (10%). So, the

interval in this research shown the count of result from the sample or participant in percentage form.

From the data above, it could be found that formula and the calculating of mean scores as follows:

a. Mean Score

$$X = \frac{1235}{20} = 61,75$$

From the calculating above, the value of mean score could be categories into enough category. It can be said that the students' ability in writing phonetic transcription of word was .

This research applied distribution frequency to describe the data of students' ability in writing phonetic transcription of word. To know the students' ability in writing phonetic transcription of word can be used the criteria of mean score. The description of classification or criteria of mean score in writing phonetic transcription of word at IAIN Padangsidempuan can be seen in the following table:

Table-12
Percentage of Students' Frequency Score in Writing Phonetic Transcription of Word

Students range Frequency score (lowest to highest)	Category	Amount of Students
40-59	Poor	7
60-69	Enough	11
70-79	Good	2
80-100	Very Good	0

From the explanation above can be seen, the table of frequency distribution shown that the students' ability in writing phonetic transcription of word were enough.

2. The Description of Students' Difficulties of The Fifth Semester of English Department In Writing Phonetic Transcription of Word

In this discussion, explain about the students' difficulties in writing phonetic transcription of word. The students' difficulties can be seen from the test results.

a. Consonant

In consonant symbols, the result of students answered are:

The symbol /dʒ/ is 0%, where none of students were able to answer that symbol. The symbol /ð/ is 2.5%, where only one student answered correctly that symbol. The symbol /ŋ/ is 30%, there are nine students that can answered that symbol correctly. The symbol /ʃ/ is 12.5%, there are four students answered correctly. The symbol /θ/ is 0%, where none of students can answer that symbol.

The symbol /z/ is 12.5%, only four students can answer correctly. The symbol /f/ is 57.5%, most of students answered correctly because the symbol is familiar in Indonesian letter. The symbol /w/ is 65%, only one student answered incorrectly in this symbol, the rest answered correctly. The symbols /b/ is 70%, /d/ is 65%, /g/ is 65%, /h/ is 75%, /j/ is 67%, /k/ is 70%, /l/

is 80%, /m/ is 72%, /n/ is 70%, /p/ is 62%, /r/ is 65%, /s/ is 75%, /t/ is 75%, /v/ is 72% and the last consonant /z/ is 65%.

So, from the result of percentage can be seen that, the symbols answered above 69% are nine symbols, they are /b/, /h/, /k/, /l/, /m/, /n/, /s/, /t/, /v/. It means that, students have no difficulty in transcribing that symbols. While, the percentage under 69% are fifteen symbols, they are /dʒ/, /ð/, /ŋ/, /ʃ/, /θ/, /ʒ/, /f/, /w/, /d/, /g/, /j/, /p/, /r/, /z/. It means that, students difficulty in transcribing that symbols.

In addition, students having more difficulty in transcribing unfamiliar symbols than usual symbols. Because the lowest percentage is found in some unfamiliar symbols, namely below 30% and even 0%, they are /dʒ/, /ð/, /ŋ/, /ʃ/, /θ/, /ʒ/. It can be seen from the result of percentage from each symbols. (see appendix 5)

b. Vowel

In vowel, the percentage of students test results show that the symbol /i:/ is 0% in questions number 42 and 51, where none of students can answer correctly on both numbers.

The symbol /i/ is 63% in question number 44, and 40% in question number 52. There is a difference in percentage because some students equated sounds without knowing which

one has length and short sounds. So, they have difficulty in determining the short and length of the sound in the word.

The symbol /e/ is 60% in question number 41 and 57% in question number 47. The percentage range is not too far, almost all students can answer correctly even though not on both numbers.

The symbol /æ/ is 3% in question number 55, this symbol can only be answered correctly by one student. Where in addition, to the unfamiliar symbols, students also have difficulty in recognizing the sound in a word.

The symbol /ɑ:/ is 43% in question number 53, some students have been able to write symbols based on the sound of the word. Only some of them wrote it in a short sound symbol. So, the problem that faced by the students was about the length and short sound in a word.

The symbol /ɒ/ is 0% in question number 50. It is caused of the unfamiliar symbol. Students wrote with the letter 'o' even though the sound 'o' is symbolized by /ɒ/ in writing using phonetic transcription. So, the difficulty of students is not knowing the symbol of the sound.

The symbol /ɔ:/ is 0% in question number 49. This is also because unfamiliar symbols and sounds that do not exist in Indonesian, where the sound of that symbol is between 'o' and

'e'. So, students have difficulty in determining what symbol to write, especially the sound of the symbols is long.

The symbol /o/ is 56% in question number 43. Where almost all students have been able to write the symbol of the sound, this is because the symbol exist in Indonesian letters and also easy to recognize and pronounce.

The symbol /o:/ is 0% in question number 45. Where none of students can answer correctly. All of them answer with the short sound. So, they difficult in identifying long sound in a word.

The symbol /ʌ/ is 49% in question number 48. Where the students still face difficult in recognizing the symbols of phonetic transcription. Some of them write with indonesian alphabet 'a', but some of them are able to write correctly.

The symbol /ə:/ is 0% in question number 46. Where none of students are able to answer that symbol. It is caused by the symbol is not really exist in Indonesian letter, also the sound of the symbols difficult to identify in a word.

The symbol /ə/ is 49% in question number 54. In this symbol the percentage is higher than the long version. It is just the students are still having difficult because unfamiliar symbol and sound that is difficult to recognize. Some of students also

write with the Indonesian alphabet 'e'. Some of them don't know there is special symbol with that sound.

It can be conclude that, apart from facing difficulties in unfamiliar symbols, students also had more difficulty in transcribing long vowel than short vowel. It can be seen from the percentage of long vowel less than short vowel, such like /i/ is 56% and /i:/ is 0%, /u/ is 56% and /u:/ is 0%, also /ə:/ 0% and /ə/ 57%. So that the students faced difficult in recognizing unfamiliar symbols and distinguishing the short and long vowel. (see appendix 6).

c. Diphthong

The combination of the two letters on the diphthong was also one of the students' difficulties, because the diphthong has two different sounds and has two symbols combined. Such like, /ei/ in word play /p l ei/ and /ai/ in word /f ai v/, some of them break it into /p l e i/ and /f a i v/.

In addition to difficulty in recognizing unusual symbol, students also have difficulty in identifying the sound combinations of a word, so that this is difficult to write the transcription. This can be seen from the percentage of students test result, where the symbol /ei/ is 10% in question number 57, and 13% in question number 65. The symbol /ai/ is 36% in question number 56, and 32% in question number 69. The

symbol /əʊ/ is 16% in question number 58, and 13% in question number 61. The symbol /aʊ/ is 26% in question number 59 and 10% in question number 63. The symbol /ɔɪ/ is 6% in question number 60 and 0% in question number 62. The symbol /ɪə/ is 10% in question number 66 and 20% in question number 68. The symbol /eə/ is 24% in question number 64 and 26% in question number 67. The symbol /ʊə/ is 16% in question number 70. (see appendix 6)

So, it can be concluded, the students' difficulties are the lack of knowledge about unfamiliar symbols, the difficulty in identifying the sounds of the words and also separating the two symbols that should be combined into one symbol.

3. The Description of Lecturer's Efforts to Overcome The Students' Difficulties In Writing Phonetic Transcription of Word

In this research, there were three difficulties that faced by students in writing phonetic transcription of word. Namely, the difficulty lies in consonant, vowel and diphthong. So, from the result of interview that have been conducted with the lecturer of phonology, there were several efforts that can be made to overcome the difficulties of students in writing phonetic transcription of word. More explanation about the lecturer' effort as follows:

a. The Consonant

One of the students' difficulties lies in consonant. Where they faced difficulties in recognizing unfamiliar symbols and

difficult to distinguish symbols and sounds that were almost similar. So, based on the interview that have been carried out with phonology lecturer, the effort that can be done is:

before starting to write, back to the basics that needed to be known before writing the transcription of word, the lecturer must teach the related theory, such like in homophones, because the same sound but different spelling were found in homophone material. Also return to practice as much as possible.⁴¹

This effort is made to determine the success or failure of students in transcribing. So, it is important to know the basic of transcription then start to do it. Also, doing practice a lot, because practice will make it better.

b. The Vowel

Another difficulties is in vowel, where the students difficult to differentiate the long and short sound and also in recognizing unfamiliar symbols. Based on the interview, things that can be done to overcome this problem is:

introducing the standard symbols that used in English first before starting to write, so that they are familiar with these symbols especially symbols that are not in the indonesian. Another effort is stick the IPA charts poster in each class and again doing a lot of execercise.⁴²

This effort is done to avoid students' confusion in using symbols, which is why it is good to introduce standard symbols first. So, standard symbols very important, because many

⁴¹ IR, The English Lecturer at IAIN Padangsidempuan, *Research Written Interview*, on Thursday, May 20th 2021, at 10.57.

⁴² IR, The English Lecturer at IAIN Padangsidempuan

symbols that are widely used in the world, so it must be in accordance with what is needed and learned in daily life.

c. The Diphthong

The last difficulties that have been found is in diphthong. The students confused when the symbols were merged and when the symbols to separate. So, the effort is:

the students must follow the rule of writing phonetic transcription. Where in writing the transcription, any words that affect the sound of the diphthong itself, dont try to separate them. Just combine the two symbols by following the symbols on the diphthong.⁴³

Following the rules that have been set aims to direct students to transcribe correctly, so that students do not make mistake. So, the first thing that the students should know before doing the transcription is knowing the sound of the word.

So, the efforts that can be done to overcome students' difficulties were:

- a. Study related study well, because the basic courses will determine success or failure in doing transcription. there are many words in English that have sound almost same but have different transcription and also do a lot of practice.
- b. Introducing the standard symbols before start to write, so the students can get used to the symbols.

⁴³ IR, The English Lecturer at IAIN Padangsidempuan

- c. The students must know the rules of writing phonetic transcription and follow it.

B. Discussion

In this part of research would like to discuss the result of the data analysis which are relative with the description in writing phonetic transcription of word. After analyzing the data, it was known that The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word was enough category. The categorized enough have gotten from the mean score of the students' ability in writing phonetic transcription of word, the mean score was 61, so it can be enough categorized.

The result of this research can be compared with previous research that was conducted by Fadi Kamal El Najjar. The result of his research showed all students got below 80% in mastering level for phonetic transcription of received pronunciation among English majors. It means that they got 49,6 was categorized less and find difficulties in being good students at phonetic transcription. In his research mentioned that students "faced difficulties: one of these difficulties was that the students don't know the symbols of phonetic transcription and students suffer from lack of practice of phonetic transcription."⁴⁴ So, the difficulties that were faced by students between this research and his research almost same. Another research was conducted by Indri Febriana. The result of her research

⁴⁴Najjar, "Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its," p150.

showed “the whole students’s perception toward Phonetic Notation In English Foreign Language Learning is 75,3%”.⁴⁵ It means that the students have positive perception toward Phonetic Notation In English Foreign Language Learning.

In conclusion, it can be concluded that The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word was got mean score 66. It can be categorized into enough category according to this research under tittle “The Ability of The Fifth Semester of English Department Tarbiyah Faculty IAIN Padangsidempuan In Writing Phonetic Transcription of Word”. So, that is all discussion about students’ ability in writing phonetic transcription of word.

C. Threats of Research

In conducting of this research, it can be realized that there were threats in this research. It starts from the tittle until the technique of analyzing the data, and from arranging proposal until finishing thesis, so it can be known that is far from the excellence thesis.

In conducting the data, there were the threats time because the situation and condition were not good caused of pandemic covid-19. Another threats was there was no class of the sample anymore, so the participants must be visited one by one to do the test, because it was difficult to collect them in the same time and place. There was also threat

⁴⁵Febriana, “Students’ Perception Toward Phonetic Notation In Learning English,” p70.

when did the interview, for doing the interview must be waited one week, because the lecturer was sick and could not come to university, so at the last the interview did at her home.

In this research have deployed the best by the researcher. That all the threats of this research, hoping get a fix for this thesis, the researcher also expected support from both of the advisor, friends and readers.

CHAPTER V

SUGGESTION AND CONCLUSION

A. Conclusion

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability in writing phonetic transcription of word, students' difficulties in writing phonetic transcription of word and the lecturer's efforts to overcome the students difficulties in writing phonetic transcription of word.

After treating the collecting the data, the conclusion can be taken as follows:

1. The students' ability in writing phonetic transcription of word can be categorized into enough. It can be seen from mean score of the students' ability in writing phonetic transcription, it was 61.
2. The students' difficulties in writing phonetic transcription of word, as follows:
 - a. In consonant, the students have difficulty in recognizing unfamiliar symbols and stuck in an almost similar sound.
 - b. In vowel, the students have difficulty in recognizing unfamiliar symbols, also they have difficulty when to use symbols with long and short sound.
 - c. In diphthong, the students have difficulty in using the diphthong symbols. The symbols must be combined into one symbols but most of the students separate it.

3. The efforts of the English lecturer in writing phonetic transcription of word, as follows:
 - a. Study homophones material and other related study well, because there are many words in English that have sound almost same but have different transcription and also do a lot of practice.
 - b. Introducing the standard symbols before start to write, so the students can get used to the symbols.
 - c. The students must know the rules of writing phonetic transcription and follow it well.

B. Suggestion

After taking the conclusion, this research was given the suggestion based on the result of this research, the suggestion as follows:

- a. It is suggested to the head of study program, to motivate the lecturer, especially to lecturers who hold phonology courses.
- b. It is suggested to English lecturer especially phonology lecturer to keep teaching, especially in the discussion of phonetic transcription.
- c. For the students, to keep study hard to get success in their study. Overcome the weakness to get better in writing phonetic transcription.
- d. It is important to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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CURRICULUM VITAE



A. Identity

1. Name : Yuli Martini
2. Reg.Number : 16 20 300116
3. Place/Birth : Padangsidempuan, 5 August 1997
4. Sex : Female
5. Religion : Islam
6. Address : Jln. Merdeka Kel. Timbangan Janji Bangun

B. Parents

1. Father's Name : Rosutan
2. Mother's Name : Nur Hani

C. Educational Background

1. Elementary School : SD Muhammadiyah 1 Padangsidempuan (2010)
2. Junior High School : Mts. Muhammadiyah 22 Padangsidempuan (2013)
3. Senior High School : SMK N 1 Padangsidempuan (2016)
4. Institute : IAIN Padangsidempuan (2021)

APPENDIX 1

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Perguruan Tinggi (Institut Agama Islam Negeri Padangsidempuan)
(The location of University (Institut For Islamic Studies Padangsidempuan))
2. Sarana dan Prasarana Perguruan Tinggi
(The Facilities of the university)
3. Dosen Bahasa Inggris IAIN Padangsidempuan
(The lecturers at IAIN Padangsidempuan)
4. Mahasiswa semester empat jurusan bahasa Inggris IAIN Padangsidempuan
(The Students of the fifth semester English department IAIN Psp)

APPENDIX 2

The List of Interview

1. Bagaimana sistem pengajaran dalam mengajarkan phonetic transcription di IAIN padangsidimpuan?
(How is the system of teaching phonetic transcription at IAIN padangsidimpuan?)
2. Apa-apa saja yang Ibu lakukan sebelum memberikan tugas kepada mahasiswa?
(What are the English teacher do before giving test to the student?)
3. Bagaimana hasil belajar mahasiswa dalam menulis phonetic transcription?
(How about the students' result in writing phonetic transcription?)
4. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis phonetic transcription?
(What are the students' difficulties in writing phonetic transcription?)
5. Bagaimana ibu memecahkan masalah tersebut?
(How the English teacher solve the problem?)

Padangsidimpuan, May 2021

English Lecturer

Researcher

Ida Royani, S.Pd.i., M.Hum.

Yuli Martini
Nim: 1620300116

APPENDIX 3

The Instrument (test)

General Instruction:

1. Write your name and registration number in the place that has been provided
2. Do the questions within 90 minutes
3. The number of questions consists of completion 40 items and essay 30 items
4. It is not permitted to use dictionaries, handphone and manuals related to questions
5. Check your answer before submitting

Name :

Class :

Registration Number :

I. Completion

Instruction: Fill in the blank symbol in the word below!

- | | | | |
|------------|--------------------|-------------|------------------------|
| 1. Sugar | =/ ___ u g ə / | 18. Yes | =/ ___ e s / |
| 2. Chair | =/ ___ e ə / | 19. Than | =/ ___ e ə n / |
| 3. Shoe | =/ ___ u: / | 20. King | =/ ___ i ŋ / |
| 4. Baggage | =/ b e ə g i ___ / | 21. Blanket | =/ b l e ə ___ k i t / |
| 5. Measure | =/ m e ___ ə / | 22. Yolk | =/ ___ ə u k / |
| 6. This | =/ ___ i s / | 23. Gun | =/ ___ ʌ n / |
| 7. Fan | =/ ___ æ n / | 24. Deep | =/ ___ i: p / |
| 8. Water | =/ ___ ɔ: t ə / | 25. Long | =/ ___ ɒ ŋ / |
| 9. Bull | =/ ___ u l / | 26. Kit | =/ ___ a i t / |
| 10. Phone | =/ ___ ə ʊ n / | 27. Thin | =/ ___ i n / |
| 11. Bat | =/ ___ æ t / | 28. Money | =/ ___ ʌ n i / |
| 12. Judge | =/ dʒ ʌ ___ / | 29. Zip | =/ ___ i p / |
| 13. Duster | =/ ___ ʌ s t ə / | 30. Head | =/ ___ e d / |
| 14. Gate | =/ ___ e i t / | 31. Lake | =/ ___ e i k / |
| 15. How | =/ ___ a u / | 32. Hang | =/ h e ə ___ / |
| 16. Wolf | =/ ___ u l f / | 33. Chin | =/ ___ i n / |
| 17. Vision | = /v i ___ ə n / | 34. Sun | =/ ___ ʌ n / |

35. Tap = / __ eə p /
36. Victim = / __ i k t i m /
37. Pull = / __ u l /
38. Rise = / __ ai z /
39. Nice = / __ ai z /
40. Thank = / __ eə ŋ k /

II. Essay test

Instruction: Transcribe the following words that notice to vowel, diphthong or consonant symbol!

- | | | | |
|-----------|----------------------|-----------|----------------|
| 41. Ten | = / __ __ __ / | 59. Now | = / __ __ / |
| 42. Meal | = / __ __ __ / | 60. Boy | = / __ __ / |
| 43. Book | = / __ __ __ / | 61. Home | = / __ __ __ / |
| 44. Any | = / __ __ __ / | 62. Coil | = / __ __ __ / |
| 45. Pool | = / __ __ __ / | 63. Shout | = / __ __ __ / |
| 46. Girl | = / __ __ __ / | 64. Pair | = / __ __ __ / |
| 47. Ten | = / __ __ __ / | 65. Play | = / __ __ __ / |
| 48. Cup | = / __ __ __ / | 66. Here | = / __ __ / |
| 49. Born | = / __ __ __ / | 67. Rare | = / __ __ / |
| 50. Hot | = / __ __ __ / | 68. Fear | = / __ __ / |
| 51. Feel | = / __ __ __ / | 69. Sigh | = / __ __ / |
| 52. Mill | = / __ __ __ / | 70. Poor | = / __ __ / |
| 53. Arm | = / __ __ __ / | | |
| 54. About | = / __ __ __ __ __ / | | |
| 55. Hat | = / __ __ __ / | | |
| 56. My | = / __ __ / | | |
| 57. Take | = / __ __ __ / | | |
| 58. Go | = / __ __ / | | |

APPENDIX 4

Table-8
Students' Total Score in Writing Phonetic Transcription

No.	Students' Intial	Class	Total Score
1.	EW	TBI-1	56
2.	DA	TBI-1	67
3.	RV	TBI-1	63
4.	FA	TBI-1	59
5.	TE	TBI-1	57
6.	DL	TBI-1	67
7.	ID	TBI-1	61
8.	NAN	TBI-2	66
9.	FAS	TBI-2	64
10.	ESH	TBI-2	63
11.	PAP	TBI-2	60
12.	SS	TBI-2	58
13.	DS	TBI-2	61
14.	PS	TBI-2	58
15.	ADH	TBI-2	74
16.	NS	TBI-3	50
17.	RA	TBI-3	70
18.	AAN	TBI-3	69
19.	EL	TBI-3	51
20.	NR	TBI-3	62
Total Score			1.235
Mean Score			61,75

APPENDIX 5

Table-12
Students' Details Score in Completion Test in Writing Phonetic Transcription of
Word

No	Indicator	Consonant														
	Respondent	/dʒ/	/ð/	/ŋ/	/ʃ/	/tʃ/	/θ/	/ʒ/	/f/	/w/	/b/	/d/	/g/	/h/	/j/	/k/
1	EW	0	1	1	2	1	0	0	2	2	2	2	2	2	2	2
2	DA	0	0	0	0	0	0	1	2	2	1	1	1	1	1	2
3	RV	0	0	1	0	0	0	0	2	1	2	2	1	2	1	2
4	FA	0	0	0	0	0	0	0	1	1	2	1	2	2	1	1
5	TE	0	0	2	0	0	0	0	2	2	1	2	2	2	1	2
6	DL	0	0	0	0	0	0	0	2	1	2	2	1	2	2	2
7	ID	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1
8	NAN	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1
9	FAS	0	0	0	0	0	0	0	0	2	2	1	1	1	1	1
10	ESH	0	0	0	0	0	0	0	0	1	1	2	2	1	1	1
11	PAP	0	0	1	0	0	0	0	1	1	1	1	1	1	1	2
12	SS	0	0	0	1	0	0	0	1	1	1	1	2	1	2	0
13	DS	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1
14	PS	0	0	1	0	0	0	2	2	2	2	1	2	2	2	2
15	ADH	0	0	1	1	0	0	0	1	1	1	2	1	1	2	1
16	NS	0	0	1	0	0	0	1	1	1	1	1	2	2	2	2
17	RA	0	0	0	0	0	0	1	2	2	2	1	1	2	2	1
18	AAN	0	0	2	1	0	0	0	2	2	2	1	1	2	1	1
19	EL	0	0	1	0	0	0	0	0	1	1	1	1	1	1	2
20	NR	0	0	0	0	0	0	0	1	0	1	1	1	2	1	1

APPENDIX 6

Table-13
Students' Details Score in Essay Test in Writing Phonetic Transcription of Word

No	Indicator	1			2			3			4			5			6			
	Respondent	/t/	/e/	/n/	/m/	/i:/	/l/	/b/	/u/	/k/	/e/	/n/	/i/	/p/	/u:/	/l/	/g/	/ə:/	/l/	/k/
1	EW	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	0	0	1
2	DA	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1
3	RV	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
4	FA	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1
5	TE	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1
6	DL	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
7	ID	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1
8	NAN	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
9	FAS	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1
10	ESH	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
11	PAP	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
12	SS	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
13	DS	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
14	PS	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1
15	ADH	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
16	NS	1	1	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1
17	RA	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
18	AAN	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1
19	EL	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1
20	NR	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1

No	Indicator	11			12			13		14				15			16	
	Respondent	/f/	/i:/	/l/	/m/	/i/	/l/	/a:/	/m/	/ə/	/b/	/a/	/u/	/h/	/eə/	/t/	/m/	/a/
1	EW	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	1	0
2	DA	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1
3	RV	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0
4	FA	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0
5	TE	1	0	1	1	1	0	0	0	0	1	0	0	1	0	1	1	0
6	DL	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0
7	ID	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0

8	NAN	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1
9	FAS	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1
10	ESH	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1
11	PAP	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1
12	SS	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1
13	DS	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1
14	PS	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1
15	ADH	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1
16	NS	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1
17	RA	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1
18	AAN	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	1
19	EL	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	1
20	NR	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1

No	Indicator Respondent	21			22			23			24			25		26	
		/h/	/əʊ/	/m/	/k/	/ɔɪ/	/l/	/j/	/aʊ/	/t/	/p/	/e/	/ə/	/l/	/ei/	/h/	/ɪə/
1	EW	1	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0
2	DA	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	0
3	RV	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0
4	FA	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	0
5	TE	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	0
6	DL	1	0	1	1	0	1	0	0	1	1	1	0	0	0	1	0
7	ID	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0
8	NAN	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0
9	FAS	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0
10	ESH	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0
11	PAP	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1
12	SS	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0
13	DS	1	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1
14	PS	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0
15	ADH	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1
16	NS	1	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0
17	RA	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	0
18	AAN	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0
19	EL	1	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0
20	NR	0	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0

APPENDIX 7

Description of Data

The students' score from low score to high score

50	51	56	57	58
58	59	60	61	61
62	63	63	64	66
67	67	69	70	74

1. The highest score = 74
2. The lowest score = 50
3. Range = (Highest score – Lowest score = 74- 50 = 24)

4. Total of Class = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1,3)$$

$$= 1 + 4,29$$

$$= 5,29$$

$$= 5,3$$

5. Interval (i) = $\frac{Range}{Total\ of\ class}$

$$= \frac{24}{5,3}$$

$$= 4,52$$

$$= 5$$

6. Mean Score

Interval Class	F	X	x	Fx	x ²	Fx ²
50-54	2	52	2	4	4	16
55-59	4	57	1	4	1	16
60-64	7	62	0	0	0	0
65-69	5	67	-1	-5	1	25
70-74	2	72	-2	-4	4	16

$$\begin{aligned}
 MX &= M + i \sum \frac{Fx}{n} \\
 &= 62 + 5 \frac{-1}{20} \\
 &= 62 + 5 (0,05) \\
 &= 62 + (0,05) \\
 &= 61,75
 \end{aligned}$$

7. Median

$$\begin{aligned}
 \text{Xii (i)} &= 59 + 0,5 = 59,5 \text{ (b)} \\
 n &= 20 \\
 F &= 4 \\
 f &= 7
 \end{aligned}$$

$$\begin{aligned}
 Me &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 59,5 + 5 \left(\frac{\frac{1}{2}20 - 4}{7} \right) \\
 &= 59,5 + 5 (0,85) \\
 &= 59,5 + 4,25 \\
 &= 63,75
 \end{aligned}$$

8. Modus

$$Mo = b + p \left(\frac{b_1}{b^1 + b_2} \right)$$

$$= 59,5 + 5 \left(\frac{3}{3 + 2} \right)$$

$$= 59,5 + 5 (0,6)$$

$$= 59,5 + 3$$

$$= 62,5$$

APPENDIX 8

The Documentation of Doing the Research







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

18 September 2019

Nomor : 140/In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd.

(Pembimbing I)

2. Sri Rahmadhani Siregar, M.Pd.

(Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Yuli Martini
NIM : 1620300116
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : THE ABILITY OF THE FIFTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT TARBIYAH
FACULTY IAIN PADANGSIDIMPUAN IN WRITING
PHONETIC TRANSCRIPTION OF WORDS

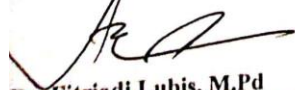
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


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NIP. 19820731 200912 2 004

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : 75 /In.14/E.6a/PP.00.9/06/2021
Hal : Surat Keterangan Penelitian

24 Juni 2021

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Yuli Martini
NIM : 16 203 00116
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan dari bulan Februari 2021 s/d Mei 2021 dengan judul " **The Ability of the Fifth Semester of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan in Writing Phonetic Transcription of Word**".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


Fitti Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004