

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data collected from the observation and interview which are discussion based on the theory and concept from the previous chapter. The chapter is presented based on the research focus stated in the first chapter.

A. Result of Research

In the result of research, the researcher described about an analysis of dominant English pronunciation style on student s at Ma'had Sabilillah Sampang. The teacher use analysis of dominant English pronunciation amins to difference American and British style. Usually, students have difference style in using English pronunciation as like from variation and the most difficulties for students prefer. This research, researcher try to observe how the teacher analyze of dominant English pronunciation style in learning process.

1. The pronunciation style often used by students American or British

Based on the focus of the first study, the researcher tried to find answers about pronunciation style dominantly used. The researcher then used an effective way to find wather, American style or British style which is often used by students. Researcher observed students pronunciation in their daily life both in school and Ma'had. The researcher also observed their language style to find out what accents were often used. and in the end, the research conducted the first research in class In English, the researcher answered that the students of Ma'had Sabilillah Sampang used the American style more often, although some of them still used the English style. Then at the time of the first observation the researcher found that most of the students when they spoke

or conveyed something used English in the class. The researcher found that students used American style more often. For example the word “go”/gou/ "laugh" /læf/ "told" /toold/ "start" /start/ "don't" /don't/ “global” /gloubl/. Here in terms of pronunciation or pronunciation and phonetic symbols use American style. And one of the example of the sentence from the word above ”when you go to france but you can not speak france you can use English, because English is global ” then the researcher conducted a second study, in the second study in addition to the examples above the researchers also found examples or vocabulary used by students in terms of pronouncing. such as, "France" /fræns/ "social media" /soʊʃəl/ "in front of" / ɪn frʌnt əv/ "a lot of" /ə lʌt əv/ “presentation” /prɪzən'teɪʃn/ “calamity” /kə læməti/ “cooperate” /kou'ɑpəreɪt/. “we need to study hard to get a lot of knowledge” the example above is the result of research found by researchers where students also used the American style. namely in terms of pronunciation and how to pronounce it. From the results of the study, the results showed that students used the American style more often.

On the other hands there are some students who use British style. For example, in the word "knowledge" students are accustomed to saying the word that is more dominant in "knowledge". means to follow the letters contained in the word without adding anything. adapted to the English style, for example ('nɑlɪdʒ) while for American ('nɑ:lɪdʒ), as it is presented in table 1.

Table 1. Pronunciation of Words

Word	Students Pronunciation	American	British
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Knowledge	'nɑlɪdʒ		✓
Go	gou	✓	
Laugh	Læf	✓	
Told	toʊld	✓	
Global	gloubl	✓	
Start	stɑr	✓	
France	Fræns	✓	
Social	souʃəl	✓	
In front of	ɪn frʌnt əv	✓	
A lot of	ə lʌt əv	✓	
Presentation	prɪzən teɪʃn	✓	
Calamity	kə 'læməti	✓	
Coooperate	kou 'ɑpəreit	✓	

2. What are Students Perception of Pronunciation Style at Ma'had Sabilillah Sampang.

Based on the research focus that researcher wanted is that to know the perception of pronunciation style. American style is one of that often used by students at Ma'had Sabilillah Sampang, because American style is easier to learn by its pronunciation. And American style was the most frequent accent learned and used at Ma'had Sabilillah Sampang. While British style is also learned by them, they rarely use British style in their daily lives when speak English. They also know the differences between American style and British style. Such as, go /gou/ social /'soʃl/ told /toʊld/

(American style) go /gəʊ/ social/ 'səʊʃəl/ told /təʊ/ (British style). That's one of the differences in pronunciation or phonetic symbols between American and British style.

a. American Pronunciation Style

The statement below are come from student from Ma'had Sabilillah Sampang

“ i often choose American in ma'had, because most of teacher teach me american style. And american style is so easy for speaking and most of study mediator use American style, such film, song and dialoge”¹

The students statement above is preferring the american style, because there are something that are easy to understand in speaking, especially in learning mediators who mostly use american style. Such us a movie, song and dialoge. In addition to being easier to understand, the use of language is also easier to understand so that their patner will more easily to understand.

The reason above is a reason that teachers often encounter in the classroom, because indeed American style is more easier practiced than British style. there are even some other reasons students choose american style over british style:

“I think American style is more exciting and easier than british style. therefore, I use American style more often, because I have friends who use British not so good to hear both in terms of pronunciation and others.”²

The answer above is not much different from the previous answer that students are easier to understand English by using american style, among others, that the student is not very good with the British style, judging from the pronunciation which has differences with the pronunciation of american style. in this case students will certainly be more delicious by using american style.

¹ Gandi, The Student of Ma'had Sabilillah Sampang (Direct Interview onMonday 15th August 2022)

²lqbal, The Student of Ma'had Sabilillah Sampang (Direct Interview onMonday 15th August 2022)

This case is a result of interview to the students of Ma'had Sabilillah Sampang from the most difficult for students prefer American or British style, so here are:

b. Difficulties in American Style:

This below is the answer of one of the students of ma'had sabilillah who has difficulties in american style

“it's harder for Americans because british only remove a few letters whereas Americans have to pronounce more difficultly.”³

The results of the above interview answer state that american is more difficult in its pronunciation form than british which only omits a few letters. this is certainly an indifferent matter for students ma'had sabilillah sampang in the pronunciation of a word american style is more difficult to pronounce than british style.

c. Difficulties in British style

This below is the answer of one of the students of ma'had sabilillah who has difficulties in american style.

“i think British, all of our media to study are special for American. Because we are beginner and just focus in english not about gramer or pronunciation.”⁴

From the results of the interview answers above, British are more difficult to understand than Americans, especially for students who are beginners. These students think that they only focus on speaking in English without paying attention to grammar or pronouns, especially British, which is more difficult to deal with these problems.

³Ridwan, The Student of Ma'had Sabilillah Sampang (Direct Interview on Monday 15th August 2022)

⁴Rafael, The Student of Ma'had Sabilillah Sampang (Direct Interview on Monday 15th August 2022)

These difficulties become important things that need attention. what else for beginners. they are certainly very difficult when they are directly taught about the use of pronouns perfectly. because pronoun is the most difficult component in a language, especially English.

a. The Result of Observation

2) The First Observation

The researcher stated the first observations on August 15, 2022. The teacher asked to investigate student asramah in a formal school, which was carried out by 10 students as a subject of study. When students attend the first meeting. This morning, the teacher explained the material about pronunciation.

a) Opening

When 07-30 rings, the teacher starts the learning process. To start the lesson, the teacher starts with greetings. After that he said special jargon to attract students' enthusiasm like "hello.!", "are you ready for today.?!". And even "are you still a spirit?!". and then the teacher attends to the students to find out who is absent due to permission, or those who are absent for some reason. From there, the teacher begins to learn by asking some material that was previously presented with the aim that students remember past material and can connect with the material that will now be taught.

Teacher: Assalamu'alaikum wr.wb

Students: Wa'alaikumsalam wr.wb

Teacher: Good morning students..?

Students: Morning sir..?

Teacher: How are you..?

Students: I am fine sir, and you..?

Teacher: I am well so thank you, are you ready for today..?

Students: I am ready and must be ready

Teacher: who is not present today ?

Student (*captain*): only haidar and gandi

Teacher: handar and gandi!?, why they not present ?

Student: I don't know sir, they not allowed

Teacher: okay, thank you

b) The Main Activity

The activities in this section always give the same greeting in every first meeting until the second meeting. The teacher explained to the students why the researcher joined the class, "well, he is from IAIN Madura wants to take some research here, so he will join the class today". Thus, their conversation took place to provide further understanding of the researcher's task in the classroom. After introducing the researcher, the teacher asked the class leader to lead the prayer together.

The researcher observed how the teacher explained the lesson on pronunciation. To include the material to be presented, the teacher first asked about the extent of students' knowledge of the material, such as asking students about:

1. Have you studied british and american style before?
2. What do you know about american style?
3. what do you know about british style?

Next, after the teacher knew beforehand about the pronunciation itself.

Then, the teacher explained to them the meaning, use, benefits of learning pronunciation and even how to distinguish between british and american. With some questions and explanations. After that, the teacher began to provide a special understanding of understanding pronunciation by giving some examples in this book as a reference. And in the end it makes it easier for students to learn pronunciation, the teacher begins to introduce the method using mind mapping by starting some questions such as:

1. what is the difference between british and american?
2. should we learn pronunciation?

Continuously, the teacher explains it with some references and examples from the handbook. From some of the questions above, few students can answer them,

but most of them are mostly unmade or unable to answer the question. So continuing with some explanations from the teacher, most of the students did not know and could answer these questions because they had never studied specifically related to pronunciation, this was known when the teacher asked the temporary students, some already knew because they had studied before. The discussion lasted a few minutes, the next, the English teacher continued to explain the lesson about its aims, objectives, and benefits.

The teacher explains what pronunciation is. And then the teacher explains the English style that is in Ma'had such as British style or American style, Teacher explains the English style one by one. After explaining the teacher opens the question before continuing the next explanation. Some students asked about explanations that they had not understood and the teacher immediately answered the question. He also showed an example of a vocabulary then the teacher explained the difference between British and American using the vocabulary example. After finishing explaining the pronunciation, the teacher opened questions for students who did not understand.

c). Closing

At the end of the first meeting, the teacher asked the students did you understand what was explained? To test their understanding, the teacher asked them to ask questions from all the explanations that had been given. And to find out how well they understand, the teacher gives assignments to make or look for examples of british or american vocabularies and phonatic symbols.

3) Second Observation

The second observation was made on August 21, 2022. This was the last observation made by the researcher to collect data.

a). Opening

At 07-00 o'clock rang, as usual class activities begin with greeting. Ask a condition, and like the previous material the teacher uses special jargon to raise up students, enthusiasm. To remember some of the material that has been presented previously. The teacher asks several questions aimed at repeating the material so that they remember what has been conveyed. The question is:

1. What you know about pronunciation?
2. What you know about American and British style?
3. Which you like among its?

The questions above aims to provide understanding again so that they do not forget about the material that has been taught.

b). The Main Activity

For this activity, the teacher asks the tasks that have been ordered previously by putting the task forward in an effort to correct some of the task and return to discussing what is still not understood. After being given instructions to collect their assignment. Student deposit them to the teacher. There are some students who do not deposit for some reason and some others deposit each student one sheet. The teacher begins to check the assigned assignments. There are some corrections from the teacher to the students. Especially about phonetic symbol and how to pronounce the word as like in American or British style.

There is one error that may often occur when students pronounce vocabulary in almost the same way. For example, lighter /laɪ tə/ and later /leɪ tə/. In printing these two vocabularies, students will find it difficult to distinguish how to pronounce them. Therefore, an explanation from a teacher must bring understanding to students. However, in particular, if the explanation of the advantages and disadvantages of

reading oxford or longman which is a reference for learning pronunciation, the impact on students rarely or even almost does not know how to use good and correct pronunciation.

The error above is basically not due to the difficulty of pronunciation, but from there it also becomes a big mistake. because without pronunciation, when we speak English, it is not good to say or listen to it. maybe in general we are too concerned with pronunciation in learning English, but because of our pronunciation speaking, it will be much better for those who say or listen.

Furthermore, after knowing some mistakes from students in pronouncing the correct vocabulary, the teacher again explained by conveying another simple method so that students better understand pronunciation. But on the other hand, there is nothing wrong with what the teacher says, which does not only depend on methods or concepts. As long as you are diligent in reading and practicing it, it will be easier to understand and pronounce good and correct vocabulary.

c). Closing

At the end of the meeting the teacher asked again things that had not been understood by opening questions to the students. There are two to three students asking questions whose questions are still in the context of using mind mapping and their weaknesses in literacy. Then the teacher again gave the task to the students to correct the error. But this time it is not necessary to fix everything, but is offered with a reward. For those who improve then there will be added value for them. It is none other than the teacher's efforts to provide lessons so that students continue to try and practice.

B. Discussion

The researcher would like to present about an analysis of dominant English pronunciation style on student at Ma'had Sabilillah. Based on interview and observations above has a result in discussion that explain about American and British style including pronunciation accent. Ma'had sabilillah students are more concerned with researchers because students often use English in their daily lives. so it is necessary to analyze the use of pronunciation styles in American or british. it was proven during their observations and interviews that they used American more often than British because it was easier to understand. In American English, words are not pronounced one by one. Usually, the end of one word attaches to the beginning of the next word⁵. it means that American is easier to pronounce because you don't have to pronounce the words clearly one by one rather the overall pronunciation of the word makes it easier to listen to.

Below are the results of interviews and observations based on theory which will be related to the students' circumstances and knowledge regarding pronunciation in American and British pronunciation styles.

⁵ Ripai. *The Pronunciation of American Style T and R By Indonesian Students* (Cirbon :2012), 01.

1. The Pronunciation Style Often Used by Students.

Word	American	British	Pronunciation
To get a lot off Knowledge		✓	'nɑ:lɪdʒ : 'nælɪdʒ
When you Go to school	✓		gou : gəʊ
Don't Laugh loudly	✓		Læf : laf
When I Told you	✓		tould : təʊld
English is Global	✓		gloubl : gləʊbl
Try to Start	✓		sta:rt : stɑ:t
When you go to France	✓		Fræns : fra:ns
The important of Social media	✓		souʃl : səʊʃl
Standing In front of you	✓		ɪn frʌnt əv : ɪn frʌnt əv
Getting A lot of knowladge	✓		ə lʌt əv : ə lʌt əv
I want To explain my presentation	✓		prɪzen 'teɪʃn : prezn 'teɪʃn
In Indonesia there are calamity	✓		kə 'læməti : kə 'læməti
We need to Cooperate	✓		kou 'əpəreɪt : kəʊ 'əpəreɪt

Based on the observation guide used by the researcher, there were two meetings that the researchers observed were conducted on Ma'had Sabilillah Sampang. Students

in the process of observed, the researcher found that most of the students used American style when they studied or spoke English and students are also easier to pronounce or spelling vocabularies the in class. because American style is most often studied and practiced in Ma'had Sabilillah Sampang. So students are accustomed to using American style in their daily activities.

Pronunciation is one of the most important things for anyone learning English. because in learning English we don't only focus on speaking, vocabulary or grammar, but we also need something called pronunciation learning to improve our pronunciation or pronunciation in English. because people who speak well are people who use good and good pronunciation, because pronunciation is the key to improving our English pronunciation.

According to Gowhary, pronunciation is one of the most challenging skills to acquire and learn English pronunciation is quite tricky for Indonesian students since they have been used to speaking their mother tongue since childhood. Moreover, English is significantly different from the Indonesia language in its pronunciation system. English department students must learn about the relationship between the sound system and the writing system. Still, English department students sometimes make mistakes in pronouncing⁶.

According to Siregar Pronunciation is one of the most important parts of speaking English to communicate with others since there are differences between the symbol and its sounds⁷. When we communicate with other people, we should not only have a good vocabulary but also have a good pronunciation. Therefore, it is important to study about pronunciation.

⁶ Habib Gowhary, *The English Pronunciation Problem of EFL Students' Speaking* (Semarang :2020), 01

⁷ Syahreni Siregar, *The Influence of Dialect on The Student's Pronunciation in Speaking Ability* (Metro :2017), 27.

So, pronunciation is one that must we learned when learning English, because pronunciation is the most challenging skill in learning English. The students are quite complicated when they speak English if they don't have a good pronunciation. Most of students learning English make mistakes in pronunciation, because they do not too understand about pronunciation. And it's the most important thing is learning English in speaking or communicating with others people, because there is difference between the phonetic symbol and its sound. Therefore, learning English is not only learning many vocabularies, but we must learn a good and correct pronunciation to improve our English well.

2. The Students Perception of Pronunciation Style at Ma'had Sabilillah Sampang.

Based on students perception of pronunciation style are American more easier than British style. This is based on the observations of researchers who found that American is easier and more frequently used by Ma'had Sabilillah students. from that perception is no longer foreign because in theory it can also be proven that American is easier to pronounce than British. In American English, words are not pronounced one by one, usually the end of one word attaches to the beginning of the next word⁸. In theory, American pronunciation is not read one by one for each word, but directly combines the end of the word at the beginning of the next word, this will make it easier for students to determine the pronunciation of the next sentence or word. one example is the word "A lot of" (ə lʌt əv) in American between the words "lot" and "of " are directly put together in pronunciation, while in British the words "lot" and "of" are read separately.

In addition, the majority of Ma'had Sabilillah students use American not only because it is easy but also because in terms of articulation it is easier to pronounce

⁸ Ripai "The pronunciation of American style Y and R By Indonesian Students" (Cirbon: 2012), 01.

because American is without stress in syllables. Differences in articulation American English has clear tendency to pronounce unstressed syllables, while British English does not show it⁹. the meaning is that in an articulation the word American is unstressed so that it is clear in pronunciation. while the British are through stress which is sometimes spelled clear or omit letters in a word. For example in the word water ['wɔ:tər/'wɔ:tə(r)], in American the letter "R" is read without articulation, while in British "R" is not read with the meaning of using stress or articulation.

From the two theories it has been described that Ma'had Sabilillah students are more accustomed to using the American style than the British style. this is supported by the students' habit of using the language every day, even the teachers are also more familiar with using American in the teaching and learning process not only because it is easy but also because it becomes a habit that sticks with them. the pronunciation of words also becomes something that is easily conveyed both in everyday life, public speaking and interactions in the teaching and learning process.

⁹ Ade Christanty Yudha Bestari "An Analysis of The use of British English and American English toward writing ability I n students' Instagram Accounts of Nahdlatul Ulama University of Purwokerto" (Purwokerta:2021). 67

