IMPROVING STUDENTS ABILITY IN PREDICTING SOUNDS REPRESENTED BY LETTER G AND C THROUGH AUTHENTIC MATERIALS

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Abstract

The research was aimed at proving the use of authentic materials which can improve students' ability in predicting English sound especially sounds from letter g and c. True-experimental research design was applied in this research. The research population was 312 of the eleventh grade students at SMAN 4 Palu. The sample of this research was selected by random sampling technique. The instrument of data collection was the test which was administered to the students twice as pre-test and post-test. The data were analyzed statistically in order to know the significance of the achievement of the students in pre-test and post-test. Referring to the t-table value by applying the 0.05 level of significance and (31+31-2 = 60) the degree of freedom (df), the researcher found the value of t-counted (4.65) was greater than t-table (2.000). The result of the data analysis showed that authentic material as a medium is effective to improve students' ability in predicting English sound that represented by letter g and c.

Key words: Prediction; Sound; Letter G; Letter C; Authentic Material.

INTRODUCTION

Pronunciation is one of the language components that must be mastered by the learners in order to be successful in communication. Having good pronunciation also can help the students to transfer their ideas smoothly and can make conversation understandable. According to Yates (2002:1) "Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood even if their grammar is perfect". It means good pronunciation can build good speaking skill since the utterances of the speaker can be easily understood by the interlocutor. Pronunciation is related to the sound and spelling that made by pronouncing the words since sound has important role on how people pronounce something. Sound is a medium

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where the information is communicated, thus it is important to be studied by the students (Sulaiman 2004).

There is no simple relationship between spellings and sounds, since English is recognized as inconsistent language. As stated by Basri and Hastini (2011:33) "Spelling pronunciation is the most common type of pronunciation errors for Indonesian learners of English". That is why many Indonesian students tend to generalize the pronunciation or the sounds of some letters of English such as *bridge /♌♏✋♎♐/* into (♌♏.❒♓♎.♑♏).

Based on the preliminary research at the eleventh grade students of SMAN 4 Palu, there were many students that could not pronounce some consonants of English correctly in the classroom due to the low motivation to practice English. Additionally, students became afraid of learning English since they were unconfident and afraid of making mistake in pronouncing the words. Some students often generalized when pronouncing words that contain letter g sound /g/ with sound */dʒ/* for example, word *legging, regular, argue,* since the low ability in predicting word sounds, they could not predict it in the right way. They pronounced as (*Lejjing, rejular, arjue)* and other letter g words with /dʒ/ while those words should be pronounced with /g/. It is also happened in pronouncing letter c which ♒♋❖♏ four sounds there are /k/, /s/, /tʃ/, and /ʃ/ like in words "*cold, coin* and *scope*" is pronounced /k★✞ld/, /k⚐✋n/ and /sk★✞p/ respectively. It sometimes becomes a trigger students mispronounced other letter c in words that has letter c like "*cynical, dicey,* and *descend"*. Although the students generalized the words, they pronounced almost all words that have letter c with sound /k/.

Related to the effective way in predicting sounds in English, there are many approaches, methods, techniques and media that can be used by teachers. One of the media that is very useful and can help the students to improve their pronunciation is authentic material. The authentic materials are the materials that have been produced originally to fulfil some social purposes in the language community.

Authentic materials are the resources both written and oral created by native speakers of target language for non-native speakers. Authentic materials are very wide materials that can be found from internet or from the real native speaker. It delivers different ways in knowing the target language. The important principle of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio – Hadley, 1993). Based on that definition, the real meaning of authentic material is the real language; produced for the

native speakers; designed without the teaching purposes. In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speeches, songs, and films. One of the most useful authentic materials is taken from the internet.

The researcher believes that the use of authentic materials are very useful to be the material that can help the eleventh grade students at SMAN 4 Palu to improve their ability in predicting English word sounds especially in pronouncing complicated consonant such as letter g and c since authentic materials can help the students to be more familiar with the real pronunciation of native speaker. Electronic dictionary which has recorded real pronunciation of English words is one of the authentic materials that can support better pronunciation.

Based on the statement above, the researcher formulated a research question as follows: *Can the use of Authentic Materials improve students' ability in predicting sounds represented by letter g and c of eleventh grade students at SMAN 4 Palu? ?* It is to find out the use of authentic materials can improve students' ability in predicting sounds represented by letter G and C of the eleventh grade students at SMAN 4 Palu.

METHODOLOGY

In conducting this research, the researcher used true experimental research design. The researcher applied the study based on research design recommended by Hatch & Farhady (1982:22) as follows:

G_1	T_1	X	T_2	Where:
G_2	T_1		T_2	G_1 = experimental group
				G_2 = control group
				T1 = pre-test
				X = treatment
				T2 = post-test

Population is the area that the researcher was trying to get information from. In this study, the population was the eleventh grade students of SMA Negeri 4 Palu consisting of 10 classes. Each class consists of 31 up to 37 students. The total number of the eleventh grade students of SMA Negeri 4 Palu was 312 students. The sample of this research was chosen through cluster random sampling. The researcher wrote each name of the eleventh grade classes in the piece of paper and put it into a box. Then, the researcher shook the box until one of the

paper fell out. The first paper which he took was the experimental group and the second was the control group. The experimental group was XI IPS D and the control group was XI IPS A.

Based on the title, the researcher used two research variables in conducting this research. Those were dependent and independent variables. Cresswell (2009:50) explains "A dependent variable is a feature that depends on the independent variable, while independent variable is a feature that cause, influence, or affects outcomes". Therefore, the dependent variable of this research was the prediction of sounds represented by letter g and c of the eleventh grade students of SMA Negeri 4 Palu, while the independent variable was the use of authentic materials as the media.

In conducting this research, the researcher administered test. Before conducting treatment, the researcher distributed pre-test to both experimental and control groups. The tests consist of 25 items in 2 different types. The first part consists of 15 items of pronouncing the list of words which have 1 score for each number. The second part consists of 10 items of listening and circling the words.

The researcher applied treatment after giving the pre-test to both experimental and control groups. The researcher taught both experimental and control groups, yet the authentic materials as media were applied in the experimental group. The control group was taught with the material that was used by their teacher. Then, the researcher gave the post-test in order to get data about the effect of the treatment.

The result of test was analyzed statistically. First the researcher computed the individual score of students by using the formula proposed by (Arikunto, 2006:308):

$$\sum = \frac{x}{n} \times 100$$

Where:

$\sum$ = standard score
x = students score
n = maximum score
100 = constant number

The researcher computed the mean score of each test from each group by using formula proposed by Ary, et al. (2010:108-109):

$$\overline{X} = \frac{\sum X}{N}$$

Where:
X = mean
X = raw score
$\sum$ = sum of
N = number of scores

When the value of mean of each group (both pre-test and post-test) was obtained, the researcher computed the value of deviation to get the value of standard error. The formula stated below was quoted from Ary, et al. (2010:115 & 171).

a. Formula of Deviation

$$x = X - \overline{X}$$

Where:
x = deviation score
X = raw score (student's score)
$\overline{X}$ = mean

b. Formula of Standard Error

$$S_{X_1 - X_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:
$S_{X_1 - X_2}$ = standard error of the difference between two means
n_1 = number of cases in group 1
n_2 = number of cases in group 2
$\sum x_1^2$ = sum of the square deviation scores in group 1
$\sum x_2^2$ = sum of the squared deviation scores in group 2

Furthermore, term 'group 1' and 'group 2' would be used in elaborating the obtained data. Term 'group 1' refers to experimental group and term 'group 2' refers to control group. The researcher had to compute the standard error since it includes in the formula of t-counted. After getting the value of the standard, the researcher would easily obtained t-test in order to analyze and to answer the research hypothesis of this study. In line with the aim, the researcher used the following formula which proposed by Ary, et al. (2010:171):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}}$$

Where :

X_1 = mean of group 1
X_2 = mean of group 2
$Sx_1 - x_2$ = standard error

RESEARCH FINDINGS

The pre-test was administered to measure the prior knowledge of the students before they got treatment. Then, the researcher gave the post-test to the students after applying authentic materials as media in teaching. The representation of the result from the pre-test of experimental group and control group can be seen in the table 1 and the post-test result of those groups is shown in table 2.

The researcher computed the students' mean score by using this formula:

$$\bar{X} = \frac{\sum X}{N}$$

Table 1: The pre-test score of experimental group and control group

	Experimental group					Control group				
No	**Initial**	**Pronounce words (0-15)**	**Listen & circle (0-20)**	**Max Score**	**X_1 (0-100)**	**Initial**	**Pronounce words (0-15)**	**Listen and circle (0-20)**	**Max Score**	**X_2 (0-100)**
1	TNO	6	4	35	28.57	IBR	7	8	35	42.86
2	ONI	5	4	35	25.71	ARF	6	4	35	28.57
3	SYR	4	6	35	28.57	YEN	6	6	35	34.29
4	SEP	6	4	35	28.57	MAY	10	4	35	40.00
5	RRA	5	6	35	31.42	RIN	5	12	35	48.57
6	YNI	8	14	35	62.85	SIS	5	10	35	42.86
7	NUR	8	2	35	28.57	SAN	7	4	35	31.43
8	MER	7	4	35	31.42	RIC	9	12	35	60.00
9	RAH	6	6	35	34.28	DIN	6	4	35	28.57
10	SCI	3	6	35	25.71	IND	3	6	35	25.71
11	ILH	3	8	35	31.42	HER	5	4	35	25.71
12	ZYT	5	6	35	31.42	RAQ	4	4	35	22.86
13	AND	4	6	35	28.57	AGU	4	2	35	17.14
14	RIZ	5	4	35	25.71	WAH	4	10	35	40.00
15	ABD	2	6	35	22.85	DEF	8	8	35	45.71
16	SAR	5	4	35	25.71	ANA	9	8	35	48.57
17	BAS	2	2	35	11.42	SIN	4	4	35	22.86
18	AMR	5	8	35	37.14	ASM	4	6	35	28.57
19	ZAI	6	2	35	22.85	AUL	5	14	35	54.29
20	IMR	3	4	35	20	AMR	7	6	35	37.14
21	LEN	4	2	35	17.14	FIT	5	6	35	31.43
22	WIL	3	4	35	20	FAT	4	8	35	34.29
23	LUT	2	4	35	17.14	FAU	6	10	35	45.71
24	ROS	5	6	35	31.42	IKA	6	2	35	22.86
25	SIT	4	10	35	40	REN	4	4	35	22.86
26	LIN	3	4	35	20	SUT	5	4	35	25.71
27	DIA	5	6	35	31.42	ANG	7	6	35	37.14
28	WIR	3	8	35	31.42	NYM	8	4	35	34.29
29	RAF	6	4	35	28.57	SAM	3	6	35	25.71
30	ILU	4	4	35	22.85	WAT	6	6	35	34.29
31	ILF	7	2	35	25.71	ROM	2	6	35	22.86
TOTAL		144	160		868.43		174	198		1062.86

Experimental group $= \frac{868.43}{31} = 28.01$ Control group $= \frac{1062.86}{31} = 34.28$

Table 2: The post-test score of experimental group and control group

	Experimental group					Control group				
No	**Initial**	**Pronounce words (0-15)**	**Listen & circle (0-20)**	**Max Score**	**X_1 (0-100)**	**Initial**	**Pronounce words (0-15)**	**Listen and circle (0-20)**	**Max Score**	**X_2 (0-100)**
1	TNO	7	10	35	48.57	IBR	10	14	35	68.57
2	ONI	13	12	35	71.43	ARF	11	12	35	65.71
3	SYR	9	12	35	60.00	YEN	9	14	35	65.71
4	SEP	12	14	35	74.29	MAY	10	8	35	51.43
5	RRA	10	16	35	74.29	RIN	8	14	35	62.86
6	YNI	13	12	35	71.43	SIS	8	12	35	57.14
7	NUR	13	14	35	77.14	SAN	11	18	35	82.86
8	MER	14	16	35	85.71	RIC	7	18	35	71.43
9	RAH	15	10	35	71.43	DIN	9	6	35	42.86
10	SCI	11	16	35	77.14	IND	12	10	35	62.86
11	ILH	12	12	35	68.57	HER	6	10	35	45.71
12	ZYT	11	18	35	82.86	RAQ	9	16	35	71.43
13	AND	14	12	35	74.29	AGU	7	8	35	42.86
14	RIZ	14	10	35	68.57	WAH	10	12	35	62.86
15	ABD	12	14	35	74.29	DEF	8	10	35	51.43
16	SAR	5	8	35	37.14	ANA	7	14	35	60.00
17	BAS	12	12	35	68.57	SIN	6	10	35	45.71
18	AMR	13	10	35	65.71	ASM	9	8	35	48.57
19	ZAI	11	14	35	71.43	AUL	10	16	35	74.29
20	IMR	11	10	35	60.00	AMR	7	8	35	42.86
21	LEN	13	16	35	82.86	FIT	8	14	35	62.86
22	WIL	11	12	35	65.71	FAT	6	10	35	45.71
23	LUT	12	10	35	62.86	FAU	9	12	35	60.00
24	ROS	14	14	35	80.00	IKA	7	6	35	37.14
25	SIT	10	12	35	62.86	REN	8	6	35	40.00
26	LIN	14	16	35	85.71	SUT	11	18	35	82.86
27	DIA	13	16	35	82.86	ANG	6	8	35	40.00
28	WIR	11	18	35	82.86	NYM	7	10	35	48.57
29	RAF	12	12	35	68.57	SAM	8	8	35	45.71
30	ILU	13	14	35	77.14	WAT	10	16	35	74.29
31	ILF	13	16	35	82.86	ROM	11	12	35	65.71
TOTAL		368	408		2217.15		265	358		1780

Control group $= \frac{1780}{31}$ =57.41

Experimental group $= \frac{2217.15}{31} = 71.52$

Table 3: Deviation and square deviation of experimental & control groups post-test

Experimental Group					Control group			
No	**Initial**	X_1	x_1 $(X_1 - X_1)$	x_1^2	**Initial**	X_2	X_2 $(X_2 - X_2)$	X_2^2
1	TNO	48.57	-22.95	526.70	IBR	68.57	11.16	124.5456
2	ONI	71.43	-0.09	0.01	ARF	65.71	8.3	68.89
3	SYR	60.00	-11.52	132.71	YEN	65.71	8.3	68.89
4	SEP	74.29	2.77	7.67	MAY	51.43	-5.98	35.7604
5	RRA	74.29	2.77	7.67	RIN	62.86	5.45	29.7025
6	YNI	71.43	-0.09	0.01	SIS	57.14	-0.27	0.0729
7	NUR	77.14	5.62	31.58	SAN	82.86	25.45	647.7025
8	MER	85.71	14.19	201.36	RIC	71.43	14.02	196.5604
9	RAH	71.43	-0.09	0.01	DIN	42.86	-14.55	211.7025
10	SCI	77.14	5.62	31.58	IND	62.86	5.45	29.7025
11	ILH	68.57	-2.95	8.70	HER	45.71	-11.7	136.89
12	ZYT	82.86	11.34	128.60	RAQ	71.43	14.02	196.5604
13	AND	74.29	2.77	7.67	AGU	42.86	-14.55	211.7025
14	RIZ	68.57	-2.95	8.70	WAH	62.86	5.45	29.7025
15	ABD	74.29	2.77	7.67	DEF	51.43	-5.98	35.7604
16	SAR	37.14	-34.38	1181.98	ANA	60.00	2.59	6.7081
17	BAS	68.57	-2.95	8.70	SIN	45.71	-11.7	136.89
18	AMR	65.71	-5.81	33.76	ASM	48.57	-8.84	78.1456
19	ZAI	71.43	-0.09	0.01	AUL	74.29	16.88	284.9344
20	IMR	60.00	-11.52	132.71	AMR	42.86	-14.55	211.7025
21	LEN	82.86	11.34	128.60	FIT	62.86	5.45	29.7025
22	WIL	65.71	-5.81	33.76	FAT	45.71	-11.7	136.89
23	LUT	62.86	-8.66	75.00	FAU	60.00	2.59	6.7081
24	ROS	80.00	8.48	71.91	IKA	37.14	-20.27	410.8729
25	SIT	62.86	-8.66	75.00	REN	40.00	-17.41	303.1081
26	LIN	85.71	14.19	201.36	SUT	82.86	25.45	647.7025
27	DIA	82.86	11.34	128.60	ANG	40.00	-17.41	303.1081
28	WIR	82.86	11.34	128.60	NYM	48.57	-8.84	78.1456
29	RAF	68.57	-2.95	8.70	SAM	45.71	-11.7	136.89
30	ILU	77.14	5.62	31.58	WAT	74.29	16.88	284.9344
31	ILF	82.86	11.34	128.60	ROM	65.71	8.3	68.89
Total		2217.15		3469.50		1780		5149.47

$\sum x_1^2$ = 3469.50 $\sum x_2^2$ = 5149.47

After calculating the deviation and square deviation, the researcher counted the standard error of the difference between two means of two groups. Counting the standard error had an aim at computing the *t-counted* which functions to prove that the variables of this study had relationship and the independent variable had a consequence toward the dependent variable.

$$S_{X_1 - X_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$$= \sqrt{\frac{3469.50 + 5149.47}{31 + 31 - 2} \left(\frac{1}{31} + \frac{1}{31}\right)}$$

$$= \sqrt{\frac{8618.97}{60} (0.032 + 0.032)}$$

$$= \sqrt{(143.64)\,(0.064)}$$

$$= \sqrt{9.19}$$

$$= 3.03$$

Counting the standard error, the researcher found that the value was 3.03. This value was used to count *t-counted*. The following was the computation of *t-counted*:

$$t = \frac{X_1 - X_2}{S_{X_1 - X_2}}$$

$$= \frac{71.52 - 57.41}{3.03}$$

$$= \frac{14.11}{3.03}$$

$$= 4.65$$

The result of counting t-counted value is 4.65. If the t-counted is higher than t-table, the research hypothesis will be accepted. Yet, if the t-table is higher than t-counted, the research hypothesis will be rejected. Thus, the researcher concludes that the research hypothesis is accepted since the t-counted is greater than t-table.

DISCUSSION

The researcher limited this research on predicting the sound represented by letter g and c and the use of authentic materials. The materials which used are the authentic listening and reading materials. Based on the result of pre-test in both groups, none of the students could get the standard score of English subject (73). This result proved that the students still got difficulties in predicting sounds represented by letter g and c. The pre-test result showed that letter c became the most difficult to predict by the students since letter c has 4 variant sounds; /♦♠/, /♠/, /s/, and /&/, while letter g has 2 variant sounds; /g/ and /♎☪/. There were 78.68% of students in both groups did wrong prediction on words containing letter c since the 4 variant sounds from letter c gave influence to students' ability in predicting the sounds. Among those variance, /♠/ was the most difficult one. It was difficult for students to differentiate the letter c, whether it pronounced /♠/ or /♦/ like in word "ocean", most of the students pronounced it as /✂★✞♦■/ rather than /✂★✞♠■/. In addition, they rarely found the word containing letter c that pronounced as /♠/. The second variance which is being difficult to predict was /♦♠/. Mostly students predict diagraph "ch" as /♦♠/. For example, they pronounced word "machine" /❍★✂♠♓■/ as /❍★✂♦♠♓■/ and word "chemistry" /✂&♏❍✋♦♦❒♓/ as /✂♦♠❍✋♦♦❒♓/.

After giving the pre-test, the researcher applied the treatment to the students to solve their problem. The treatment was done in eight meetings. The researcher entered in both experimental and control groups twice a week. Applying the treatment to the students, the researcher used the authentic materials as medium. In teaching learning process, the students were interested in receiving material particularly some new words. It happened since the researcher gave them some reading passages from novel, western short story, and song script. Sometimes, English songs and electronic dictionary were played to present the real pronunciation from the singers and the native speakers, thus the students can imitate them directly.

Next step, the researcher gave the post-test to the students. There were 48.38% of students in experimental group who got ≥ 73 and 6.45% of them almost got perfect score. However, there were 51.61% of students who got ≤ 73. In contrast, the students' result in control group shows that 12.90 % of students who got ≥ 73 and 87.09% of them got ≤ 73. Thus, it can be concluded that the post-test result of experimental was increased significantly.

Meanwhile, in control group the result were increased though only two students could achieve the standard score.

Furthermore, the researcher compared his research finding with previous research one which had been done by Sabet (2012). Both this research and pervious research have the same result since they applied authentic materials in teaching English successfully. Besides, they also have differences. The researcher conducted research in predicting sounds of letter g and c, while Sabet (2012) did a research in listening skill. Another difference is the researcher only applied two kinds of test as the instrument to measure students' understanding about predicting sounds represented by letter g and c, while in Sabet's research, he used English level test (Oxford Placement Test). He did not only give pre-test and post-test to the students, but also gave students feedback survey. The last difference is on the level. This research was done at Senior High School level, yet Sabet (2012) did research at Elementary School. Thus the researcher can draw statement that the authentic materials media are effective in learning English since it had been applied in teaching listening and pronunciation and in any levels even though it has some differences.

CONCLUSION AND SUGGESTION

Based on the result of data analysis in the previous chapter, the researcher argues that the t-counted value (4.65) is greater than the t-table value (2.000). It can be concluded that the authentic materials can improve students' ability in predicting sounds represented by letter g and letter c. Additionally, the use of authentic material like newspaper, novel, and English songs in teaching learning activity become a unique style of learning for students.

Having the conclusion above, the researcher adds some suggestions relating to teaching and learning process. First, using authentic materials (newspaper, song script, videos, electronic dictionary, recording conversation, etc) are recommended for teachers in teaching English since it makes students comfortable in learning, thus students can practices effortlessly by considering the materials since they need to practice more. Second, teachers may use authentic materials in other components and skills. The last, teachers should always motivate students when they are not confident to show their work. It can help them to increase their interest in learning. For the students, it is especially expected to improve students' pronunciation. Besides,

this research is expected to build their confidence in English language, particularly to say word by word that they do not know and use the language.

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