

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This subchapter presents the data that has been obtained. The data is obtained by using a test. The test is to have the subject read the list of 28 English words. In collecting data, researchers need 14 days. So, the researcher conducted the research on 9th -23rd May 2023.

To collect data, data was collected by using Whatsapp application with the Voice Note feature to get raw data in the form of pronunciation of the subject. So, the researcher first ascertains whether the subject matches the criteria the researcher wants to be a sample. Several questions were previously asked to the subject to see whether the subject could become a research sample. If the criteria are met, then the next step is to instruct the subject to read the list of English words. Before getting data in the form of transcription and the total phonological process. To find the total phonological processes that occur, firstly researcher converted the raw data in the form of a voice note that has been sent by the subject via WhatsApp into a phonetic transcription. So, the researcher could analyzed which words the phonological processes occur in. the phonetic transcription of the students can be seen in appendix II.

To be able to find out the percentage level of ability of English Education Department Banjarese Students, researchers analyzed the phonological processes that occur in the transcription table. the researcher analyzed which words undergo

phonological processing. If there was a phonological process is found in one word, the researcher gave a score of 1. If the researcher did not find a phonological process when the student reads the word list, the researcher gave a score of 0. If all have been given a score, the final step is to total the overall score using the excel formula = SUM. For the result of the scoring can be seen in appendix III.

To find out the ability of phonological processes, the researcher first looked for the percentage occurrence of phonological processes of students one by one to be entered into the formula $\text{Percentage} = \text{parts/whole} \times 100\%$. Here are the presentations:

Table 4.1
Percentage Tables

Students	Total Occurrence	Score Max	%
S-1	4	28	14.28
S-2	2	28	7.14
S-3	4	28	14.28
S-4	2	28	7.14
S-5	5	28	21.4
S-6	4	28	7.14
S-7	6	28	21.42
S-8	6	28	21.42
S-9	5	28	17.85
S-10	7	28	25
S-11	7	28	25
S-12	4	28	14.28
S-13	2	28	7.14
S-14	4	28	14.28
S-15	4	28	14.28
S-16	5	28	17.85
S-17	5	28	17.85

Table 4.1
Percentage Tables

Students	Total Occurrence	Score Max	%
S-18	4	28	14.28
S-19	3	28	10.71
S-20	3	28	10.71
S-21	5	28	17.85
S-22	2	28	7.14
S-23	5	28	17.85
S-24	3	28	10.71
S-25	4	28	14.28
S-26	5	28	17.85
S-27	4	28	14.28
S-28	3	28	10.71
S-29	4	28	14.28
S-30	7	28	25

The result is showed that there are various kind of percencage of phonological processes by each students. The percencage begin with 14,28% in the student 1, and in the student 30, the percencage is 25 %. After all the percencages per student are known, the researcher looked for the mean percencage, researcher looked the mean percencage by using excel formula. So, the researcher use formula =AVERAGE(Blok all the students percencage) after click “enter” then the result of mean percencage is known. The mean percencage is used for knowing the student’s ability in Phonological Processes in fourth ability (Very Good), (Good), (Moderate) and (Less) in those of abilities, which one the mean abilities of English Education Department Banjarese students have. In the below is the result of the calculated mean percencage:

Table 4.2**Mean percentage**

Students	Total Occurrence	Score Max	%	% Mean
S-1	4	28	14.28	
S-2	2	28	7.14	
S-3	4	28	14.28	
S-4	2	28	7.14	
S-5	5	28	21.4	
S-6	4	28	7.14	
S-7	6	28	21.42	
S-8	6	28	21.42	
S-9	5	28	17.85	
S-10	7	28	25	
S-11	7	28	25	
S-12	4	28	14.28	
S-13	2	28	7.14	
S-14	4	28	14.28	
S-15	4	28	14.28	15.11333333
S-16	5	28	17.85	
S-17	5	28	17.85	
S-18	4	28	14.28	
S-19	3	28	10.71	
S-20	3	28	10.71	
S-21	5	28	17.85	
S-22	2	28	7.14	
S-23	5	28	17.85	
S-24	3	28	10.71	
S-25	4	28	14.28	
S-26	5	28	17.85	
S-27	4	28	14.28	
S-28	3	28	10.71	
S-29	4	28	14.28	
S-30	7	28	25	

From Table 4.1 above it can be seen that the average percentage of students' phonological processes is 15.11333333% or can be rounded up to 15.11%. From that percentage, the researcher determined the predicate of student ability by looking at the following indicators:

Table 4.3
Indicator

Indicator			
The Range of Score	The Range of Percentages	Letter Grade	Predicate
0-7	<26%	A	Very Good
8-14.	26% - 50%	B	Good
15-21	51%-75%	C	Moderate
22-28	76% - 100%	D	Less

It is known that the mean percentage of students' phonological processes is 15.13%, so that percentage is in the range <26%, so the predicate is Very Good with a letter grade "A".

B. Discussion

The purpose of this study is to find out the phonological processes ability of the English education department students. Before determining students' abilities, the researcher carried out several steps as in the finding section. After getting the raw data in the form of voice notes, the researcher changed the raw data into transcription form in the tables. In those tables, it can be seen that between one student and another student there are some differences result in the pronouncing the words.

There are the students who do not do the phonological processes and there are the students who do phonological processes. For example, the word "that" there are some students who pronounce it correctly, which is in accordance with the correct transcription /ðæt/. So, it can be known that the students did not do an error in pronouncing the words. But, there are also students who pronounced not according to the correct phonetic transcription, namely /dæt/. So, it can be known that the students do the error pronunciation. Then, many students pronounce word /dɪ:s/ instead of /ðɪ:z/, /su:/ instead of /ʃu:/, /fren/ instead of /frend/, /plen/ instead of /plænt/. And for the most phonological processes students do are in the sentence "I have ten" and also in the sentence "I live today", they pronounced /aɪ hef ten/ and /aɪ lɪf tudeɪ/ instead of /aɪ hæv ten/ and /aɪ lɪv tədeɪ/. It can be known that the pronouncing the words is error because they said aɪ hef ten/ and /aɪ lɪf tudeɪ/ instead of /aɪ hæv ten/ and /aɪ lɪv tədeɪ/.

The explanations above are various examples of words uttered by students who do the phonological processes. Of the many Phonological processes that students undergo. Stopping and fronting is two of the examples. Some of the students do the phonological processes in the words "that" and "this", where these words entered the phonological process of Stopping. Stopping is happened when the sound of a fricative consonant is replaced with a stop consonant sound yang mana pada word "this", fricative sound /ð/ is replaced with consonant sound /d/. Then, the students undergo the fronting. Fronting is happened when the sound of palato-alveolar is replaced with alveolar consonant sounds. In this case, many students replaced alveolar /s/ to palato-alveolar /ʃ/ in the word "shoe".

From the phonological processes that undergo, this proved Markel's theory (2001) he stated that usually stopping and fronting are phonological processes that are still often experienced by students. Many of them performed phonological processes on the word. If in Ingram Theory, the Phonological processes that occur enter into Substitution Processes. Talking about Ingram Theory, the results obtained from this study indicate that the three main processes namely Substitution Processes, Assimilation Processes and Syllable Structure Processes are Phonological Processes which are still experienced not only in children but adults, especially English for foreign learners are still experiencing processes. To find out the English Education Department Banjarese students' abilities, the researcher totaled the occurrence of phonological processes to find out the percentage. In totalizing the phonological processes, it turns out that the total occurrence of phonological processes varies, with a minimum total occurrence of 2, and the highest is 7. From the total occurrence, the percentage of phonological processes can be found. From the finding, it can be seen that because the total occurrence varies, it will produce various percentages, the smallest percentage starts at 7.14% and the highest percentage is 25%. From those percentages that have been searched for, the researcher could determine the mean percentage of students in carrying out phonological processes.

From the finding, it can be seen that the average percentage is 15.13%. Based on the indicators, it can be seen that this percentage is included in the percentage of <26% so that for the predicate it can be seen that the predicate is included in the Very Good predicate with a Letter Grade "A".

From the predicate obtained, it can be concluded that the average Banjarese students did not do much phonological processes, many of them are correct in pronouncing a list of words. Even so, the theory from Merkel (2001) which stated that phonological processes could also occurred not only in children, teenagers and even adults also experienced phonological processes can be proven in this study. The phonological processes that occurred can be proven from Ingram (1970) theory. Of the several phonological processes from Ingram mentioned, there are phonological processes that occurred when pronounce the words by English education Banjarese students.

From finding, it can be known the values such as max, min and mode. For max value, it can be seen in the finding section that the highest score is 7. The meaning of Max here is the highest score of the total phonological processes carried out per student. Then, for Min value is 2. So, the lowest value of the total phonological processes that occur from the pronouncing list of English words is 2. And for mode, the total phonological processes that occur frequently is 4. These results are known after calculating the mode using the formula $=\text{MODE}(\text{range}:\text{range})$. Meanwhile, the mode for phonological processes that students often do is phonological processes voice because all of students did that phonological processes.