

STUDENT PERCEPTIONS ON ENGLISH PRONUNCIATION AFTER TAKING COURSE PHONETICS AND PHONOLOGY

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ABSTRACT

This study aims to find out how students' perceptions of pronunciation after getting the subject of phonetics and phonology. To answer the formulation of this problem, researcher used a qualitative descriptive approach. Subjects in this study are students of English Education University Singaperbangsa Karawang who have taken the course. The data of this study were obtained from questionnaires were given to six students as respondents. The results of this study indicates that respondents have the same perception that English learners are greatly assisted by phonetics and phonology courses in improving pronunciation, reducing pronunciation mistakes, being able to read phonetics transcription in the dictionary and also increase confidence when speaking English both in and out of class. The impact that occurred after obtaining this lecture material, making the students increasingly realize the importance of English pronunciation correctly, especially in the emphasis of sound on syllables. In addition, students also have the ability to read dictionaries easily because it has gained the knowledge of reading phonetics transcription that is in the dictionary.

Keywords: Perception, Pronunciation, Phonetic and Phonology

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi mahasiswa terhadap pronunciation setelah mendapatkan materi kuliah phonetics and phonology. Untuk menjawab rumusan masalah ini, peneliti menggunakan pendekatan kualitatif deskriptif. Subjek dalam penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris Universitas Singaperbangsa Karawang yang telah mengambil mata kuliah tersebut. Data penelitian ini diperoleh dari angket kuesioner yang diberikann kepada mahasiswa sebanyak enam responden. Hasil penelitian ini menunjukkan bahwa responden memiliki persepsi yang sama bahwa pembelajaran bahasa Inggris sangat terbantu dengan adanya mata kuliah phonetics and phonology dalam meningkatkan kualitas pengucapan, mengurangi kesalahan pengucapan, mampu untuk membaca phonetics transcription dalam kamus dan juga meningkatkan kepercayaan diri ketika berbicara bahasa Inggris baik di dalam maupun luar kelas. Dampak yang terjadi setelah mendapatkan materi kuliah ini, menjadikan mahasiswa semakin menyadari pentingnya pengucapan bahasa Inggris dengan benar khususnya dalam penekanan bunyi pada suku kata. Selain itu, mahasiswa juga memiliki kemampuan untuk membaca kamus dengan mudah karena sudah mendapatkan pengetahuan membaca phonetics transcription yang ada di dalam kamus.

Kata Kunci: Perception, Pronunciation, Phonetic and Phonology

INTRODUCTION

Mastery of English is very important in this competition era. Nowadays English becomes a fundamental need for society is no longer a thing to avoid because of the difficulty to learn it. For learners, English makes it easy to get information not only from Indonesian text but also from English text sources. then from that source will gain a broad knowledge as capital to be able to develop themselves in the power of wider knowledge. For students in particular, English becomes something very important but there are still obstacles to learn it. Among the four English language skills, students say that speaking English is more difficult than three other skills, writing, listening and reading. In mastering the skills of speaking there are some things that must be considered for our speaking skills quality.

Mastery speaking skills require great effort. In addition to having a vocabulary that many, English learners must also be able to say every word well and correctly. Mastery Pronunciation includes the ability to understand the sound system or phonology. In the English sound system there are many ways of pronunciation in each individual caused by various factors, such as the origin, the initial influences, and the social environment. Therefore, many English scholars have put forward detailed descriptions of one form of English pronunciation, which at least can be easily understood by the English user environment, although not standardized. This form of pronunciation is termed "Received Pronunciation", which means 'Widely understood pronunciation'.

English pronunciation involves the production of each sound and pronunciation of words, phrases, and sentences with correct spelling, emphasis and or intonation. In addition, there is a way to read the word correctly called 'phonetic transcription', which is defined as a kind of alphabetic writing in which each letter represents a sound. The purpose of phonetic transcripts is to provide clear and unambiguous information to language learners, such as which sounds should used in a word or phrase, and in what order to use the sound.

According to observations to students of English education Unsika, it was found that various errors that occur in English pronunciation. Such errors are the sound of vowels. Based on the above problems, the title of this research is Perception students of English pronunciation after taking courses in phonetics and phonology. In this study, it is expected to provide information related to the students' views on the quality of English pronunciation of students after studying the science of phonetics and phonology. This Research focused on perception that expecting to provide results or information related to what benefits can be felt by students in overcoming the difficulty of speaking English, especially in the ability to pronounce words in accordance with the right rule of pronunciation.

METHODOLOGY

The approach that will be used in this research is qualitative approach with descriptive research method. This research data findings does not use statistical calculations, but trying to gain understanding and interpretation of the data obtained by describing it.

Subjects in this study are students of English Education, who have studied the subject of phonetics and phonology in the previous semester as many as 6 people. The

determination of subjects in this study was based on purposive sampling technique where this study was not conducted on the entire population, but focused on the target.

The instrument of this research was a questionnaire. Research instrument in the form of a list of questions to obtain information from a number of respondents (the source of data was taken through a questionnaire). Questionnaire can be referred to as a written interview, because the contents of the questionnaire was a series of written questions addressed to the respondent and filled in by the respondent themselves. The type of questionnaire to be used in this study was an open questionnaire. Open Questionnaire is a questionnaire that contains questions that provide the widest opportunity for respondents to provide answers or according to his own desires. In this case respondents can freely to express opinions because in answering questions in accordance with their own desires.

The data collected from the questionnaire results were then analyzed qualitatively to determine students' perceptions in English pronunciation after studying phonetics and phonology as follows: (a) Collecting the questionnaire results, (b) Reading carefully, reducing data, and selecting data according to focus research, (c) Interpreting and analyzing data, (d) Describing research results and compiling conclusions.

The data collection procedure used in this study first provides a questionnaire. In this case, the student will be asked to answer openly the question in the questionnaire. The results of the answers were collected and then examined students, then did interpretation of data and described the words according to the facts of the existing answers.

RESULT AND DISCUSSION

Perception according to Prasetijo (2005) is a process whereby the sensation received by a person is then regulated and then interpreted. In this case the interpretation of the students' perceptions is taken as data from the sensation of acceptance of the experiences and feelings we get. According Mulyana (2007) Perception is an internal process that allows us to choose, organize, and interpret the stimuli of our environment, and the process affects our behavior. The statement gives meaning that in giving a perception of course is a process from within where we will choose to give response what will be given after getting certain experience.

Walgito's opinion (2002) states factors that influence perception, among others, (1) Objects perceived. The object generates a stimulus that concerns the sense device or receptor. Stimulus can come from outside the perceiving individual. But it can also come from within the individual concerned directly concerning the receiving nerve acting as a receptor. (2) the Nerve, Neural, and Neural Nervous System Devices. The receptor tool is a tool for receiving stimuli. In addition, it must also have sensory nerves as a means to continue the stimulus received by the nervous receptors, the brain as the center of consciousness. (3) Attention, to realize or to hold a perception of the necessary attention that is the first step as a preparation in order to hold the perception. Attention is the concentration of the concentration of all individual activities submitted to a set of objects.

Based on the description of research results, we can see almost all of the research subjects have the same perception that during the course of study in the

classroom phonetics and phonology students feel happy and helpful because of the knowledge of how to know and speak English well and correctly.

Referring to the results obtained, the course of phonetics and phonology is very helpful in improving students English pronunciation skills. This is evidenced by the ability of students to say words that are almost similar like eyes / aɪz / and ice / aɪs /. If students already know the difference between sound they already have the competence related to the sound of the language. This is reinforced by Bachman (1990), that pronunciation or phonology is part of the language sound competence.

The students' ability to overcome the errors and weaknesses of English pronunciation after completing this course is with the data that they know the various types of vowels and consonants. They are able to mention the sounds of / i /, / e /, / æ /, / ʌ /, / o /, / u /, / ə /, / iː /, / aː /, / oː /, / uː /, / ɜː /, / eɪ /, / aɪ /, / oɪ /, / ɪə /, / eə /, / uə /, / əu /, / au /. They understand how to make an example to say every vowel sound in English either monophthong or diphthong. Not only the ability to pronounce vowel sounds but the students are able to know 24 consonant sounds [p], [b], [t], [d], [m], [n], [k], [g], [ŋ], [f], [v], [s], [z], [θ], [ð], [ʃ], [ʒ], [tʃ], [dʒ], [l], [ɹ], [j], [w], [h]. Indeed, the beginning of this course makes the students feel difficulty in understanding each phonetic symbol, but with some meetings have begun to understand even able to give examples of the word either vowel sound or consonant.

According to the respondents in this study, the ability to pronounce English words is increasing and reduce the pronunciation errors they have had. An example of an error that occurs when saying the word "high" most of them say / taɪgh / the truth is / θaɪ /, "potato" / poteito / which should be pronounced / pəteɪtəʊ / and the word "effort" read / efort / which should / efət /. Not only are the pronunciations of the English word improved, many of the students also state that they have already begun to learn to practice syllable emphasis in the English word. Emphasis in different English syllables will lead to different meanings. As important and important as it is, the important word is the emphasis in the second syllable, while the word important in the first syllable. Imagine if the wrong emphasis in syllables can lead to misinterpretation even though the two words have little difference in pronunciation, important / ɪm'pɔːtənt / and impotent / ɪm'pɔːtənt /. The difficulty in emphasis is much felt by English learners and it is reinforced by Kelly's statement (2000: 8) clearly reveals that the difficulties faced by learners are due to the lack of understanding of the emphasis and intonation in the English word.

Respondents also revealed that in addition to the mastery and understanding of vowel sounds, consonants and emphases in English also can distinguish sound and voiceless sounds. In the sound of a consonant there are those which include the voiced sounds, [b], [d], [m], [n], [g], [ŋ], [v], [z], [ð], [ʃ], [ʒ], [d], [l], [ɹ], [j], [w], and voiceless [p], [t], [k], [f], [θ], [s], [h], [tʃ]. The voiced sounds are the sound when produce vibration in the vocal cords while the sound of voiceless no vibration.

The ability possessed by students who have followed the course of phonetics and phonology based on the data obtained can increase confidence to dare to speak English. Previously many felt by the students that when they want to express the expression with the English there was a fear to make mistakes in pronunciation, while when in the learning process with good motivation, tips and tricks how to speak English well and correctly produce better skills, especially in each English pronunciation.

Overall the results of the data obtained by six respondents said that their

perception of students who have studied phonetics and phonology to English pronunciation is getting better.

CONCLUSION

Based on the results of research data obtained through a questionnaire were given to the subject of research, which then analyzed qualitatively, the results of this study indicate that the perception of research subjects after completing the course of phonetics and phonology able to reduce errors in English pronunciation. Some statements proposed that studying this course well then the student will know how to produce sound from speech organs, know the word emphasis in English, comprehending voice and voiceless, and also be able to read phonetics transcription in dictionary. With these skills, students can check for themselves what words are skeptical in pronunciation. Therefore, it can be concluded that the respondents gave the same perception that after completing the course of phonetics and phonology, students are able to improve the quality of English pronunciation.

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