

A THESIS
STUDENTS' PROBLEM ON ENGLISH PRONUNCIATION
AFTER TAKING PHONOLOGY COURSE
OF IAIN PAREPARE

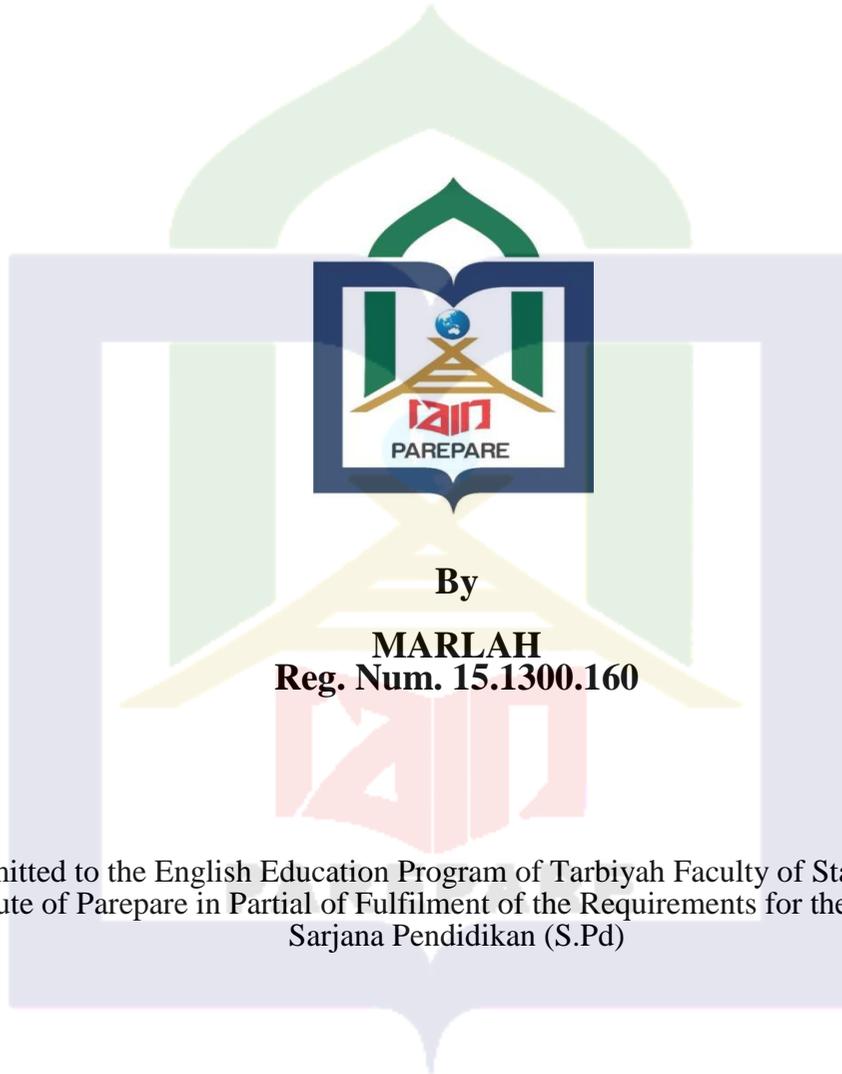


By
MARLAH
Reg. Num. 15.1300.160

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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PAREPARE

to

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2021

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“In the name of Allah, the Beneficent and the Merciful”

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May Allah always bless to them. The writer realizes that this Thesis is far from perfect and need to be completed for being perfect. Therefore, the suggestions will be accepted to make this Thesis is better. She hopes that this Thesis can be useful for the other as the Writer's purpose in write down the Thesis.

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ABSTRACT

Marlah. *Students' Problem on English Pronunciation after Taking Phonology Course of IAIN Parepare.* (Supervised by Mujahidah and Ahdar)

Pronunciation plays an important role in communication. English pronunciation involves the production of each sound and pronunciation of phonetics, words, phrases, and sentences with correct spelling, emphasis, and or intonation. Phonetics is a part of phonology that is closely related to pronunciation. Phonology is an important subject in English language instruction. The phenomenon that occurs of students of English education Program IAIN Parepare was found that various errors occur in English pronunciation. Such errors are the sound of vowels, consonants, and diphthongs.

The purpose of this study was to analyze the Students' Problem on English Pronunciation after Taking a Phonology Course in English Department State Islamic Institute Parepare. The aims of this research were to describe the students' Problem on English Pronunciation after taking the phonology course and infer the problems are faced by students in learning phonology.

The subject of this study was randomly selecting the fourth semester students of English Program of IAIN Parepare. The researcher conducted the research in a descriptive qualitative approach. The data was collected by questionnaire and interview guide.

Based on the findings of the researcher, The students consider phonology as a subject that can prevent mispronouncing the words in learning English but they have been an undecided perspective in answer to the statement pronouncing the phonetic symbols (Vowels and Consonants) is difficult, it meant Phonetic symbols are new learning for some students and sometimes confuse students when studying phonology.

The second research problem, the researcher found the problem faced by students in learning phonology. The research found that students studying English continue to make mistakes while pronouncing particular phonemes. There are so many things to be learned and differentiated in phonological matters (vowels and consonants differences). From the results of interviews, that some English sounds do not exist in Indonesian sounds such as /v/, /ð/, and /θ/. And students had difficulty with certain sounds which are separate phonemes in English but are not separate phonemes in Indonesian, such as short /I/ and /i:/ long sounds. English learners from Indonesia often have difficulty pronouncing English have long and short vowel sounds such as / I / and / i : / in "bits" and "beats", but English learners in Indonesia often pronounce the two vowels in the same way without any differences.

Keywords: *Phonology, Pronunciation, Phonetics, Students problem.*

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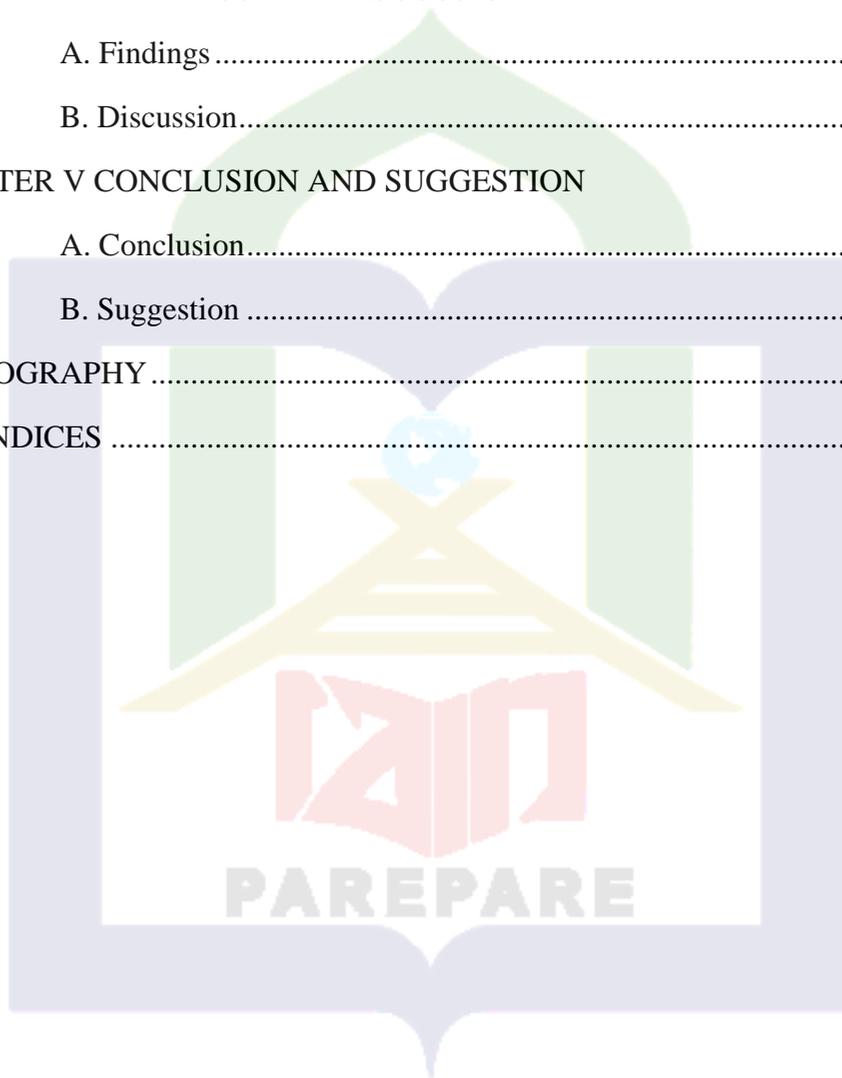
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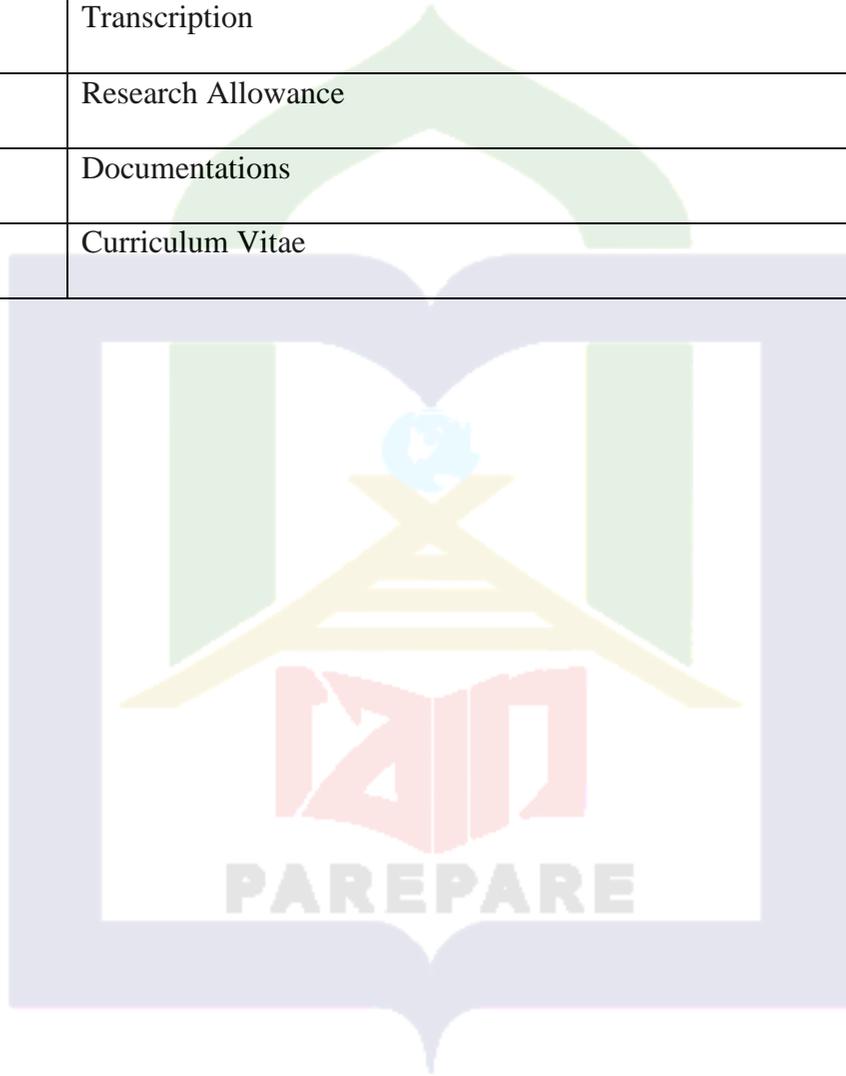
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CHAPTER I INTRODUCTION

A. Background

Language is a sound signal system that humans use to interact with others. It is difficult to imagine, without words, how individuals will cooperate and get along with each other. The signals used to convey messages in language are speech sounds. Almost all languages in the world use sound as a means of delivering thoughts and feelings.

Pronunciation plays an important role in communication. Pronunciation is a component of speaking in English. There are rules or procedures for pronouncing a letter within a component. The letters have to be properly pronounced in English so that the sense and rule are also correct. So the better the pronunciation of the people, the better and clearer every word they speak will be.

According to Harmer, pronunciation is the way a word or a language is normally spoken the way a word is pronounced.¹ Pronunciation plays an important role in assessing the degree of literacy in one's relationships with others, as well as in speaking with other individuals. In learning a foreign language, like English, pronunciation problems are normal. If anyone tries to learn a foreign language, as Ramelan Stated, they will probably face all sorts of learning issues. These difficulties are linked to learning new sounds, learning new vocabulary, and learning new ways to structure sentences to learn a foreign language.²

English pronunciation involves the production of each sound and pronunciation of words, phrases, and sentences with correct spelling, emphasis, and

¹Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2017), p. 45

²Ramelan, *English Phonetics*, (Semarang: Unnes Press, 2003). p. 4

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 use in a word or phrase, and in what order to use the sound. Phonetics is a part of phonology which is closely related to pronunciation.

Students learning English, particularly at the university level, will be required to take a phonology course. Phonology is an important subject in English language instruction. In this subject, students should have a fundamental understanding of sound productions like vowels and consonants, as well as the symbols and methods for producing such sounds. This information is particularly significant since it provides the foundation for understanding English sound productions. According to Roach³, theoretical knowledge of phonetics and phonology is required to comprehend the principles governing the usage of sounds in spoken English.

Mispronunciation in English word pronunciation can create misunderstanding and miscommunication. It is often found among learners who learn English as a foreign language. For learners who may have a strong command of grammar but have trouble understanding and being understood by another language community, mispronunciation can be quite frustrating.⁴ That is why Second Language learners need guidance to discern the word's spelling. The guidance will guide the EFL to correctly pronounce terms. It means phonetic notation as guidance for EFL learners in pronouncing words is really important to avoid mispronunciation.

³Peter Roach, *English Phonetics and Phonology*. (Cambridge: Cambridge University Press, 1987),p.3

⁴A.S.Hornby, *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), p. 858

Focused on the phenomenon that occurs of students of English education Program IAIN Parepare was found that various errors occur in English pronunciation. Such errors are the sound of vowels and diphthongs. It is well known that English phonology was not taught during high school, so many of the English education students had errors in the correct English pronunciation. Another problem that considers pronunciation very difficult for students is that there are many sounds spoken in English. A few words that have the same sound make students confused in pronunciation. Thus, making the students of confusion replace pronunciation from Indonesian into English.

Based on the above issues, the researcher is interested in knowing how the responses of English education students are in pronouncing words or sentences in English so that the researcher takes the title of the research is Students' Problem on English Pronunciation after taking Phonology courses. It is known that English phonology is not taught during high school, so many English education students have errors in the correct pronunciation of English. Researchers will conduct research on students' problem in the fourth-semester who are currently taking pronunciation courses.

In this study, it is expected to provide information related to the students' views on the quality of the English pronunciation of students after studying the science of phonology. This Research focused on problem 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 following the right rule of pronunciation.

B. Research Question

This research conduct to answer the problem as follows:

1. What are the students' problem on English Pronunciation after taking phonology course the students' fourth semester of the English education program IAIN Parepare?
2. What problems are faced by students' fourth semester of the English education program IAIN Parepare in learning phonology?

C. Objective of the Research

The purpose of this analysis is based on the research question above:

1. To describe the students' problem on English Pronunciation after taking the phonology course in the students' fourth semester of the English education program IAIN Parepare
2. To infer the problems are faced by students' fourth semester of the English education program IAIN Parepare in learning phonology.

D. Significance of the Research

The result of this research is expected to be useful information for English lecturers, students, and researchers.

1. The lecturers

The result of this study provides feedback for lecturers of the English Education Program that may be useful to recognize students' problem of English Pronunciation after taking the phonology course so they will pay more attention to the problems in learning phonology and pronunciation. The Lecturers should give a better and clearer explanation especially about the students' difficulties in learning. Then, the lecturer should design and improve the more appropriate

method in the next teaching so that the students could reach the learning goal much easier.

2. The students

The result of the study can be used to know the students' problem on English Pronunciation after taking the phonology course. In this way, the students are expected to increase their knowledge of English phonology and pronunciation, thus they will be aware of important learning phonology and pronunciation.

3. The researchers

This research is expected to give new knowledge and inspire other researchers to conduct further researches about students' problem on English Pronunciation after taking the phonology course and the factors affecting the learning of pronunciation or other topics related to errors to enrich the existing study.

CHAPTER II

REVIEW OF RELATED LITERATUR

This part covers some previous research findings and some pertinent ideas.

A. Previous Related Research Findings

Related to this research, some previous studies are similar or in line with this study. Some of them are:

The previous study has been done by Murni Mahmud entitled “The Teaching of English Phonology at English Education Department of State University of Makassar”. The main focus is the difficulties faced by the students in the teaching of English Phonology. This paper is based on the data collected among the English students of State University of Makassar, Academic year 2009/2010. The population was three classes but the sample was chosen randomly. Of 120 students, 40 students were taken as a sample. A questionnaire was given to them to reveal their difficulties in the teaching of English phonology. The data shows that the students mainly found difficult in learning English phonology. Their difficulties are mainly due to the complicated materials and lack of practice. Other reasons relate to inappropriate textbooks, ineffective methods, low interest, etc. Another interesting reason is caused by their Indonesian background in which they cannot pronounce certain English speech sounds that are not existed in their mother tongue, and therefore they cannot adjust their speech organ to produce appropriate English pronunciation.⁵

The second research was conducted by Yousef Bani Ahmad entitled “Student Perceptions on Improving English Pronunciation after Learning Phonetic and

⁵Murni Mahmud, “The Teaching of English Phonology at English Education Department of State University of Makassar” English Department FBS Universitas Negeri Makassar”, (ResearchGate, 2018) <https://www.researchgate.net/publication/325110491> (Accessed 11 December 2020)

Phonology”. 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.⁶

Another supporting finding is a research conducted by Nazih Darojatin Ahsanah (English Language Education Department of IAIN Walisongo Semarang, 2013) entitled “The Influence of Students’ Achievement of English Phonology Toward Their Pronunciation (A Study at the Fourth Semester of English Language Education Department of IAIN Walisongo Semarang in the Academic Year of 2012/2013”. The researcher found the correlation between these two variables, English Phonology, and Pronunciation, and the result is 0.338. After consulting the result to the table of r Product Moment with the number of subject (N) = 81 and

⁶Yousef Bani Ahmad, “Student Perceptions on Improving English Pronunciation after Learning Phonetic and Phonology”. (*JUDIKA (JURNAL PENDIDIKAN UNSIKA)*, 2018), p. 12-16. (<http://journal.unsika.ac.id/index.php/judika>) (Accessed 10 December 2020).

significance level 5% and r_{table} is 0.220, because $r_{xy} > r_{table}$, it means significant, so it was found that there is a correlation between these variable with the category “Low Correlation”. From the result of regression analysis, it was known that the result is 10.17. After consulting it with F_{table} , on the significant level 5%, it was known that $F_{reg} = 10.17 > F_{table} = 3.98$. Then, the hypothesis was accepted that there was a positive influence between students’ achievement of phonology toward their pronunciation.⁷

Research conducted by the writer has differences from previous research on the object of the research and research method. Previous research discusses teaching phonology and finding students' ability in pronunciation. Besides, the researcher will focus on students' perceptions of English pronunciation after they take the phonology course. Researchers will also take information about what problems are faced by students in learning phonology and which are the main problems for English education students IAIN Parepare in practicing English phonology.

From all those previous studies, it seems that there are still many obstacles to learning pronunciation. Most of the research results related to this study do not really explain the relationship between the importances of learning phonology which is very influential in learning pronunciation. Because of this, researchers are interested in knowing the perceptions of students who will provide a lot of information in improving the quality and solving problems of learning English pronunciation. Also, the researcher expects that the research result can give a contribution to IAIN Parepare.

⁷Nazih Darojatin Ahsanah, “The Influence of Students’ Achievement of English Phonology Toward Their Pronunciation (A Study at the Fourth Semester of English Language Education Department of IAIN Walisongo Semarang in the Academic Year of 2012/2013)”. (Undergraduate thesis IAIN Walisongo Semarang, 2013) <http://eprints.walisongo.ac.id/1640/> (Accessed 5 December 2020)

B. Some Pertinent Ideas

1. The Concept of Phonology

Language is a means of communication. Differences in sound systems have a phonological basis: they depend on variation in speech organ positions or breath control. Teachers must understand the physical aspects of sound production. The information in the context of a general theory about speech sounds and how they are used in the language is called Phonetics and Phonology.⁸ Phonology is the study of how speech sounds are used in English and other languages. Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages.

Phonology deals with how sounds function about each other in a language. Besides, phonology is concerned with the range and function of sounds in specific languages and with the rules which can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units.⁹

The word *phonology* (as in *the phonology of English*) can also refer to the phonological system (sound system) of a given language. This is one of the fundamental systems which a language is considered to comprise, like its syntax and its vocabulary. Phonology is often distinguished from phonetics. While phonetics concerns the physical production, acoustic transmission, and perception of the sounds of speech, phonology describes the way sounds function within a given language or across languages to encode meaning. In other words, phonetics belongs to descriptive linguistics, and phonology to theoretical linguistics.

2. Phonetics and Phonology

There are two sub-disciplines in linguistics that deal with sound, namely phonetics and phonology. Phonetics provides objective ways of describing and

⁸Peter Roach, *English Phonetics and Phonology*, (Cambridge: Cambridge University Press, 2000), p. 1

⁹D. Crystal, *A Dictionary of Linguistics and Phonetics sixth edition*, (Oxford: Blackwell Publishing, 2008), p.365

analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics, and neurology.¹⁰

Studying Phonology concerns with Phonetics, the study of speech sounds like an actual physical sound. The relationship between phonetics and phonology is a complex one, but we might initially approach phonology as narrowed-down phonetics.¹¹ Phonetic concerns with the actual physical sounds as it are spoken by human speech organs, while phonology concerns with rules of speech sound structure of language. Phonetics deals with “actual” physical sound and phonology deals with rules in mental grammar as they relate to language sounds.

Phonetics is used to describing the sounds that we use in speaking. When we talk about how phonemes function in language and the relationship among the different phonemes, we study the abstract side of the language sounds. We are studying the related but different subject that we call phonology. Only by studying both phonetics and the phonology of English is it possible to get a full understanding of the use of sounds in English speech.

Phonetics has brought new insights to the teaching of pronunciation. Concerned with “the study of the physical properties of sounds and their place and manner of articulation in the vocal tract” Broughton et. al., phonetics forms a tool of paramount importance that is used in the teaching of pronunciation. For instance, in any description of the English sound system, speech sounds are categorized into

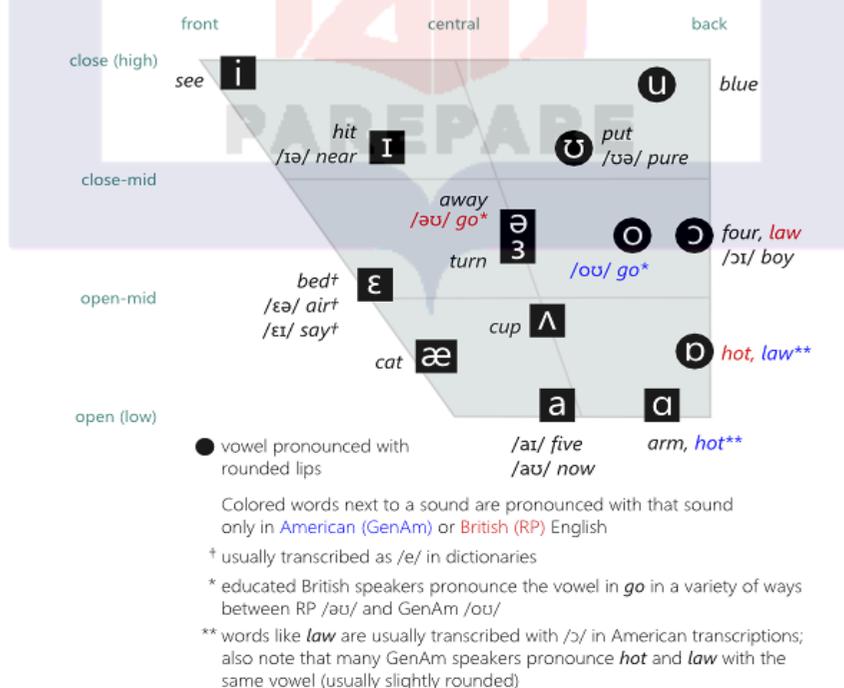
¹⁰April McMahon, *An Introduction to English Phonology*, (Edinburgh: Edinburgh University Press, 2002), p.3

¹¹J. Sutomo, *English Phonological Processes, A Study of Generative Phonology Theory*, p.2

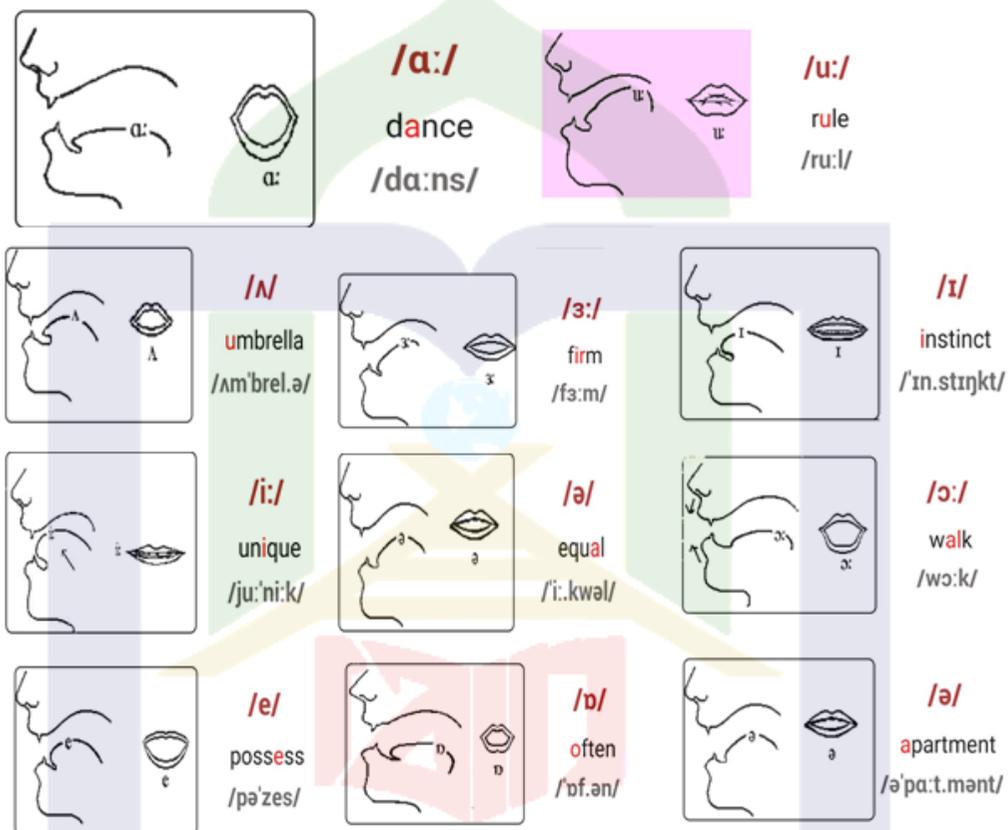
consonants and vowels. Following Haycraft, consonants can be described depending on the movements of the mouth during the articulation (bilabial, dental, alveolar, palatal, velar) or depending on the nature of the airstream, the place and movement of the tongue, and also whether the voice is used or not (voiced, voiceless, plosive, affricate, fricative, nasal, lateral). On the other hand, vowels are described mainly in terms of the position of the tongue and lip rounding. These detailed phonetic descriptions are not arbitrary since they are of paramount importance to the teaching of pronunciation. According to Haycraft, “Awareness of this is useful as many mistakes made by learners are due to slight differences in sound production”.

3. Theory of English Vowels

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise. The quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by the tongue that rises to the palatal ridge. Vowel classification is based on what part of the tongue is managed to produce the vowels.



Yoshida stated, vowels are sounds in which the airstream moves up from the lungs and through the vocal tract very smoothly; nothing is blocking or constricting it. There are fifteen vowels in English, i.e. [i:], [ɪ], [u:], [ʊ], [ə] [ʊ], [ɛ], [ə], [ʌ], [ɔ:], [æ], [ɑ] [oo], [ai], [au], [ɔi] [eɪ]. The production of vowels is classified into five categories, i.e.



(English vowels sound)

a. Openness of the mouth

As believed by Williamson, G, the quality of vowel sounds can be different from one another according to the extent to which the jaws are either open and close ('not closed', as a complete closure would prevent the free flow of air out of the mouth). For example the sound [i] as in the word bee. If the symbol is lower on the

chart, the tongue is lower, and the vowel sound is referred called an open vowel. For example the sound [ɑ] as in the word palm.

b. Tongue elevation

Kaharuddin and Djuwairiah states that the tongue also plays a decisive role in influencing the quality of vowel sounds by altering its position in the mouth. When discussing elevation of the tongue, it will describe the position of the tongue on the vertical position i.e. high, mid, and low, i.e.

- 1) The sounds of high are [i:], [ɪ], [u:], [ə] and [ʊ]
- 2) The sound of mid are [eɪ], [ɛ], [ə], [ʌ], [oʊ]
- 3) The low sounds are [ɔ], [æ], [ɑ:]

c. Position of the tongue elevation

Position of the tongue will refer to where the elevation takes place on the tree horizontal

- 1) Front vowels: the vowels are produced by positioning the front part of the tongue to the hard palate, i.e. [i:], [ɪ], [eɪ], [ɛ], [æ]
- 2) Back vowels: the vowels are produced by raising the back part of the tongue to the soft palate, i.e. [ɑ], [u:], [ʊ], [ɔ], [ɑ:].
- 3) Central vowel: the vowels are produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue, i.e. [ɜ], [ə], [ʌ]

d. Lips shapes

There are two types of lips shape which usually use native English speakers i.e.:

- 1) Rounded: the lips of speakers is made opening and circular mouth, i.e. [u:], [ʊ], [ɔ].

- 2) Unrounded: the lips of speakers is made in the relaxed position, i.e. [i:], [ɪ], [ɛ], [æ], [ɜ], [ə] [ʌ].
- e. Length of vocalization

Based on the length of vocalization, vowels are classified into two categories: Short Vowels and Long vowels. Short and long vowel in linguistics context is referred as tense and lax vowels.

In charting vowel sounds, four are three categories commonly used in linguists i.e. tongue elevation, position of the tongue elevation and lip shape as well as Length of vocalization.

4. English Diphthong

According to Ramelan that a diphthong is not following that two vowel symbols are equally syllabic. When the sequence of two vowel sounds is produced with two impulses of breath, it is not a diphthong but it is said to be dissyllabic, or just an ordinary sequence of two vowel sounds, example: tour (Uə: a diphthong), to an end (Uə: a sequence of vowels).¹²

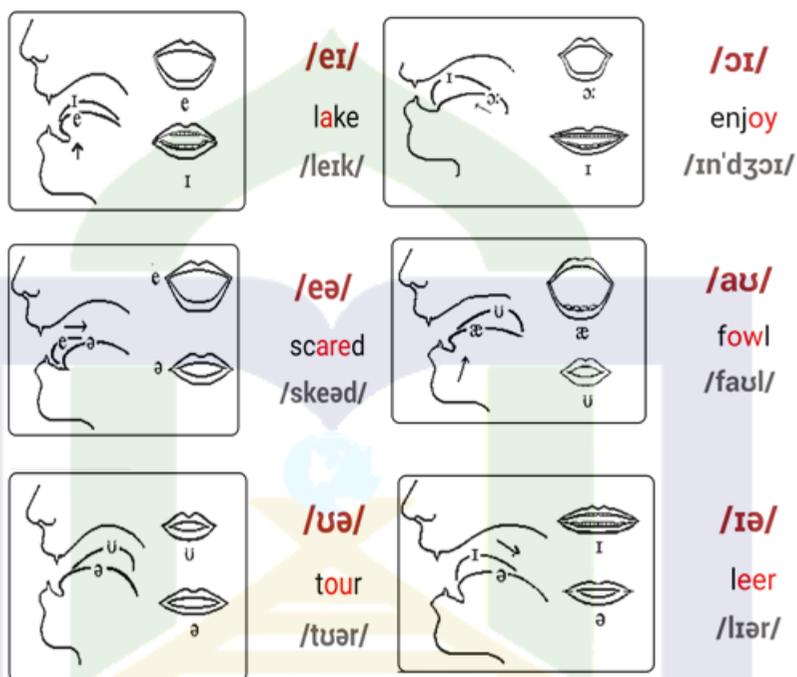
- a) Centering diphthongs ending in /ə/, /Iə/: *here, sheer, fear, dear.*
- b) Closing diphthongs ending in /ɪ/, /eɪ/: *pain, main, late, raid.*
- c) Closing diphthongs ending in /ʊ/, /oʊ/: *code, rode, coke, coat.*

The centering diphthongs glide towards the [ə] vowel.

- a) The diphthong [ɪə], as in the words 'beard', 'weird', and 'fierce', starts the point in alittle closer position than [ɪ], as in the words 'bit' and 'bin'.
- b) The Diphthong [eə], as in the words 'aired', 'cairn', and 'scarce', begins with a vowel sound that is more open than the [e], as in the words 'get' and 'men'.

¹²Ramelan, *English Phonetics*, p. 81

- c) The Diphthong [ʊə], as in the words 'moored', 'tour' and 'lure', starts the point in a similar position to [ʊ], as in the words 'put' and 'pull'. Many speakers pronounce /ɔ:/ instead.



(English diphthongs sound)

Roach remarks that the closing diphthongs have the characteristic that they all end with a glide towards a closer vowel.¹³ Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

Three of the diphthongs glide towards [ɪ], as described below:

- a) The diphthong [eɪ], as in the words 'paid', 'pain' and 'face', starts the point in the same as the [e] of 'get' and 'men'.

¹³P. Roach, *English Phonetic and Phonology: A Practical Course (4th Edition)*, (New York: Cambridge University Press, 2009), p. 29

- b) The diphthong [aɪ], as in the words 'tide', 'time', 'nice') begins with an open vowel which is between front and back; it is quite similar to the [ʌ] of the words 'cut' and 'bun'.
- c) The diphthong [ɔɪ], as in the words 'void', 'loin', 'voice', begins with is slightly more open than [ɔ:] in 'ought' and 'born'.

Two diphthongs glide towards [ʊ], so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

The diphthong [əʊ], as in the words 'load', 'home' and 'most', begins in the same as the "schwa" vowel [ə], as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards [ʊ], for which there is quite noticeable lip-rounding.

The diphthong [aʊ], as in the words 'loud', 'gown' and 'house', begins with a vowel similar to [ʌ]. Since this is an open vowel, a glide to [ʊ] would necessitate a large movement, and the tongue often does not reach the u position. There is only slight lip-rounding.

d) English Triphthongs

A triphthong is a glide from one vowel to another and then to a fourth, all produced rapidly and without interruption. For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /ɑ:/, goes on to a glide towards the back close rounded area [ʊ], then ends with a mid-central vowel [ə]. The symbol [ɑʊə] is used to represent the pronunciation of 'hour', but this is not always an accurate representation of the pronunciation.

5. Consonant

Consonants are formed by interrupting restricting or diverting the air flow in a variety of ways.. Consonants are sound that interrupt or restrict the follow of air or the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air Yet, Avery and Ehrlich state that it involves a narrowing in the mouth which in turn causes some obstruction of the air stream.¹⁴ These consonants can be distinguished along three main dimension:

- a) Voicing
- b) The manner of articulation
- c) The place of articulation¹⁵

The manner of articulation refers to the interaction between the various articulators and airstreams for example, with plosive sound sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released.

The manners of articulation are:

Plosive consonants	Affricative consonants	Fricative consonants
Nasal consonants	Lateral consonants	Approximately consonants

Simple consonant:

Letter	Sound	Examples
b	/bi:/	Beach, cabbage, cab
c	/si:/	Change, Choose
d	/di:/	Do, oddity, cod
f	/ef/	For, coffee, off
g	/dʒi:/	Goose, Bag
h	/eitʃ/	Hello, behind
j	/dʒei/	Judge, major
k	/kei/	Kick, making

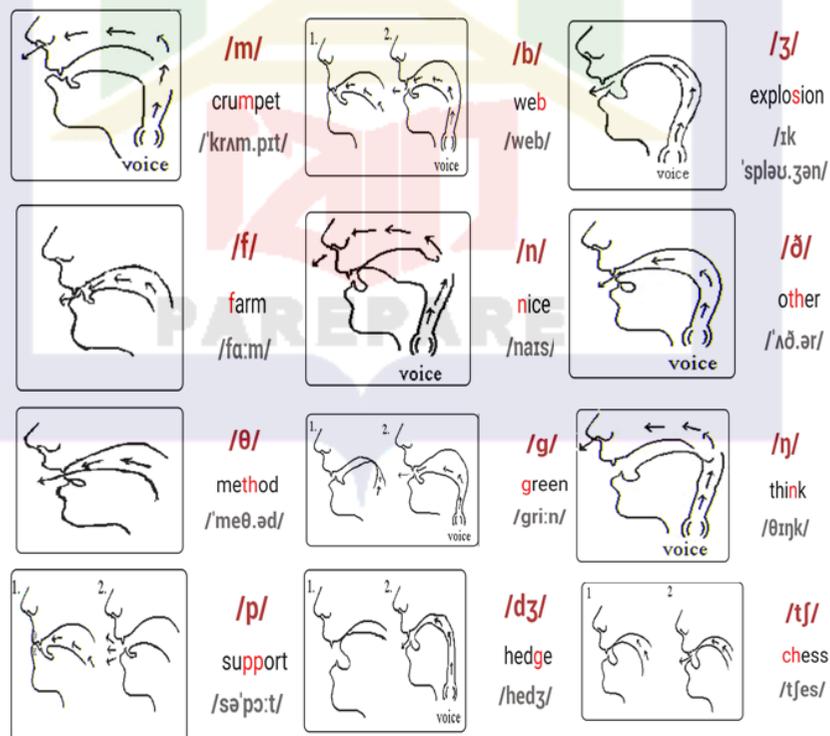
¹⁴Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, (New York: Oxford University Press, 2004). p. 12

¹⁵Marianne Celce Murcia, Donna M. Brinton and friends, *Teaching Pronunciation*, p.42

l	/el/	Leg, hello, poll
m	/em/	Me, coming, plum
n	/en/	No, any, plain
p	/pi:/	Place, Pick
q	/kju:/	Quick, Question
r	/a:(r)/	Run, carrot
s	/es/	Sit, missing, kiss
t	/ti:/	Tub, butter, but
v	/vi:/	Very, having, brave
w	/'dʌblju:/	We, towards
x	/eks/	X-ray, Xylo-phone
y	/waɪ/	Yes, You, Year
z	/zi:/	Zebra, lizard, maze

Some of the above letter do have alternative sound, but they tend to be restricted to one or two words, like the/v/ sound of *f* in *of*. Notice also that when the above letters are doubled (as in *letter*, *cabbage*, *coffee* etc.) the sound does not change.¹⁶

(English Consonant sounds)



¹⁶Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation*, p.147

There are many sounds in English, and the students of English should master it in order that they can pronounce the words correctly. Mastering it will be easily, if they are familiar with the ways of production and have much practicing of the production of those sounds.

6. Difficulties in Learning Phonology

Problems in learning the second language are mostly caused by differences in the language systems of the two languages. If the two languages learned were exactly the same, there would be no problems existed. Unfortunately, there are no languages are the same. Even the same language may have several differences in their language use as influenced by dialects, etc. Ramelan supported the idea that ‘the degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for student to learn foreign language’.

Phonology is one of the important subjects in English Language teaching . This subject becomes a compulsory subject for students learning English, especially at university level. In this subject, students are recommended to know the basic knowledge of sound productions such as vowels and consonants, including the symbols and the ways to produce those different sounds. This knowledge is particularly important as the basic concepts for understanding the sound productions in English. As Roach states that the theoretical material learned in phonetics and phonology is needed to understand the principles regulating the use of sounds in spoken English.

It cannot be denied that good pronunciation is the key success in learning English. As supported by Brown, ‘learners are clearly aware that poor pronunciation represents a considerable barrier to their success in English’. The phonetic and

phonological materials learned in the teaching of phonology will be useful in developing good English pronunciation.

Swan and Smith stated English learners from Indonesia often have difficulty pronouncing several different or even Indonesian vowel sounds. Some of the difficulties experienced by English learners are as follows:¹⁷

- a) English has long and short vowel sounds such as / I / and / i : / in bits and beats, but English learners in Indonesia often pronounce the two vowels in the same way without any differences.
- b) English learners in Indonesia pronounce the sounds / æ / and / e / the same, like the word hat which should be pronounced / hæɪ / but pronounced / het /
- c) Learners often have difficulty pronouncing the sound / ə / as in the word away
- d) Learners also often pronounce the diphthong sound as a monophthong sound like the sound / ei / in the word way which is pronounced / we /

Regarding consonant sounds, learners have no difficulty pronouncing consonant sounds that also exist in Indonesian such as / t / and / n / sounds. However, for consonants that do not exist in Indonesian, learners often have difficulty pronouncing them. In detail, the difficulties experienced by English learners in Indonesia are as follows: (Swan and Smith, 2001; Ur, 1996)

- a) Learners often have difficulty pronouncing the th sound which has two variations, namely / θ / and / ð / so replace it with the sound / t / as in the word / θln / pronounced / tln /

¹⁷Michael Swan and Bernard Smith, *Learner English 2nd Edition*. (Cambridge University Press: Cambridge. 2001)

- b) English learners often pronounce the sounds / p /, / t /, and / k / almost the same as the sounds / b /, / d /, and / g /. In addition, they pronounce the sounds / p /, / t /, and / k / the same, whether the sounds are at the beginning, middle or end of the word.
- c) Learners cannot pronounce the / b /, / d /, and / g / sounds voiced
- d) The sound / v / is rarely used in Indonesian, so learners often say / v / with / f / like the word / faiv / pronounced / faif /
- e) The sound / ʃ / is often replaced with / s / as in the word / ʃlp / pronounced / slp /

7. The Concept of Pronunciation

a) Definition of Pronunciation

According to Oxford Advanced Learners' Dictionary, pronunciation is defined as the way of how a language is spoken.¹⁸ It means that people use language by pronouncing certain terms that they can communicate with others as pronunciation is the way the language is spoken. Pronunciation is the development significant sound used by a specific language as part of the language code and used in context to achieve meaning.¹⁹ This means that pronunciation is the speech production that creates meanings.

From the definition above, we can conclude that Pronunciation refers to the productions of sounds that we use to make meaning. It includes attention to particular a sound of language (segments) aspect of speech beyond the level

¹⁸A.S. Hornby, *Oxford Advanced Learner's Dictionary 7th Edition*, (New York: Oxford University Press, 2005).

¹⁹C. D. Seidlhofer, *Pronunciation*, (Oxford: Oxford University Press, 1994), p.

individual such as intonation, phrasings, stress, timing, rhythm (suprasegmental) and consonants and vowel and diphthong (segmental).

Students who learn a foreign language will find that he has to learn and recognize some sounds that are not used in his own language. Most of the English sounds are not difficult but a few of them occur only in a small number of languages where most students, therefore, have to learn to make and to produce them. The international phonetics symbols for all of the English sounds are given below, with the specimen words and phrases for printing them. In most cases the word in the first in the show the sound in initial and final position in monosyllables.²⁰ The goal of learning pronunciation is not to make them sound like native speakers of English. A more realistic goal is to enable the learners to communicate with the others and it's understandable.

Elements of the foreign language which are similar to those found in one's native language will not offer any problem. Take for instance the Indonesian sound/m/ "mata", which is much like English "mother" an Indonesian student learning English or an English student learning Indonesia may easily his native sound/m/ in producing of equivalent sounds in the target language.

b) Pronunciation Problems

There are some problems in pronunciation:

- 1) Pronunciation problem in learning a foreign language, it will appear that each problem is different in nature, and accordingly, needs a different way of tackling by the student. One problem is concerned with the identification of the foreign sound. This means that he has to remember their acoustic qualities so that he will be able to directly identify them in an utterance. An Indonesian student, for instance, should be able to

²⁰Philip Binham , *How to Say It*, (Yogyakarta : kanisius,1974), P.79

remember the acoustic quality of the English vowel /æ/ as found in the word man and to identify it in a connected speech to keep it distinct from a similar vowel as found in the word men.

- 2) Pronunciation problem in the production of the qualities of the foreign language ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. Without having heard the quality of a given sound before, one cannot be expected to pronounce it.²¹
- 3) Pronunciation problem in speech sound, People use our bodies to communicate with others. People may use our whole body to express something, such as facing for facing away from someone, or bowing or standing up to show respect. People may use parts of the body when people make gestures with our hands or produce facials expressions. However the most subtle use people make of their bodies in producing sounds is with our organs of speech.

From those problems above, there are some suggestions to solve them:

- i. The students have to identify the foreign sounds. They have to remember the acoustic qualities of sound to know a distinction from a similar sound. The ear must be trained in hearing the sound until familiar.
- ii. Without having heard the quality of a sound, one cannot be expected to pronounce the words. The students have to learn to produce words by imitating the speaker after hearing the words.
- iii. There are many differences in phonetic features of sounds in English. The students have to solve this problem through more practice and imitation from another speaker.

²¹Ramelan, *English Phonetics*, p 5-8

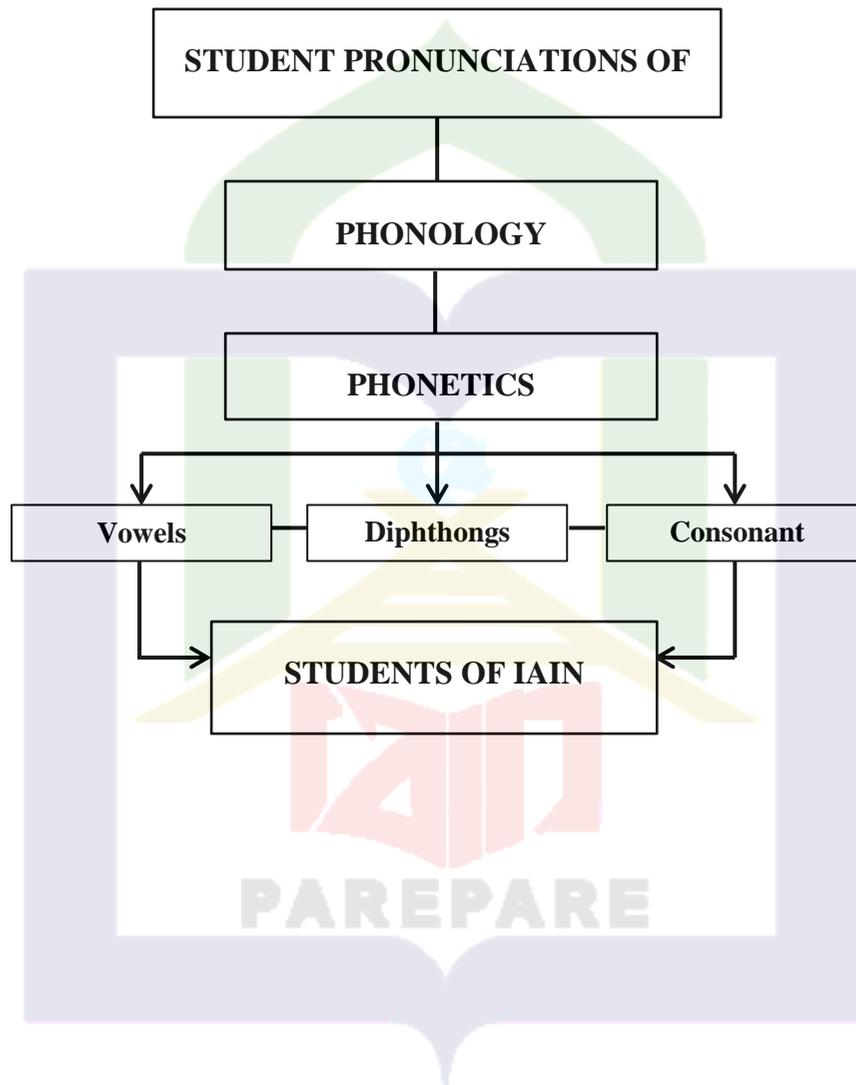
Pronunciation problem on sounds in the body, sounds are fundamental to us. Even the unborn child picks up and reacts to, sounds within and outside the womb, such as the mother's heartbeat, music, or voices. A baby can hear (and indeed be heard) long before it can see properly. Our speech organs, however, are not primarily organs for producing sounds. They are, first and foremost, involved in such life-supporting functions as breathing and eating. Thus, life and sounds are inextricably tied together.²²

It's clear that the students' main problem in learning the language is the differences between students' language and target language, and also the differences in phonetic features of similar sounds, vowel or consonant sounds, etc. Through imitation and much practice, the students will succeed in pronouncing the English sounds and solve those problems.

²²Christiane dalton, Barbara Seidlhofer, *Pronunciation*, (Oxford University Press1994), p.13

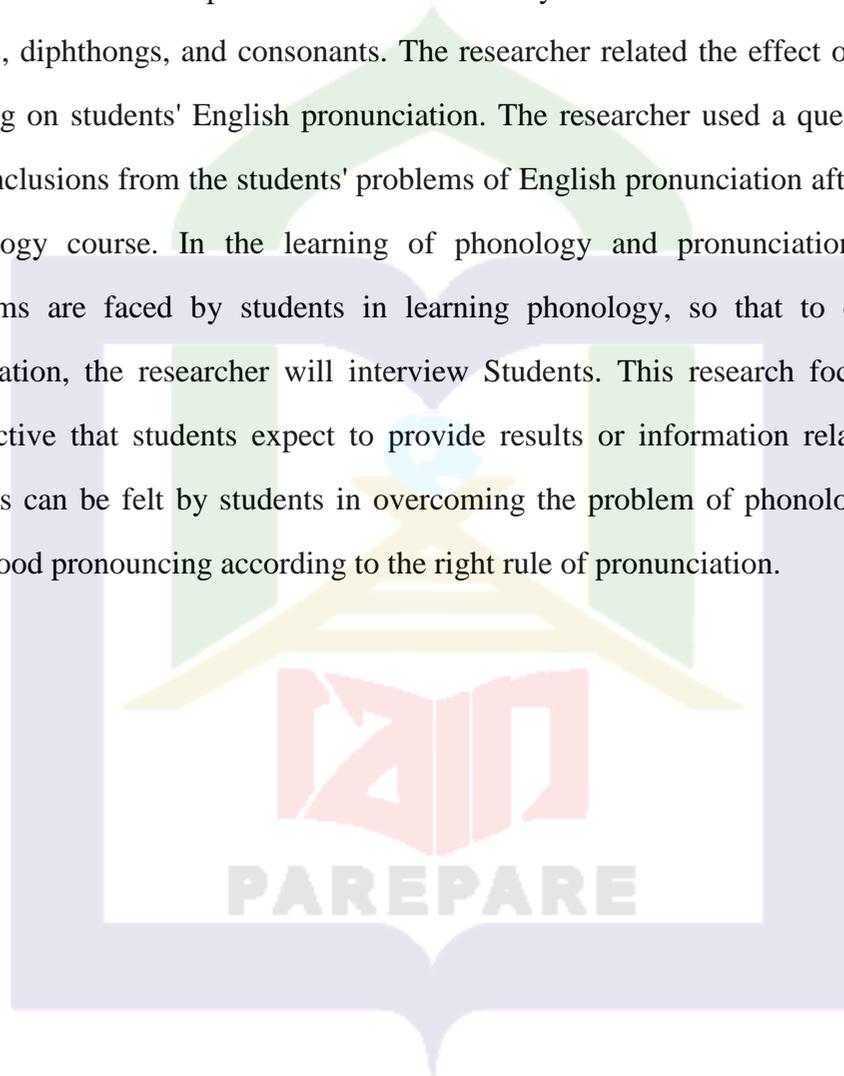
2.2 Conceptual Framework

The conceptual framework underlying this research given in the following diagram.



Looking at the conceptual framework, the researcher exposes a theoretical framework of research. It aimed at giving direction to what extent the research will

be conducted. The researcher explained some information related to phonology learning that had been taught by phonology lecturers. The researcher focuses on phonetic material, especially vowels, diphthongs, and consonants. Several previous studies that discussed pronunciation found many mistakes in students pronouncing vowels, diphthongs, and consonants. The researcher related the effect of phonology learning on students' English pronunciation. The researcher used a questionnaire to get conclusions from the students' problems of English pronunciation after taking the phonology course. In the learning of phonology and pronunciation, there are problems are faced by students in learning phonology, so that to obtain more information, the researcher will interview Students. This research focuses on the perspective that students expect to provide results or information related to what benefits can be felt by students in overcoming the problem of phonology and they have good pronouncing according to the right rule of pronunciation.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative research. According to Anderson and Arsenault research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and bring meaning to them.²³ Based on McMillan and Schumacher state qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts, and perceptions. In addition, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.²⁴

B. The Location and Duration of the Research

This research will be conducted at the Institute Islamic college (IAIN) Parepare by focusing on the students' problem in the fourth semester as the research respondents. Then, the duration of this research will about one month. The researcher chose fourth-semester students because they had studied phonology in the first semester and this semester, they were studying pronunciation.

C. Variable of the Research

The research consists of one independent variable namely Students' Problem on English pronunciation after taking phonology course.

²³Gary Anderson and Nancy Arsenault Fundamental, *Fundamentals of Educational Research* (London: The Falmer Press, 2005), p.126.

²⁴Natasya Mack, *et. al.* *Qualitative Research Methods: A Data Collector's Field Guide* (New York: Asaid, 2005), p.1.

D. Population and Sample

1. Population

The population in a study was the entire study, having certain characteristics as objects or research targets. The population of this study was the fourth-semester students of the English Education Program of IAIN Parepare in academic year of 2020/2021. The number populations of the students were 93 students.

2. Sample

The method of sampling used in this research was purposive sampling. The researcher used purposive sampling to take a sample from the population. This sampling was chosen based on some considerations such as the limitation of time, energy, and budget. As a result, by using purposive sampling, the researcher decided the sample of the research which was the fourth semester students from the English Education Program. The research will take which has 20 students from 93 students.

E. Instrument of the Research

The researcher arranges and makes the instrument of the study that used to collect the data. Instruments of study are used in this research as follows:

1. Questionnaire

The questionnaire consists of 10 questions that need to be answered honest according what their think about it. In this instrument the students answered the alternative questioners that delivered by researcher and the data from the questionnaire aim to answer the research questionnaire about the students problem in the fourth semester after taking phonology.

2. Interview

The researcher provided an interview to gain a deeper understanding of how the students interpret a situation or phenomenon. The interviews were aimed at

obtaining useful detailed information about the research focus. The interview used in collecting the data from the Students as a supporting instrument. The researcher asks the Students to get answer the problem them in learning Pronunciation. The intention of the interview was to gain a deeper understanding of the Students' opinions in the learning of pronunciation at the students' English education program.

F. Procedure of Data Collection

Conducting research needed a process or some stapes. The researcher used some procedures to collect the data. The procedures are elaborated below:

1. The procedures were firstly in the researcher to choose the subject of the research. The researcher selected 20 respondents in the students' fourth semester of the English education program IAIN Parepare.
2. The researcher distributed a questionnaire (Google form) to each respondent
3. The researcher analyzed the questionnaire that the respondent will have filled in.
4. The researcher interviewed the Students to know her opinion in learning pronunciation in the students' fourth semester of the English education program IAIN Parepare.

G. Technique of Data Analysis

In data analysis, the researcher found out the students' problem of pronunciation after taking phonology lessons. Analysis of questionnaire would the questionnaire closes form with the alternative answer that has been chosen by the students. After collecting the data, the researcher analyzed the data. To analyze the data, the researcher used descriptive qualitative to analyze the data. The researcher used Miles and Huberman's theory in analyzing the data. The researcher divided the activity in analyzing data into three activities; they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying, and coding the data that are considered important. In conducting research, the researcher got a lot of data. Hence, the researcher must select data that gave valuable information in research. Thus, at first, the researcher has to do a reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher what students' problem on English Pronunciation after taking phonology course and problems are faced by students in learning phonology.

Data display means the process of simplifying the data in form of a sentence or table. In displaying data, the researcher describes data that reduced into sentence form.

The last process was conclusion and verification. In qualitative research, the characteristic of the conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher concludes the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through questionnaires and interviews. Then, the researcher selects, identifies, and focuses on the data by referring to the formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn. Moreover, to get the validity of data, the questionnaire is supported by an interview.

Data Analysis of Questionnaire:

Table 3.2 The scale likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Netral (N)	3	Netral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The following is the interpretation score of the category:

Table 3.3 The Classification of the students response based on the criteria:

NO.	Qualification	Interval
1	Very Strong (VS)	81% - 100%
2	Strong (S)	61% - 80%
3	Undercicated (U)	41% - 60%
4	Low (L)	21% - 40%
5	Strongly Low (SL)	0% - 20% ²⁵

²⁵Subagyo. *Metode Penelitian Pendidikan*(Bandung:Penerbit Alfabeta,2010), p.135.

CHAPTER IV

FINDING AND DISCUSSIONS

The research findings and their discussion are presented in this chapter. The objective of this research was to describe the students' problems on English Pronunciation after taking the phonology course. The researcher took some steps to collect data in order to achieve the research's objective. The first step is a questionnaire, followed by an interview.

A. Findings

1. The Finding through Questionnaire

The finding provides an answer to the question of how students' problem of English pronunciation after taking the phonology course. After calculating the data, the researcher uses the likers scale to categorize the students' problem of English pronunciation after taking the phonology course. The result of data shows as follow:

Table 4.1 Positive Statement (Item 1: Pronunciation is an important part of learning English)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	14	70
2	Agree	4	6	24
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			20	94

Source: Questionnaire Item 1

Table 4.1 shows that almost all students strongly agree that pronunciation is an important part of learning English. It can be assumed that students do not

take pronunciation class for granted and take advantage of it, as shown in the continuum below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data shows that pronunciation is an important part of learning English for students in the English Education Program, with a score of $14/20 \times 100\% = 70\%$, indicating that it is a strong categorized.

Table 4.2 Positive Statement (Item 2: Pronunciation learning is not complete without learning phonology)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	13	52
3	Neutral	3	1	3
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			20	86

Source: Questionnaire Item 2

Table 4.2 shows that almost students agree that Pronunciation learning is not complete without learning phonology. It means that Students' perspectives on phonology change once they learn it, and they now believe that phonology is significant and influences the quality of English pronunciation, as shown in the continuum below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data shows Pronunciation learning is not complete without learning phonology for students in the English Education Program, with a score of $13/20 \times 100\% = 65\%$, indicating that it is an strong categorized.

Table 4.3 Positive Statement (Item 3: Learning phonology avoids me from mispronouncing the words)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	9	45
2	Agree	4	8	32
3	Neutral	3	3	9
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			20	86

Source: Questionnaire Item 3

Table 4.3 shows that almost students strongly agree that learning phonology avoids me from mispronouncing the words. It can be assumed that after students learning phonology, some of the students had avoid mispronouncing English words. The students consider phonology as a subject that can prevent mispronouncing the words in learning English, as shown in the continuum below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data shows learning phonology avoids me from mispronouncing the words. It can be assumed that after students learning phonology, with a score of $9/20 \times 100\% = 45\%$, indicating that it is an undecided categorized.

Table 4.4 Positive Statement (Item 4: After taking the phonology course, it increased my confidence in speaking English with good pronunciation)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	10	40
3	Neutral	3	7	21
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0

Total	20	76
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Source: Questionnaire Item 4

Table 4.4 represent that half of the students revealed agree that taking the phonology course increased their confidence in speaking English with good pronunciation, even though almost half of the students do not think like that, by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data shows that after taking the phonology course increased their confidence in speaking English with good pronunciation for students in the English Education Program, with a score of $10/20 \times 100\% = 50\%$, indicating that it is an undecided categorized.

Table 4.5 Negative Statement (Item 5: Learning English Phonology is similar to learning the other subjects.)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	6	12
3	Neutral	3	5	15
4	Disagree	4	9	36
5	Strongly Disagree	5	0	0
Total			20	63

Source: Questionnaire Item 5

Table 4.5 indicates that some of the students disagree about the statement learning English Phonology is similar to learning the other subjects, it meant that the students were in negative answer when they asked about phonology learning is similar to other English learning. Phonology focuses on studying sound systems/sound rules and how to produce sounds, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data shows that learning English Phonology is similar to learning the other subjects, with a score of $9/20 \times 100\% = 45\%$, indicating that it is an undecided categorized.

Table 4.6 Negative Statement (Item 6: Learning English Phonology is confusion among students)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Neutral	3	6	18
4	Disagree	4	11	44
5	Strongly Disagree	5	0	0
Total			20	68

Source: Questionnaire Item 6

Table 4.6 indicates that some of the students disagree answer about the statement learning English Phonology is confusing to the students, it means that some of the students. Learning phonology is a new thing, a phonetic symbol that sometimes confuses students when studying phonology, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data shows that learning English Phonology is confusing to the students in the English Education Program, with a score of $11/20 \times 100\% = 55\%$, indicating that it is an undecided categorized.

Table 4.7 Negative Statement (Item 7: Pronouncing the phonetic symbols (Vowels and Consonants) are difficult.)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	5	10
3	Neutral	3	13	39
4	Disagree	4	1	4
5	Strongly Disagree	5	1	5
Total			20	58

Source: Questionnaire Item 7

Table 4.7 point out that almost of the students were undecided answer about the statement pronouncing the phonetic symbols (Vowels and Consonants) are difficult, it meant Phonetic symbols are new learning for some students and sometimes confuse students when studying phonology, and it is relevant as table 4.6 that the students assumed learning English Phonology is confusing to the students, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data shows that pronouncing the phonetic symbols (Vowels and Consonants) are difficult for students in the English Education Program, with a score of $13/20 \times 100\% = 65\%$, indicating that it is an undecided categorized.

Table 4.8 Positive Statement (Item 8: Learning phonetic symbols and articulations in phonology courses is the right system for improving pronunciation)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	17	68
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			20	84

Source: *Questionnaire Item 8*

Table 4.8 point out that almost all the students were in agree answer about the statement learning phonetic symbols and articulations in phonology courses is the right system for improving pronunciation, it meant that studying phonology gave changes to students' pronunciation skills, and it is relevant as table 4.2 and 4.4 that the students assumed Pronunciation learning is not complete without learning phonology and pronunciation as the primary subject in learning English, by continuum can be shown below:

0	20	40	60	80	100
	SD	D	N	A	SA

The data shows that learning phonetic symbols and articulations in phonology courses is the right system for improving pronunciation for students in the English Education Program, with a score of $17/20 \times 100 \% = 85\%$, indicating that it is a strong categorized.

Table 4.9 Negative Statement (Item 9: Learning Phonetic symbols (Vowel, diphthong and consonant) are not the right system to teach pronunciation)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Neutral	3	2	6
4	Disagree	4	14	56
5	Strongly Disagree	5	2	10

Total	20	76
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Source: Questionnaire Item 9

Table 4.9 point out that almost all the students were in disagree answer about the statement learning Phonetic symbols (Vowel, diphthong, and consonant) is not the right system to teach pronunciation, it meant the students consider that the phonology course material is appropriate and that it can help them improve their pronunciation skills. It can be seen where 14 (70%) students with disagree answer about the statement; by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data above shows that learning Phonetic symbols (Vowel, diphthong, and consonant) is not the right system to teach pronunciation, namely $14/20 \times 100\% = 70\%$ so, it was categorized as strong.

Table 4.10 Negative Statement (Item 10: Learning phonology is less helpful in improving the quality of pronunciation)

No	Question alternative	Score	Frequency	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	0	0
3	Neutral	3	2	6
4	Disagree	4	15	60
5	Strongly Disagree	5	3	15
Total			20	81

Source: Questionnaire Item 10

Table 4.10 registers that almost all the students assumed disagree about the statement learning phonology is less helpful in improving the quality of pronunciation, it can be seen where 15 (75%) students gave a positive answer that phonology courses can help improve the quality of their pronunciation. It

can be assumed that students try to take advantage of phonology course to improve their pronunciation, by continuum can be shown below:

0	20	40	60	80	100
	SA	A	U	D	SD

The data shows that learning phonology is less helpful in improving the quality of pronunciation for students in the English Education Program, with a score of $15/20 \times 100\% = 75\%$, indicating that it is a strong categorized.

2. The Finding through Interview

The finding answers the question what problems are faced by students' fourth semester of the English education program IAIN Parepare in learning phonology. At the second part was analyzed the data from interview into present as follows:

Based on the result of interview for question "What have you gained after Learning English phonology", almost all of the students stated that they learned about and practiced how sounds are produced through the mouth during phonology class. Several students also stated that they like English phonology class because they have new thing they have never learnt.

Representative statements:

"I understand how sound is created and the differences between each sound. So that I can tell the difference between each English word's sounds." (*Saya Mengetahui tentang bagaimana proses bunyi itu terbentuk dan perbedaan dari setiap bunyi. Sehingga Saya bisa membedakan bunyi dari setiap kata Bahasa inggris*²⁶)

"My English pronunciation has improved as a result of studying phonology; I can now discern the sound of each English word and recognize the phonological term, such as *stress*." (*Setelah mempelajari fonologi, pengucapan Bahasa inggris saya meningkat, saya bisa membedakan bunyi dari setiap kata*)

²⁶Student 1, Interviewed on April 15, 2019 by WhattsApp.

*bahasa inggris dan mengetahui istilah dalam fonologi contohnya “stress”).*²⁷

When the students' asked after learning phonology, can you pronounce English words correctly, the students' entire answered “yes”.

Representative statements:

“Yes, my English pronunciation is improving. Of course, studying phonology had a significant impact on my English pronunciation.” (*Iya, pengucapan Bahasa Inggris saya mulai meningkat. Tentu saja, belajar fonologi sangat mempengaruhi pelafalan Bahasa Inggris saya.*)²⁸

“Yes, My English pronunciation is now better than ever after studying phonology. Of course, as we learn phonology, our English pronunciation will improve.” (*Iya. Pengucapan bahasa Inggris saya sekarang lebih baik dari sebelumnya setelah belajar fonologi. Tentu saja, semakin kita belajar fonologi, pelafalan bahasa Inggris kita akan meningkat.*)²⁹

To know specifically the problem faced students learning phonology the researcher asked have you ever been confused by reading phonetic symbols (vowels and consonants) in English words, Examples of consonant or vowel sounds that you think are difficult to pronounce. The most of students stated they are frequently perplexed when reading phonetic symbols, especially when encountering diphthong symbols.

Representative statements:

“Yes, I was perplexed by the phonetic symbols because they were unfamiliar to me, especially the diphthong symbol.” (*Ya, saya pernah bingung dalam membaca simbol fonetik karena itu belum familiar dengan saya khususnya simbol diftong.*)³⁰

“Yes, reading phonetic symbols, both vowels and consonants, was a challenge for me. The words event, voice, and said for example.” (*Iya,*

²⁷Student 2, Interviewed on April 15, 2019 by WhattsApp.

²⁸Student 2, Interviewed on April 15, 2019 by WhattsApp. Questioner number 3

²⁹Student 3, Interviewed on April 15, 2019 by WhattsApp.

³⁰Student 4, Interviewed on April 16, 2019 by WhattsApp.

*saya pernah bingung membaca symbol fonetik baik vocal maupun konsonan. Contohnya kata event, voice, said).*³¹

When the students were asked about what parts of English pronunciation do you find difficult to learn: Accent, Stress, Rhythm, Intonation, or something else, almost all of the students stated Stress is one of difficult in pronunciation learning felt by the students.

Representative statements:

“Stress, because each word must have a letter that must be pressed so that it is more audible than others so that the pronunciation can be heard clearly”. *(Stress, karena setiap kata pasti ada huruf yang harus ditekan agar lebih terdengar daripada yang lain sehingga saat pengucapan dapat terdengar jelas.)*³²

“The most difficult thing my opinion in learning pronunciation is stress because, in stress material, we have to suppress the words that are spoken and sometimes I emphasize the wrong letters....” *(Yang paling sulit menurut saya dalam belajar pronunciation yaitu stress, karena dalam materi stress, kita harus menekan kata-kata yang diucapkan dan terkadang saya salah sebut dalam penekanannya.....)*³³

Based on interview about how do you think phonology has effect English pronunciation skill, all of the students refer to one answer: phonology has an effect on English pronunciation skill.

Representative statements:

“Phonology and pronunciation, in my opinion, have a significant impact on English skills. Because if my pronunciation is correct, people can understand what I'm saying, and it makes me proud if I can mimic the pronunciation like a native speaker. To achieve good pronunciation, we must first learn how to sound and pronounce each word in English correctly. It is for this purpose that phonology should be studied.” *(Menurut saya, fonologi dan pengucapan sangatlah mempengaruhi keterampilan Bahasa Inggris. Karena orang akan paham apa yang saya katakan jika pengucapan saya baik dan ini kebanggan tersendiri bagi saya jika saya mampu menirukan pengucapan seperti native speaker yang asli. Untuk memperoleh pengucapan yang baik tentu kita juga harus mengerti*

³¹Student 5, Interviewed on April 17, 2019 by WhatsApp.

³²Student 1, Interviewed on April 15, 2019 by WhatsApp

³³Student 3, Interviewed on April 15, 2019 by WhatsApp

*bagaimana penyebutan bunyi yang benar setiap kata dalam bahasa inggris. Itulah alasan mengapa penting untuk mempelajari fonologi).*³⁴

“Learning phonology, in my opinion, is effective for improving pronunciation. These two courses are inextricably linked. Even though phonology focuses on the theory of how to read phonetic symbols and in pronunciation we practice a lot. Phonology and Pronunciation have a significant impact on English language skills because incorrect pronunciation results in different meanings. Not yet professional if we don't know how to pronounce English words clearly.” *(Menurut saya belajar fonologi efektif dalam meningkatkan pronunciation. Kedua mata kuliah ini secara langsung berkesinambungan. Meskipun di fonologi berfokus pada teori bagaimana cara membaca symbol fonetik di pronunciation kita banyak melakukan praktik. Fonologi dan Pengucapan sangat mempengaruhi keterampilan karena pengucapan yang salah menimbulkan makna yang berbeda. Kurangnya kecakapan dalam pengucapan berarti belum dapat dikatakan belum terampil).*³⁵

B. Discussion

This research was done in the fourth semester of English Education Program IAIN Parepare. They have got Phonology subject in the first semester so that the researcher chooses them as the object of this research to describe the students' problem on English Pronunciation after taking the phonology course.

The students' main problem in learning language is the differences between students' language and target language and also the differences in phonetic features of similar sounds, vowel or consonant sound, etc. Studying phonology concerns

³⁴Student 8, Interviewed on April 20, 2019 by WhatsApp

³⁵Student 11, Interviewed on April 22, 2019 by WhatsApp

phonetics, phonology concerns with rules of speech sound, the structure of language and etc. It's also related to pronunciation. Pronunciation concerns phonetics and Phonetics concerns phonology. By understanding English Phonology, the students will understand the phonetic features, vowel and consonant sounds and etc. The students also can understand the relation between Phonology and Pronunciation, so that they can pronounce the word correctly with good stressing and intonation.

Based on this research, the result of students' questionnaires students' problem on English Pronunciation after taking the phonology course in the students' fourth semester of the English education program IAIN Parepare. Based on the result of data analysis by using scale of Liker. The questionnaires were filled by 20 students which taken on 12 April 2021. The questionnaires were consisting of 10, 5 of which were positive and the rest were negative. Each item was provided with 5 alternatives of interest scale categories were; strongly agree, agree, undecided, disagree, and strongly disagree.

In item 1 almost all students strongly agree that pronunciation is an important part of learning English. It can be assumed that students do not take pronunciation class for granted and take advantage of it.

In item 2 almost all students agree that Pronunciation learning is not complete without learning phonology. It means that student' perspectives on phonology change once they learn it, and they now believe that phonology is significant and influences the quality of English pronunciation.

In item 3 almost all students strongly agree that learning phonology avoids them from mispronouncing the words. It can be assumed that after students learning phonology, some of the students had avoided mispronouncing English words. The

students consider phonology as a subject that can prevent mispronouncing the words in learning English.

In item 4, half of the students revealed that taking the phonology course increased their confidence in speaking English with good pronunciation, even though almost half of the students do not think like that.

In item 5 some of the students disagree about the statement learning English Phonology is similar to learning other subjects, it meant that the students were in negative answer when they asked about phonology learning is similar to other English learning. Phonology focuses on studying sound systems/sound rules and how to produce sounds.

In item 6 some of the students disagree answer about the statement learning English Phonology is confusing to the students, which means that some of the students. Learning phonology is a new thing, a phonetic symbol that sometimes confuses students when studying phonology.

In item 7 almost all of the students were undecided in answer to the statement pronouncing the phonetic symbols (Vowels and Consonants) is difficult, it meant Phonetic symbols are new learning for some students and sometimes confuse students when studying phonology.

In item 8 almost all the students were in agree answer about the statement learning phonetic symbols and articulations in phonology courses is the right system for improving pronunciation, it meant that studying phonology gave changes to students' pronunciation skills.

In item 9 almost all the students were in disagree answer about the statement learning Phonetic symbols (Vowel, diphthong, and consonant) is not the right system

to teach pronunciation, it meant the students consider that the phonology course material is appropriate and that it can help them improve their pronunciation skills.

In item 10 almost all the students assumed disagree about the statement learning phonology is less helpful in improving the quality of pronunciation, it can be seen where 15 (75%) students gave a positive answer that phonology courses can help improve the quality of their pronunciation. It can be assumed that students try to take advantage of phonology courses to improve their pronunciation.

Based on the finding from the questionnaire about how student's problems of English Pronunciation after taking the phonology course in the students' fourth semester of the English education program IAIN Parepareit can be concluded that where learning phonology avoids them from mispronouncing words. It can be assumed that after students learning phonology, some of the students had avoided mispronouncing English words. The students consider phonology as a subject that can prevent mispronouncing the words in learning English but they have been an undecided perspective in answer to the statement pronouncing the phonetic symbols (Vowels and Consonants) is difficult, it meant Phonetic symbols are new learning for some students and sometimes confuse students when studying phonology.

Roach states that the theoretical material learned in phonetics and phonology is needed to understand the principles regulating the use of sounds in spoken English. Broughton et. al., phonetics forms a tool of paramount importance that is used in the teaching of pronunciation. These detailed phonetic descriptions are not arbitrary since they are of paramount importance to the teaching of pronunciation. It cannot be denied that good pronunciation is the key to success in learning English.

Related to the findings of earlier research, the findings of this research were systematically there are similarities with previous research. Yousef B Ahmad in his

research found 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.

In addition, Nazih Ahsanah in her research focused on the students' main problem in learning language is the differences between students' language and target language and also the differences in phonetic features of similar sounds, vowel or consonant sound, etc. The result of her research is the achievement of phonology influences the achievement of pronunciation. The computation of regression analysis before being proved that the influence between the students' achievement of English phonology and their pronunciation is significant with the significance of 5% and the result is 10.17. Then, the hypothesis was accepted.

From the results of research conducted by researchers and previous research, overall, the data obtained from 20 respondents indicated that their perspective of students who studied phonology to English pronunciation is getting better. There are several reasons why students' phonology can influence their pronunciation: first, Understanding phonology influences the student pronunciation with good pronunciation and producing certain speech sounds, the students will know and be aware of what they speak to others. They can identify and correct any mistakes in their pronunciation by achieving phonology. And Knowledge of the theories of producing speech sounds should be accompanied by practice in producing them to achieve the goal of phonology and good pronunciation.

Based on the finding of the second research problem, the researcher found the problem faced by students' fourth semester of the English education program IAIN Parepare in learning phonology. Understanding how students are studying English, which has a sound system that differs significantly from the language they have mastered, namely Indonesian and regional languages, the first challenge they face is pronouncing the sound system of the language they are studying English. The researcher findings the students studying English continue to make mistakes while pronouncing particular phonemes. There are so many things to be learned and differentiated in phonological matters (vowels and consonants differences). From the results of interviews, that some English sounds do not exist in Indonesian sounds such as /v/, /ð/, and /θ/. It happens because of the difference in the consonant sound system in Indonesian or the first language with the consonant sound system in English as the target language. Indonesian does not have the sound /θ/ and the sound /ð/, so to pronounce words that contain these sounds, students replace the two sounds with close sounds, namely the sound /t/ for /θ/ and the sound /d / for /ð/.

Problems in learning the second language are mostly caused by differences in the language systems of the two languages. Ramelan stated 'the degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language'. Ramelan notes that different elements in the sound system between the native and the foreign language offer difficulties for students learning English phonology. The sounds may be new or strange because the sounds may be similar but different distributions or variants.

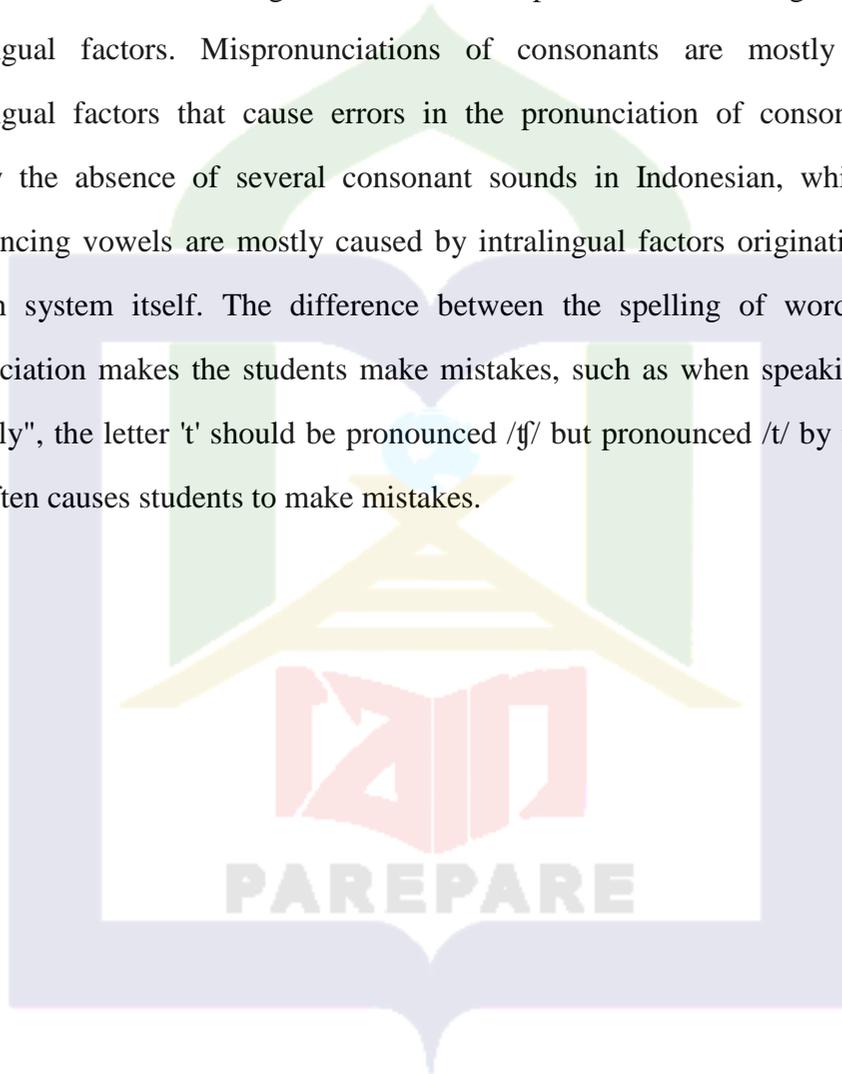
Swan and Smith in their book write a similar opinion that English learners from Indonesia often have difficulty pronouncing the sound 'th' which has two

variations, namely /θ/ and /ð/ so replace it with the sound /t/ as in the word "thin" /θIn / pronounced "tin" /tIn/.

The researcher also found that students had difficulty with certain sounds which are separate phonemes in English but are not separate phonemes in Indonesian, such as short /I/ and /i:/ long sounds. In Indonesian, there is only one type of sound /I/ so that learners often do not distinguish the pronunciation of "ship" and "sheep". Swan and Smith stated English learners from Indonesia often have difficulty pronouncing English have long and short vowel sounds such as / I / and / i: / in "bits" and "beats", but English learners in Indonesia often pronounce the two vowels in the same way without any differences.

Some of the English speech sounds formations do not exist in Indonesian speech sounds and different spelling system of Indonesian and English. For example, the case of stress pattern may cause difficulties for English learners who need to pronounce the words inappropriate stress patterns. The fact is that the stress patterns between Indonesian and English are different. Basri in Murni research has stressed that the stress patterns of English is different from those in Indonesian language. In Indonesian language, the stress pattern will fall on the penultimate syllable, whereas for English, the stress will fall on the heavy syllable. Basri further stated that English shows a rather complicated stress pattern, which is difficult to be predicted. This is different from the stress pattern of Indonesian language, which can be predicted easily. Therefore, he suggested relying much on the dictionaries since, in English dictionaries, the stress of the words will be identified. In addition, learning a word in English needs practice pronouncing the words. This implies that there are adequate phonological rules which can describe the stress pattern of English.

In another study that the problems faced by students were due to interlingual and intralingual factors. However, the researcher did not discuss it in this research. Diva and Suci, in their research, stated that the cause of errors in the pronunciation of English consonants and English vowels is the presence of intralingual factors and interlingual factors. Mispronunciations of consonants are mostly caused by interlingual factors that cause errors in the pronunciation of consonant sounds, namely the absence of several consonant sounds in Indonesian, while errors in pronouncing vowels are mostly caused by intralingual factors originating from the English system itself. The difference between the spelling of words and their pronunciation makes the students make mistakes, such as when speaking the word "actually", the letter 't' should be pronounced /tʃ/ but pronounced /t/ by the students. This often causes students to make mistakes.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of two selections the conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

A. Conclusions

Based on the findings of the study, the researcher gave a conclusions:

1. Based on findings of the researcher, it can be concluded that the students have a positive perspective towards improving pronunciation skills after taking phonology courses, where learning phonology avoids them from mispronouncing the words. It can be assumed that after students learning phonology, some of the students had avoided mispronouncing English words. The students consider phonology as a subject that can prevent mispronouncing the words in learning English but they have been an undecided perspective in answer to the statement pronouncing the phonetic symbols (Vowels and Consonants) is difficult, it meant Phonetic symbols are new learning for some students and sometimes confuse students when studying phonology. There are several reasons why students' phonology can influence their pronunciation: first, Understanding phonology influences the student's pronunciation with good pronunciation and producing certain speech sounds, the students will know and be aware of what they speak to others. They can identify and correct any mistakes in their pronunciation by achieving phonology. And Knowledge of the theories of producing speech

sounds should be accompanied by practice in producing them to achieve the goal of phonology and good pronunciation.

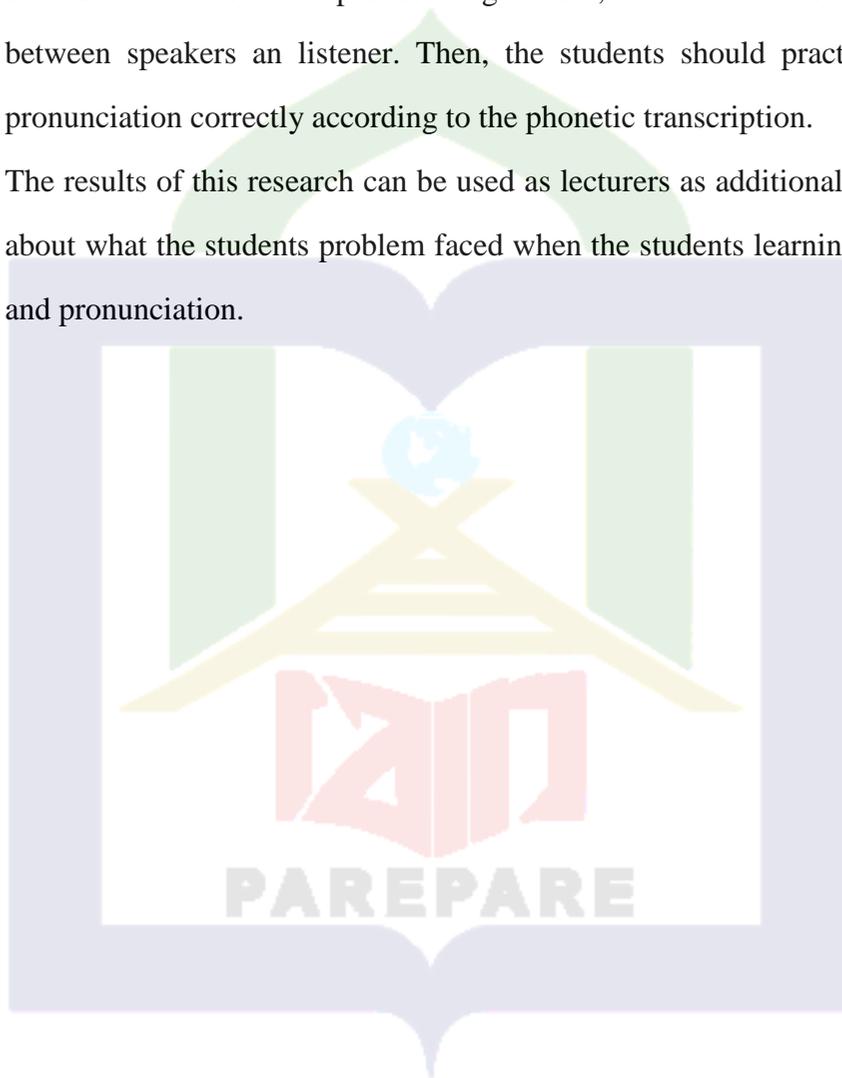
2. Based on the finding of the second research problem, the researcher found the problem faced by students' fourth semester of the English education program IAIN Parepare in learning phonology. Understanding how students are studying English, which has a sound system that differs significantly from the language they have mastered, namely Indonesian and regional languages, the first challenge they face is pronouncing the sound system of the language they are studying English. The researcher findings the students studying English continue to make mistakes while pronouncing particular phonemes. There are so many things to be learned and differentiated in phonological matters (vowels and consonants differences). From the results of interviews, that some English sounds do not exist in Indonesian sounds such as /v/, /ð/, and /θ/. The researcher also found that students had difficulty with certain sounds which are separate phonemes in English but are not separate phonemes in Indonesian, such as short /I/ and /i:/ long sounds. In Indonesian, there is only one type of sound /I/ so that learners often do not distinguish the pronunciation of "ship" and "sheep". Swan and Smith stated English learners from Indonesia often have difficulty pronouncing English have long and short vowel sounds such as / I / and / i: / in "bits" and "beats", but English learners in Indonesia often pronounce the two vowels in the same way without any differences.

B. Suggestions

Based on the conclusion above, there are some suggestions for the English teachers for the students and the next researcher that will hopefully provide more

insight into the learning of writing and give a new idea for better teaching and learning process.

1. Learning English phonology is crucial in pronunciation and communication because if we mistake in pronouncing a word, it can make misunderstanding between speakers and listener. Then, the students should practice more in pronunciation correctly according to the phonetic transcription.
2. The results of this research can be used as additional information for lecturers about what the students' problem faced when the students learning phonology and pronunciation.



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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH**

Jl. Amal Bakti No. 8 Soreang 911331, Telepon (0421)21307, Faksimile (0421) 2404

**VALIDASI INSTRUMEN PENELITIAN PENULISAN
SKRIPSI**

NAMA MAHASISWA : MARLAH
NIM/JURUSAN : 15.1300.160/PBI
FAKULTAS : TARBIYAH
JUDUL : STUDENTS' PERCEPTIONS ON ENGLISH
PRONUNCIATION AFTER TAKING
PHONOLOGY COURSE OF IAIN PAREPARE

Instrumen Penelitian

1. Questionnaire

Dalam penelitian ini, peneliti menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Respondents' Identity

Name :

Semester :

II. Instructions of Fulfillment

Choose the right answer one of the answer columns provided.

III. The answers' statement

The answers' statement

SA = Strongly Agree U = Undecided SD =Strongly Disagree

A = Agree

Da = Disagree

IV. Statements

No.	Statements	The Answers				
		SS	A	U	Da	SD
1	Pronunciation is an important part of learning English.					
2	Pronunciation learning is not complete without learning phonology					
3	Learning phonology avoid me from mispronouncing the words.					
4	After taking the phonology course, it increased my confidence in speaking English with good pronunciation					
5	Learning English Phonology is similar to learning the other subjects.					
6	Learning English Phonology is confusion among students.					
7	Pronouncing the phonetic symbols (Vowels and Consonants) are difficult.					
8	Learning phonetic symbols and articulations in phonology courses is the right system for improving pronunciation.					
9	Learning Phonetic symbols (Vowel, diphthong and consonant) are not the right system to teach pronunciation.					
10	Learning phonology is less helpful in improving the quality of pronunciation					

2. Interview

Peneliti menggunakan Interview atau wawancara untuk melengkapi hasil penelitian ini dengan pertanyaan sebagai berikut:

1. When did you start learning English? Especially English pronunciation?
2. Have you learned about English Phonology?
3. What have you gained after Learning English phonology?
4. After learning phonology, can you pronounce English words correctly?
5. Do you think learning phonology will affect your English pronunciation?
6. Have you ever been confused by reading phonetic symbols (vowels and consonants) in English words, Examples of consonant or vowel sounds that you think are difficult to pronounce?
7. How do you think phonology effect English pronunciation skill?
8. Can you explain it?
9. What parts of English pronunciation do you find difficult to learn: Accent, Stress, Rhythm, Intonation, or something else? Why is that part difficult?
10. What efforts did you make to improve your pronunciation skills?

PAREPARE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
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FAKULTAS : TARBIYAH
JUDUL : STUDENTS' PERCEPTIONS ON ENGLISH
PRONUNCIATION AFTER TAKING
PHONOLOGY COURSE OF IAIN PAREPARE

Instrumen Penelitian

1. Angket

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Identitas Responden

Nama :

Semester :

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan

III. Keterangan Jawaban

SS = Sangat Setuju

T = Tidak Setuju

S = Setuju

ST = Sangat Tidak Setuju

RR = Ragu-Ragu

IV. Pernyataan-pernyataan

No.	Statements	Jawaban				
		SS	S	RR	K	T
1.	Pronunciation adalah bagian penting dari belajar bahasa Inggris.					
2.	Pembelajaran Pronunciation tidak lengkap tanpa belajar Phonology.					
3.	Belajar Phonology menghindarkan saya dari salah mengucapkan kata-kata.					
4.	Setelah mengikuti matakuliah Phonology, meningkatkan rasa percaya diri saya dalam berbicara bahasa Inggris dengan pengucapan yang baik.					
5.	Mempelajari Phonology bahasa Inggris mirip dengan mempelajari mata pelajaran lainnya. -					
6.	Mempelajari Phonology bahasa Inggris membingungkan siswa.					
7.	Sulit untuk mengucapkan simbol fonetik (Vokal dan Konsonan).					
8.	Mempelajari simbol fonetik dan artikulasi dalam matakuliah Phonology adalah sistem					

	yang tepat untuk meningkatkan Pronunciation.					
9.	Mempelajari simbol fonetik (vokal, diftong, dan konsonan) bukanlah sistem yang tepat untuk mengajarkan Pronunciation.					
10.	Mempelajari Phonology kurang membantu dalam meningkatkan kualitas Pronunciation					

2. Interview

Peneliti menggunakan Interview atau wawancara untuk melengkapi hasil penelitian ini dengan pertanyaan sebagai berikut:

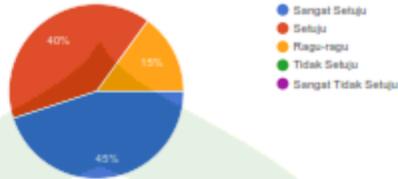
1. Kapan Anda mulai belajar bahasa Inggris? Terutama pengucapan bahasa Inggris?
2. Sudahkah Anda mempelajari fonologi bahasa Inggris?
3. Apa yang Anda peroleh setelah belajar fonologi bahasa Inggris?
4. Setelah mempelajari fonologi, apakah Anda mengucapkan kata-kata bahasa Inggris dengan benar?
5. Apakah menurut anda belajar fonologi akan memengaruhi pelafalan bahasa Inggris Anda?
6. Apakah Anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata bahasa Inggris, Contoh bunyi konsonan atau vokal yang menurut Anda sulit untuk diucapkan?
7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?
8. Bisakah Anda menjelaskannya?
9. Bagian pelafalan bahasa Inggris mana yang menurut Anda sulit untuk dipelajari: Aksen, Stres, Irama, Intonasi, atau yang lainnya? Mengapa bagian itu sulit?

10. Upaya apa yang Anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris Anda?



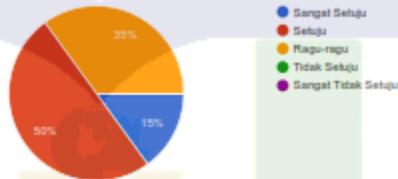
3. Belajar Phonology menghindarkan saya dari salah mengucapkan kata-kata.

20 jawaban



4. Setelah mengikuti matakuliah Phonology, meningkatkan rasa percaya diri saya dalam berbicara bahasa Inggris dengan pengucapan yang baik.

20 jawaban



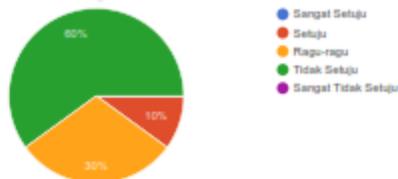
5. Mempelajari Phonology bahasa Inggris mirip dengan mempelajari mata pelajaran lainnya.

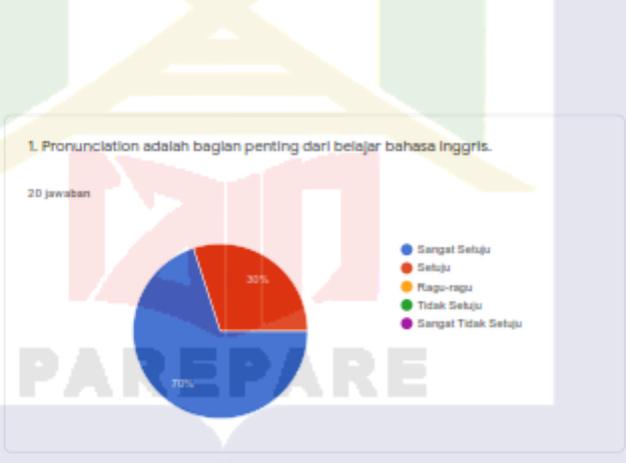
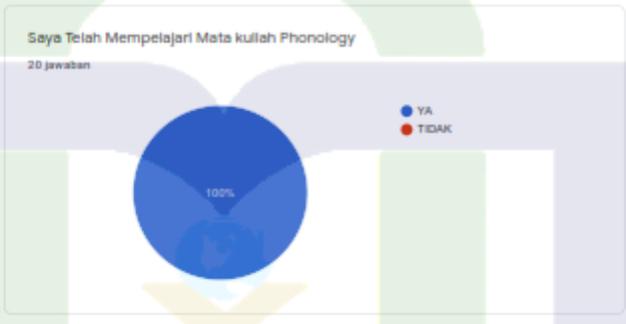
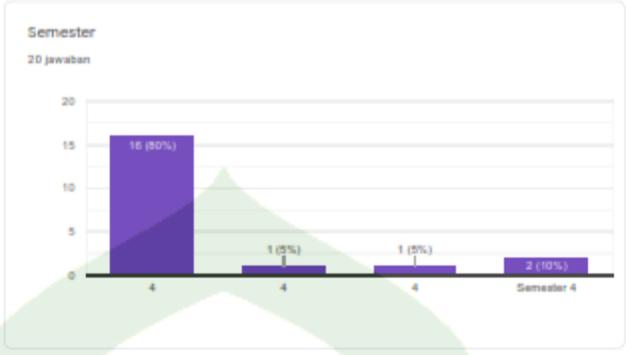
20 jawaban



6. Mempelajari Phonology bahasa Inggris membingungkan Mahasiswa.

20 jawaban





Questionnaire

20 jawaban

[Publikasikan analytics](#)

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan. Khusus Mahasiswa Semester 4)*

Nama Mahasiswa Prodi Bahasa Inggris

20 jawaban

Sulmita

PUTRI AMALIAH RAMADHANI

Ghan Raditya

Andi Nurhikmah

Sri Rahayu putri Ruli

Nurul khafifah rusni

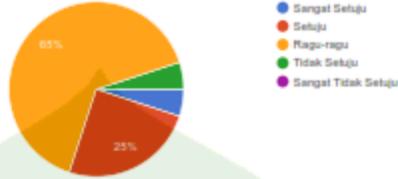
Muh.Galif Tahira

Nur Ainun Fadhliah.S

M.

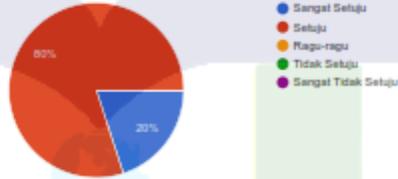
7. Sullt untuk mengucapkan simbol fonetik (Vokal dan Konsonan).

20 jawaban



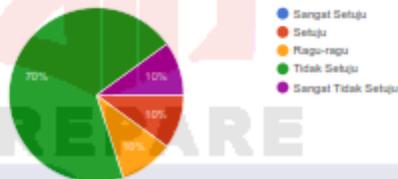
8. Mempelajari simbol fonetik dan artikulasi dalam matakuliah Phonology adalah sistem yang tepat untuk meningkatkan Pronunciation.

20 jawaban



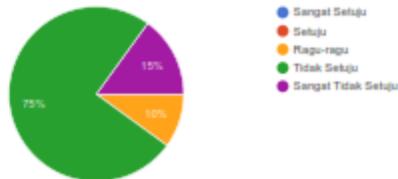
9. Mempelajari simbol fonetik (vokal, diftong, dan konsonan) bukanlah sistem yang tepat untuk mengajarkan Pronunciation

20 jawaban



10. Mempelajari Phonology kurang membantu dalam meningkatkan kualitas Pronunciation Mahasiswa

20 jawaban



6. Mempelajari Phonology bahasa Inggris membingungkan Mahasiswa. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

7. Sulit untuk mengucapkan simbol fonetik (Vokal dan Konsonan). *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

8. Mempelajari simbol fonetik dan artikulasi dalam matakuliah Phonology adalah sistem yang tepat untuk meningkatkan Pronunciation. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

9. Mempelajari simbol fonetik (vokal, diftong, dan konsonan) bukanlah sistem yang tepat untuk mengajarkan Pronunciation. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

2. Pembelajaran Pronunciation tidak lengkap tanpa belajar Phonology. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

3. Belajar Phonology menghindarkan saya dari salah mengucapkan kata-kata. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

4. Setelah mengikuti matakuliah Phonology, meningkatkan rasa percaya diri saya dalam berbicara bahasa Inggris dengan pengucapan yang baik. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

5. Mempelajari Phonology bahasa Inggris mirip dengan mempelajari mata pelajaran lainnya. *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

Questionnaire

STUDENTS' PERCEPTIONS ON ENGLISH PRONUNCIATION AFTER TAKING PHONOLOGY COURSE OF IAIN PAREPARE

Pilihlah jawaban yang tepat pada salah satu kolom jawaban yang telah disediakan. Khusus Mahasiswa Semester 4)*

Sesuaikan dengan kondisi setelah kamu mengambil atau mempelajari mata kuliah Phonology

Nama Mahasiswa Prodi Bahasa Inggris *

Andrini safitri

Semester *

4

Saya Telah Mempelajari Mata kuliah Phonology *

- YA
 TIDAK

1. Pronunciation adalah bagian penting dari belajar bahasa Inggris. *

- Sangat Setuju
 Setuju
 Raguragu
 Tidak Setuju
 Sangat Tidak Setuju

10. Mempelajari Phonology kurang membantu dalam meningkatkan kualitas Pronunciation Mahasiswa *

- Sangat Setuju
- Setuju
- Ragu-ragu
- Tidak Setuju
- Sangat Tidak Setuju

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Google Formlir



Transcript of Representative Interview

STUDENTS 1

Name : Sri Ayu

Reg Number :19.1300.018

1. Kapan anda mulai belajar Bahasa inggris? Terutama pengucapan Bahasa inggris?

Saya mulai belajar Bahasa inggris saat SD dan ditingkatkan pada saat SMP. Saya mengenal istilah pronunciation ketika saya SMA. Sedangkan fonologi baru saya pelajari saat kuliah

2. Sudahkah anda mempelajari fonologi Bahasa inggris?

Ya, sudah

3. Apa yang anda peroleh setelah belajar fonologi Bahasa inggris?

Saya mengetahui tentang bagaimana proses bunyi itu terbentuk dan perbedaan dari setiap bunyi. Sehingga Saya bisa membedakan bunyi dari setiap kata Bahasa inggris.

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa inggris dengan benar?

Belum, masih dalam proses agar lebih baik

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa inggris anda?

Tidak semuanya, karena belum diterapkan secara keseluruhan. Masih banyak yang perlu untuk di pelajari, dan di fonologi hanya mengajarkan banyak teori keluarnya bunyi.

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?

Iya, semuanya saya masih bingung mempelajarinya. Dan saya juga jarang menggunakannya

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Ya, sangat mempengaruhi

8. Bisakah anda menjelaskannya ?

Karena mempelajari pronunciation menjadikan pelafalan Bahasa Inggris lebih baik

9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Stress, karena setiap kata pasti ada huruf yang harus ditekan agar lebih terdengar daripada yang lain sehingga saat pengucapan dapat terlihat jelas

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

Mendengarkan dialog-dialog Bahasa Inggris

STUDENTS 2

Nama : Andi Nurhikmah

Reg Number : 19.1300.001

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?

Saya mulai belajar Bahasa Inggris sejak SD dan belajar pengucapannya pada saat kelas 2 SMP sedangkan fonologi saya dapatkan saat kuliah

2. Sudahkah anda mempelajari fonologi Bahasa Inggris?

sudah

3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?

Setelah mempelajari fonologi, pengucapan Bahasa Inggris saya meningkat, saya bisa membedakan bunyi dari setiap kata bahasa Inggris dan mengetahui istilah dalam fonologi contohnya “stress”

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?

Iya, pengucapan Bahasa Inggris saya mulai meningkat. Tentu saja, belajar fonologi sangat mempengaruhi pelafalan Bahasa Inggris saya

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?

Tentu saja, belajar fonologi sangat mempengaruhi pelafalan Bahasa Inggris saya

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa Inggris yang menurut anda sulit untuk diucapkan?

Saya pernah bingung membaca simbol fonetik (vokal dan konsonan). Saya bingung membedakan simbol khususnya diphthong dan juga konsonan.

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Sangat mempengaruhi

8. Bisakah anda menjelaskannya ?

Karena jika kita tidak terampil dalam berbahasa Inggris maka pengucapan kita ikut terpengaruh dan orang akan mengartikan dengan makna yang berbeda

9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksent, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Aksent dan stress. Saya belum terbiasa dengan aksennya, terkadang saya sulit mengucapkannya. Dalam pembelajaran fonologi beberapa bunyi yang jarang di dengar orang Indonesia, khususnya pada huruf konsonan yang ada dalam simbol fonologi. Dan yang paling sering terjadi dalam penyebutan sound, saya terkadang melakukan kesalahan dalam penyebutan simbol fonologi dengan bunyi panjang dan bunyi pendek.

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa inggris anda?
Memperbanyak bagian vocal dan konsonan. Saya harus banyak belajar tentang aksen, stress, irama dan intonasi.

STUDENTS 3

Name : RAHMAWATI

Reg Number : 19.1300.002

1. Kapan anda mulai belajar Bahasa inggris? Terutama pengucapan Bahasa inggris?
Awal saya mulai belajar Bahasa inggris dan pengucapannya yaitu pada saat MTS
2. Sudahkah anda mempelajari fonologi Bahasa inggris?
Saya sudah mempelajarinya
3. Apa yang anda peroleh setelah belajar fonologi Bahasa inggris?
Saya bisa memperbaiki pronunciation saya
4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa inggris dengan benar?
Iya. Pengucapan bahasa Inggris saya sekarang lebih baik dari sebelumnya setelah belajar fonologi. Tentu saja, semakin kita belajar fonologi, pelafalan bahasa Inggris kita akan meningkat.
5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa inggris anda?
Tentu saja, dengan belajar fonologi pelafalan Bahasa inggris akan semakin meningkat.
6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?

Saya sangat kebingungan dalam membaca symbol fonetik terutama pada konsonan dan diphthong. Ada beberapa bunyi konsonan yang jarang kuucapkan. Jadi bisa ka salah penyebutan juga.

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Pengucapan Bahasa Inggris sangat mempengaruhi keterampilan kita.

8. Bisakah anda menjelaskannya ?

Karena jika kita salah penyebutan dalam Bahasa Inggris maka arti dan maknanya pun berbeda

9. Bagian pembelajaran phonologi dan pronunciation Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : (aksen, stress, irama, intonasi atau yang lainnya)? Mengapa bagian itu sulit ?

Yang paling sulit menurut saya yaitu stress, karena dalam materi stress, kita harus menekan kata-kata yang diucapkan dan terkadang saya salah sebut dalam penekanannya. Dalam pembelajaran phonologi, ada beberapa bunyi yang tidak bisa saya sebutkan atau keluarkan dengan, sehingga saya melakukan kesalahan pada penyebutan kata, contoh /think/ /θɪŋk/, seharusnya ada sedikit penekanan tapi kita ini sering melafalkan /ting/.

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

Lebih banyak belajar serta mempraktikkannya

STUDENTS 4

Nama : Nur Ainun Fadhillah.S

Reg Number : 19.1300.037

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?

Saya mulai focus belajar bahasa Inggris dan pengucapannya 2 bulan sebelum saya masuk bangku perkuliahan

2. Sudahkah anda mempelajari fonologi Bahasa Inggris?

Iya, saya telah mempelajarinya

3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?

Setelah belajar fonologi Bahasa Inggris Bahasa Inggris saya lebih baik dari sebelumnya.

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?

Saya sudah bisa mengucapkan Bahasa Inggris walaupun tidak semuanya benar

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?

Ya, tentu saja

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa Inggris yang menurut anda sulit untuk diucapkan?

Ya, saya pernah bingung dalam membaca simbol fonetik karena itu belum familiar dengan saya khususnya simbol diftong.

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Menurut saya, fonologi dan pengucapan sangatlah mempengaruhi keterampilan Bahasa Inggris.

8. Bisakah anda menjelaskannya ?

Karena orang akan paham apa yang saya katakan jika pengucapan saya baik dan ini bonus tersendiri bagi saya jika saya bisa menirukan pengucapan seperti native speaker yang asli. Untuk memperoleh pengucapan yang baik tentu kita juga harus mengerti bagaimana penyebutan bunyi yang benar setiap kata dalam bahasa Inggris. Itulah alasan mengapa penting untuk mempelajari fonologi.

9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Bagian yang paling sulit menurut saya untuk dipelajari yaitu stress karena sampai saat ini saya masih bingung dibagian mana saya harus menempatkan stressnya, di tambah lagi dengan kata-kata bahasa Inggris yang tidak familiar bagi saya.

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

Untuk meningkatkan pengucapan Bahasa Inggris saya saya lebih banyak menonton video youtube tentang speaking, tips belajar Bahasa Inggris yang baik dan lebih banyak mempraktikkannya.

STUDENTS 5

Nama : Muh. Galif Tahira

Reg Number : 19.1300.092

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?

Saya mulai belajar Bahasa Inggris sejak SD

2. Sudahkah anda mempelajari fonologi Bahasa Inggris?

Saya sudah belajar fonologi pada awal semester

3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?

Saya bisa membedakan bunyi dari setiap kata Bahasa Inggris

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?

Iya, sampai saat ini sudah ada kata-kata Bahasa Inggris yang bisa saya ucapkan dengan baik dan benar

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?

Tentu saja, karena jika salah penyebutan maka arti dan maknanya pun berbeda dan itu bisa membuat salah paham karena salah mengartikannya.

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?

Iya, saya pernah bingung membaca symbol fonetik baik vocal maupun konsonan. Contohnya kata event, voice, said.

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Menurut saya, jika kita bisa terampil berbahasa inggris maka orang akan senang berbicara dengan kita dan mereka akan tidak salah dalam mengartikannya.

8. Bisakah anda menjelaskannya ?

Maka dari itu keterampilan berbahasa inggris sangatlah penting

9. Bagian pelafalan Bahasa inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Yang paling sulit yaitu aksen. Karena sampai saat ini saya masih sulit untuk mengikuti aksennya.

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa inggris anda?

Untuk meningkatkan keterampilan Bahasa inggris dengan banyak membaca buku Bahasa inggris, memperbanyak prtaktik dan menonton youtube tentang Bahasa inggris terutama pada aksennya.

STUDENTS 6

Nama : Sulumia

Reg Number : 19.1300.003

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?
Pertama kali saya belajar Bahasa Inggris dan pengucapannya yaitu pada saat semester 1.
2. Sudahkah anda mempelajari fonologi Bahasa Inggris?
Iya, saya sudah mempelajarinya.
3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?
saya bisa mengetahui apa arti fonologi itu sebenarnya dan melafalkan kata-kata Bahasa Inggris
4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?
Saya belum bisa mengucapkan kata-kata Bahasa Inggris dengan benar.
5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?
Iya, sangat mempengaruhi.
6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa Inggris yang menurut anda sulit untuk diucapkan?
Saya pernah bingung membaca simbol fonetik seperti konsonan (word, walk work)
7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?
Pengucapan sangat mempengaruhi keterampilan Bahasa Inggris.
8. Bisakah anda menjelaskannya ?
Karena jika kita salah dalam pengucapan Bahasa Inggris maka orang akan salah paham dan itu bisa membuat kita malu.

9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Menurut saya, yang paling sulit untuk dipelajari yaitu stress. Jika kita mengucapkan kata-kata Bahasa Inggris namun stressnya tidak sesuai, maka itu akan terdengar aneh buat saya. Kalau pembelajar fonologi, saya sering memanjangkan bunyi padahal simbolnya itu seharusnya di baca pendek.

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

Untuk meningkatkannya, dengan banyak berlatih dan menonton konten youtube tentang pelajaran Bahasa Inggris.

STUDENTS 7

Nama : Putri Amaliah Ramadhani

Reg : 19.1300.007

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?

Saya mulai belajar Bahasa Inggris pada saat SD dan mengenal pengucapan Bahasa Inggris pada saat SMP.

2. Sudahkah anda mempelajari fonologi Bahasa Inggris?

Ya, sudah.

3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?

Saya lebih mengenal symbol-simbol fonetik, membedakan stress dan ternyata ada kata-kata Bahasa Inggris yang sama tapi artinya berbeda.

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?

Saya sudah bisa mengucapkannya dengan benar tapi belum secara keseluruhan.

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?
Sangat mempengaruhi
6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa Inggris yang menurut anda sulit untuk diucapkan?
Iya, dan sampai saat ini saya masih bingung membaca simbol fonetik secara keseluruhan.
7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?
pengucapan sangat mempengaruhi keterampilan Bahasa Inggris.
8. Bisakah anda menjelaskannya ?
Apalagi kita yang masih mengenal dan belajar Bahasa Inggris, tentunya sangat berpengaruh. Ditambah lagi jika salah pengucapan, tentunya bisa membuat orang tidak mengerti apa yang kita ucapkan dan itu bisa saja membuat kepercayaan diri kita berkurang.
9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?
Stress. Karena kita harus menekan suara atau nafas untuk menyebutkan huruf-huruf tertentu dan itu masih sulit buat saya.
10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?
untuk meningkatkan keterampilan pengucapan bahasa Inggris lebih banyak berlatih, menonton konten youtube Bahasa Inggris, mendengarkan lagu Bahasa Inggris.

STUDENTS 8

Nama : Andrini Safitri

Reg Number : 19.1300.012

1. Kapan anda mulai belajar Bahasa inggris? Terutama pengucapan Bahasa inggris?
Saya mulai belajar Bahasa inggris pada saat kelas 3 SD dan saya mengikuti kursus Bahasa inggris pada saat SMP dan disitulah saya mulai belajar pengucapan
2. Sudahkah anda mempelajari fonologi Bahasa inggris?
Iya, sudah.
3. Apa yang anda peroleh setelah belajar fonologi Bahasa inggris?
Saya lebih tahu artikulasi pengucapan dan bagian mana yang mengeluarkan bunyi
4. Setelah memepelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa inggris dengan benar?
Iya, tapi lebih banyak salahnya.
5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa inggris anda?
Iya, mempengaruhi.
6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?
Saya pernah bingung membaca symbol fonetik yaitu ue dan eu
7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?
Ya, Sangat Berpengaruh
8. Bisakah anda menjelaskannya ?
Menurut saya, fonologi dan pengucapan sangatlah mempengaruhi keterampilan Bahasa inggris. Karena orang akan paham apa yang saya katakan jika pengucapan saya baik dan ini kebanggaan tersendiri bagi saya jika saya mampu menirukan pengucapan seperti native speaker yang asli. Untuk memperoleh pengucapan yang baik tentu kita juga harus mengerti bagaimana

penyebutan bunyi yang benar setiap kata dalam bahasa inggris. Itulah alasan mengapa penting untuk mempelajari fonologi

9. Bagian pelafalan Bahasa inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Stress. Saya bingung dimana harus ditempatkan stressnya

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa inggris anda?
untuk meningkatkan keterampilan pengucapan bahasa inggris yaitu dengan banyak latihan dan belajar

STUDENTS 9

Nama : Khairun Nisa

Reg Number : 19.1300.028

1. Kapan anda mulai belajar Bahasa inggris? Terutama pengucapan Bahasa inggris?

Saya mulai belajar Bahasa inggris dan pengucapannya pada saat kuliah

2. Sudahkah anda mempelajari fonologi Bahasa inggris?

Ya, sudah.

3. Apa yang anda peroleh setelah belajar fonologi Bahasa inggris?

Vowels, diphthongs, triphthongs, stress dan intonation

4. Setelah memepelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa inggris dengan benar?

Masih ragu-ragu

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa inggris anda?

iya

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?

Iya, vowels

konsonan

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

8. Bisakah anda menjelaskannya ?

Kita jadi tahu bagaimana mengucapkan kata dengan tepat

9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Aksen dan irama. Karena sulit mengubah kebiasaan aksen dan irama berbicara sehari-hari

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

Belajar, menonton video dengan audio

STUDENTS 10

Nama : Sepia

Reg Number : 19.1300.025

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?

Saya mulai belajar Bahasa Inggris dan pengucapannya pada saat kelas 1 SMP.

2. Sudahkah anda mempelajari fonologi Bahasa Inggris?

Ya, saya sudah mempelajarinya pada awal semester.

3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?

Yang saya peroleh yaitu bagaimana cara penyebutan kata dengan menggunakan bahasa Inggris

4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata

Bahasa Inggris dengan benar?

Sudah bisa tapi tidak semuanya saya mengucapkannya dengan benar

5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa inggris anda?

iya

6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa vocal yang menurut anda sulit untuk diucapkan?

Ya, saya pernah bingung membaca symbol fonetik contoh vision, delusion, casual and pleasure

7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?

Sangat mempengaruhi

8. Bisakah anda menjelaskannya ?

Karena pengucapan setia kata itu berbeda, kita mempelajari pronunciation atau fonologi agar kita bisa mengucapkan kata Bahasa inggris dengan baik dan benar.

9. Bagian pelafalan Bahasa inggris mana yang menurut anda sulit untuk dipelajari : aksen, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

Aksen, karena setiap negara memiliki aksen yang berbeda dalam berkomunikasi

10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa inggris anda?

Terus belajar dan memperbanyak latihan dalam pengucapan Bahasa inggris

STUDENTS 11

Nama : Karmita

Reg Number : 19.1300.015

1. Kapan anda mulai belajar Bahasa Inggris? Terutama pengucapan Bahasa Inggris?
Saya mulai belajar Bahasa Inggris sejak SD dan mengenal pengucapan pada saat SMA
2. Sudahkah anda mempelajari fonologi Bahasa Inggris?
sudah
3. Apa yang anda peroleh setelah belajar fonologi Bahasa Inggris?
Mengucapkan kata Bahasa Inggris dengan benar
4. Setelah mempelajari fonologi, dapatkah anda mengucapkan kata-kata Bahasa Inggris dengan benar?
Iya, ada perubahan
5. Apakah menurut anda belajar fonologi akan mempengaruhi pelafalan Bahasa Inggris anda?
iya
6. Apakah anda pernah bingung membaca simbol fonetik (vokal dan konsonan) dalam kata-kata Bahasa Inggris yang menurut anda sulit untuk diucapkan?
Iya, hampir semua simbol fonetik saya tidak tahu.
7. Bagaimana menurut anda fonologi mempengaruhi keterampilan pengucapan bahasa Inggris?
Menurut saya belajar fonologi efektif dalam meningkatkan pronunciation. Kedua mata kuliah ini secara langsung berkesinambungan. Meskipun di fonologi berfokus pada teori bagaimana cara membaca simbol fonetik di pronunciation kita banyak melakukan praktik.
8. Bisakah anda menjelaskannya ?

Fonologi dan Pengucapan sangat mempengaruhi keterampilan karena pengucapan yang salah menimbulkan makna yang berbeda. Kurangnya kecakapan dalam pengucapan berarti belum dapat dikatakan belum terampil

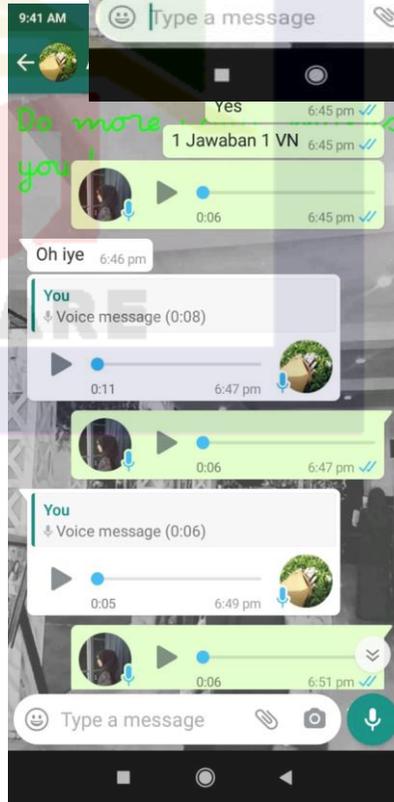
9. Bagian pelafalan Bahasa Inggris mana yang menurut anda sulit untuk dipelajari : aksent, stress, irama, intonasi atau yang lainnya? Mengapa bagian itu sulit ?

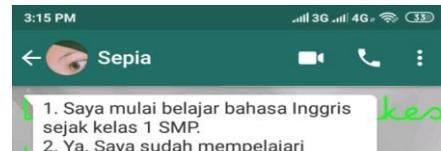
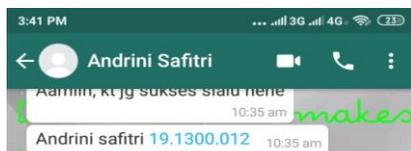
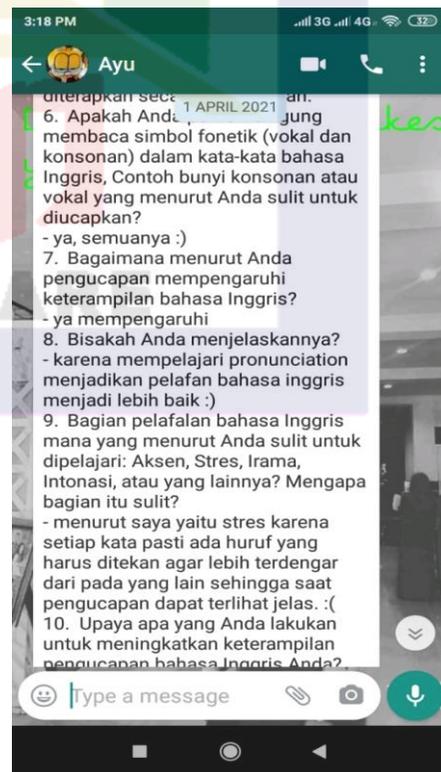
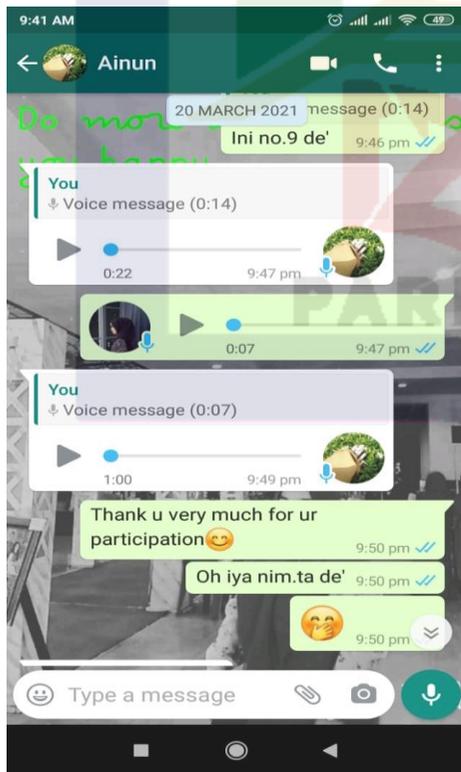
Aksent, karena kita bukan native speaker

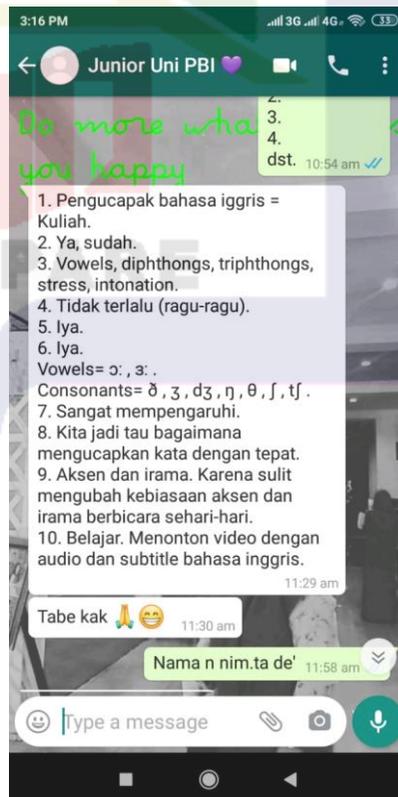
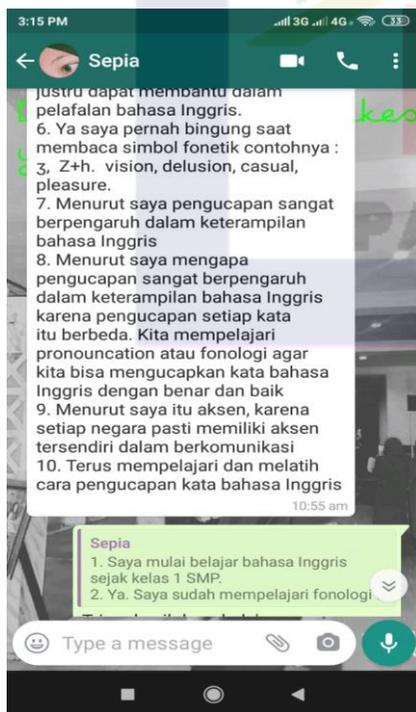
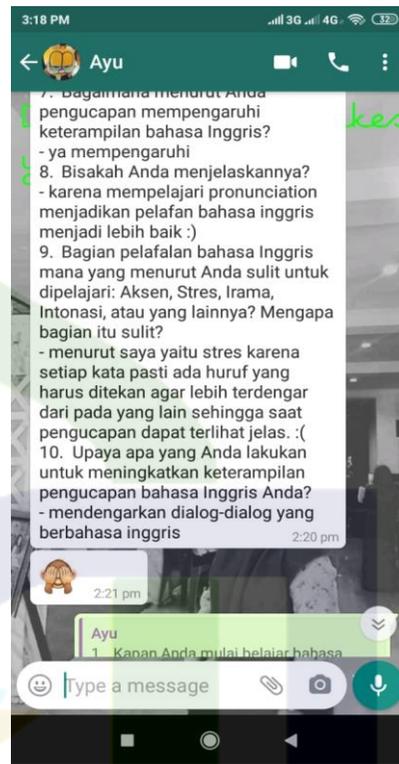
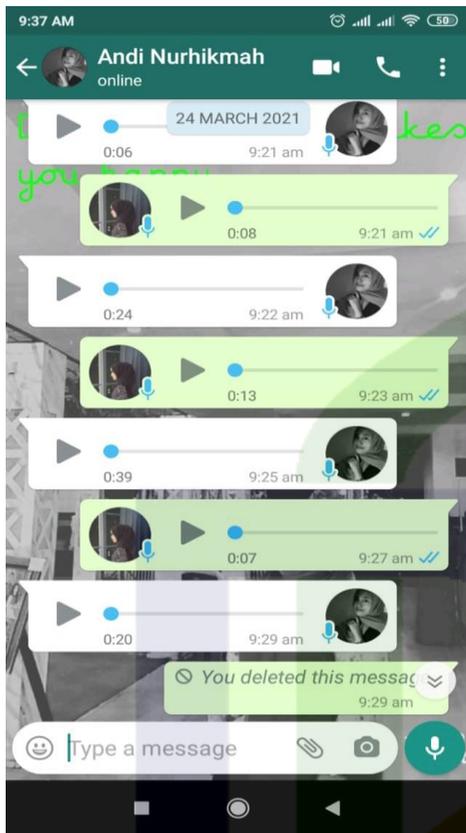
10. Upaya apa yang anda lakukan untuk meningkatkan keterampilan pengucapan bahasa Inggris anda?

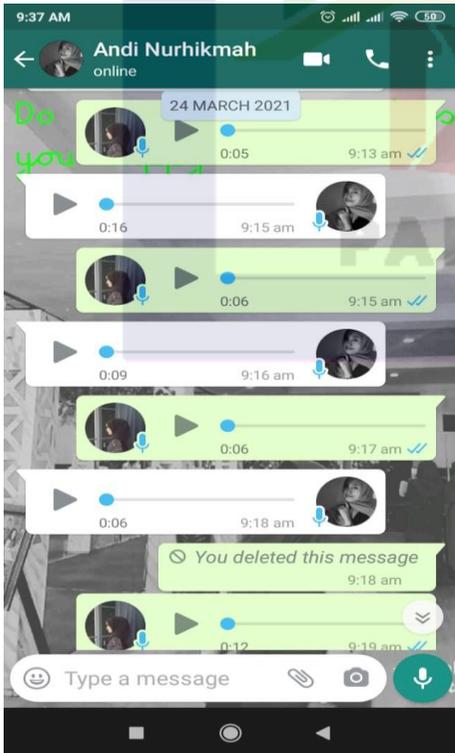
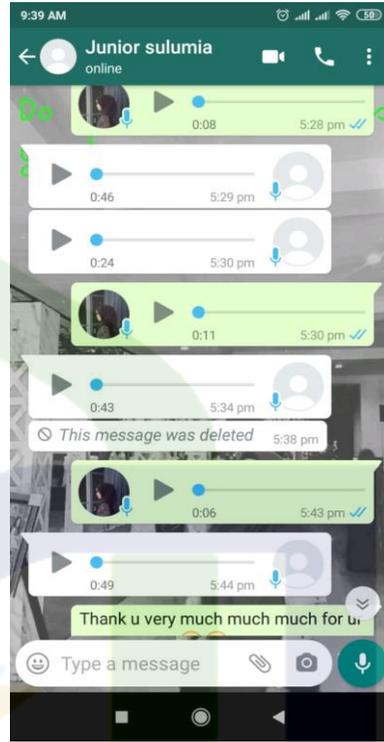
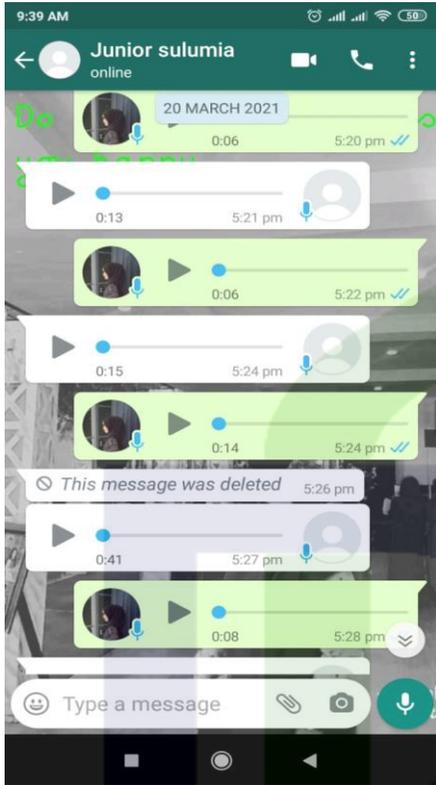
Mendengar banyak percakapan

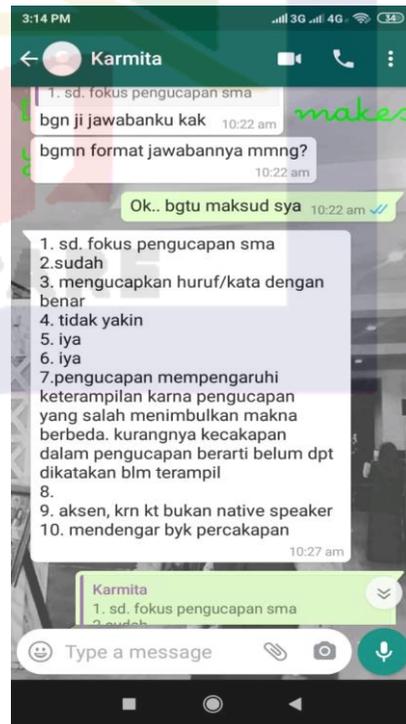












		SRN IP0000211
PEMERINTAH KOTA PAREPARE		
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU		
<i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpptsp@pareparekota.go.id</i>		
<u>REKOMENDASI PENELITIAN</u>		
Nomor : 214/IP/DPM-PTSP/4/2021		
<p>Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.</p> <p>2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.</p> <p>3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.</p> <p>Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :</p>		
MENGIZINKAN		
KEPADA		
NAMA	: MARLAH	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: TARBIYAH / PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: PALANRO	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN	: STUDENTS PERCEPTIONS ON ENGLISH PRONUNCIATION AFTER TAKING PHONOLOGY COURSE OF IAIN PAREPARE
	LOKASI PENELITIAN	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
	LAMA PENELITIAN	: 01 April 2021 s.d 01 Mei 2021
	<p>a. Rekomendasi Penelitian berlaku selama penelitian berlangsung</p> <p>b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan</p>	
	<p>Dikeluarkan di: Parepare Pada Tanggal : 05 April 2021</p>	
	<p>KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE</p>	
	<p>Hj. ANDI RUSIA, SH.MH</p>	
	<p>Pangkat : Pembina Utama Muda, (IV/c) NIP : 19620915 198101 2 001</p>	
Biaya : Rp. 0.00		

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
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- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN PENELITIAN
NOMOR : B.1182/In.39.5.1/PP.00.9/05/2021**

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Marlah
NIM : 15.1300.160
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Palanro, Kec. Mallusetasi, Kab. Barru

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan April 2021 sampai dengan bulan Mei 2021, dengan judul penelitian "Students Perceptions On English Pronunciation After Taking Phonology Course Of IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 05 Mei 2021
Wakil Dekan I,

Muh. Dahlan Thalib



CURRICULUM VITAE



MARLAH. The writer was born on April 01th 1994 at Barru South Sulawesi. She is the second child in her Family. She has a Sister named Rismah Hakim and Ardillah Hakim. Her father's name Abdul Hakim and her mother's name is Nurasia. Her educational background, she began her study 2003 in SD Inpres Barantang and graduated on 2008, at the same year she registered at SMP Negeri 1 Mallusetasi and graduated in 2010 at the same year she registered in SMA Negeri 1 Mallusetasi and graduated in 2012. In 2015, she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finishes her study by title of skripsi "Students' Perceptions on English Pronunciation after Taking Phonology Course of IAIN Parepare".

