PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference.

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra University, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
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ERROR ANALYSIS OF ASPIRATED AND UNASPIRATED CONSONANT SOUNDS PRODUCED BY STUDENTS AT ENGLISH CLUB SENIOR HIGH SCHOOL OF TRI SUKSES NATAR SOUTH LAMPUNG

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Abstract
Producing speech sounds is needed for almost speech sound. It is one of elements which is important in language learning. Teaching English especially aspirated and unaspirated consonant sounds requires an effective way especially for teaching English speaking class. The paper analyses the error of aspirated and unaspirated consonant sounds produced by students. Participants are 4 students at English club senior high school of Tri SuksesNatar Lampung Selatan. It is found that there is improvement of aspirated and unaspirated consonant sounds in teaching English.

Keywords: Error analyses, speech production, aspiration

1. INTRODUCTION
According to Roach, P (1991, p. 8) in producing speech sounds need the movement of the muscles. The muscles produce the air flow that we use for taking a breath. The muscles that produce air flow is needed for almost all speech sounds. Besides, speech sounds has two basic aspects as explained in Odden (2005, p.4) i.e. acoustic and articulation. Acoustic is the study of the physical sound wave properties and articulation is the study of how the shape the vocal tract modified. In this research, the researcher will examine closely about production of speech sounds from the acoustic aspect, especially for aspirated and unaspirated consonant sounds. The data of my research are the speech sounds produced by students at English Club of SMA Tri SuksesNatar South Lampung. From the data the researcher will analyze the errors which the research enter find when the students are producing the specific sounds such as /p/, /t/ and /k/.

Based on my experience in teaching English of SMA Tri SuksesNatar. The students are never aware in producing aspirated and unaspirated consonant sounds when they are using English. Hopefully, the result of my research can give the contribution for the students, the teachers and the readers especially in getting the knowledge about the production of aspirated and unaspirated consonant sounds.

2. METHODOLOGY
Based on Mack, et al in (2005 p. 2) qualitative research uses three perspective modules. They are participant observation, in-dept interview and focus group. Participant observation is applied for investigating the students. To be optimal in collecting data, in-dept interviews are used and Focus groups for eliciting data which are based on the issues of cultural groups.

The researcher conducted descriptive qualitative method to make description factually, accurately and systematically. The researcher described the development of students in producing aspirated and unaspirated consonant sounds. There are four individuals as the participants. Those participants are students at English Club Senior High School of Tri SuksesNatar South Lampung. There are three ways in this research, i.e. observing English teacher and the students, recording the sounds of the students and analyzing the sounds. Firstly, the researcher observed the tutor of English Club of Tri Sukses. It is connected to know how the students in producing the sounds in that class and know the students in pronouncing the words.

Secondly, the researcher taught the students to produce the words by using flash card related to aspirated and unaspirated consonant sound. The teaching learning process was recorded. Finally, the data was analyzed to see the errors whether aspirated or unaspirated consonant sounds or to see the development of students in producing the sounds.

The research was conducted at English Club Senior High School of Tri SuksesNatar South Lampung. This school is located at Serbajadi Street, pemanggilanNatar, South Lampung. English Club was established in 2010 with the tutor of Miswati S. Pd. English Club and has three levels. The first level is for beginners, the second level
is for intermediate and third level is for students who have already joined the competition. Each level contains 10 students. In English Club Senior High School of Tri SuksesNatar South Lampung, each level has different materials. The materials for first level are about the communication in English. For the second and third levels, the materials are about their capability such as debate, storytelling, speech contest and scrabble.

The researcher observed, recorded and analyzed the data from teaching learning process with four steps, i.e. introduction, expansion, consolidation, and review and assessment (Syolehawati, 2015). In introduction, the researcher gave the sounds of aspirated and unaspirated by using flashcard and the students practiced to produce the sounds of aspirated and unaspirated. In expansion, the students practiced to write the words of aspirated and unaspirated and produce the sounds of aspirated and unaspirated in front of the class.

In consolidation, the students practiced to produce the sounds in different ways. The students will tell the story about their experience. In review and assessment, the researcher gave the students 3 words of aspirated and unaspirated and they will produce the sounds of aspirated and unaspirated loudly. While the students the sounds, the researcher checked their speech production especially for aspirated and unaspirated. The participants are 4 (four) students at first level at English Club, Senior High School of Tri SuksesNatar South Lampung in academic year 2015 – 2016, i.e. agsha (15;04); Yakin (15;08); Ruri (15;05); Imroatul (15;08).

3. RESULT AND ANALYSIS

The researcher applied four steps-introduction, expansion, consolidation and review assessment to observe and kept monitoring the process of students in producing the aspirated and unaspirated consonant sounds. During research, the researcher collected data by using recording and observation. Observation and recording were used to know the process in classroom, while review and assessment was used to assess the students in producing the aspirated and unaspirated consonant sounds. Since the students faced problems in producing the consonant sounds, the researcher tried to give the information to produce the aspirated and unaspirated consonant sounds correctly.

Based on the teaching learning process, the activities did not run smoothly. In each steps of teaching learning process some students were absent and the research conducted only for students who want to join in English club, the researcher should prepared an interest materials to make the classroom process run well.

For example in introduction, the student followed the lesson well, they were active and enthusiastic because they learned without using the book. However, they used flash cards which are related to the aspirated and unaspirated consonant sounds. In introduction, all the words are not produced correctly. Therefore, the researcher conducted to the next steps-expansion.

In expansion, some students were able to produce the sounds /p/ for the words page correctly. To know the sound, the researcher produced the sounds many times and they followed produce the sound. In consolidation, the students already recognized and produced the sound of the words correctly. The technique was used in 1 meeting and the students practiced by discussing together. In producing aspirated and unaspirated consonant sounds correctly, they needed practice many times. In review and assessment, the students were able to produce the sound of the words correctly. This technique was considered successful in this research, it could be seen that the students’ competence in producing aspirated and unaspirated consonant sounds develops from introduction to review assessment.

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1Agsha (15; 04) means that the participant Agsha is 15 years 4 months old at the time of the observation.
2Yakin (15; 08) means that the participant Yakin is 15 years 8 months old at the time of the observation.
3Ruri (15; 05) means that the participant Ruri is 15 years 5 months old at the time of the observation.
4Imroatul (15; 08) means that the participant Ruri is 15 years 5 months old at the time of the observation.
4. CONCLUSION AND SUGGESTION

Based on the research result, the researcher concluded that producing speech sounds are very important in teaching English because the students can produce the sound of the words correctly when they are using English. The teaching learning process of students in producing aspirated and unaspirated had three consonant sounds that were done in the learning process /p/ /t/ and /k/. The development of the students in producing aspirated and unaspirated consonant sounds can be seen in each activity of teaching learning process, i.e. introduction, expansion, consolidation, and review and assessment. Before having six meetings, most of the students could not
produce the sounds correctly because the influence of their mother tongue. Finally, after having six meetings most of the students could produce the sounds correctly in review assessment class.

The researcher had introduced aspirated and unaspirated consonant sounds to the students and introduce how to produce the sounds in their each position- initial, middle and final position. Moreover, the researcher had some strategies in producing aspirated and unaspirated consonant sounds by using flash card and dialogue conversation. The researcher need to see student’s development in producing the sounds of aspirated and unaspirated because the students need to have achievement during learning process. The researcher also shows that teaching learning process is important to support the development of the students in producing aspirated and unaspirated consonant sounds.

In order to develop the students in producing speech sounds especially for aspirated and unaspirated consonant sounds the researcher would like to give the following suggestion for teachers and other researchers. The teacher should improve their teaching strategies in order to make the students know and practice continuously in producing speech sound especially aspirated and unaspirated consonant sounds. There are few suggestions for the teacher. Firstly, the teacher may not have a lot of activities to avoid children boredom and it is better to give them dialog conversation and watching movie related to the material. Hopefully, the teacher will understand to produce English consonant sounds correctly. For other researchers, analysing the use of speech production especially aspirated and unaspirated consonant sounds in teaching English needs a good way to the students. It makes the students understand to produce the consonant sounds which are either aspirated or unaspirated. Hopefully, this research can be used as their reference.

REFERENCES