

THE NEEDS OF TEACHING ENGLISH PHONOLOGY IN HIGHER EDUCATION

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ABSTRACT

The research aimed to analyze students' need to learn English phonology at fifth semester students of English Study Program of University of Pasir Pengaraian. Phonology is one of lessons that difficult to learn, because the students must concentrate and focus to learn it. To make students more understand in learning English phonology, the researcher need to know what students feeling before studying phonology and what their wish in learning it. Because of that reason, the researcher tried to analyze students' need in English phonology. There were two types of instrument to gather the data; questionnaire and interview. The total students in this research are 42 students, which consist of 22 students in class A, and 20 students in class B. The researcher analyzed students answer based on interview. The finding was students need lecturer to be patient to teach them in English phonology, the students need the lecturer explain topic per topic in slowly until they understood, the students need more practice or exercise than theory or discussion.

Keywords: Analysis, Students' Needs, Learning Phonology.

INTRODUCTION

English is important in this word because English is international language. Nowadays, English is global language, many people can speak English, many courses are opening English specific program, and the students can learn English start from young up to dead, in other hand English as a tool to communication each other.

In teacher training and education especially at English study program is also must applied English by students, the students can give punishment while students did not obey the regulation

from English study program role, those of that reason there is no choice of the students who are taken English study program to speak in their language, in also at first semester students they must speak English while they communicate.

Although some regulation was applied in this department the students still feel hard to studying English or speak English. The students still get difficult to pronoun some word in English and they difficult to understand what lecturer say at the class are.

Based of researcher pre observation to third semester student at English study program, they said that they are always communicate by media using code mixing in their speak. Some of media they used are Instagram, BBM, Message, WA, LINE, and Facebook. Some of that media they applied But they always using Facebook in their communicate. Facebook is easy uses by students while they at campus they can turn on Wi-Fi to connection it, then to create new Facebook is easy than other, while they did not have good application in their phone they can create and have Facebook cause the application itself was available. Different from other we should have good application phone in other hand we should have much many to buy good phone in meaning to have some of other media like BBM, LINE, Instagram. Because of that some English study program students used Facebook to their communication.

Because of English students at English study program in University of Pasir Pengaraian almost code mixing used Facebook in their communicate, so the researcher really need to do research by analysis students code mixing in Facebook, mean that the researcher will describe and explain about how students code mixing in Facebook and also students reason code mixing in Facebook. In this research researcher used descriptive method to explain this research, by collecting data message in Facebook status at fifth semester students, giving questionnaire to answer students reason why the students just code mixing in Facebook.

This research is important to do, because the lecturer or reader will get the information why are students code mixing in Facebook, beside of that the lecturer will get information to know and image students skill in code mixing, especially students skill in speak English.

BRIEF LITERATURE

a. Phonology

The Indonesian government has chosen English as the first foreign language. It means that it is taught in all educational institutions at all levels from elementary school up to university. Besides, as stated above English is used as lingua franca, as it is an international language used in many countries throughout the world. For this reason, millions of Indonesian students want to learn English in order to be able to speak English. When learning a new language, anyone studies the components of language.

Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980: 2). Language is primarily spoken; therefore the sounds are very important. In this relation, phonology takes an

important role. According to Ramelan (1994: 1), phonology is the study of phones or speech sounds. There are two studies of phonology, phonetics and phonemics. Phonemics is the study of speech sounds with a view to finding out the significant units of sounds in a given language. Phonetics is the study of speech sounds as sounds, without regard to their function as signalling units of language.

Phonetics is divided into two kinds, namely Articulator Phonetics and Acoustic Phonetics. Articulator phonetics studies speech sounds from the point of view of their ways of production by the speech organs. Articulator phonetics explains the supra-segmental and segmental features. Supra-segmental features, which refer to such feature as stress, pitch, length,

intonation, and other features, always accompany the production of segmental. Segmental features refer to sound units arranged in a sequential order. Segmental features consist of vowels and consonants, diphthongs and their distribution.

According April Mc Mohan (2002) Phonetics consists of the study of speech sounds, and involves the creation and production of sound by the human voice. There are several components that combine to produce speech sounds. These include articulators, or movements of the mouth. Speech organs, such as the respiratory system, assist in producing speech and auditory phonetics. The human voice can create many speech sounds, which vary by language. The English language has 13 vowels and 24 consonant sounds; which vary by dialect.

The articulator system includes the nose, mouth, tongue, teeth, the roof of the mouth and lips. These structures work together to produce phonetics. Air streaming through the nose, and the tongue touching behind the front teeth, creates the sound for the letter "n." Closed lips produce sounds such as "p" by air pushing out. Specific movements and placements of these components create different sounds.

Speech organs also work in cooperation with the articulators for sound production. An example is the respiratory system or lungs, chest muscles, and the windpipe that operates with the larynx. The larynx at the top of the windpipe has two vocal folds or cords, which work like lips. Air from the lungs, coordinating with the chest muscles, opens and closes the vocal cords by vibration, producing phonetic sounds.

There are 26 letters in the English alphabet, but there are 39 sounds (15

vowel sounds and 24 consonant sounds) produced by these letters. (see vowel and consonant sections). A vowel is a sound where air coming from the lungs is not blocked by the mouth or throat. All normal English words contain at least one vowel. The vowels are: A, E, I, O, U, and sometimes Y. 'Y' can also behave as a consonant when it is at the beginning of a word. A consonant is a sound formed by stopping the air flowing through the mouth. The consonants are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z All the sounds produced in the English are either voiced or voiceless. Voiced sounds occur when the vocal cords vibrate when the sound is produced. There is no vocal cord vibration when producing voiceless sounds. To test this, place your finger tips hand on your throat as you say the sounds. When saying the voiced sounds, you should be able to feel a vibration. When saying the voiceless sounds you sound not be able to feel a vibration. Sometimes it is very difficult to feel the difference between a voiced and voiceless sound. Another test may help. Put a piece of paper in front of your mouth when saying the sounds- the paper will should move when saying the unvoiced sounds. All vowels in English are voiced. Some of the consonant sounds are voiced and some are voiceless. Some of the consonant sounds produced in English are very similar. Many times the difference between them is because one is voiced and the other is voiceless. Two examples are 'z', which is voiced and 's', which is voiceless. See the chart below for a listing of the voiced and voiceless consonants.[3] · Voiced consonant sounds; B, d, g, v, z, th, sz, j, l, m, n, ng, r, w, y. · Voiceless consonant sounds; p, t, k, f,s,th,sh,ch,h.

a. Students need

Students are those are people on being get knowledge. To make students get knowledge there are some technique to conducted, based of media, people, thing and other. Maintaining interest in the subject matter is clearly one of the best things you can do for your teaching. If you are asked to give a speech, you want the audience to be receptive to the content of the speech. As a teacher, you must have an audience who listens and is interested in what you do. If you don't, then you are in for a very long and miserable year or two years, or a long career. So we must come up with things that we can do that will help to encourage and actively promote a high level of interest from the children we teach.

There are some of these specific things you can to make students be more interested: 1. Relate the content to their lives "Why do I have to learn this?" If you are ever asked that question and don't have an answer for it, other than, "because I said so," then you have lost credibility. Why do we need to know grammar? Because it will help you be successful in life. Why do we need to know math? So people don't cheat us out of our money! Why do we need to learn about the arts? To gain a greater understanding of cultures and history. And on it goes. 2. Relate your life to the content Learn to be a storyteller. Although I strive to minimize talking, I still believe that an appropriately timed story can work wonders in encouraging and increasing interest in your subject. I make it a point to share with my classes whenever my dogs do funny things. Sometimes I am able to relate music to it, but other times, it's just me telling a story. One of the Language Arts teachers at my school came up to me at the end of the year and told me about how her students

were all writing a few paragraphs about their electives and sharing them with her and with each other. She said that a lot of them wrote wonderful stuff about band and about me and my dogs. 3. Have fun, This will make you enjoy your job more. When you enjoy your job, interest levels will go up with the students. When you have fun, you'll go home happier at the end of the day. That's a great thing. 4. Smile Smiling is a result of having fun. I get too serious some of the times and don't smile. I've had students ask me if I'm upset or tell me to smile more. It's good for your health. 5. Laugh and get them laughing Children love laughing. Adults love laughing. Laughing is good for your health too. Be funny. If you can handle it, make fun of yourself. Come up with nicknames for the students. Let them help you make up nicknames. One of the best ways to reduce tension in a stressful situation is to add levity. Because I don't smile enough, I was told by a handful of students this year that they knew I wasn't mad only after I would use one of their nicknames. It works.

So, some of these things will help to raise student interest. Some of them will also help to raise teacher interest. The more interested you are in doing the job, the more likely they will be interested. And the more you will enjoy going home at nights and looking back on the accomplishments of the day.

This research will analyze students need in learning phonology. Based on their interesting. so researcher made the students skill engage in phonology. This research just focuses to know what are they need in learning phonology based of seeing by interview. So, the researcher is really motivated to conduct research about a descriptive analysis of students need in learning phonology at third

Semester Students of English Study Program in University of Pasir

Pengaraian.

METHOD

This research conducted at third semester students of English Study Program in University of Pasir Pengaraian. The researcher analyze based of interview to students. The subject of the study is all of the students at third Semester Students of English Study Program in University of Pasir Pengaraian.

The type of this research is descriptive qualitative. This research does not include any calculation or numeration. Therefore, the data concerned appear in words rather than in number. To collect the data, the researcher employed interviews. Firstly, Researcher give some questions or given interview to students about

phonology. Secondly researcher classified students' answer based the statement they need.

In analyzing the data, the researcher analyze based on the answer by the students from interview those are before starting learning English. The list of question in interview they are:

1. What do you know about phonology?
2. What is your purpose studying phonology?
3. What do you need in learning English?
4. What is your problem in learning sound in English?

FINDING AND DISCUSSION

1. Finding

In this sub section, the results of this work are presented. The research found 96 statement on interview . The data of this research took from the answer of the students based on interview. The questions and comments were posted by fifth Semester Students. It consisted of 24 statements from one question, there are 4 questions in interview to students. Those are question given before studying English phonology.

1.1. Statement of results

a. What do you know about phonology?

In this section, the researcher found 20 students based of students answer that students does not know about phonology, 4 students more the answer talking about studying about language, in this section the researcher concluded that most of students still did

not get description about phonology exactly.

b. What do you aim studying English phonology?

In this section, the researcher found 19 mention that to make cleaver than before learn phonology, 3 students answer that to make comprehend in learning phonology, and 2 students more the students want speak English well. In this section the researcher concluded based of students answer they exactly still want comprehend on general because they do not what for English phonology.

c. What do you need learn English phonology?

In this section, the researcher found 24 students need the good character of lecturer which students need 1. The lecturer be patient on teaching process,2. The need lecturer load when speaking at the class , 3.

They need more explanation from lecturer, 4. They need more practice at the class, 5. They need little bit theory. Based of that answer of interview the researcher concluded that the students still talk in general which focus talking about lecturer strategy while teaching, they do not know specific need on phonology.

d. What is your problem learning sound in English?

In this section, all of the students answer is still same problem, they said they do not know and do not understand speak English, their problem ca not speak English well, difficult to pronounce in English well. They also difficult to practice cause do not have media to practice.

2. Discussion

The English Students at University of Pasir Pengaraian still feel their English do not well, they still feel difficult to learn English cause they do not comfortable all the reason have from their self. The students have feel negative thing for them self first. Because that reason they do not yet practice anymore.

Based on the result, the researcher can say that their knowledge still little bit, they do not

rich their knowledge, that seeing based of answer while the researcher ask about what exactly they need on English phonology, based on the researcher perception they talk about sound exactly, how was sound appear, what are kind it, and how we should pronounce it in well, based of classification of sound of language in English.

April McMohan said that the English phonology study about sound which sound have two classification vowel and consonant , there are many thing way to pronoun that sound, we should practice.

Furthermore, the students of English Study Program especially at third Semester Students should practice cause to get pronounce well the speaker must practice and read some regulation based of standard language of English. But here, while researcher observation and try to analysis students about what they need, they also do not know what they need exactly.

Based on the result was found, the researcher will prepare some way firstly based of lecturer strategy and character, the secondly the lecturer should given some explanations, thirdly the lecturer should make them understand while learning phonology.

CONCLUSION

The researcher would like to draw conclusion of the study:

- a. speaking is famous difficult to English students in English study program. Some of the students hard to learn it cause they feel negative thing about English feel afraid when they make mistake.
- b. The result of this study can be used as additional information for English phonology subject. The material can be used as consideration in preparing, selecting

and constructing for phonology classes. Furthermore, considering to the important function of language in speaking, English lecturers are recommended to get some inspirations to phonology subject.

- c. Result of this research, the lecturer get good information about their knowledge before their learning phonology, the lecturer can make some media, some way to increase students knowledge.

- d. The benefit of this research is researcher get information what students need in studying English phonology, the students need some way from lecture to increase their skill in English, the students need lecture be patient to teach them in English phonology, the students need the lecturer explain topic per topic in slowly until they are understand, the students need learn English phonology many practice than theory or discussion on presentation.
- e. After this research the next researcher can conduct some of method or technique to increase students' skill in phonology.

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