

IDENTIFYING THE FIFTH SEMESTER STUDENTS' ABILITY IN PRONOUNCING THE ENGLISH VOICELESS PLOSIVE CONSONANTS AT ENGLISH STUDY PROGRAM AT UNIVERSITY OF BATURAJA

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Abstract

Pronunciation is as an aspect of the language has a great influence on our successful communication but it is still ignored by teachers, who rather pay attention to teaching grammar as they feel more important. The objective of the study is to find out ability in pronouncing the English voiceless plosive consonants [P], [T], [K] at English Study Program at University Of Baturaja. The population of this research was the students of English Education Study Program at Baturaja University. The researcher took only in semester V because students have been learnt speaking I, II, III and pronunciation courses. Based on the finding, it could be concluded as follows; the frequency students' score criteria described there were 4 students (18,19%) who gained score 80-100 in level very good, 8 students (36,36%) who gained score 66-79 in level good, 7 students (31,81%) who gained score 56-65 in level enough, 3 students (13,64%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail. Based on calculation above, the mean score 65,15 showed that in identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants at English Study Program at University of Baturaja was good.

Keywords: Identifying, Pronouncing, Voiceless Plosive Consonants

Introduction

Pronunciation is as an aspect of the language has a great influence on our successful communication but it is still ignored by teachers, who rather pay attention to teaching grammar as they feel more important. Besides, curriculum of teaching English deals with skills of practical language; like listening, speaking, reading and writing. For expanding the students' skills, the curriculum of the teaching English also includes the language components like vocabulary, grammar and pronunciation. Hence, pronunciation has an important role in English and also needs to improve to be mastery in speaking in English completely.

As one of English components, the study of pronunciation has an important function as communication purpose. To learn English language, it should pay attention to pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. Because, to increase a good communication needs to pronounce the words

correctly. Without correct pronunciation there will be misunderstanding, and ambiguity communication. Kelly (2010) pronunciation is organs of speak to create the sounds in particular. Hence, good pronunciation will produce good communication.

Pronunciation is as significant elements in English. Pronunciation become an important components in English because learners need clear pronunciation in communication to correct and clear on conversation. Mathew, (2017) states that pronunciation is key to communicate in English communicative goals. Similarly, Setter and Jenkins (2005 in Gilakjani 2011) state that pronunciation like plays a key role in successful communication productively. Even though, pronunciation is element of English, but pronunciation has close connecting with four skills in English (listening, speaking, and reading. Hence, pronunciation is dominant thing in English. Because, it is a main role in applying English appropriately.

One of the difficulties is the difficulty in pronouncing English consonants. In this research focus on students of English study program at University of Baturaja, there any students find difficulties in learning some English sounds, because they do not find them in their own language and also because they have not been trained to produce this new sets of sounds. Then, in this case the different between Indonesian and English. Indonesia does not have voiceless plosive consonant, so it is difficult to be pronounced for Indonesian because they are produced with strong puff of air. It is important for the English teacher in Indonesia to make sure that the students can overcome their problem in pronouncing English voiceless plosive consonants (Natasha, 2011, p. 39).

Based on preliminary research at the fifth semester students of English Study Program at University of Baturaja, when the researcher asked the students randomly to pronounce and read the English word list 30 English words. The students still needed application in smartphone and teacher pronounce to help them in pronunciation. The researcher interviewed English teacher and gave the students several English word. The researcher found that the students still get error in pronounce English consonants such as in [P, T, K, B, D, and G). Because the students did not have knowledge enough about it. And still confused how to pronounce. Then, the researcher also found some problems that following phenomena below some of students were not able to pronounce English consonants, some of students lacked of knowledge in pronouncing English consonants correctly, some of students confused to pronounce English consonants, some of students pronounced a particular consonants as same as the written text.

Methodology

In this research, the researcher used the descriptive method. The descriptive method used to analyzed the data collected in an objective way based on the fact that would be find. According to Sugiyono (2010, p. 147) explains descriptive method is statistics that using to analyze the data

in ways that describe data that collecting as without meaning to make valid conclusion. According to Sugiyono (2013: 147), Descriptive Method is a method used to analyze data by describing or describe the data that has been collected as it is without intending make conclusions that apply to the general or generalization.

Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive research determines and reports the way things are. Typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures. Descriptive research is a research that describes object through the data from sample or population by using observation, questioner, test and documentation (Sugiyono: 2010).

2. Procedure of the Research

The procedure for the research are follows :

- 1) The researcher conducted pre-observation to get primary data from research subject.
- 2) The researcher create a proposal research entitle “Identifying The Fifth Semester Students’ ability In Pronouncing The English Voiceless Plosive Consonants At English Study Program At University Of Baturaja”.
- 3) The researcher prepared the instrument, in this research researcher was used test as the instrument to collect the data.
- 4) Distributing 60 tests items about The English Voiceless Plosive Consonants to 22 students At English Study Program at University Of Baturaja.
- 5) The researcher was calculation of the result 60 test items about Voiceless Plosive Consonants.
- 6) Made some table in order to present the statistical data. While the detail description of the data will be explained in the discussion section.

Finding and Discussion

1. The students’ Score in Pronouncing The English Voiceless Plosive Consonants in [P], [T], [K] Pronounced.

a. The students’ Score in Voiceless Plosive Consonants in [P] Pronounced.

In collecting the data of identifying the Fifth Semester Students’ ability in Pronouncing the English Voiceless Plosive Consonants focus on Voiceless Plosive Consonants [P] Pronounced at English Study Program at University of Baturaja, the writer took individual score from the test. Based on the analysis, it was found that various answers were given by the students. As the result, the total of students’ score was 1700, total of students’ incorrect answers were 75 test items, and then total of students’ correct answers were 255 test items. The highest score was 93,33 by student number 17 and 19 and lowest score was 60 by student number 7. In addition, the mean of the students’ score was 77,27.

2. Frequency of students’ Score in Voiceless Plosive Consonants in [P] Pronounced.

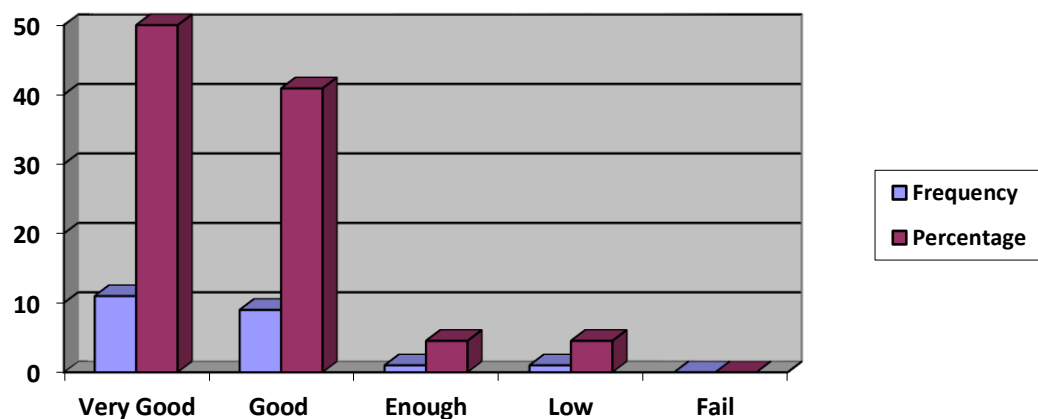
Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

Table 4
The Percentage Students' Score Criteria

No	PercentageRange	Score criteria	Frequency	Percentage%
1	80-100	Very Good	11	50
2	66-79	Good	9	40,90
3	55-65	Enough	1	4,54
4	46-54	Low	1	4,54
5	0-45	Fail	0	0
Total				100%

The table above showed that there were 11 students (50%) who gained score 80-100 in level very good, 9 students (40,90%) who gained score 66-79 in level good, 1 students (4,54%) who gained score 56-65 in level enough, 1 students (4,54%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students' ability in Pronouncing the English Voiceless Plosive Consonants.

Chart 1
Students Distribution



b. The students' Score in Voiceless Plosive Consonants in [T] Pronounced.

In collecting the data of identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants focus on Voiceless Plosive Consonants [T] Pronounced at English Study Program at University of Baturaja, the writer took individual score from the test. It was found that the total of students' score was 1740, total of students' incorrect answers were 69 test items, and then total of students' correct answers were 261 test items. The highest score was 100 by student number 2 and lowest score was 60 by student number 14 and 21. In addition, the mean of the students' score was 79,09.

3. Frequency of students' Score in Voiceless Plosive Consonants in [T] Pronounced.

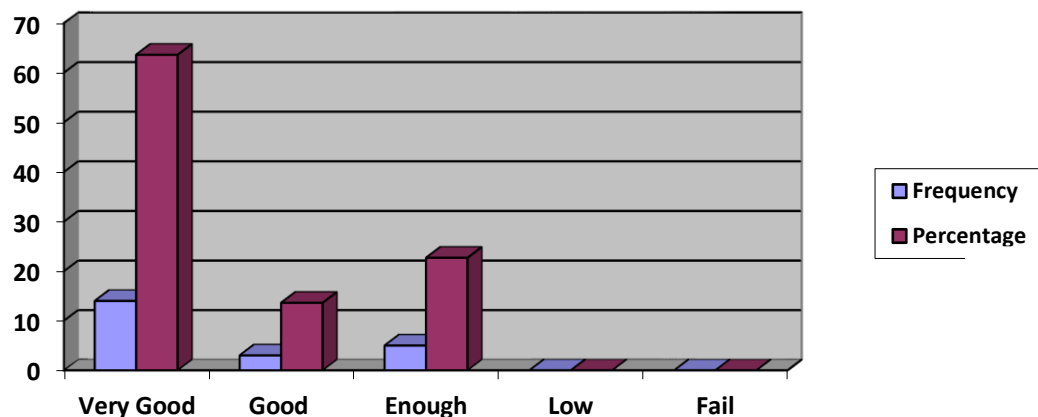
Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

Table 7
The Percentage Students' Score Criteria

No	PercentageRange	Score criteria	Frequency	Percentage%
1	80-100	Very Good	14	63,63
2	66-79	Good	3	13,63
3	55-65	Enough	5	22,72
4	46-54	Low	0	0
5	0-45	Fail	0	0
Total				100%

The table above showed that there were 14 students (63,63%) who gained score 80-100 in level very good, 3students (13,63%) who gained score 66-79 in level good, 5students (22,72%) who gained score 56-65 in level enough, nostudents (0%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students' ability in Pronouncing the English Voiceless Plosive Consonants.

Chart 2
Students Distribution



c. The students' Score in Voiceless Plosive Consonantsin [K] Pronounced.

In collecting the data ofidentifying the Fifth Semester Students' ability in Pronouncingthe English Voiceless Plosive Consonants focus onVoiceless Plosive Consonants [K] Pronounced at English Study Program at University of Baturaja, the writer took individual score from the test. Based on the analysis, it was found that various answers were given by the students. It was found that the total of students' score was 1800, total of students' incorrect answers were 60 test items, and then total of students' correct answers were 270 test items. The highest score was 93,33by

student number 2 and lowest score was 60 by student number 21. In addition, the mean of the students' score was 81,82.

4. Frequency of students' Score in Voiceless Plosive Consonants in [K] Pronounced.

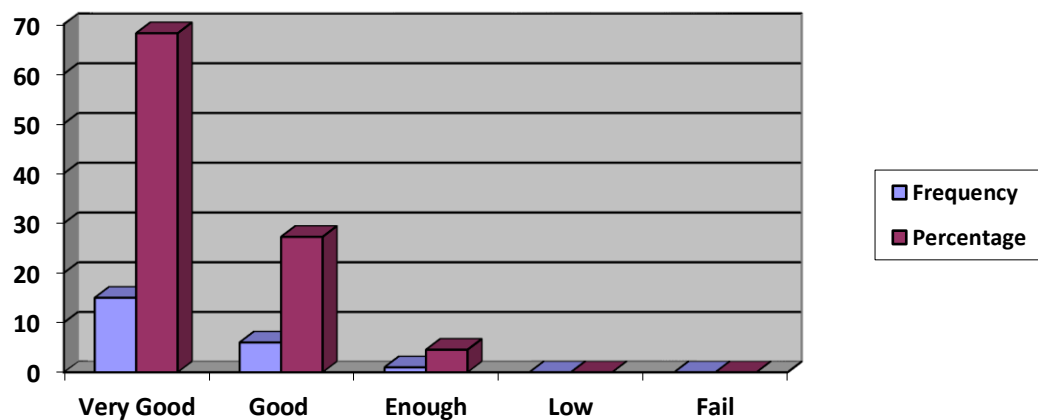
Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

Table 9
The Percentage Students' Score Criteria

No	PercentageRange	Score criteria	Frequency	Percentage%
1	80-100	Very Good	15	68,18
2	66-79	Good	6	27,27
3	55-65	Enough	1	4,54
4	46-54	Low	0	0
5	0-45	Fail	0	0
Total				100%

The table above showed that there were 15 students (68,18%) who gained score 80-100 in level very good, 6 students (27,27%) who gained score 66-79 in level good, 1 student (4,54%) who gained score 56-65 in level enough, no students (0%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students' ability in Pronouncing the English Voiceless Plosive Consonants.

Chart 3
Students Distribution



5. The students' Score in Pronouncing The English Voiceless Plosive Consonants

In collecting the data of identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants at English Study Program at University of Baturaja, the writer took individual score from the test. The test was to know the score of the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants. The various answers resulted in different scores after the scores were tabulated. To get accurate data, the writer gave thirty test items to the Fifth Semester at English Study Program at University of Baturaja. The total of students' score was 1747, total of students' incorrect answers were 204 test items, and then total of students' correct answers were 786 test items. The highest score was 97,78 by student number 17 and lowest score was 66,67 by student number 5. In addition, the mean of the students' score was 79,39.

6. Frequency of Students' Score Criteria

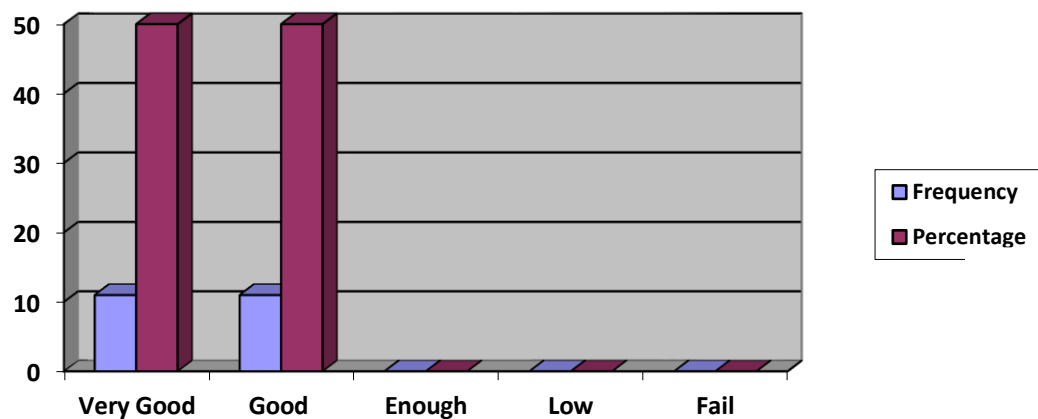
Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

Table 7
The Percentage Students' Score Criteria

No	Percentage Range	Score criteria	Frequency	Percentage %
1	80-100	Very Good	11	50
2	66-79	Good	11	50
3	55-65	Enough	0	0
4	46-54	Low	0	0
5	0-45	Fail	0	0
Total				100%

The table above showed that there were 11 students (50%) who gained score 80-100 in level very good, 11 students (50%) who gained score 66-79 in level good, 0 students (0%) who gained score 56-65 in level enough, 0 students (0%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail, it meant that most of the students got score upper the standard of students' ability in Pronouncing the English Voiceless Plosive Consonants.

Chart 4
Students Distribution



B. Statistic Analysis for percentage of students' Ability

After describing and finding the scores, it needed to continue the analysis to find out how far the identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants at English Study Program at University of Baturaja. The writer analyzed the data.

The writer used the following formula:

$$X = \frac{R}{txn} 100$$

Where:

X = Percentages of students' correct answer

R = Total number of students' correct answer

T = Total number of sample

N = Total number of test items

So:

$$X = \frac{R}{txn} 100$$

$$X = \frac{786}{22 \times 45} \times 100$$

$$X = \frac{786}{990} \times 100$$

$$X = \frac{78600}{990}$$

$$X = 79,39$$

Based on calculation above, the mean score 79,39 showed that in identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants at English Study Program at University of Baturaja was good.

Conclusions

Based on the finding, it could be concluded as follow; the frequency students' score criteria described there were 4 students (18,19%) who gained score 80-100 in level very good, 8students (36,36%) who gained score 66-79 in level good, 7 students (31,81%) who gained score 56-65 in level enough, 3students (13,64%) who gained score 46-55 in level low and no students got score ≤ 45 in level fail.

Based on calculation above, the mean score 79,39 showed that in identifying the Fifth Semester Students' ability in Pronouncing the English Voiceless Plosive Consonants at English Study Program at University of Baturaja was good. It meant that the students got score good the standard of students' ability in Pronouncing the English Voiceless Plosive Consonants (P,T and K). The students practice and drill, add their grammar so that could be supported in pronunciation.

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