

SPEAKING ABILITY IN ENGLISH PRONUNCIATION IN THE FORM OF A PHONETIC TRANSCRIPTION

Ni Putu Lindawati

niputulindawati@yahoo.com

Akademi Komunitas Manajemen Perhotelan Indonesia

ABSTRACT

Speaking is one of the language skills that have a crucial function in performing human language ability. Together with the other three language skills, the speaking domain could be increased continuously, and this stage could be done in the classroom learning system. In the English level of pronunciation, the students often face an obstacle in doing it. The difficult pronunciation and the interference of first language, make their performances are not in the best stage. Sometimes, this could lead the students reluctant to try speaking when they have to practice in class. Increasing speaking skills, it is required specific techniques and strategies. The most important one is they need to have a sustainable practice to increase their skills gradually and significantly.

Keyword: Speaking, pronunciation, first language, a specific strategy, practice

ABSTRAK

Berbicara merupakan salah satu keterampilan berbahasa yang memiliki fungsi penting dalam menampilkan kemampuan berbahasa manusia. Bersama dengan ketiga keterampilan bahasa lainnya, ranah berbicara dapat ditingkatkan secara terus menerus, dan tahap ini dapat dilakukan dalam sistem pembelajaran di kelas. Dalam pelafalan bahasa Inggris, siswa seringkali menghadapi kendala dalam melakukannya. Pelafalan yang sulit dan gangguan bahasa pertama, membuat penampilan mereka tidak dalam tahap terbaik. Terkadang, hal ini dapat menyebabkan siswa enggan mencoba berbicara ketika harus berlatih di kelas. Untuk meningkatkan keterampilan berbicara, diperlukan teknik dan strategi khusus. Yang paling penting adalah mereka perlu memiliki praktik yang berkelanjutan untuk meningkatkan keterampilan mereka secara bertahap dan signifikan.

Kata kunci: Berbicara, pengucapan, bahasa pertama, strategi tertentu, latihan

I. INTRODUCTION

In the phase of one's life, human instinctively will receive a first language since the baby to toddler through the scope of the least of which is the family. Over time, one begins to socialize with the community wider then this process will continue when somebody began to feel the importance of studies two languages until

finally someone enter in the familiarization with a foreign language. Especially for a foreign language, someone will see the diverse things that might be obstacles or even a challenge, how one who is not native speakers of certain foreign language can communicate that language and make a listener understand the intent of a thing that will be spoken.

In many countries in the world today, English has become a language that is compulsory to learn. It is not separated from the role of English as a *lingua franca* to connect with the people and different languages. In Indonesia, English has become one of the studies have taught from elementary school to senior high school is over. That cannot be denied many student studies often find obstacles in English. Given the structure of the British own quite different and much of the country and in the English consonant-vowel not owned by Indonesian language.

In the context of English teaching and learning, a teacher must be a figure reliable in understanding the extent of the understanding of student's participants in mastering four speaking skills (listening, speaking, reading, and writing). The main one being to speak because the domain of this is an aspect whose role is crucial because it can be one of the factors that shows skill a person in foreign speech. The reality in the field shows that there are many found the school tuition that was having difficulty to speak in English. A tendency that happens is they feel reluctant to tried to talk and one of the things which are one reason is they fear an in utter or pronounce words in English.

II. METHOD

This study used qualitative methods in combination with quantitative methods to give an evaluation based on test results. In evaluating the test result, the qualitative method is used to analyze with descriptive text and the quantitative method is in the form of tables to find the mean of the data.

This study took place in the Junior High School in SMPK 2 Harapan Denpasar, this school is located in the West Denpasar. The samples for this research are four students from SMPK 2 Harapan, and this is their profile:

1) I Gusti Ngurah Satya Nugraha

2) Ary Raka Dewa

3) Daud Dwiryan Aprilian Wadu

4) I Gusti Made Dwi Wahyudi

Wibawa

In this study, there were 20 students in class 7A. The student of both gender (male/female) constitute the population of the study.

The type includes quantitative and qualitative data. In order to know the general comprehension of students in understanding the English affiliation, the qualitative data was taken based on the test results in the form of sentences (7 simple sentences) that it should answer by learners and quantitative form is used to know the mean, modus and median of student's score. Sources include primary and secondary data sources. The primary data source is the result of the test from learners, and secondary data sources are archives and documents, namely the learner's work.

The evaluation is needed because it encourages us to make better use of evaluation is needed because it encourages us to make better in use of evaluation, ensure that it is at the service of students. Data will be analyzed and evaluated by percentage in combination with description of descriptive paragraph. The data is evaluated using descriptive text to find out the difficulties of the student.

III. RESULT AND DISCUSSION

As previously described, a first language acquisition process will be very different from the process of learning a second language and especially if compared with the process of learning foreign language. Someone will learn a second language and a foreign language based on several factors. The first factor is related to why a clear purpose to be learned that language, the second factor is the desire to learn to complete the provisions that have been possessed a first language, as

well as the third factor is the motivation to master the language. Especially for a foreign language, things become an additional factor is the demands of why certain compulsory to be studied foreign language. Insistence usually arises because of some reason as someone learning Germany because worked in the industry or technology, Mandarin for those who worked in the economic or pharmacy or master of English to be able to come and engage in the international community and others. These factors appear someone could take action to start learning a second foreign language subject.

To know whether someone had managed to utter words in English correctly, needed the transcript of phonetic. A transcript of itself is a phonetic system of writing alphabetic in which each letter represents one the sound of (Arini, 2009). The function of a transcript of phonetics very crucial in learning and teaching languages because this process can give clear information about the choice of the noise, must be used in a word or phrase, and how to pronounce the sound. In general, the sound system in English is similar to the system of sounds in the Indonesian

language. However, there are several vowels and a consonant in English that are not available in Indonesian language. In addition to the consonant, in English there are also a number of clusters namely a consonant form of a word that is read in one breath; as “str”, “pr” in the word “struggle”, “pronunciation”, and so on. In Indonesian language, cluster can happen to of words that forms said absorption of a foreign language as an instrument, strategy and structure. Related to the process of its pronunciation easier research words in a language England it is, the following is a list of 7 a sentence which has been used as an ingredient of data in this research:

1. Mr. James Smith is a Canadian chef.
2. Mirage is an optical illusion.
3. Father bought a pen and a pan.
4. Going to the beach is very fun.
5. My nephew likes dolphins and zebra very much.
6. Loch Ness is a popular lake in Scotland.
7. Pure cotton is my cloth.

Through the process of recording sound, the pronunciation of four students on top can be described in the form of phonetic transcription as follows:

The proper pronunciation

/mɪstər dʒeɪmz smɪθ ɪz ə kənædɪən ʃef/

I Gusti Ngurah Satya Nugraha	Ary Raka Dewa	Daud Dwiryan Aprilian Wadu	I Gusti Made Dwi Wahyudi Wibawa
/mɪstər dʒeɪmz smɪθ ɪz ə kənædɪən ʃef/	/mɪstər dʒeɪmz smɪθ ɪz ə kənædɪən ʃef/	/mɪstər dʒeɪmz smɪθ ɪz ə kənædɪən ʃef/	/mɪstər dʒeɪmz smɪθ ɪz ə kənædɪən ʃef/
/mɪreɪdʒ ɪz ən ɒptɪkl ɪlʊʃn/	/mɪreɪdʒ ɪz ən ɒptɪkl ɪlʊʃn/	/mɪreɪdʒ ɪz ən ɒptɪkl ɪlʊʃn/	/mɪreɪdʒ ɪz ən ɒptɪkl ɪlʊʃn/
/fʌdər baʊt ə pæn ænd ə pæn/	/fʌdər baʊt ə pæn ænd ə pæn/	/fʌdər baʊt ə pæn ænd ə pæn/	/fʌdər baʊt ə pæn ænd ə pæn/
/ɡoɪŋ tu də bɪtʃ ɪz veri fʌn/	/ɡoɪŋ tu də bɪtʃ ɪz feri fʌn/	/ɡoɪŋ tu də bɪtʃ ɪz feri fʌn/	/ɡoɪŋ tu də bɪtʃ ɪz veri fʌn/
/maɪ nəpju laɪks dɒlfɪn ænd zɪbrə veri mʌtʃ/	/maɪ nəpju laɪks dɒlfɪn ænd zɪbrə feri mʌtʃ/	/maɪ nəpju laɪks dɒlfɪn ænd zɪbrə feri mʌtʃ/	/maɪ nəpju laɪks dɒlfɪn ænd zɪbrə feri mʌtʃ/
/lək nes ɪz ə pɒpjələr leɪk ɪn skɒtlænd/	/lək nes ɪz ə pɒpjələr leɪk ɪn skɒtlænd/	/lək nes ɪz ə pɒpjələr leɪk ɪn skɒtlænd/	/lək nes ɪz ə pɒpjələr leɪk ɪn skɒtlænd/
/pjʊər kʌtn ʃərt ɪs maɪ klɒt/	/pjʊər kʌtn ʃərt ɪs maɪ klɒt/	/pjʊər kʌtn ʃərt ɪs maɪ klɒt/	/pjʊər kʌtn ʃərt ɪs maɪ klɒt/

/məɹɑ:ʒ ɪzən ɒptɪkl ɪlu:ʒn/
/fɑ:ðə bɔ:tə pen ændə pæn/
/gəʊɪŋ tʊðə bi:tʃɪz veri fʌn/
/maɪ nefju: laɪks dɒlfɪn ænd zebrə veri mʌtʃ/
/lɒx nesɪz ə pɒpjələ leɪk ɪn skɒtlənd/
/pjuə kɒtn ʃɜ:rt ɪz maɪ klə:θ/

The following table rubrics are used to assess the ability to talk to students:

No.	Aspect	Score				
		5 Very Good	4 Good	3 Intermediate	2 Bad	1 Worst
1	Fluency					
2	Pronunciation					
3	Structure					
4	Intonation					

No	Aspect	Score				
		5 Very Good	4 Good	3 Intermediate	2 Bad	1 Worst
1	Fluency	Without doubtly	Some doubtly	Passable doubtly	Many doubtly	Extremely doubtly
2	Pronunciation	Clear pronunciation	Some pronunciation that were not clear	Many error pronunciation	Very much pronunciation that is not clear	Pronunciation absolutely not clear
3	Structure	There are no error	Little bit error	There are some error	Many error	Error structure
4	Intonation	Good intonation	Slight inappropriate	Inaccurate intonation	Erroneous intonation	Cryptic and inaccurate intonation

Based on the above results, it can be seen that four students have difficulty pronouncing some English consonants and vowels so that they adjust the pronunciation of the consonants or vowels that are available in Indonesian and has a sound approach the sound pronunciation in English. It can be taken a few examples

such as when one of the students experienced an error in the pronunciation of words beginning with the letter 'v' pronounced as 'f', as in the word 'very' which is spoken into /ferɪ/. In addition, two students also experienced a mistake in pronouncing words containing diphthongs. The word 'pure' which means 'pure' in the

last sentence contains a diphthong /ʊə/ is supposed to be pronounced /pjuə/, by learners pronounced become /pjor/. It can be caused by the unavailability of the diphthong /ʊə/ in Indonesian.

Through the above section, the entire value of the total score and then summed to determine the predicate of the learners are bilingual classes as listed below:

No	The range of scores (Raw Score)	Predicate
01.	4-7	Terrible
02.	8-11	Worse
03.	12-15	Good enough
04.	16-19	Good
05.	20	Very good

Once the data is transferred to the predicate, showed that of the 20 students, 11 people get the title of "Very Good", while the rest get the title of "Good", as follows:

No	Learners Name	Total Score	Predicate
1	I Gusti Ngurah Satya Nugraha	18	Very Good
2	Ary Raka Dewa	16	Very Good
3	Daud Dwiryan Aprilian Wadu	17	Very Good
4	I Gusti Made Dwi Wahyudi Wibawa	15	Good
5	Gina Sonia Martha Dewi	17	Very Good
6	Zefanya Eka Febrita	14	Good
7	Nicholas Putra Nugraha	16	Very Good
8	Hana Maragaretha Septianti	13	Good
9	I Putu Putra Cahyadi	16	Very Good
10	Ni Made Yuliana Yunita	17	Very Good
11	Rosa Dealita	17	Very Good
12	I Made Bagus Aryanto Utomo Putra	13	Good
13	Hana Margaretha Septianti	15	Good
14	Wayan Riana Juli Anti	16	Very Good
15	Ni Made Tiya Risma Putri	12	Good
16	I Putu Oka Adi Negara	16	Very Good
17	Kadek Chesnia Febi	18	Very Good
18	Putu Grace Elyora Graciana	12	Good
19	I Putu Gita Adnyana	15	Good
20	Chika Maynda Nurhaliza	13	Good

It can be seen that the percentage of students who achieved the kind of almost more than half (50%). They were awarded

'good' in general because they have been shown to enthusiastic attitude, and the related assessment rubric; they did not so

find significant barriers in terms of smoothness, in pronouncing them also steady say, the structure of the decoding of words they can also understand it well, and intonation right (when tone up and down/high and low sounds) also they show well. While for those who achieved the 'sufficient', they generally remain enthusiastic in practice, but had difficulty in pronunciation, less so smoothly in chop it word for word, and utter a sentence in intonation constant (flat).

IV. CONCLUSION

From the above results, it can be concluded that the pronunciation of the two learners on a few sentences in English is quite influenced by their first language (Indonesian). When they were asked to pronounce a sentence with phonetic symbols (either consonants or vowels) English was not found or is not available in

Indonesian, they tend to pronounce the sounds closest form according to their understanding. Difficulty pronunciation of words in English can be minimized with some effective measures. In the realm of speech, especially the pronunciation context sentences in English, required some specific strategies in teaching. This strategy includes the theory, methods, and appropriate linguistic models for learning to be effective. All three of these components cannot walk alone but must be applied simultaneously and continuously. It is to be understood by the teachers to achieve the expected results include increased speech intelligibility learners in English as the ultimate goal of learning. In the end, with a fun learning method, it is expected they can also improve their skills in English, both in terms of eloquence (fluency) and in terms of the precision of word and meaning (accuracy).

REFERENCES

- Arini, Yusti. 2009. Masalah-masalah Pelafalan (Pronunciation) yang Dihadapi Penutur Bahasa Indonesia yang Mempelajari Bahasa Inggris.
- Hornby, A. S. 1995. Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
- Indihadi, M. Pd., Drs. Dian. Analisis Kesalahan Berbahasa.
- Tarigan, Prof. Dr. Henry Guntur. 2009. Metodologi Pengajaran Bahasa 1. Bandung: Angkasa.
- Wati, Widya. 2010. Makalah Strategi Pembelajaran Teori Belajar dan Pembelajaran.