

## **Perception Students Taking Pronunciation On English Phonetic**

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### **Abstrak**

Indonesia in order to be able to produce English pronunciation that is almost the same as native speakers. Therefore, this study was conducted to explore a series of problems that underlie the limitations of learners in producing accurate pronunciation based on their perceptions. This study used descriptive qualitative methods to present the results obtained from two instruments consisting of close-ended questionnaires with the approach of the sampling type used, namely participant in the samples, and semi-structured interviews with the type of sample, namely purposive sampling.

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## **1. INTRODUCTION**

This research is to observe how students develop their perception of English phonetics after taking a pronunciation practice course for one semester. It is hoped that the accumulated perceptions can serve as a reference for educators in developing teaching methods to achieve learning goals. However, in English speaking learning, students in Indonesia are still difficult to pronounce it, There are several factors are difficult for students in English pronunciation production, including lack of motivation to learn, lack of awareness to understand phonological studies, and ignore How to use the dictionary correctly (Kosasih, 2021).

This issues regarding the topic at hand is to utilize the perception approach expressed by students. The student's perception refers to the organization, identification, and interpretation of sensory information in order to represent and understand the environment. It is the process by which individuals select, organize, store and interpret the information gathered from these senses. It means that perception is the process of identifying, classifying and selecting information to understand the current environmen (Woolfolk, 2016). The process. This description explains that student's perception is formed based on the instructor's skills in delivering the learning materials and interacting with students, thereby shaping students' perception of the teacher's teaching methods. Therefore, students' perception can serve as a benchmark for evaluating a teacher's performance in the classroom as a reference for evaluation.

Learning English cannot be separated from the aspect of phonology in order to answer these challenges, especially at the Universitas PGRI Sumatera Barat. From pre-observation which was conducted on many respondents of English departement major year 2022 in two sections, 4 for A section and 4 for B section respondents with total? Regarding their experience after taking pronunciation practice courses, 6 of 8 respondents think that after learning English phonetics, they were helped because they were introduced to phonetic texts about how speech organs are processed to produce a desired sound and conformity with the language being learned. Meanwhile, for two respondents said that they have trouble in differences how to produce

pronunciation for the similliar constructive lexical, for example the word "food" with "foot", the word "bad" with "bat" and also the word "fall" and "tall". Therefore, pronunciation practice is one of the learning methods in building how to communicate well in English.

Phonology is one of the approaches to understanding how to pronounce English correctly. Previous research has also proven that phonology, especially English phonetics, can provide guidance to foreign speakers regarding the accuracy of English pronunciation. However, not every learner can easily understand English phonetics due to the influence of their native language, which may have differences in phonological structures.

## **2. LITERATURE REVIEW**

Perception is the view constructed from an understanding of information acquired from sensory organs, thus creating an experience (Coleman, 2003). This definition can be elaborated as follows: human sensory organs play a crucial role in creating perception because they serve as intermediaries for information from events in the surrounding environment, which is then transmitted to the brain, thus influencing one's perspective on something.

Perception is defined as the brain's ability to process information sent by sensory organs to form an understanding of what is happening in the surrounding environment (Prasetijo, 2005). This definition can be interpreted through an explanation that human sensory organs play a crucial role in constructing experiences, and the experiences stored in memory create an understanding of the environmental phenomena known as perception.

Another perspective related to perception can be definitively explained, which is how an individual's stimuli are related to their interaction with the environment they are in. These stimuli serve as a medium for information to reach the brain, thus creating thoughts built upon pieces of each experience that has been stored (Mulyana, 2007). It means, perception is a dynamic and multifaceted process. It's not limited to the passive reception of sensory data; instead, it actively shapes our responses, decisions, and cognitive experiences, forming a fundamental part of how we interact with and understand the world around us. So, the meaning of students' perception here refers to students' reaction to a learning experience based on the accumulation of their academic journey.

This field of study utilizes the modification of Latin letters known as the International Phonetic Alphabet (IPA) to guide non-native speakers in pronouncing English according to the language's native context (O'Grady et al, 1993). Based on the description above, this research is motivated by the fact that there are still several students at Universitas PGRI Sumatera Barat who are not capable of independently applying English phonetics in learning the English language. As mentioned in the previous chapter, there are several English words with similar lexical constructions, hence the need for an understanding of English phonetics as a bridge to identify each lexical construction consisting of each phoneme.

English phonetics is defined as the way individuals produce speech sounds that are observed as parole through three main aspects of phonology, namely, articulatory phonology, acoustic phonology, and auditory phonologi (Roach, 2000). This statement means, English phonetics aims to provide a comprehensive understanding of the sounds used in English speech, their production mechanisms, and how they are perceived. It serves as a foundation for various applications, such as improving language learning, developing speech recognition technology, and studying dialectal variations in English.

English phonetics is defined as the way individuals produce speech sounds that are observed as parole through three main aspects of phonology, namely, articulatory phonology, acoustic phonology, and auditory phonology (Skandera & Burleigh, 2005). The meaning of this quotation is Phonetics is a branch of linguistics that focuses on the study of speech sounds. It is primarily concerned with analyzing and describing the physical properties of these sounds as they are produced, transmitted, and perceived by humans. In conclusion, English phonetic is

implementation of phonology segments that occur to teach non-native speakers how to produce English correctly by the speech organs. Therefore, this research only focus of O'Grady's theory that categorized English phonetic into many segments by using acoustic phonetic approach as follow

### **3. METHODS**

The methodology that can be used to develop existing findings is descriptive qualitative method stated by (Morisan, 2019) descriptive qualitative aimed to explain social phenomena that occur in an environment in society through a series of instruments that are adjusted based on the formulation of the problem to be studied, such as conducting observations and interviews. In this study, researchers investigated how students' perceptions related to the way of application of learning English phonetic after they study pronunciation during one semester by interviewing the students to collect the data.

The participants in this research is the students in English education major at universitas PGRI Sumatera Barat in year 2022/2023 which consist as 59 students and they are divided into two session namely A total 31 students and B total 28 students. The selecting of population is considered due to they have just learned Pronunciation Practice in the first semester. Each samples were considered by using instruments. The sample in questionnaire instruments were determined by participants' decision, it was supported by (Creswell, 2013) argued that one of the strategic approaches in implementing purposive sampling is "participant in the samples," where the sample is obtained based on the willingness of the individuals in that partition. This statement aligns with the process observed during the questionnaire distribution session, where only 31 participants out of the total population of 59 returned the questionnaire.

### **4. DISCUSSION**

The researcher has found that the majority of students believe that English phonetics has helped them in correctly pronouncing English based on the segments of English phonetics taught in class. However, one respondent believes that learning English phonetics is not very important because learning English can be achieved through modern communication media by matching spoken words from native speakers with what is seen in writing through auditory and visual perception.

The findings that can be described are mostly of the students perceive that learning English phonetics is very important because it can guide learners on how English should be pronounced. This statement is supported by (Bani Ahmad, 2018) found, learning English phonetics can guide learners on correct English pronunciation that they can learn pronunciation by themselves in using dictionary and given impact to improve their confidence in producing English pronunciation. However, it is necessary to maximize the teaching methods so that the understanding of English phonetics can reach students comprehensively, such as enriching assessment tasks in the form of listening to native speakers' pronunciation through diary notes. This statement is in line with the research findings by (Abdolmanafi-rokni, 2013), who concluded that introducing English through the listening method has a significant impact on students' ability to produce good pronunciation in this language.

Producing English phonetics is due to the influence of their mother tongue playing a role in the phonological changes in the pronunciation of English by Indonesian students (Mohamad, 2021). This has an impact on students' understanding of English phonetics, specifically the occurrence of assimilation which found that assimilation is a factor causing phonological changes in pronunciation results. For instance, in the sound classes of mid and back vowels, students may perceive mid vowels as back vowels. This results in a radical shift in the pronunciation of words, such as "cup," which should be pronounced with the sound "kap," but is pronounced as "kup." Here, assimilation occurs from the phoneme /ʌ/ to the phoneme /u/, making the meaning of the

word unclear. A similar phenomenon occurs in vowel diphthongs, where assimilation is caused by not being familiar with these vowel types in the students' native language, leading to pronunciation hesitations and, in some cases, significant misunderstandings. For instance, the assimilation of phonemes /æ/, /θ/ into /ɛ/, /d/ in words like "bathroom" and "bedroom" can lead to misconceptions, resulting in a misinterpretation of the context of the sentence.

Other findings were also obtained regarding the difficulties in pronouncing sound classes consonant (Andi-Pallawa & Fiptar Abdi Alam, 2013) found that students had difficulty pronouncing the phonemes /b/, /p/, /t/, /d/, /k/, /g/, /tʃ/, /c/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /h/, /l/, /r/, /w/, /m/, /n/, /ŋ/ due to unfamiliar phonemes they were not aware of and due to phonological differences that limited their understanding in applying English phonetics. These findings are in line with the results of this study, as some students perceived that they were not fully able to distinguish between the phonemes /f/ and /v/ in terms of voice-voiceless sounds because they did not feel a significant difference. Additionally, there were also obstacles faced by students in producing types of consonant phonemes, such as not knowing the difference between the phonemes /f/ and /v/, lacking the ability to distinguish between the phonemes /t/ and /d/ when they are at the end of lexical items with similar phonetic structures, such as "bad" and "bat," difficulty in regulating the phoneme stress of /l/ for the pronunciation of words like "tall" and "fall," and some fricative consonant phonemes like /θ/, /ʃ/, /r/, as well as confusion by one of the students in applying the s-ending, which, when combined with this ending, would change into the phoneme /z/ in some words, but unfortunately, they did not fully understand the concept of this change.

Learning English phonetics is highly enjoyable for all respondents. They believe that learning presented in an engaging manner helps them absorb and practice the taught material, ultimately enhancing their accuracy in English pronunciation. In essence, they believe that English phonetics greatly aids their understanding of how English is spoken and teaches them how to independently pronounce each lexical item using phonetic notation in dictionaries, aligning with the segments of English phonetics taught by their instructors. Therefore, learning English phonetic is important, in order to guide how this language is spoken and how this language is interpreted in order to avoid miscommunication and misunderstanding

## 5. CONCLUSION

The application of phonetic transcription known as the IPA (International Phonetic Alphabet) is English phonetics, which represents each sound in the English language. Its purpose is to assist non-native speakers in understanding how to pronounce English correctly. English phonetics is indirectly taught in pronunciation practice classes. Based on research conducted on students from this university, specifically the English Language Education program class of 2022, involving 31 participants and 10 respondents,

English phonetics can help students learn how to pronounce English correctly. From this research, it can be concluded that English phonetics plays a significant role in ensuring correct English pronunciation for learners. Additionally, this study also demonstrates the success of the instructors in delivering this material creatively, as reflected in the high percentage of positive responses from students regarding English phonetics learning.

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