

The Difficulties Faced by the Fifth Semester Students of English Department of FKIP-UKI Toraja to Spell English Sound

Normalia Sirande

Abstract

The objectives of this writing are (1) to find out the difficulties faced by the fifth semester students English department of FKIP-UKI Toraja to spell English (vowel and consonant) sound, and (2) to find out what factors cause the fifth semester students English department of FKIP UKI- Toraja have difficulties to spell English (consonants and vowels) sound. This research is quantitative The population in this research was the fifth semester students of English Department of FKIP UKI Toraja. It consist of 234 students and scattered in eight classes. The research employed cluster and random sampling, where the number of the sample taken by the 1 of the eight classes (cluster sampling), but because the sample was quite big in number. So, the researcher taken the sample by using random sampling, where from the one class still random. It means that not all the students that are taken by cluster sampling as respondents. The number of the sample taken in this research as sample was 15 respondents. Based on the data and discussion it can be argued that the difficulties of the students of English Department of FKIP-UKI Toraja in spell the English (vowel and consonant) sound. The problems faced by the students arise from several factors that cause them to spell English (consonant and vowel) sound: 53.33% students difficult to differentiating the English sound, (special for the same sound [θ, ð,], 40% students lazy to learn the English phonetic, 33.33 % The students less self confidence to pronounce the English phonetic, less comprehend the material, and less book in the library 26.66% The lecturer's method not available with the material.

Key Terms

Difficulties, Spell English, and The fifth semester students' English Department of FKIP-UKI Toraja

Introduction

Background of the Research

Phonetics is a guide to pronunciation, in other hand phonetics is the basis of the pronunciation. And pronunciation is the basis of the communication. The good pronunciation is very important in communication. In general there are problems

for Indonesians in Learning as certain pairs are phonemically different in English but not in Indonesian. We tend to mix them up and pronounce certain words in wrong way, although contexts often help, misunderstanding may often come up. We can see from the dialogue below, why the good pronunciation is very important to our communication.

- Customer service : good afternoon sir, can I help you ?
- Customer : good afternoon too, yes I need your help, I want to buy a cap, but I didn't see it.
- Customer service : OK, wait a moment, sir, I will take it for you.
- Customer : thank you very much.
(a few minutes later, the waiter came and brought what the buyer want, the waiter bring a **cup**).
- Customer service : Sir, this is.
- Customer : I am sorry, I didn't want to buy a cup, but I want a cap (C – A – P)
- Customer service : oh, I'm sorry sir, for this mistake, it's just a misunderstanding.
- Customer : Never mind, it's OK.

From the dialogue above, we know that the pronunciation is very important in our communication. The bad pronunciation can makes misunderstanding between the speaker and listener, in this case (the customer service and the customer), where the customer want to buy a **cap** / **k æ p** /, but the customer service take a **cup** / **c ʌ p** / for him. The other event that can be see that misunderstanding may often come up. Imagine how embrassing it would be, if we produce the sentence *I saw many beautiful bitches* / *b ɪ tʃ ɪ z* / in Bali, instead of what we mean, that is, *I saw many beautiful beaches* /*bitʃɪz* / in Bali. There are many events or experiences that show the misunderstanding that happened because the wrong pronunciation. in this case, the bad pronunciation will be happen if the someone less knowledge in English phonetics. So English phonetic is the foundation of pronunciation. Someone that know phonetics of the word that will pronounce, of course the pronunciation is right, so the listener can understood easily what the speaker mean.

The good knowledge in English phonetics is the one important capital in produce a word well. Because English phonetics helps students understand how the sounds are produced and, hopefully, will also help them to improve their pronunciation. Dardjowidjojo (2009: xiv) state:

In the section on phonology students will learn how the sounds build up a system. This system is indeed a mental reflection of the knowledge or competence that native speaker have. What is know as intuition is nothing but a manifestation of the language knowledge of a native speaker. In the field of phonology, students are made aware of the processes and the rules that eventually lead them to see how intuition develops. But in fact, there are many difficulties faced student in to produce English correctly, also in the future some students make some errors in pronounce the word.

According to the reason above, the researcher would know what the difficulties faced by THE FIFTH SEMESTER STUDENTS ENGLISH DEPARTMENT OF FKIP-UKI TORAJA TO SPELL ENGLISH SOUND. So, the good communication would be related between the student to each other.

Problem of the Research

Based on the background above, that good pronunciation is basis of the good communication, so the writer formulate the problem statement as follows:

1. What are the difficulties faced by the fifth (5th) semester students English Department Of FKIP-UKI Toraja to spell English (consonants and vowel sound).
2. What factors cause the fifth (5th) semester students English department of FKIP-UKI Toraja have difficulties to spell English sound(consonants and vowel sound).

Objective of the Research

According to the problem statement above so the purpose of this research is :

- a. To find out the difficulties faced by the fifth (5th) semester students English department of FKIP-UKI Toraja to spell English (vowel and consonant) sound.
- b. To find out what factors cause the fifth (5th) semester students English department of FKIP UKI- Toraja have difficulties to spell English (consonants and vowels) sound.

Significance of the Research

The research about the difficulties faced by the fifth (5th) semester students of English department of FKIP UKI Toraja to spell English Sound, has purposing :

- a. To be useful and helpful information for the lecturers in designing the method of teaching in general for improving learning process.
- b. The lecturers know the students' difficulties in spelngl English, so the lecturer can help the students to solve it, like: give the extra material about that, always repeat about the material that related with how to spell English well.
- c. To know what factors cause the students sometimes make some errors into spell the words in English, so they can avoid it.

So, the the difficulties faced by the 5th semester students of English department of FKIP-UKI Toraja.

Methodology And Procedure

Setting

This research took place in Christian University of Indonesia Toraja, special for the fifth semester students of English department

Data Sources

In this research, the writer find out data from :

1. Primary source, data that got directly from the research object (the 5th semester students of English department of UKI Toraja). Which took with cluster and random sampling as sample.
2. Secondary source, got the relevant information from some expert and in complete the related literature the writer red book, articles and other information which are related to this research which is relevant the content of the research.

Population and Sample

In this chapter deals with population and sample

1. Population

The population in this research was the fifth semester students of English Department of FKIP UKI Toraja.

It consist of 234 students and scattered in eight classes.

2. Sample

The research employed cluster and random sampling, where the number of the sample taken by the 1 of the eight classes (cluster sampling), but because the sample was quite big in number. So, the researcher taken the sample by using random sampling, where from the one class still random. It means that not all the students that are taken by cluster sampling as respondents. The number of the sample taken in this research as sample was 15 respondents.

Variable and Research Method

The variables are used in this research was Dependent variable. The

dependent variable was the students' difficulties to spell English.

This research was designed according to descriptive method. It aim at find out the difficulties of the fifth semester students of UKI Toraja to spell English and the factors that hamper the student to spell the English. **Research Instrument**

In this research the writer would know what are the difficulties faced by the fifth (5th) semester students English department of FKIP-UKI Toraja to spell English and what factors cause they have difficulties to spell words English sounds. So, the writer used the research instrument as follows:

- a. Written test is used to find out the description of the students through writing (the respondents give the correct phonetic letters).

In this tests, the respondents give the correct answer, based on the sounds that will be underlined by the writer. The written test will designed in one part, it is:

Part I, it will be used to know the percentage of the students in using consonants and vowel sound.

The implementation of the instrument test :

Give the correct answer of consonants and vowel sound from the text below that have underlined.

The north¹ wind and the sun were disputing² which was the stronger, when a travel came along wrapped in a warm cloak. They agreed that the one who first success in making the travel take his cloak off should be considered stronger than the other. Then the north wind blew as hard as he could, but the qmore he blew the more closely did the travel fold his cloak around him, and at last the north wind gave up the attempt.

Then the sun shone out warmly, and immediately the traveler took of his cloak. And so the north wind was obligate the confess that the sun was the stronger of the two.

*Part 1. Please choose the correct answer of phonetic symbol of consonant and vowel letters that underlined below!
Example :*

Vowel

consonant

1. ask /ɑ:sk/ 1. The / ðe/
2. (ect) 2. ...ect

- b. Questionnaire is used to find out the factors that cause the students to spell English words/sounds.

Variables measurement

To measure the dependent variable the writer classified the students' scores into five levels.

- a. Score 8.5 – 10 classified as very good
- b. Score 7.0 – 8.4 classified as good
- c. Score 5.5 – 6.9 classified as fair
- d. Score 4.0 – 5.4 classified as poor
- e. Score 0 – 3.9 classified as very poor

The categories used to determine whether the students have difficulties or not as follows: if the mean score of the students' fall into fair to very poor classification. It means that the students have difficulties.

Data Collection

There are two kinds of method that writer used to collect data.

1. Library research is used in order to got the relevant information from some expert and in complete the related literature the writer read book, articles

and other information which are related to this research which is relevant the content of the research.

2. Field research, it is applied in collecting the data which relates with the students' difficulties. The data from the field research collected through written test, and questionnaire.

Data Analysis

To know the mean score of the students, the writer applied the formula below to analysis the data:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean score

$\sum X$ = The students' total score

N = The number of respondents

The writer used the formula below, to know the frequency of factors that caused the students' difficult to spell English (vowel and consonant) sound.

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency

N = Number of Respondents

Discussion

In this section the writer discussed the result of the data analysis according to the scope of this research. The discussion is intended to describe the students' difficulties to spell English (vowel and consonant) sound and the factors cause the students have difficulties to spell English sound.

By observing the data in table in table 6 and 8, those are the written test. It finds out that 6.67% of the student classified very good classification in consonant sound, none of them

classified very good classification in this test for vowel sound ; 6.66% of the student classified good classification in consonant sound, none of them classified good classification in this test for vowel sound ; 13.33% fair in consonants sound and none of them classified fair in vowel sound ; 26.66 % classified poor in consonant sound and 33.33% classified poor in vowel sound ; 46.66% classified very poor in consonant sound and 66.66% classified very poor in vowel sound. It means that in written test can be concluded that most of students classified poor in consonant sound and very poor classification in vowel sound., which can be proven by the mean score obtained by the students that is 4.54 and 2.77. In other words, they were still face difficult in spell English (consonant and vowel sound), but based on they are more difficult in pronounce vowel than consonant sound. on the other hand, the data analyzes obtained through the questionnaire through the item below :

1. 46.66 % students are interested to study English Phonology special for vowel and consonant sound.
2. 53,33% students' response to the English Phonology and pronunciation subject is still difficult.
3. 60% students said, In the library still less of English Phonology and Pronunciation books.
4. 53,33% Students sometimes find difficult in differentiating the sound.
5. 66,66% students had some solution to asked their lecturer when they were having some problem.
6. 66,66 % students interested the lecturer's method in teaching vowel and consonant sound.
7. 66,66% students said very necessary the special lecturer to teach the English Phonology.
8. 60% students still difficult in responding the native speaker's pronunciation about vowel and

consonant sound through the direct communication.

9. 73,33% students still less in mastering vocabulary.

10. 86,66% the students said very necessary to practice the pronunciation daily.

The questionnaire through open ended item 11 to 13.

11. Some difficulties are faced the students in spell the English (vowel and consonant) sound are:.

a. 53.33% students difficult to differentiating the some of sound special for “th”.

b. 33.33% students difficult to spell the English sound

c. 20% of them didn't know how to spell the English sound

d. 6,66% said that do not interested in learning English sound.

12. Factors the suggest that may support students in comprehend and master the pronunciation of English (vowel and consonant) sound.

a. 60% of the students suggest to practice daily.

b. 26,66% of them suggest to listen English rarely.

c. 26,66% of the students suggest to the lecturer to choose the interesting method.

d. 20% provide some books that related with the material.

13. Factors that hamper the students to be difficult in spelling the English (vowel and consonant) sound.

a. 40% of the students lazy to learn the English phonetic.

b. 33.32% The students less self confidence to spell the English phonetic, less comprehend the

material, and less book in the library

c. 13.33% students difficult to differentiating the English sound.

d. 6,66% said that the lecturer's method not available with the material.

Conclusions

Based on the data and discussion explained in previous sections it can be argued that the difficulties of the students of English Department of FKIP-UKI Toraja in spell the English (vowel and consonant) sound.

1. The difficulties faced by the fifth semester students English Department of FKIP-UKI Toraja to spell English sound :

a. Consonants are: [θ, ð, dʒ]

b. Vowel sound are: [u:, ɔ:, ɜ:]

They have some difficult in spell both of the vowel and consonant sounds. Because based on the score, they can be classify as poor (consonant), and very poor (vowel). It means that, they are more difficult in pronounce vowel than consonant sound. it is can be proven by the sore $2.77 < 5.24$.

2. The problems above that have been faced by the students arise from several factors that cause them to spell English (consonant and vowel) sound :

a. 53.33% students difficult to differentiating the English sound, (special for the same sound [θ, ð,])

b. 40% students lazy to learn the English phonetic.

c. 33.33 % The students less self confidence to pronounce the English phonetic, less comprehend the material, and less book in the library.

d. 26.66 % The lecturer's method not available with the material.

Bibliography

- Alexander, Hubert G. 1967. *Language and thinking: A philosophical Introduction*. D. Van Nontrand Company, Inc. New york. Amsterdam / Philadelphia.
- Brinton, Laurel J. And Brinton, Donna M. 2010. *The Linguistic Structure of Modern English*. John Benjamins Publishing Company :
- Compact Oxford ENGLISH Dictionary*. 2000: first Edition, Oxford University Press.
- Crystal, David. 1985. *Linguistic*. Penguin Books Ltd. Harmonsworth
- Dardjowidjojo, Soenjono. 2009. *English Phonetics and Phonology for Indonesians*. Jakarta: Yayasan Obor Indonesian.
- <http://www.asian-efl-journal.com/june2003subpr.php> 26 Nop. 11 12.37 pm
- <http://www.slideshare.net/satheesh985/study-of-english-stress-and-intonation-presentation>, 3 December 2011, 11.04 am
- Jones, Daniel. 1978. *The pronunciation of English*. Cambridge University Press
- Jones, Daniel. 1972. *An Outline of English Phonetics*. Jakarta: Press Syndicate of the University of Cambridge
- Kalua, Thino Bernad. 2003. “ The Difficulties in Differentiating Between British and American English Pronunciation Faced by The Fifth Semester students of The English Department of FKIP UKI Toraja “. Skripsi SI Pendidikan Universitas Kristen Indonesia Toraja.
- The American Heritage Dictionary of the English Language*. 2000.
- Wallwork, J. F. 1980. *Language and linguistics*. London: Heineman Education Books.