PHONEMIC ANALYSIS OF ENGLISH SUPRASEGMENTAL FEATURES PRODUCED BY THE STUDENTS OF KRESNA ENGLISH INSTITUTE

Alfida Firdaus Fuiadatil Aziz[1]
Ayu Fatmawati[2]
Imam Baehaki[3]
[1][2][3] FKIP Universitas Islam Kadiri
ayu@uniska-kediri.ac.id
imambaehaki@uniska-kediri.ac.id

Abstract

Learning about pronunciation is also learning about stress and intonation. They are aspects of suprasegmental. This research is conducted for the students of English Comprehension Program at Kresna English Institute who have learned about pronunciation in speech. This research uses a qualitative approach with a case study design because this research describes a setting, an object, or a particular event in detail and depth. The results of this research are: there are still many errors made by English Comprehension program students, especially in the pronunciation program out of a total of 10 students there are many misplaced that vary in each student and also 4 out of 10 students give an increased intonation of some words in sentences or even no intonation made by students or in this case students use flat intonation, thus creating the wrong pattern of contour intonation; and 2) that factors are involved in the production of English suprasegmental features by the students, one of which is the mother tongue of each student who is different, researchers also found that the influencing factor is the awareness of the students in learning this comes from within each student, and researchers also find as the third factor, namely the surrounding environment of students who can form a habit in terms of socializing and communicating; and 3) the method carried out by the teacher seems to be able to improve the ability of students both in terms of pronouncing their word stress and in terms of intonation imitating videos and examples given by the teacher.

Keywords: *analysis, intonation, suprasegmental features, word stress*

Introduction

Pronunciation is one of the important aspects of English, especially in spoken communication language. The first thing that native speakers notice during a conversation is pronunciation (Harmer: 2001). Harmer (2001) also emphasized that through pronunciation instruction; students not only learn different sounds and sound features but also improve their speaking skills. This skill is quite complicated because several English words have one form with many meanings. Focus on sounds causes learners aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility. Learning about pronunciation is also learning

about stress and intonation. It is called suprasegmental because it is related to aspects of speech that go beyond the individual (segmental) production of sounds. Pitch, length, and loudness are components of stress.

Native English speakers generally recognize at least three levels of stress: primary, secondary, and non-stressful (Crane, 1981: 69). These suprasegmental features include stress, pitch, intonation, and accent. These suprasegmental features will be the focus of this research. Therefore, suprasegmental features are important to study. The easiest way to understand the suprasegmental element is through an acoustic-phonetic approach. There are two acoustic properties influential in the suprasegmental elements, namely frequency, and amplitude. These two elements are very influential in the suprasegmental element and very much related. The researcher concludes that suprasegmental features are related to sound production, which includes tone, stress, intonation, and accent. However, here the researcher will only focus on two suprasegmental features, namely intonation and stress. There are some research questions formulated by the researcher as follows: how is the analysis of the English comprehension students' learning at Kresna Institute in producing English suprasegmental features on final test videos, What factors are involved in the production of suprasegmental features by students of English Comprehension program at Kresna English Institute, and What has been done by the teacher of English Comprehension program at Kresna English Institute to solve the problem.

This research is conducted for The Students of the English Comprehension Program at Kresna English Institute who have learned about pronunciation in speech. Although the students have been given lessons on pronunciation in speech, it is undeniable that they may pronounce the words still differently from native speakers. They may produce English speech in different features including intonation, stress, and even accent. Although they speak about the same sentence because Indonesian students have a different mother tongue.

Method

This research uses descriptive qualitative because the object of this research is a phonemic analysis of English suprasegmental features produced by the students of the English comprehension program at Kresna English institute on final test

videos. In this study, researchers will explore information related to describe how students of the English comprehension program at Kresna English Institute produce English suprasegmental features on the final test video, describe what factors are involved in producing English suprasegmental features by these students, and also describe what have done by a teacher of English Comprehension program at Kresna English Institute to solve student problems or difficulties.

The subjects of this study are the students of English Comprehension in the 17th generation at Kesna English Institute. In detail, this research was conducted on the results of the students' pronunciation exams in the video. Researchers only took approximately 10 students who took the program as the population. In this case, researchers use a purposive sampling technique where researchers take samples from students with special criteria from the number of existing samples. Researchers use this technique because the research carried out can be more focused and directed under research questions and also the research focus that has been formed.

The data analysis techniques in this study use the Miles and Huberman model. As a safe disclosed by Miles and Huberman quoted by Sugiyono (2017) suggests that qualitative data analysis activities run interactively and take place continuously until complete, so that the data obtained is saturated. This analysis is done by: Data reduction, display data, and conclusion drawing or verification.

Moeloeng argues that humans are usually the main instrument in data collection. The instrument is the researcher himself. Besides the researcher as the main instrument, the participation instrument was also used as a tool to collect data. In this study, the researcher used several instruments to collect data, including interview guides, an observation checklist (field note), and a list of documentation. In this research, the instruments used included:

a. Observation Checklist (Field Note)

The researcher use dan observation checklist. An observation checklist is a list of statements that the observer used when doing the observation on the final test video. The researchers will provide the checklist on the observation checklist when conducting the observation process is carried out.

Table 1. Observation Checklist (Field Note)

NO	TOPIC	LIST OF OBSERVATION	YES	NO
1	**Questions abouterror analysis of suprasegmental features**	Students can pronounce words in English correctlywhen in class		
2		Students are able to follow the intonation exemplified bythe teacher		
3		Students seem to be able to imitate the words spoken by theteacher		
4		Students seem to be familiar with the pronunciation ofwords in English		
5	**Questions about the methods usedby the teacher during the class**	Students check the dictionary if they find pronunciationdifficulties or pronunciation errors		
6		Students seem enthusiastic about participating in learning		
7		Teachers provide up-to-date music to support learning		
8		Students seem enthusiastic about learning pronunciation withthe method of listening to music		
9		Students seem to be passionate about learning intonation by listening to music		
10	**Questions about problem-solving given by the teacher**	Teachers are seen providing input for students who haveproblems with the pronunciation of vowel letters		

A. Interview

An interview is one of the instruments used by the researcher to get an answer to a research question. This interview will be given to the teacher who teaches the pronunciation program. The researcher prepared 12 questions for the teacher in the pronunciation class related to teaching preparation, teaching implementation, problems faced by both teachers and students, and what solutions have been given by the teacher to overcome these problems.

Table 2. Interview Framework

TOPIC	SUBTOPIC	QUESTION
Teaching process in pronunciation class in English Comprehension Program at Kresna English Language Institute	**Planning**	1. What do you prepare to teach pronunciation? 2. What are the purposes of pronunciation class in the English Comprehension program? 3. Are the students in this class taught about segmental and suprasegmental aspects? 4. What method is prepared to teach pronunciation class? 5. What media is prepared to teach pronunciation class?

| | Implementing | 1. How did the students produce English suprasegmental features? Especially in word stress and intonation!
2. Did the students feel difficult to produce English Suprasegmental features?
3. How far did the students understand the lesson?
4. What factors are involved in the production of English suprasegmental features by the students?
5. Can the students reach the goal of pronunciation learning? |
| | Solving | 1. What did you do to solve the student's problem in producing English suprasegmental features?
2. Are you sure that the students can improve their skills by that method/manner? |

b. Documentation

According to Sugiyono (2017), documentation is one of the ways to get data and information in form of books, videos, documents, words, and pictures. Documentation is a document that has supporting data from the observation checklist. Documentation in this research contains something that the researcher gets when doing observation such as a lesson plan, syllabus, and the media used by the teacher in teaching pronunciation.

Results and Discussions

The researcher collected the data to answer research questions:

a. The Analysis of The English Comprehension Students' Learning at Kresna Institute in Producing English Suprasegmental Features Focused on Word Stress and Intonation on Final Test Videos

Table 3. The result of The Analysis of Word Stress

Oxford Dictionary	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total Misplaced
					Stress Placement Based on						
/həˈloʊ/											
/ˈwɛlkəm/											
/ˈsupər/		/suˈpər/		/suˈpər/						/suˈpər/	3
/ɪkˈsɑɪtəd/				/ˈɪksɑɪtəd/	/ˈɪksɑɪtəd/		/ˈɪksɑɪtəd/	/ˈɪksɑɪtəd/	ˈɪksɑɪtəd		5
/ˈlɛsən/				/lɛˈsən/							1
/təˈdeɪ/											
/bɪˈkɔz/											
/ˈgoʊɪŋ/											
/əˈbaʊt/	/ˈəbaʊt/										1
/əˈmɛrəkən/		/əmɛˈrəkən/		/ˈəmɛrəkən/	/ˈəmɛrəkən/			/ˈəmɛrəkən/	/ˈəmɛrəkən/	/ˈəmɛrəkən/	6
/ˈɪŋglɪʃ/											
/ˈvaʊəlz/										/ˈkənfjuzɪŋ/	1
/kənˈfjuzɪŋ/				/kənfjuzɪŋ/	/kənfjuzɪŋ/	/kənˈfjuzɪŋ/	/kənfjuzɪŋ/	/kənfjuzɪŋ/	/ˈkənfjuzɪŋ/		6
/ˈlɛtərz/									/ˈkənfjuzɪŋ/		1
/ˈælfəˌbɛts/											
/fɪfˈtin/			/ˈfɪfˈtin/		/ˈfɪftin/						2
/ˈdɪfərənt/											

From the results of the analysis above, it shows that students can only pronounce words correctly when the word only contains one or two syllables, when they get a word that consists of three or more syllables, they are still difficult to pronounce the word correctly. They are still confused by placing the word stress on words that have more than two syllables,

This also happens when researchers observe their class. The results of the class analysis showed that the students could not pronounce the words in English correctly when in class, but the students seemed to be familiar with the pronunciation of the words in English. Then students also seem to be able to imitate the words spoken by the teacher they are not able to follow the intonation that is exemplified by the teacher properly. However, some students made the wrong intonation contour. It was shown as follows:

'**The vowels are confusing, right?'**

The sentence "The vowels are confusing, right?" was a type of tag question where the correct intonation pattern of the sentences was by placing the rising intonation at the end of the sentences to be precise in the word "right".

The right intonation pattern could be seen as an example below:

The vowels are confusing, right?"

However 4 of 10 students gave the rising intonation of several words in the sentence or even no intonation was made by the student or in this case, it was flat, thus making the wrong contour intonation pattern, as seen below:

The vowels are confusing, right?

The vowels are confusing, right?

'**There are about fifteen different vowel sounds.'**

The sentence "There are about fifteen different vowel sounds." was a type of sentence "statement" where the correct intonation pattern of the sentence was to place the falling intonation at the end of the sentence to be precise in the word "sounds". The right intonation pattern could be seen as an example below:

There are about fifteen different vowel sounds.

However, almost all students made the wrong contour intonation pattern, as

seen below:

There are about fifteen different vowel sounds.

There are about fifteen different vowel sounds. (?)

From the data results above it can be concluded there are still many errors made by English comprehension program students, especially in the Pronunciation program out of a total of 10 students there are many misplaced that vary in each student and also 4 out of 10 students give an increased intonation of some words in sentences or even no intonation made by students or in this case students use flat intonation, thus creating the wrong pattern of contour intonation. That way it can be said that there are still many students who feel that they do not understand and are less able to master their suprasegmental, especially in the word stress and intonation section. This can happen because the target of teachers who teach in the pronunciation program is only students who can check the words they say and correct mistakes independently by looking at dictionaries and listening to native speech either through YouTube or other things.

b. Factors are Involved in the Production of English Suprasegmental Features by Students of the English Comprehension Program

From these findings, researchers can conclude that factors are involved in the production of English suprasegmental features by the students, one of which is the mother tongue of each different student, especially from their tongues who are accustomed to the vowels contained in their mother tongue, which is what is very influential in the production of suprasegmental features by the students. Apart from the mother tongue, researchers also found that the influencing factor is the awareness of the students in learning this comes from within each student because their awareness in learning is something based on curiosity and the desire to be able to master pronunciation in English which is following the theory that has been expressed by Frank (2013) that there is a sense of curiosity, awareness in learning, as well as the desire to master a linguistic science is a very important factor in the mastery of linguistic abilities.

Apart from these two things, there are also findings that researchers find as the third factor, namely the surrounding environment of students who can form a habit in terms of socializing and communicating. This is an external factor that is very capable of influencing students' ability in terms of pronunciation because when students are used to communicating with the right pronunciation automatically this also affects in terms of their suprasegmental mastery ability, especially in terms of their word stress and intonation. In this case, it is in line with the theory that has been stated by Fadillah (2020) that external factors such as the student's social environment greatly affect students' ability to master a language, this is based on the function of the language used as a means of communication so that the more often students pronounce a language in their daily lives, the easier it is for students to master the language.

c. The Solution to Solve the Problem in English Comprehension Program at Kresna English Institute in Producing English Suprasegmental Features.

From the findings, the researcher can conclude that the method carried out by the teacher seems to be able to improve the ability of students both in terms of pronouncing their word stress and in terms of intonation by imitating videos and examples given by the teacher. It's related to the theory that has been explained by Larsen - Freeman (2010). Seeing this, researchers feel that the error found in the discussion in the first research question is caused by the factors described above. These factors as described in the second research question come from internal factors of students such as their desire to learn and also external factors of students such as their social environment from this the teacher can only strive for the best that can be done when learning takes place but is hampered by a relatively short program period of only 2 weeks for each program and it's related with the theory of Nsakla (2015). So teachers feel that this method is very in line with the initial purpose of this program, namely that students can be independent in correcting every common mistake that occurs in mastering their pronunciation skills.

Conclusion

The research concludes that there are still many errors made by English comprehension program students, especially in the Pronunciations Program out of a total of 10 students there are many misplaced that vary in each student and also 4 out of 10 students give an increased intonation of some words in sentences or even no intonation made by students or in this case students use flat intonation, thus creating the wrong pattern of contour intonation. This can happen because the target of teachers who teach in the pronunciation program is only students who can check the words they say and correct mistakes independently by looking at dictionaries and listening to native speech either through YouTube or other things.

From this study, researchers can conclude that factors are involved in the production of English suprasegmental features by the students, one of which is the mother tongue of each student which is different, especially from their tongues who are accustomed to the vowel letters contained in their mother tongue, apart from the mother tongue researchers also found the influencing factor is the awareness of the students in learning this comes from within themselves. each student because their awareness in learning is something based on the desire to know and desire to be able to master pronunciations in English, and there are findings that researchers find as the third factor, namely the surrounding environment of students who can form a habit in terms of socializing and communicating.

From the results of the research above, the researcher can conclude that the method carried out by the teacher seems to be able to improve the abilities of students both in terms of pronouncing their word stress and in terms of intonation imitating videos and examples given by the teacher. So, the teacher feels that the method is very much in line with the original purpose of this program, namely that students can be independent in correcting every common mistake that occurs in mastering their pronunciations skills

References

Arikunto, Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta,

Cech, Peter. 2013. *Study of Suprasegmental Features*. London: StamfordBridge University Press.

Check-in, Martin. 2015. *"What in The World Do We Know about Word Stress? A Review of What It Is and How to Teach It", Special Edition S3: November 2012.*

Clark, John, Yallop, Colin, and Janet Fletcher. 2007. *An Introduction toPhonetics and Phonology*. New York: Blackwell Publisher.

Fadillah, AC (2020). *Pronunciation Difficulties of EFL Learners inIndonesia: A Literature Study*. Jurnal Budaya Brawijaya, jurnalbudaya.ub.ac.id, https://jurnalbudaya.ub.ac.id/index.php/jbb/article/view/13

Frank, J (2013). *Raising Cultural Awareness in the English Language Classroom English teaching forum*, ERIC, https://eric.ed.gov/?id=EJ1020809

Fraser, H. *Teaching pronunciation: A handbook for teachers and trainers*.Canberra: Department of Education Training and Youth Affairs: http://www.detya.gov.au/ty/litnet/resources.htm (2001).

Karjo, Clara Herlina. 2015. *Accounting for L2 Learners' Errors in Word Stress Placement.* Universitas Katolik Atma Jaya.

Oxford Learner's Pocket Dictionary, Fourth Edition. UK: Oxford UniversityPress, 2008.

Sugiyono. 2010. *Metode Penelitian Pendekatan: Pendekatan Qualitatif, Quantitatif, R & D.* Bandung: Alfabeta.

Suprasegmental Features (http//www.segmental.com/php?id=325).accessedon 25 February 2007.

Weda, Sukardi. 2012. *Interlanguage Phonology: Stress Shifts of English Utterances Made by Indonesian University Students.* The State University of Makassar.

Weda, Sukardi. 2012. *Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE). The* State University of Makassar.