

**THE IMPLEMENTATION OF PHONETIC METHOD IN TEACHING
PRONUNCIATION AT IAIN PALANGKA RAYA**

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ABSTRAK

Penelitian ini telah mengkaji tahapan penerapan metode fonetik dalam pembelajaran pengucapan dan dampaknya terhadap kemampuan pengucapan mahasiswa, khususnya pada bunyi suprasegmental. Permasalahan yang peneliti temukan adalah sebagian besar mahasiswa mengalami kesulitan dalam mengucapkan kata-kata karena sebagian besar mahasiswa mengalami kecemasan dan kurang pengalaman dalam mengucapkan kata-kata tersebut. Sebanyak 63 mahasiswa semester 1 program studi Bahasa Inggris IAIN Palangka Raya tahun ajaran 2022/2023 diambil sebagai subjek penelitian. Peneliti menggunakan metode kualitatif dalam penelitian ini, peneliti menggunakan wawancara untuk memperoleh tanggapan dari dosen pengajar tentang tahapan penerapan metode fonetik, dan peneliti juga melakukan wawancara kepada perwakilan mahasiswa untuk mengukur kesulitan dan manfaat ketika dosen menerapkan metode fonetik dalam pembelajaran pengucapan. Selain instrumen untuk menguji pemahaman mahasiswa dalam menerapkan metode fonetik, penelitian ini juga menggunakan checklist observasi untuk mengukur apakah dosen telah menerapkan metode tersebut dengan benar. Hasil penelitian adalah mahasiswa merasa lebih fleksibel dan mengalami peningkatan dalam pengucapan kata-kata bahasa Inggris setelah menerapkan metode fonetik dan kelemahan penerapan metode ini adalah kurangnya waktu untuk menerapkannya sehingga hasilnya kurang maksimal.

Kata Kunci: metode pembelajaran; metode fonetik; pengucapan

ABSTRACT

This research has examined the stages of applying the phonetic method in learning pronunciation and its impact on students' pronunciation abilities, especially on suprasegmental sounds. The problem that the researcher found was that most students had difficulty pronouncing words because most students experienced anxiety and lacked experience in pronouncing these words. A total of 63 students in the first semester of English study program at IAIN Palangka Raya for the 2022/2023 academic year were taken as research subjects. The researcher used a qualitative method in this study; the researcher used interviewers to obtain responses from the lecturer who teaches about the stages of applying the phonetic method, and the researcher also conducted interviews with student representatives to measure the difficulties and benefits when the teacher applying the phonetic method in learning pronunciation. Apart from instruments to test students' understanding of applying the phonetic method, this research also uses an observation checklist to measure whether the teacher has applied the method correctly. The results of the research were that students felt more flexible and experienced improvement in pronouncing English words after applying the phonetic method and the weakness of applying this method was the lack of time to apply it, resulting in less than optimal results.

Keywords: Learning Method, Phonetic Method, Pronunciation

I. INTRODUCTION

Pronunciation is an important part of English. It focuses on creating sounds to convey meaning. In this component, pronunciation explains how a letter is pronounced, including pronunciation, intonation, and stress, often with respect to a certain standard of accuracy or acceptability.

Pronunciation is also one of the subjects in the English curriculum at IAIN Palangka Raya. This is a pronunciation course that takes place in an odd semester every year. This course is aimed at studying theory and correct pronunciation. In terms of pronunciation, suprasegmentals are one of many problems related to English pronunciation. Of course, with this course, we hope that English students can master English pronunciation better before teaching it to their students later.

To overcome the above problems, teachers must develop appropriate methods to create a fun learning environment when learning English. Combined with the teacher's teaching ability to suit the needs of implementing the method. A method is a method or path that must be followed to achieve certain goals. According to Saiful Bahri Djamarah explains that teaching method is an educational strategy as a tool to achieve expected goals. Meanwhile, according to Subada M and Sunarti, the method of presenting documents is a careful, systematic orderly plan based on a specific approach. Based on some of the above explanations, it can be concluded that a method is a presentation carried out according to a teaching method and a systematic scheme to achieve certain goals. When the stated goal is that students learn the lesson easily, effectively and efficiently then what is the learning goal that can be achieved. (Irma Manda Negara 2017.)

Phonetics involves the connection between sounds and their spelling. Higher phonetics builds on first level abilities (consonants, short vowels, silent e) and allows students to examine multisyllabic words with the most complex vowel and syllable patterns shop. It is also a test that evaluates structure (prefixes, suffixes,

roots) and mastery. Pronunciation in IAIN Palangka Raya must learn to speak and listen. Recognizing the importance of teaching English, teachers should prepare scheduled learning paths so that students can have a good learning experience. An educator's capacity is the ability to complete assigned tasks and is determined by the teacher's ability to teach both in terms of knowledge and skills that the learners themselves possess.

In this study, the author uses the phonetic method. In this case, the researcher tried to apply the phonetic method to the subjects of the English pronunciation course, so it was expected that students would acquire knowledge about the phonetic method. The phonetic method is a way to serve foreign languages through listening exercises, followed by exercises to pronounce words in sentences in the learned foreign language (Tayar Yusuf and Saiful Anwar, 1997:159). This study aims to apply phonetics to teaching pronunciation to students.

Based on the above context, the researcher can identify the following issues:

How is the phonetics method implemented to improve students' pronunciation?

Starting from the above research issues, the researcher set the following goals:

Describe the implementation of phonetics methods to improve students' pronunciation. The results of this study can be used as a reference for teachers in determining students' pronunciation levels and for future researchers who want to conduct similar research. This research can help students develop and improve their English pronunciation skills by applying phonetic methods. This will bring new, exciting and fun learning experiences to students so they don't get bored during class. For teachers, the research results can be used to help teach pronunciation to students through the alternative method of applying a phonetics approach. The author hopes that this research result can serve as a reference for other researchers and can continue further research.

This study focuses on students who are taking a pronunciation course in semester 1 of the 2022/2023 academic year of the English language study program at IAIN Palangka Raya. The researcher limited this study to find out how phonetics method can improve the pronunciation of suprasegmental words in semester 1 students of IAIN Palangka Raya.

1. Pronunciation

Pronunciation performs an essential function in the transmission of speech. For ease of understanding, we must pronounce our speech correctly. In everyday language, pronunciation is the way a language is spoken. Pronunciation refers to the production of sounds to create that meaning. This includes attention to the specific sounds of a language (segments), aspects of speech including intonation, phrasing, stress, timing, rhythm (metaphors). passage), vocal delivery (excellent voice) and, in the broadest definition, interest. to gestures and expressions that can be closely associated with the way we communicate through language (Yates, 2002). (Revelation, Dj. and Nur, 2021)

2. Suprasegmental

Many significant sound contrasts do not result from differences between phonemes. As the name suggests, suprasegmental features are speech features that typically apply to a group of segments or phonemes. Important features in English are stress, intonation, and sound changes in connected speech. There are two types of suprasegmental features. First is stress. Kreidler says that “stress is the degree of force with which a syllable is pronounced; In English, stressed syllables are louder and longer than unstressed syllables.

3. Phonetic method

The phonetics method, often called phonetics, is a method of teaching students the sounds of individual letters and the sounds of letter combinations. The phonetics method is a method used to learn to read that begins with introducing letter symbols by representing the sounds of the letters. Therefore, the phonetic method has the following functions:

- (1) Helps the learning process go smoothly because the phonetics method can clarify students by capturing information from the teacher,
- (2) This method can focus children's attention to arouse and increase students' motivation and interest in learning to read.,
- (3) This method can optimize the abilities of different senses
- (4) Students are more enthusiastic in the learning process (Ardyanti, W. 2015).

II. RESEARCH METHODOLOGY

In this study, the author uses qualitative research. A qualitative approach is research that produces results that cannot be achieved (obtained) using statistical procedures and other means. A qualitative approach was used because this study aimed to analyze the application of the phonetics method to pronunciation learning carried out by describing the identified research objectives. Description itself is the hallmark of qualitative research.

The research design used in this study is descriptive. The reason why the researcher uses the descriptive method is to provide the clearest description or description of a situation without dealing with the subject under study. The purpose of this descriptive research is to produce a systematic, realistic, and accurate description, picture, or fact sheet of the nature of the relationships between the phenomena under study.

The data of this study describe the improvement of students' pronunciation ability using phonetic method in pronunciation during semester 1 of IAIN Palangka Raya. The researchers collected data based on the student observation checklist during the first semester of English teaching for the 2022/2023 academic year at IAIN Palangka Raya. The data source used in the qualitative research method, the data obtained through qualitative data is in the form of a description of the results of observations and research activities. Primary data was collected in this study by conducting face-to-face interviews with the parties involved in the research being conducted. Selected informants are those who are considered capable of providing information related to the research topic and are expected to

facilitate the research process.

Research instrument is a tool used in this research to collect data so that it can be done systematically and easily. According to Arikunto (2016:78) can explain that research tools are the tools or means used by researchers to collect data so that their work is easier and the results are better or have accurate meaning, more complete and systematic so that researchers can process data more easily. . The research tools of this study, specifically:

1. Interview

Interviews have a fundamental role in finding the information needed to collect the data that the questioner answers. By conducting interviews, the researcher understands an individual's background and experiences. Consecutive questions were used by the researcher based on the number of questions prepared for the participants. Questions related to teaching and learning pronunciation in class.

The researcher used an interview sheet with several questions to interview the students, and the researcher recorded the interview. Questions related to teaching and learning pronunciation in class. According to Yunus, in order for the interview to be effective, there are several stages that must be passed, namely:

1. Introduce self
2. Explain the purpose of coming
3. Explain the interview material
4. Asking question

In interviews there are 2 types, namely:

1. In-depth interviews, in which the researcher is deeply involved in the life of the person being studied and questions and answers are conducted without the use of previously prepared instructions and are done many times.
2. Guided interview, in which the researcher poses the topic being studied in the form of questions using previously prepared

instructions. The interviewer is bound by pre-prepared questions.

2. Documentation

Documents are one of the available and accurate data sources. The researcher used teachers' lesson plans and textbooks as data sources to analyze whether they were appropriate for classroom activities.

III. RESULTS AND DISCUSSIONS

1. Pronunciation learning with *Phonetic method*

Before the application of the phonetic method is carried out in the classroom, findings in the field are that the teacher makes a learning plan first.

Learning Planning is a learning plan or activity for each learning unit or meeting. Planning consists of two parts, namely: first, mastery of learning concepts or theories including types of basic teaching skills. Second, physical preparation is related to learning facilities and infrastructure that will support the implementation of learning. One of the physical equipment that must be fulfilled in learning is making a Learning Implementation Plan (RPP) which consists of several elements which include objectives, materials, methods, media and evaluation. The learning created by the teacher is basically the first step in carrying out one type of teaching skill through learning English pronunciation.

The learning planning in learning pronunciation using the Phonetic method at IAIN Palangka Raya found by researchers in the field is:

- 1) Prepare a Learning Implementation Plan (RPP) as well textbooks.
- 2) Prepare materials related to the Phonetic Method.
- 3) Mastery of material by repeating before

teaching.

The phonetic method is a method that requires children to pay attention to the movements and positions of the vocal organs or other vocal organs so that the child can control muscle movements to create sounds. According to Tarmansyah (2010:93) that implementing the phonetic method requires children to pay attention to the movements and positions of the vocal organs so that they can control the movements of the vocal organs to form/produce.

The pronunciation teacher's assessment of the learning process through phonetics is that the phonetics learning method is considered effective because it can make students proactive in pronouncing each word. Data collection was carried out before and during the research process. This study was conducted by directly observing the implementation of the use of phonetics methods in pronunciation lessons. Regarding the results of the above interview, the teacher's role is not only to explain the material but also to help students understand the explanation of the material. Therefore, the learning process can take place in an effective and interesting way to bring good results.

2. Pronunciation Learning Procedures with phonetic method

The stages of using the Phonetic method in learning pronunciation at IAIN Palangka Raya found by researchers in the field are as follows:

- a) The teacher turns on audio containing English vocabulary in front of the class and the teacher repeats how to pronounce it, students listen carefully to the reading. Then repeat the reading by showing how to pronounce it.
- b) The teacher stops the lesson series if the lesson is considered complete and the students have followed it well and correctly. Then continue in the next series.
- c) After the reading lesson is finished. Then practice conversation

It can be done with friends in pairs and games or quizzes can also be held for one by one to try to pronounce the words in front of the class.

After listening to English teachers' answers about the process of learning English through the phonetic method, there are many things that need to be considered to improve the quality of students' learning such as techniques, models, methods. Law and strategy. To overcome the above problems, teachers must develop appropriate methods to create a fun learning environment when learning English. Along with the teacher's teaching ability, there is an opinion that it is necessary to apply this method. Method is the way or means taken to achieve a certain goal. Based on Saiful Bahri Djamarah explains that teaching method is a teaching strategy as a tool to achieve expected goals. Meanwhile, according to Subada M and Sunarti, the material supply method involves careful planning in a systematic sequence based on a certain approach.

In this study, the method used is the phonetic method. In this case, the researcher will try to improve students' learning outcomes in English subjects through the phonetics method, so that students acquire knowledge of phonetics methods, vocabulary, reading, speak and listen to it. The phonetic method is a way of presenting a foreign language through listening practice, followed by practicing pronunciation of sentences in the learned foreign language (Tayar Yusuf and Saiful Anwar, 1997:159).

Therefore, the author can conclude that this method is a method of presentation carried out within the framework of a systematic and schematic educational method to achieve certain goals. The goal is for students to learn lessons easily, effectively and efficiently so that they can achieve their learning goals. In particular, the phonetic method can be very useful for teaching pronunciation in the classroom.

3. The Reason for implementing phonetic method in pronunciation learning

The researcher concluded that the reason given by the teachers of the IAIN Palangkaraya pronunciation course for the 2022/2023 school year when implementing the phonetics method was to attract students' attention and interest, while also increasing students' enthusiasm and courage when monitoring pronunciation. was taken out by the teacher. Based on the results of the researcher's interviews with pronunciation teachers, it can be concluded that the implementation of using the phonetic method in learning pronunciation is carried out using pre-prepared and prepared procedures or steps. Plan carefully. According to the teacher's assessment, choosing an interesting, not boring method is the ability to apply the phonetic method and the reason, the goal of applying the phonetic method is for students to be proactive. Pronunciation and interest in participating in the learning process. Study process. The choice to apply the phonetics method is considered very appropriate, so it is hoped that it will be easier for teachers to ensure learning and of course relevant teachers will continue to make efforts to optimize the learning process. Practice to keep students interested. And actively participate in the learning process and can achieve good results as expected.

4. The problems in implementing phonetic method in pronunciation class

Based on the results of interviews with lecturers who teach pronunciation at IAIN Palangka Raya, the drawback of applying this phonetic method is that it has to be carried out for a long time. Meanwhile, the course hours are limited so that it is constrained in controlling the time. The application of this phonetic method requires students to be active, independent, and the teacher provides examples and corrects student mistakes. So, sometimes teachers lack time to provide maximum feedback for students.

III. CONCLUSION

From the results of this research, the author concludes that the attractiveness of using the phonetic method is one of the reasons why this method is used. The process of applying the phonetics method is carried out and implemented for the right purpose. The teacher has tried to prepare and provide the best for the learning process so that it can be done correctly and in the right direction. Using this phonetics method will help students be more proactive in the learning process to improve motivation and learning results.

Favorable factors for using the phonetic method in learning pronunciation at IAIN Palangkaraya are that the phonetic method is an interesting method, requiring learners to listen and pronounce. so that students have the courage to try and the teacher's role is to give feedback to students who have difficulty or mispronunciation. to be able to fix the error immediately. it makes students more courageous to try.

The factor that hinders the implementation of using the phonetic method in learning pronunciation at IAIN Palangkaraya is the limited time to apply this method. The pronunciation course only lasts 90 minutes, so it is estimated that it lacks the necessary application of phonetic methods to explain, give examples, try and correct pronunciation errors for students.

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