

Correlation between Segmental Phoneme Pronunciation Accuracy and Verbal Performance

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ABSTRAK

Artikulasi fonetik segmental memainkan peran penting dalam kinerja bahasa siswa. Tujuan dari penelitian ini adalah untuk menunjukkan apakah ada korelasi antara akurasi. Pengucapan fonem segmental dengan keselarasan bahasa verbal Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian. Korelasi, Sampel diambil secara acak atau proporsional dari setiap shift. 30 siswa sekolah menengah berpartisipasi dalam pemilihan acak parsial. mengumpulkan keterampilan. Data pada dua variabel dengan tes berbicara yang berbeda. Hasil analisis statistik korelasi product moment memiliki nilai $r_{hitung} = 0,855$ dan r_{tabel} adalah 0,361 pada taraf signifikansi 0,05, maka $r_{hitung} > r_{tabel}$. Koefisien determinasi sebesar 0,731 yang berarti rendemen sebesar 73,1%. Secara linguistik ditentukan oleh pengucapan fonem segmen yang benar, sisa 26,9 ditentukan oleh faktor lain. $t_{count}(8.69) > t_{table}(1.701)$ membuktikan keberadaannya. Korelasi yang signifikan. Hasil penelitian ini menunjukkan adanya hubungan. Perbedaan yang signifikan antara akurasi pengucapan fonem segmental dan kinerja siswa. Dari mulut ke mulut itu sebabnya guru perlu lebih memperhatikan. Pemahaman fonemik parsial untuk menghindari kesalahpahaman yang mendalam.

ABSTRACT

Segmental phonetic articulation plays an important role in students' language performance. The purpose of this research is to show whether there is a correlation between accuracy. Pronunciation of segmental phonemes with the harmony of verbal language in English. This study used a quantitative approach to the research design. Correlation. Samples are taken randomly or proportionally from each shift. 30 high school students participated in the partial random selection. collect skills Data on two variables with different speaking tests. Results of statistical analysis. The product moment correlation has value $r_{count} = 0.855$ and r_{table} is 0.361 at a significance level of 0.05, then $r_{count} > r_{table}$. The coefficient of determination is 0.731 which means the yield is 73.1%. Linguistically determined by the correct pronunciation of the segment phonemes, the remaining 26.9 are determined by other factors. $t_{count}(8.69) > t_{table}(1.701)$ proves its existence. Significant correlation. The results of this study indicate a relationship. Significant difference between segmental phoneme pronunciation accuracy and student performance word of mouth. That's why teachers need to pay more attention. Partial phonemic understanding to avoid deep misunderstandings.

INTRODUCTION

Speaking English is closely related to pronunciation. when students ask to practice conversations or texts in English, teachers you will also need to improve your pronunciation, words or sentences. meaningful activity they say that pronunciation is the sound production of the words we speak. Use it to communicate with others to convey meaning (Prawiyata & Barus, 2021). Pronunciation features such as intonation, emphasis, and pauses. These are "dialogue cues" that help listeners understand the plot. Conversation. Because this technology is one of the important every human being in the world should know what that word sounds like. Because communicate their purpose accurately in their message. Besides that, to improve students' pronunciation they can get it innate ability to improve one's abilities while learning at school.

In English learning, we as teachers must focus on quality. Students can do something. So we need to develop our capabilities. In English if possible. with the ability there there are many areas that can be improved to increase compatibility. Researcher demonstrates oral performance of students in English. That as mentioned earlier, oral performance is the use of that language.

In practice, in certain situations where students have to demonstrate understand and apply knowledge orally. Students will be asked questions. To demonstrate your ability to speak the target language in any way oral. Therefore, students need to participate more actively in class. With a student's 'shoe shape' is expected to have a major impact on their development. Their english preliminary study of

Al-Jannah High School 10th and 11th grade students twelve had problems with her appearance. This is based on the results of some interviews with english teachers high school student. According to my English teacher, there are some problems students have been shown to have an impact on their language skills. Student I am confused about the pronunciation performance and accuracy of segmental phonemes in English. They don't understand some and have a lot of trouble pronouncing them. A segmental phoneme is a consonant or vowel sound. this problem in Indonesian, there are partial phoneme differences among students, and English (TL). Here are the English consonant phonemes. It is different from Indonesian. So, based on the problems of high school students segmental phoneme accuracy is required to support this. Oral performance. Achieving segmental phoneme precision is not critical easy. Segmental phonemes are an important part of production and comprehension. This has a huge impact on language clarity phonological awareness means "recognition of the sound structure of words." The ability to manipulate the sounds of words" (Brown, 2000).

When it comes to phoneme recognition, the specific components are: The Umbrella of Phonological Awareness. Hence it is called phonemic awareness. "The child identifies or phonemic manipulation of verbally presented words". Respect It includes several components such as erasure along with phonological awareness phonemes, phoneme classification, phoneme segmentation, sound mixing, recognition syllable and prosody recognition. young students showing each these components with the help of spoken language. very interesting to note the development of expressive and receptive spoken language in young learners is when you enter the preschool stage, you are very critical. As a result, early reading skills begin in a phonological background. Beginning of formal education of students. L2 learners use segmented and supra-segmented English.

Improved due to the development of the L2 phonological system. This problem this suggests a strong correlation between the development of participants' phonological systems, students with enhanced learning L2 voice capabilities. important to teachers second language phonology to develop educational practices of voice functions english to improve pronunciation for L2 speakers higher education stakeholders must provide teachers. Cognitive training and theoretical pronunciation entails the use of an interactive learning environment. Develop the age-old practice of phonological education. based on abdelrahim (Chaira, 2015), Development Education Program these experts are considered powerful learning tools for: Develop teachers educationally and professionally.

THEORETICAL BASIS

Researchers have found that inaccurate segmentation generation confused and misunderstood. So, practice using: Improving segment feature acquisition can help students create outcomes. Because it is more accurate and easier to understand, researchers study. The researchers chose the title "Correlation between Phoneme Pronunciation Accuracy". Partial verbal performance (classes X, XI and XII) odd school year 2019/2020 SMA Al-Jannah Cibubur).

Language skills are generally considered to be closely related to self-confidence because confidence helps you avoid fear and become a better person. Students are actively involved in expressing themselves and speaking out they are fluent (Brown, 2000) and actively initiate communication (Brown, 2004). This complexity clearly describes the relationship between performance language tests and functions very difficult language performance is an activity. Orally to establish context dependence. These include: Participate in and interact with communicative activities. Oral performance is the student's ability to use language english, in order for students to be able to speak, anxiety must be reduced, communicate using body language and appropriate techniques social conversation. Segmental phonemes are an important part of language production and understanding. Inaccurate segmentation can lead to confusion and misunderstanding. So use incremental movements. Segment feature acquisition can help students create more outcomes.

accurate and easy to understand the correct pronunciation of segmental phonemes in English is activities that involve an important part of language production. Division being accurate leads to a huge factor in understanding and clarity. to the decision pupil segment phonemes should also focus on front vowels, middle vowels and back vowels. Place of articulation and mode of articulation. As mentioned earlier, researchers pronounce English segmental phonemes correctly.

Lead verbal activities. they will gain confidence use the target language. And it will affect their ability in oral performances. Based on the above description, the researchers hypothesize: relationship between students' accuracy in pronouncing segmental phonemes in language english with voice performance.

RESEARCH METHODS

The purpose of this study is to see if there is a positive relationship, correct pronunciation of segmental phonemes and students in grades 10 and 11 at Al-Jannah High School who are in odd-numbered terms for the 2019/2020 school year and 12. This study uses a quantitative approach of correlation type. Determination of research topic using proportional stratification technique random sampling. The sample for this study was 30 students from the population, 40 students from grades 10, 11 and 12 of SMA Al-Jannah during the study period from august to september 2019. The tool used was a verbal test for two variables: accuracy segmental phoneme pronunciation and language performance. Study data were analyzed using linear regression techniques. linearity test model Used to determine if a linear model is available. Predicting the Relationship Between Accuracy and Performance of Segmental Phoneme Pronunciation verbally.

RESULTS AND DISCUSSION

Results

The sample used in this study was 30 students in grades 10 and 11,12 are data sources and are expected to represent populations exists. Scores or results were obtained from a sample of 30 students. Propagation and performance testing of students' segmental phoneme pronunciation accuracy oral. Nice and sincere, dare to express an idea or opinion and communicate with the environment. According to Ela (2012), movement and song play an important role in child development. Music can provide children with balance in their lives, and humans can express their thoughts and feelings and take control of their emotional side. Songs are part of music. Singing is a favorite activity for children because it is a tool to express thoughts and feelings for communication. It is expected that the singing method will attract children's interest so that they can enjoy English learning activities without burden. By making children like the learning methods used, we hope that the learning process will go well so that children do not feel bored, do not get bored and do not struggle to master vocabulary. When children are interested in learning using singing, each step of learning can be easily followed, allowing children to easily master and memorize English words (Miranti, et al., 2015).

Discussion

Based on the calculation results of the product moment correlation test and t test on variables correct pronunciation of segmental phonemes and verbal performance is invaluable $r_{count} > r_{table}$, namely $0.855 > 0.361$ and based on the results of the t test it has a value $t_{count} > t_{table}$, namely $8.69 > 1.701$. So it can be concluded that there is relationship between the correctness of pronunciation of segmental phonemes in performance oral. The results of this study are in line with the results of previous studies (Thabit, S. Y., & Ahmed, 2015) who analyzed the phonology of phonemes as segments including consonants and their allophones, consonant clusters, and vowels with their allophones which can work in complementary distributions or in one-independent variations each other, next to the sound in context to indicate how it sounds generated quickly. Thabit and Ahmed's research (2015) shows various

subtypes of this phonological process such as assimilation combine, omit syncope, and epenthetic intrusion.

Language is also seen as an aid to the child in thinking about what the people around him are doing and how he should be doing it. Vygotsky himself sees language as a way for a child to digest concepts about how to pay attention to something, remember what has been learned, provide classification, plan, solve problems, and think about the child's (individual) world. considered (Fakhruddin, 2015).). In fact, children's language development begins at birth with the simplest language, a pre-language called "crying." Development of a form of "chattering/chattering", simple words/sentences that involve body movements/states to complement speech. Children use sounds and language to represent objects or events. Language allows children to communicate with others about events that have happened to them (Piaget, in Mukhlisah, 2015).

English plays an important role in the teaching and learning process at school and at home. In English learning, appropriate learning methods are needed to increase students' interest and desire to use English in fun and interesting learning activities. The English language instruction given to students has the goal of enabling them to use English fluently and communicate in writing in accordance with their social context (Depdiknas, 2003). A student's English skills include listening, reading, speaking and writing skills. The aspect developed in Early Childhood Education (PAUD) is the aspect of behavioral development through habituation, which includes the development of basic abilities including physical development as well as social, emotional, independence, moral and religious values. Motor, cognition and language (Arikunto, 2007).

The language children use is the language they possess and develop as a result of processing. Children's language development is also influenced by the community environment in which they live. This means that the process of forming a personality through social interaction gives special characteristics to the use of language. Along with living in the wider community, children engage in the learning process at school (Susanto, 2011).

Other studies have stated that the benefits of acquiring a foreign language early are in terms of flexible intellectual, academic, linguistic and social skills. Also, these children tend to be more mature and ready when entering social contexts with different languages and cultures. So that children grow up to be talented people with high qualifications and achievements. Learning a foreign language from an early age also develops a child's understanding of their own language and culture. The reason for this is increased access to foreign languages and cultures. However, learning English in Indonesia is different from learning English as a second language. Countries that use English as a means of communication are more supportive than Indonesia because it is easier for children to find an English-speaking environment.

Essentially, children will learn a foreign language well if the learning process takes place in a context that is communicative and meaningful to them. For children, these contexts include experiencing social situations, culture, games, songs, fairy tales, arts, crafts, and sports. One of the learning methods used by English kindergarten teachers in Sukolilo District, Surabaya City is to use movements and songs. According to Hidayat (in Miranti, et al, 2015), songs that are good for kindergarteners are short sentences, easy for children to remember, have an educational mission, and according to the characteristics of the community. The tones used are easy for children to master. Also, learning English should aim to get to know the language in general. The goal is to understand how children speak.

CONCLUSIONS AND RECOMMENDATIONS

Correlation values can be found based on the results of research on variables X and Y between the two variables, $0.855 > 0.361$, which means that r_{count} is greater than r_{table} . Researchers analyzed that there was a positive and significant correlation between Student's segmental phoneme pronunciation

accuracy according to language performance them.

Researchers found that students' language skills It increases with the accuracy of the student's segmental phoneme pronunciation if the student is not. Students who have correct pronunciation of segmental phonemes in English Language skills are impaired. pronunciation accuracy Segmental phonemes are an important component of language performance. That Accuracy of segmental phoneme pronunciation correlates with language performance. student speech. This is supported by Matthew's previous work. "The use of oral exercises is highly recommended.

Improve the accuracy of students' English pronunciation. they can just Learn how to translate abstract symbols into your language. It makes sense when it is sensitive to the smallest units of spoken language. phoneme. Therefore, in kindergarten, children begin to practice recognition. Phonemes, splitting words into phonemes, mixing phonemes into words. so, The same concept as following high score results is correct." means precision Segmental phoneme pronunciation correlates with language performance student.

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