DISCOVERING STUDENTS' ABILITY IN PRONUNCING TWO SYLLABLE ENGLISH WORDS

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Abstract: Pronunciation ability is a crucial aspect of language learning. The capability to articulate words correctly significantly influences comprehension and communication in the target language. The aim of this study is to find out the ability of eight grade student of SMPN 1 Kampar ability in pronouncing English words that consist of two syllables, which consists of 23 students in total. The writer used cluster random sampling technique to determine the sample. The samples were 23 students. The instrument was a test which consisted of 50 items. The frame of the test consist of knowledge test by using cassete and sound system. The student will listed to 50 sections, each section contains two-syllable English words. Each word in the pair will have a similar sound. By carefully listening to the words, the students will discern whether the pair of words has the same or different sound. The findings show that the ability in pronouncing two-syllable English words of eight grade students of SMPN 1 Kampar, the students' ability is on the good level with 68 percentage. But if we look at the schools minimum passing criteria with 80 score only 30% students who can pass it. This is a very bad condition because if less than 50% students can reach the minimum passing criteria then learning can be said unsuccessful. This is caused by the lack of listening and pronunciation practice carried out at school. However, the students are suggested to engage in additional practice and exercises in order to enhance their ability to speak with proper pronunciation. Furthermore, the teachers are expected to be able to provide better teaching and learning to improve students' pronounciation abilities.

Key Words: Discovering, Pronounciation Ability, Two-Syllable Words

MENEMUKAN KEMAMPUAN SISWA DALAM MENGUCAPKAN KATA BAHASA INGGRIS BERDUA SUKU KATA

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Abstrak: Kemampuan pengucapan merupakan aspek penting dalam pembelajaran bahasa. Kemampuan untuk mengartikulasikan kata-kata dengan benar secara signifikan memengaruhi pemahaman dan komunikasi dalam bahasa target. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa kelas delapan SMPN 1 Kampar dalam mengucapkan kata-kata Bahasa Inggris yang terdiri dari dua suku kata, yang terdiri dari total 23 siswa. Penulis menggunakan teknik cluster random sampling untuk menentukan sampel. Sampelnya adalah 23 siswa. Instrumennya adalah tes yang terdiri dari 50 item. Kerangka tes terdiri dari tes pengetahuan dengan menggunakan kaset dan sistem suara. Siswa akan mendengarkan 50 bagian, setiap bagian berisi kata-kata Bahasa Inggris dua suku kata. Setiap kata dalam pasangan akan memiliki suara yang serupa. Dengan mendengarkan kata-kata dengan cermat, siswa akan mengetahui apakah pasangan kata memiliki suara yang sama atau berbeda. Temuannya menunjukkan bahwa kemampuan dalam mengucapkan kata Bahasa Inggris dua suku kata dari siswa kelas delapan SMPN 1 Kampar, kemampuan siswa berada pada tingkat yang baik dengan persentase 68. Namun jika kita melihat kriteria kelulusan minimal sekolah dengan skor 80, hanya 30% siswa yang dapat lulus. Ini adalah kondisi yang sangat buruk karena jika kurang dari 50% siswa dapat mencapai kriteria kelulusan minimal maka pembelajaran dapat dikatakan tidak berhasil. Hal ini disebabkan oleh kurangnya latihan mendengarkan dan pengucapan yang dilakukan di sekolah. Namun, siswa disarankan untuk terlibat dalam latihan dan latihan tambahan untuk meningkatkan kemampuan mereka dalam berbicara dengan pengucapan yang tepat. Selain itu, guru diharapkan mampu memberikan pembelajaran yang lebih baik untuk meningkatkan kemampuan pengucapan siswa.

Kata Kunci: Menemukan, Kemampuan Pengucapan, Kata-kata Dua Suku Kata

INTRODUCTION

English is widely utilized on a global scale as a means of both oral and written communication, encompassing the composition of newspapers, magazines, scientific literature, and technological publications. The prevalence of English usage is evidenced by the substantial number of individuals worldwide who are fluent in the language.

In Indonesia, the English language holds the position of a mandatory foreign language that necessitates acquisition by students at various levels of education, ranging from elementary school to college. The presence of English as an integral part of the curriculum, particularly at the senior high school level, is evident.

According to Zuhriyah (2017), speaking serves as a means for individuals to articulate thoughts and ideas, and to engage in interpersonal communication through verbal means. When referring to speaking, it encompasses more than simply uttering words from one's mouth; rather, it involves effectively transmitting a message orally. In the realm of speaking, several aspects come into play, including pronunciation, grammar, vocabulary, fluency, and comprehension. Of particular significance is pronunciation, as it assumes a pivotal role in facilitating effective communication. Pronunciation pertains to the articulation of words utilized to establish meaningful exchanges with others.

Generally, a significant number of individuals who are acquiring English as a non-native language encounter challenges when it comes to articulation. The challenges arise from the complexity associated with enunciating unfamiliar sounds encountered by students during the process of acquiring a foreign or secondary language, as well as the target language. For a considerable number of learners, generating plosive sounds presents a formidable obstacle. This difficulty can be attributed to the influence of their cultural background and linguistic habits in their primary language. That is the reason why numerous Indonesian students encounter challenges in acquiring proficiency in certain English phonemes, as they are unable to identify the corresponding English phonetic characteristics within their native language.

Recognizing the significance of proficient pronunciation, especially in the initial stages of language acquisition, has been a distinct focus in foreign language education. Prior research has explored pronunciation issues in various linguistic contexts and age groups.

However, few studies have specifically concentrated on students' pronunciation proficiency of words with two syllables. This focus becomes pertinent given the intricacies involved in pronouncing multi-syllable words. Hence, this research centers on the pronunciation of two-syllable words by eighth-grade students at SMPN I Kampar.

Based on the aforementioned context, the author exhibits a profound interest in scrutinizing the acumen of students in terms of pronouncing words consisting of two syllables, as demonstrated by eighth-grade students attending SMPN 1 Kampar.

RESEARCH METHOD

This study is using qualitative method to analyze the data. Descriptive survey is to be used as it aims to describe the nature of conditions that already exist. The research is conducted at SMPN 01 Kampar. The writer selected the participants for gathering the data by using 20 word stresses based on Pronunciation Intensive Academic Program Book. Sound is chosen as the linguistic component to analyze the data. In this research, stress refers to the supra-segmental features of sound.

The population of this research is the eight grade students of SMPN 1 Kampar with the total 177 students. There is 6 class that exists in SMPN 1 Kampar that has - +29 students in each class. A sample is defined as the multiple subjects of a study such that the subjects represent the larger group from which they were selected (Arikunto, 2006). The writer will do a cluster random sampling that using lottery for each class leader to pick. The writter will choose one of the class based on the lottery results.

For qualitative research, the writer will using "Pronunciation Test in the Concept of Discrete Point" Approach by (Deasy, Punggulina, and Ani) in "Language Assessment Development" website. The writer will use "Sound comparison Test" that using +50 two-syllable words. The test-takers listen to a pair of two-syllable words and indicate whether they has same or different pronunciation.

The instructor shall distribute a lottery ticket to the class leader of each class. Six lottery tickets will be provided, corresponding to the number of classes of eighth-grade students. Classes that receive an empty lottery ticket shall not be eligible to participate in the task, while classes that receive the correct ticket shall be eligible to participate in the test.

The instructor shall administer a listening test to all students in the selected class. This test will consist of 50 sections, each containing a pair of two-syllable English words. Each word in the pair will have a similar sound. By carefully listening to the words, the students will discern whether the pair of words has the same or different sound.

From the results of these calculations, the results of the average percentage of all respondents are then converted back into the quality category of students' ability to differentiate between two syllable words, so that conclusions can be drawn later. The final decision calculation is based on the range of scores obtained by category according to Arikunto (2009):
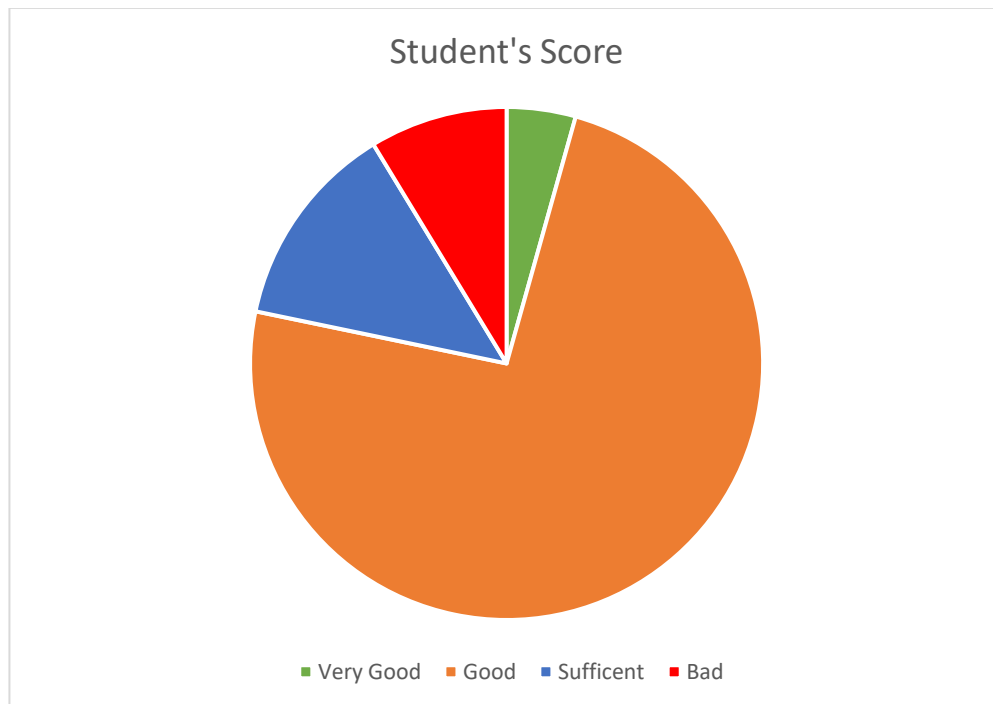
Table 1. Interpretation of Mean Score

Percentage	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Sufficient
21% - 40%	Bad
0% - 20%	Very Bad

$$M = \frac{\sum fx}{N}$$
$$M = \frac{1569}{23}$$
$$M = 68 \text{ (Good)}$$

Student's Score

■ Very Good ■ Good ■ Sufficent ■ Bad

Based on the data above, the author concludes that students' ability to differentiate pronunciation of two syllables words is at the good level with an average score of 68 based on the Interpretation of Average Score by Arikunto (2009). From this data, there were only 1 students (4.35%) who achieved the very good category, 17 students (73.91%) in the good category, 3 students (13.4%) in the sufficient category and 2 students (8.70%) in the bad category.

However, when we compared with the school's minimum passing criteria scores, out of 23 students, only 7 students (30.43%) passed. This is at a bad level. The highest score only reached 82, not far from the minimum passing criteria and the lowest score was 26. This is caused by the lack of listening and pronunciation practice carried out at school. Based on the results of small interviews conducted the writer with several students about the activities that the students learn when learning English. They said that they focused more on learning speaking and grammar they rarely did listening activities and never studied pronunciation in class.

SUGGESTION AND RECOMMENDATIONS

Suggestion

The students ought to engage in additional practice and exercises in order to enhance their ability to speak with proper pronunciation. Furthermore, it is crucial that the students are instructed on how to discern the nuanced differences in pronunciation between words, which will contribute to their ability to speak with good pronunciation. By successfully speaking and effectively distinguishing the pronunciation of words, the students will greatly improve their comprehensibility and be capable of cultivating an English-speaking environment akin to that of a native speaker.

Learning a language is not good if you only focus on some aspects. If you just only focus on their grammar and speaking ability their ability will not be good, don't just focus on these two things. English has four skills that must be mastered, namely listening, speaking, writing and reading. If you just teach the students only grammar and speaking the other skills will be overlooked. The students also need to get enough training and practice in other skills. For example, if the students rarely get listening practice, they will not understand how to pronounce and distinguish words that have similar pronunciation. The four English skills are very closely related. For this reason, teacher should provide more practice and training for each skills that the students must learn.

Recommendations

For the future writers who wants to carry out similar research, you can use this research as a reference to develop various topics related to students' pronunciation ability.

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