

Students' Perception Of Presentation Activities In Learning English Phonology

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ABSTRAK

This research aimed to find out the advantages of presentation activities in learning english phonology. Descriptive qualitative method was used in this research. Data were collected using an interview to gauge the students' perception of presentation activities in learning english phonology. The population of this research was ten students from TBI 1 in Islamic State University of North Sumatera. The research finding shown that the students had a highly positive and positive attitude about the use of presentations in English phonology lessons. The students believed the presenting activities were educational and helpful in developing their English pronunciation and vocabulary. It could be concluded that the use of presentation activities in learning english phonology gave some advantages to the students at TBI 1.

ABSTRACT

Membantu siswa meningkatkan kualitas pembelajaran merupakan salah satu tujuan penting umpan balik dalam proses belajar mengajar, khususnya dalam kegiatan menulis. Dalam studi literatur ini, tujuannya adalah untuk mengkaji bagaimana guru dapat memberikan umpan balik yang efektif dalam kelas menulis. Untuk mencapai hal tersebut, beberapa pendapat ahli dan penelitian sebelumnya tentang umpan balik untuk keterampilan menulis telah dikumpulkan dan disusun menjadi beberapa strategi yang dapat digunakan guru untuk memberikan umpan balik yang efektif dalam kegiatan menulis. Dari penelitian ini, ditemukan bahwa umpan balik yang efektif dari guru dapat membantu siswa mengidentifikasi tingkat kemahiran dan kelemahan mereka dalam menulis. Dengan mempertimbangkan kebutuhan dan tujuan menulis siswa, umpan balik yang diberikan dapat membantu siswa mengevaluasi pencapaian mereka sendiri dan memperbaiki kelemahan untuk meningkatkan keterampilan menulis mereka. Guru dapat memilih jenis umpan balik tertentu berdasarkan tujuan penulisan dan kebutuhan siswa. Oleh karena itu, diharapkan guru dapat memberikan umpan balik yang efektif untuk meningkatkan motivasi siswa dalam meningkatkan keterampilan menulisnya. Selanjutnya, penelitian selanjutnya diharapkan dapat memberikan informasi tentang umpan balik lisan dan tertulis dalam kegiatan menulis.

INTRODUCTION

English Phonology is the study of the sounds used in the English language. It focuses on the organization and patterns of sounds, known as phonemes, and how they combine to form meaningful words. Phonology examines the sound system of a language, including the individual sounds, their pronunciation, and the rules governing their distribution and sequencing. The phonological structure of English is complicated, with many different phonemes and detailed usage restrictions. Additionally, it shows a lot of variety between dialects and regional accents. Linguists and language learners who study English phonology have a better understanding of the language's complex sound patterns, how they affect meaning and communication and also the pronunciation.

Language pronunciation has always been considered a fundamental component of learners' competence. One of the most crucial aspects of spoken language is pronunciation. It is significant because it demonstrates how speakers and writers enunciate words. Many persons who are learning the English language frequently pay little attention to their pronunciation. Despite having English as a subject in school, most pupils frequently make mistakes, for instance when speaking, listening, reading, and writing. Pronunciation and phonology are inextricably linked.

Fromkin (2003:20) asserts that learning the English pronunciation is crucial. All voice sounds are components of language. People know a certain language and know the sound and how to make it. Pronunciation is a means to make sense. It consists of several segments and aspects of language such

as intonation, phrasing, stress, timing, rhythm, voice quality and also gestures and expression in a language. Several researchers have conducted studies related to this topic. In general, Dalton and Seidlhofer (2001:3) define pronunciation as the creation of meaningful sounds.

Syafei (1988:1) claims that there are two steps involved in pronunciation. It involves both the generation of sounds and their recognition, he claims. He continues, "A student is faced with the problem of producing the sounds as well as the problem of recognizing and discriminating the sounds." It is possible to dissect pronunciation into its component pieces (Kelly, 2006:1). one of the learning strategy usually uses in class for english phonology or pronunciation is presentation activities.

Here are some steps to affectively present activities to your audience:

- (1) Provide Context: Begin by giving a brief overview of why the activities are relevant and how they tie into the main topic of your presentation. Explain the purpose of the activities and how they will help reinforce the concepts or engage the audience.
- (2) Clear Instructions: Clearly explain the instructions for each activity, including any materials needed, the steps to follow, and the expected outcome. Break down the instructions into simple and concise language to ensure understanding.
- (3) Demonstration: If applicable, consider demonstrating the activity yourself to show the audience how it should be done. This can help clarify any confusion and give participants a visual reference to follow.
- (4) Divide into Groups: If the activities involve group work, provide guidance on how to divide the audience into smaller groups. Assign clear roles or tasks to each group member to ensure everyone is actively involved.
- (5) Establishing Credibility : Share your expertise or experience on the topic to establish your credibility as a presenter. This helps build trust and enhances the audience's confidence in the information you are presenting.
- (6) Audience Engagement : Encourage audience participation right from the start. This can be done by asking a question, conducting a quick poll, or involving them in a brief interactive activity. Active audience engagement creates a dynamic and inclusive presentation environment.

In this research, the researchers aim to find out the advantages of using presentation activities in learning english phonology.

THEORETICAL BASIS

The discussion upon communicative tasks was highlighted in 1986 by Doughty and Pica. They believed that interaction was meaningful by which the students could exchange information. In its development, Nunan (1991) claimed that communicative tasks refer to activities that make the students interact outside the classroom. The activities should be authentic to accommodate the students to develop their English proficiency and their social and psychological skills. The given activities should also refer to a specific theoretical or empirical basis. For example, instead of delivering grammatical formulas of past tense to the students, a teacher could give an activity of a dialogue between two students talking about their happy memories. Besides that, several characteristics can be used to approach language teaching, such as (1) The insistence on learning to communicate through interaction in the target language. (2) Introducing authentic texts into a learning situation. (3) The arrangement of opportunities for students to focus on the learning process, not only on language itself. (4) Improving students' experience is an essential thing to classroom learning. (5) There is an attraction to the link between classroom language and language activation outside the classroom.

Currently, communicative tasks in ELT classrooms tend to use task-based learning. Littlewood (2013) explained that communicative tasks need to be understood in the context of task-based learning (TBL), which can be understood as developments in communicative tasks. In this way, students often negotiate meaning in communicative tasks that use various strategies to reach consensus, such as comprehension questions, clarification checks, rearrangements, etc. Howe Ahmed (2017) claims that there are several exposures related to the authenticity of language that occurs when used naturally during learners, such as (1) Reading books, magazines, articles, product labels, etc. (2) Listening to small talks such as listening to recordings, radio, etc. (3) Watch English-language movies or television channels. (4) Live in a place where most people use the language. (5) Listening to the incidental language used in class. (6) Read the language snippets found on notices, posters, etc., around the classroom. It means that communicative tasks are a learning method that can make it easier for students to learn languages from anywhere, including things around them such as radios, posters, etc. ver, practical communicative tasks can be achieved by implementing multiple tasks.

METHOD

The purpose of this study is to ascertain the advantages of using presentations as learning models in phonology classes. The qualitative descriptive approach is used in this study. The qualitative method is an approach to analysis that uses words or phrases divided into categories to get the appropriate result. Research designed to study the situation in the form of a research report is known as descriptive research. Contrary to experiments, qualitative research approaches focus on situations found in the real world. Interviews were employed as the study's instrument by the researchers. Student interviews are done to gather data. Researchers conducted direct interviews with 10 students and asked them five questions relating to the research questions. The participants of this research were 10 students from class TBI 1 fourth semester at State Islamic University of North Sumatera.

RESULTS AND DISCUSSION

Students' Perception on Presentation Activities in Learning English Phonology

The students' perceptions were investigated to find out how useful presentation activities are in learning English phonology. The first finding was students' perception on presentation activities in learning English phonology which was analyzed from the data of the interviews. Based on interviews conducted with 10 students from class TBI 1, there were quite positive results regarding the use of presentations in learning English phonology. Here's an explanation of each question ,

1. Do presentation activities help students to understand pronunciation better?

This query received an excellent response. employing presenting activities in learning phonology and improve word pronunciation, 8 out of 10 students reported a perceived improvement. Students claim that giving presentations allows them to directly practice their pronunciation. This enables pupils to practice and enhance their pronunciation of English vowel and consonant sounds. Another remark made by pupils is that the presentation enables them to make the proper speech sounds.

2. Is there an improvement in student intonation with the use of presentations in learning English phonology?

Students' responses to this question are good. Six out of ten pupils reported a perceived improvement in their speaking tone. According to student statements, precise tone and stress on words in sentences are required for presentations. Students can practice distinguishing between statement sentences, question sentences, and exclamation sentences by conducting presentations. The presentation also improves students' ability to emphasize key terms in the presentation and increases their grasp of how to pronounce the words appropriately in the appropriate context.

3. Do students become more confident in pronouncing English words with presentations?

The pupils' response was quite positive. This presenting activity increased the confidence of 7 out of 10 pupils in pronouncing English words. Students' answers are as follows: Making presentations in front of people will instill confidence in speaking English. Presentations can help you overcome nerves and become more comfortable speaking in English.

4. Do presentation activities improve students' English vocabulary?

The pupils had an excellent answer. Presentations helped 9 out of 10 pupils enhance their new English vocabulary. According to student statements, you will seek for acceptable words to express ideas and facts clearly when preparing presentation materials. Presentations are a great way for kids to enhance their English vocabulary and practice pronouncing new words correctly.

5. Do presentation activities improve students' phonological awareness?

The pupils' reaction was positive; 8 of them agreed that the presentation improved their phonological awareness. Students will learn to detect and discriminate between particular sounds in English and enhance their ability to generate these sounds appropriately, according to student statements. This can assist pupils better comprehend the English phonological system as a whole.

CONCLUSION AND SUGGESTIONS

Conclusion

According to the questionnaire results, those students had a highly positive and positive attitude about the use of presentations in English phonology lessons. No student, on the other hand, has a negative viewpoint. The students believed the presenting activities were educational and helpful in developing their English pronunciation and vocabulary. Finally, this study advocated presenting activities as a learning technique for English phonology teachers and students. The positive attitude regarding the

use of Presentation activities as a factor to consider while using this model in English phonology classrooms. However, further research with a bigger sample size is required to have a better grasp of the students' perspectives and to establish the benefits and downsides of presenting activities for learning English phonology.

Suggestions

The students believed the presenting activities were educational and helpful in developing their English pronunciation and vocabulary. It could be concluded that the use of presentation activities in learning English phonology gave some advantages to the students at TBI 1.

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