Phonological Analysis in Delivering Stories through Video Recording

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ABSTRACT

Postulating the language as means of communication playing crucial role in our daily lives is truly indisputable. A lot of problems occurred in the field of phonology by the students in delivering their speaking performance. This research is intended to analyze the phonological error in the second semester students in performing stories in the form of speaking. The kind of this research is classified as qualitative research which focuses on analyzing students' utterances, particularly in terms of English phonology. In this study, the data were collected in the form of video-recorded speaking performance and written transcription by the subjects of the research. Furthermore, after a careful and detailed analyzing process by the researcher, it is concluded that most students made several phonological errors in pronouncing some English words. The result of the study showed that diversity of language skills and components particularly pronunciation, fluency, and accuracy is dominantly due to the previous educational background, students' motivation in learning, the intensity of students' exercise, students' current efforts in learning English, and having a grit. By having a grit, the students have passion and perseverance to train themselves in learning English and practicing the English skills for long-term.

I. Introduction

Postulating the language as means of communication playing crucial role in our daily lives is truly indisputable. Realizing the role of the existence of language in this modern life, it can be stated that there is no human without language (Program et al., n.d.). A similar research conducted by (Amelia Banik, 2017) stated that language as a means of communication serves as a tool to work together and convey one's intentions, desires, or feelings, furthermore; language is an essential medium of communication both oral and written forms. Based on the research conducted by (Moats, 2020) stated that language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. In this case, the language cannot be separated from culture because language represent its nation and has close relation to the attitude or behavior of groups of speakers of the languages. The existence of particular language is extremely essential, for instance English language. (Yashnar & Ogli, 2020) said that language is a complex system of communication or the ability to learn and use that system. In reference with (Banga et al., 2015) stated that language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system; furthermore, language is an extremely important way of interacting with the people.

Social, political, military history of a speech community are reflected by language change. Unsurprisingly, language change is believed as a final outcome of contact with other languages

and their cultures because the changing contexts and needs of their speech communities need to adapted by all languages. Little change, moderate change, or even big change may be experienced by every language; in addition, something like substantial things of the changes such as physiological, cognitive and social forces that motivate the language change is undergone by each of languages (Fasold & Connor-Linton, 2006). A similar thing declared by Juliansyah (2018) that realizing speaking is the most commonly used skill during communication, so it is significant to have the ability to speak in any language. In reference with Faidah & Muyassaroh (2018) and emphasized that the existence of language cannot be separated from our daily activities and also in building communication, the most crucial aspect is the language itself. Furthermore, speaking is a two-way, active, cooperative, communicative and interactive process of building and sharing meaning between speakers and listeners which involves thoughts, emotions, and surely productive and receptive skills.

According to a research conducted by (Andresti Wiladati et al., 2014) stated that there tw essential competencies that must be mastered by speakers, those are language competence and communicative competence. Language must be learnt and understood well in order to achieve the good atmosphere of communication. Competences for this framework are defined as a combination of knowledge, skills and attitudes appropriate to each context (Hrehová, 2010). In reference with the research conducted by (Hayati, 2020) added that linguistic competence refers to the knowledge and ability of individuals for appropriate language use in the communicative events in which they find themselves in any particular speech community. (Finegan, 2015) added about the nature of language competence is defined as knowledge about something abstract including rules, parameters or principles, and configurations of language systems. In reference with a research conducted by (Sri Andayani, 2021), a person can convey and interpret a message or negotiate to mean interpersonal in a specific context through communicative competence. Moreover, based on the research done by (Ulfa, 2017) highlighted communicative competence is the ability to apply the grammatical rules of a speech to form appropriate and right sentences and knows the setting of the sentences, for instance when, where, and to whom the sentences were spoken.

Based on what stated above, (Wayan et al., 2017) as a branch of linguistics, phonology focuses on sound formation systems, the delivery and reception of language sounds. According to a research conducted by (Roach, 1991), describes that different accents are contained in languages; moreover, these accents are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. People often misunderstand between accent and dialect. In this case, accent means a distinctive mode of pronunciation of a language, meanwhile dialect is meant to be a variety of language which is distinct from others not just in pronunciation but also in the scope of vocabulary, grammar, and word-order. On the other hand, differences of accent here are just pronunciation differences. Based on the research conducted by (Yashnar & Ogli, 2020) said that spoken and sign languages include a phonological system that forms a sequence of symbols into words or morphemes, and a syntactic system that forms phrases and sentences from a sequence of words and morphemes. Based on the research conducted by (Sri Andayani, 2021) stated that generative theory studied the language at the level of grammar is extremely essential; in addition, this theory can be applied at the phonological level in its development. A similar research conducted by (Mulyaningsih, 2014) stated that generative phonology, the system of rules which is about sound and meaning, the language phonetic representation, the process of sound changes, and the assumptions that underlie sound changes, all components belong to generative theory. As we know the nature of phonology is a study of speech sounds, furthermore, how the sound is produced. Some problems have emerged related to the phonological errors made by the second semester students in performing their speaking performance, particularly in telling stories. This research is intended to analyze the phonological error in the second semester students in performing stories in the form of speaking.

II. Method

The type of this research is classified as qualitative research which focuses on analyzing students' utterances. This study used qualitative research method especially in terms of English phonology that concern on observing and analyzing the observation of English-speaking skill, particularly by the second semester students at Institute Markandeya Bali. Among the key characteristics of qualitative study, direct data collection was used in collecting the data in this research. There are several methods applied in conducting this study, that is 1) video-recording; 2) note-taking. Moreover, in order to obtain the data, observation was conducted by listening to the participants. All the data that occurred was recorded by the researcher, particularly when twelve students of second semester performed their storytelling.

The existence of video-recorder is totally needed in order to gather primary data, so that the activity of video-recording was conducted by the researcher. The first stage was when twelve students recorded their speaking performance when the researcher asked them to tell stories. After that, the video-data recorded were transcribed into data transcriptions by the researcher. In reference with a research conducted by Fraenkel & Wallen (1993:422) in (Made et al., 2021) state that the natural setting which is the direct source of data as one of the characteristics of qualitative research, furthermore, in such qualitative research the key instrument is the researcher. Simply, the main instrument was the researcher. Moreover, in the process of collecting the data the researcher used some resources of data collection such as video-recorder, laptop, notebook, pen, and pencil.

The procedures of data analysis used in this research belong to Miles and Huberman (1994) that explained as follows. The first stage was data collection, the data was collected by the researcher. Here, the students did practice speaking skill and then did record of themselves of performing storytelling. At the same time, the recorded data of the second semester students' speaking skill performance was transcribed by the researcher. After that, the researcher continued to the next stage called data reduction. In this step of the research, all the recorded data were transcribed into written transcription and were analyzed by the researcher based on phonological theory which is International Phonetic Alphabet (IPA) that belongs to (Smith, 2000). After that, the researcher analyzed the students' speaking performance through the video-recording and also took notes during assessing and analyzing the students' speaking performance video.

Furthermore, the next stage would be data display. The obtained data were organized by the researcher for the analysis of research questions in this stage. Then, the records of the notes were related to the data display is classified as other significant point. Based on the research conducted by Fraenkel & Wallen (1993:427) state that a qualitative researcher who is observing the ongoing activities of students' performance. Last but not least, the interpretation and some conclusion on data were drawn by the researcher in this conclusion step.

III. Results and Discussion

Realizing the myriad significance of being fluent and correct in speaking English, it is expected to have a good pronunciation. Pronunciation is the way how the word is pronounced. In addition, when people speak by the correct sounds, other people can quickly understand what they are saying. Meanwhile, in order to speak English fluently and correctly, learning and practicing good pronunciation is obviously needed. Based on the observations of data that were obtained by the researcher, vowel and consonant sounds appeared as follows. Based on what stated above, International Phonetic Alphabet by Smith (2000) was become a guideline in order to know if the pronunciation is correct or not. The substance of the students' speaking performance was in the form of short stories based on students' life experience. The real-life students' experiences such as a good and happy experience, sad experience, funny experience, confusing one, frightening experience, mysterious experience, and so forth. Here after analyzing the students' speaking performance, the researcher found several phonological errors on students while performing real-life short stories in English.

Firstly, the first student introduced himself properly and told his short story excitedly. After listening to the student's story carefully and intensely, the researcher analyzed and found some phonological errors. The first student pronounced the word "would" by pronouncing /wuld/. Based on Oxford Learner's Pocket Dictionary, the word "would" should be pronounced as /wud/ or /wed/ as what is written on the phonemic transcription. The word "would" consist of velar approximant voiced, near back near close vowel or central close mid vowel, and ended by alveolar plosive voiced consonant sound [d]. The first student also made mistake when pronouncing the word "like". It should be pronounced by a consonant which is alveolar lateral-approximant voiced [l], followed by a diphthong which is [ai] front open vowel and near front near close vowel sound, and closed by a segment which is velar plosive voiceless [k]. In addition, the first student kept repeating the mistakes for the words like "unforgettable", "went" and "wanted". Moreover, the word "unforgettable" contains back open mid vowel sound, alveolar nasal voiced [n], labiodental fricative voiceless [f], central mid vowel sound, velar plosive voiced [g], front close mid vowel sound, alveolar plosive voiceless [t], back open vowel sound, bilabial plosive voiced [b], and ended by alveolar lateral-approximant voiced [l]. For the word "went", the first student only pronounced it ended by nasal consonant sound [n]. All segments of that word must be pronounced clearly. The word "went' consists of velar approximant voiced, front close mid, alveolar nasal voiced [n], and ended by a consonant sound which is alveolar plosive voiceless [t].

Secondly, after introducing herself, the second student told her short story cheerfully, the researcher analyzed and found some phonological errors. The first word that is classified as mispronunciation is the word "wanted". The second student pronounced the word "wanted" by pronouncing /wanted/. Based on Oxford Learner's Pocket Dictionary, the word "wanted" should be pronounced as /wontid/ as what is written on the phonemic transcription. Particularly, the word "wanted" consist of velar approximant voiced, back open mid vowel sound, alveolar nasal voiced [n], alveolar plosive voiceless [t], near front near close vowel sound, ended by alveolar plosive voiced [d]. The next mispronunciation conducted by the second student was the word "near". Meanwhile, the word "near" contains alveolar nasal voiced [n], near front near close vowel sound, central mid vowel sound, ended by alveolar trill voiced which is the segment [r]. The second student also pronounced the word "called" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary, the word "called" should be pronounced as /ko:lth/ as what is written on the phonemic transcription. The word 'called' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l] and ended by dental fricative voiceless consonant sound.

Thirdly, the third student did tell her short story excitedly. After listening to the student's story carefully and intensely, the researcher analyzed and found some phonological errors. The third student did mispronunciation related to some words those are "surprised", "subconsciously", and "would". The first word that is classified as mispronunciation is the word "surprised". The word "surprised" consists of alveolar fricative voiceless [s], central mid vowel sound, bilabial plosive voiceless [p], alveolar trill voiced which is the segment [r], then followed by a diphthong [aI] which is back open vowel sound and near front near close vowel sound, alveolar fricative voiced [z], and ended by dental fricative voiceless. Later, the word "subconsciously", in this word there are a lot of segments those are alveolar fricative voiceless [s], back open mid vowel sound, bilabial plosive voiced [b], velar plosive voiceless [k], back open vowel sound, alveolar nasal voiced [n], postalveolar fricative voiceless consonant sound, central mid vowel sound, alveolar fricative voiceless [s], alveolar lateral approximant voiced [l], and ended by front close vowel sound [i]. Finally, the last word that mispronounced by the third student was the word "would". Based on Oxford Learner's Pocket Dictionary, the word "would" should be pronounced as /wud/ or /wed/ as what is written on the phonemic transcription. The word "would" consist of velar approximant voiced, near back near close vowel or central close mid vowel, and ended by alveolar plosive voiced consonant sound [d].

After that, the researcher did accumulate the mispronunciation done by six students. The six students have shown similarity of word mispronunciation for the word "think" and "thank", so the fundamental problem relied on -th sound or in the field of phonology, it is called dental

fricative voiceless consonant sound. The numbers in majority of the students made the same mistakes here, because the researcher has also realized that it is so difficult to pronounce -th sound as Indonesian people or Balinese people. Especially for Balinese people, it is quite strange sound to pronounce. Moreover, the word "think" is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k]. Furthermore, the word 'thank' is classified as dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k]. The correct pronunciation based on Oxford Learner's Pocket Dictionary by Bull (2008); it should be begun by '-th' sound in the phonemic transcription.

After that, the tenth student introduced himself properly and told his short story excitedly. After listening to the student's story carefully and intensely, the researcher analyzed and found some phonological errors. There are several words that were mispronounced by the student such as "squatted", "squatting", "called", and "down". Meanwhile, the word "squatted" consists of alveolar fricative voiceless [s], velar plosive voiceless [k], followed by the consonant sound which is velar approximant voiced, back open vowel sound, alveolar plosive voiceless [t], and then followed by a vowel sound which is called near front near close vowel sound, and ended by alveolar plosive voiced [d]. The next one was the same word but with different ending, that is the word "squatting". For the word "squatted" consists of alveolar fricative voiceless [s], velar plosive voiceless [k], followed by the consonant sound which is velar approximant voiced, back open vowel sound, alveolar plosive voiceless [t], and then followed by a vowel sound which is called near front near close vowel sound, and ended by velar nasal voiced consonant sound. The tenth student also pronounced the word "called" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary, the word "called" should be pronounced as /ko:lth/ as what is written on the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, alveolar lateral-approximant voiced [l], and ended by dental fricative voiceless consonant sound. For the last word "down" consists of alveolar plosive voiced [d], and then followed by a diphthong which is front open vowel sound and near back near close vowel sound, and ended by alveolar nasal voiced [n].

In addition, the short story was told by the eleventh student sadly and tragically. After listening to the student's story carefully and intensely, the researcher analyzed and found some phonological errors. The eleventh student did mispronunciation related to some words those are "cried", "blood", "health", and "scar". The first word that is classified as mispronunciation is the word "cried". Furthermore, the word "cried" contains velar plosive voiceless [k], alveolar trill voiced [r], then followed by a diphthong which is front open vowel sound and near front near close vowel sound, and ended by alveolar plosive voiced [d]. The next one is the word "blood". In addition, the word "blood" consists of bilabial plosive voiced [b], alveolar lateral-approximant voiced [l], followed by near back open mid vowel sound, and ended by alveolar plosive voiced [d]. In addition, for the word "health" consists of glottal fricative voiceless [h], front close mid vowel sound, alveolar lateral-approximant voiced [l], and ended by dental fricative voiceless consonant sound. Moreover, the last mispronunciation was the word "scar". After that, the word "scar" consists of alveolar fricative voiceless [s], velar plosive voiceless [k], followed by back open vowel sound, and ended by alveolar trill voiced [r].

Finally, in the atmosphere that is full of joy and excitement, the twelfth student introduced himself properly and told his short story happily and vigorously. After listening to the student's story carefully and intensely, the researcher analyzed and found some phonological errors. The twelfth student did mispronunciation related to some words those are "separate", "immediately", "would", "think", "thank" and "quite". The first word that is classified as mispronunciation is the word "separate". The word "separate" consists of alveolar fricative voiceless [s], followed by front close mid vowel sound, bilabial plosive voiceless [p], central mid vowel sound, alveolar trill voiced [r], front close mid vowel sound, near front near close vowel sound, and ended by the consonant sound which is alveolar plosive voiceless [t]. Moreover, in the word "immediately" began with near front near close vowel sound, bilabial nasal voiced [m], front close vowel sound, alveolar plosive voiced [d], front close vowel sound, central mid vowel sound, alveolar plosive voiceless [t], alveolar lateral approximant voiced [l], and ended by front close vowel sound. The

third word that is classified as mispronunciation is the word "would". The twelfth student pronounced the word "would" by pronouncing /wuld/. Based on Oxford Learner's Pocket Dictionary, the word "would" should be pronounced as /wud/ or /wed/ as what is written on the phonemic transcription. The word "would" consist of velar approximant voiced, near back near close vowel or central close mid vowel, and ended by alveolar plosive voiced consonant sound [d]. Moreover, the word "think" is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k]. The fifth word that is classified as mispronunciation is the word "thank". Furthermore, the word 'thank' is classified as dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k]. The correct pronunciation based on Oxford Learner's Pocket Dictionary by Bull (2008); it should be begun by '-th' sound in the phonemic transcription. Finally, the last word which was mispronounced by the twelfth student was the word "quite". The word "quite" consists of velar plosive voiceless [k], velar approximant voiced [w], followed by a diphthong which is front open vowel sound and near front near close vowel sound, and ended by alveolar plosive voiceless [t].

Based on the analysis of the students' utterance transcription by the researcher, all students of the second semester have successfully performed their speaking skill in the form of short stories that the students experienced in their real-life. Focusing on pronunciation, fluency and accuracy as the components of language, the second semester students showed their best performance in telling short stories based on the real-life experiences that the students passed through. This speaking activity involves proper self-introduction and telling stories. The real-life students' experiences such as a good and happy experience, sad experience, funny experience, confusing one, frightening experience, mysterious experience, and so forth. The result of the study showed that diversity of language skills and components particularly pronunciation, fluency, and accuracy is dominantly due to the previous educational background, students' motivation in learning, the intensity of students' exercise, students' current efforts in learning English, last but not least something that should be owned by every student in order to achieve the goal especially to be able to speak English well, correctly, fluently and accurately is having a grit. By having a grit, it means the students have passion and perseverance to train themselves in learning English and practicing the English skills for long-term. Another external factor which has an impact on the English speaking skills particularly on phonological mastery of the students is the family support and conducive learning atmosphere or environmental factor.

However, unfortunately based on what stated above from the research, several words were mispronounced by the students such as the word 'would', 'called', 'think', and 'thank'.These phonological errors occurred among the students of the second semester in the English education department. Most student pronounced the word "called" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary, the word "called" should be pronounced as /ko:lth/ as what is written on the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, alveolar lateral-approximant voiced [l], and ended by dental fricative voiceless consonant sound. Based on Oxford Learner's Pocket Dictionary, the word "would" should be pronounced as /wud/ or /wed/ as what is written on the phonemic transcription. The word "would" consist of velar approximant voiced, near back near close vowel or central close mid vowel, and ended by alveolar plosive voiced consonant sound [d].

Surprisingly, half of the total numbers of students have shown similarity of word mispronunciation for the word "think" and "thank", so the fundamental problem relied on -th sound or in the field of phonology, it is called dental fricative voiceless consonant sound. The numbers in majority of the students made the same mistakes here, because the researcher has also realized that it is so difficult to pronounce -th sound as Indonesian people or Balinese people. Especially for Balinese people, it is quite strange sound to pronounce. Moreover, the word "think" is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k]. Furthermore, the word 'thank' is classified as dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k]. The correct pronunciation based on Oxford Learner's Pocket Dictionary by Bull (2008); it

should be begun by '-th' sound in the phonemic transcription. It is expected that the students to have a good pronunciation, fluency and accuracy by learning and practicing English intensely, effectively and efficiently. It would be more beneficial for the students if the students also learn about English phonology well by focusing the appropriate place of articulation and manner of articulation in order to speak English fluently and accurately.

IV. Conclusion

Based on what stated above, after a careful and detailed analyzing process by the researcher, it is concluded that most students made several phonological errors in pronouncing some English words. In reference with the analysis of the students' utterance transcription by the researcher, all students of the second semester have successfully performed their speaking skill in the form of short stories that the students experienced in their real-life. Focusing on pronunciation, fluency and accuracy as the components of language, the second semester students showed their best performance in telling short stories based on the real-life experiences that the students passed through. This speaking activity involves proper self-introduction and telling stories.

The result of the study showed that diversity of language skills and components particularly pronunciation, fluency, and accuracy is dominantly due to the previous educational background, students' motivation in learning, the intensity of students' exercise, students' current efforts in learning English, last but not least something that should be owned by every student in order to achieve the goal especially to be able to speak English well, correctly, fluently and accurately is having a grit. By having a grit, it means the students have passion and perseverance to train themselves in learning English and practicing the English skills for long-term. Another external factor which has an impact on the English-speaking skills particularly on phonological mastery of the students is the family support and conducive learning atmosphere or environmental factor. Surprisingly, half of the total numbers of students have shown similarity of word mispronunciation for the word "think" and "thank", so the fundamental problem relied on -th sound or in the field of phonology, it is called dental fricative voiceless consonant sound. The numbers in majority of the students made the same mistakes here, because the researcher has also realized that it is so difficult to pronounce -th sound as Indonesian people or Balinese people. Especially for Balinese people, it is quite strange sound to pronounce. It is expected that the students to have a good pronunciation, fluency and accuracy by learning and practicing English intensely, effectively and efficiently. It would be more beneficial for the students if the students also learn about English phonology well by focusing the appropriate place of articulation and manner of articulation in order to speak English fluently and accurately.

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