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Phonological Analysis of the Students' Speaking Performance in Delivering Short Stories

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ABSTRACT

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Quintessentially, some significant proportions have arisen due to mistakenness carried out by the institute students in performing their speech demonstration, particularly in telling short stories. In essence, this current study is intended to anatomize the phonological errors in delivering short stories based on real-life experience. In addition, qualitative research method was used in this study especially in analyzing the utterances in the field of speaking aspect. It used data collection technique in the form of transcriptions. It is concluded that the findings of the study showed that the emersion of diverse variety which includes fluency, accuracy of the nature of phonology field is dominantly based on the background of education, environmental background, students' motivation, learning atmosphere, students' current efforts in learning language, and other internal and external factors which contributed. Encouragement from family and environment as one of external factor takes important role in order to improve the phonological mastery on students. According to the data gathered by the researcher, that phonological mistakenness executed by the students due to lack of learning English intensively and comprehending the nature of phonology.

I. Introduction

Quintessentially, our everyday lives are shaped through language and communication. According to a research conducted by [1], viewed the nature of culture as the uniqueness of human identity inherited by predecessors which put an interest on sign recognition related to the individual's character and origin. In addition, the way of language and activity of lifestyle are described by the human's habits and communities, it is important to realize that language is mainly based on cultural identity that has a particular distinct characteristic in quintessential utterance, stress and also grammar. It is very significant that the existence of language taking crucial character in people's daily life. Based on the research conducted by [2] said that language as a medium for someone's intentions, desires, or feelings to be conveyed in both oral and written forms.

In the basis of probability state, a language definitely experiences variety of changes for many generations, whether it is a huge change or a small change. Generally, all languages harmonize to fulfil the communities' needs, furthermore; the proceeds of ignition with distinct practices and languages is in the form of language change [3]. In reference with a research conducted by [4] said that language is quintessential aspect in communication and it is classified as inseparable thing from our everyday lives. According to a research conducted by [1], stated

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that several difficulties such as vocabulary mastery, grammatical use, listening and pronunciation will be automatically encountered by a non-native learner of foreign language; moreover, the process of learning speaking was found since the foreign language learners learn the foreign language by applying their mother language style.

Based on what stated above, a research conducted by [5] emphasized that the science of language systems are the substances of language competence, it is obviously abstract. Moreover, according to a research that was conducted by [6] stated that there are two competencies that must be had by the speakers, those are language competence and communicative competence in order to communicate well and build a good communication. Meanwhile, [7] classified linguistic competence as science of grammar that is contained in the frame of mind of language. Based on the research done by [5] that declared a human being can transport and elucidate a message or meaning in a particular condition through communicative competence. Based on the research conducted by [8] stated that the ascendancy of the language dissimilarity creates the propensity within languages. Based on the research conducted by [9] stated that it is undeniable that the nature of language possess nonidentical articulation. In reference with [10] stated that the apparatus of sound regulation, the process of sound changes, phonetic representation, and the assumptions are included in generative phonology. Based on the data gathered by [11], it is essential to learn phonology in order to pronounce the words accurately. Meanwhile, existence of phonology field is closely related to phonetics and phonetics is also discussed through phonology in terms of transcribing the speech sounds of language; however, there is still significant distinction between phonology and phonetics. In reference with a research that was done by [1] stated that phonetically, different speakers of English as foreign language learners might produce the difference of sounds; nevertheless, naturally the more the people listen the language through environment the more they produce the language.

Similar cases interconnected with phonological mistakenness have arisen by institute students in distributing speaking presentation, particularly telling their own life experience. This investigation is considered to anatomize the structure of the mistakenness in students while recounting the students' short stories based on their own life experience. The purpose of the study is to know the pattern of the error in the phonological state.

II. Method

In conducting this research, the researcher used qualitative research method exceptionally based on phonological state which has observation and analysis of English-speaking skill as the central point in this study. Furthermore, the data were collected in the form of transcription that executed by the subjects of the study. In addition, subjects of the study were fifteen first semester students at ITP Markandeya Bali.

More importantly, in collecting the data, direct data collection was used in this current research. Some representative methods in collecting the data of the study including 1) video-recording; 2) writing a note. Thereafter the scrutinization was done to acquire the data by carefully and accurately listening to the subjects of the research. Besides that, data that come about in the research setting were recorded by the researcher, particularly when the subjects of the research telling their own life experience.

In order to gather primary data, video-recording activity was conducted by a recorder; furthermore, video-recording action was conducted during fifteen first semester students' performances are recorded by the researcher. Thereafter the process of recording was done, it is important to transcribe the recorded video-data into data transcriptions. Based on the data gathered by Fraenkel & Wallen in [12] stated that the natural environment is the undeviating origin of data which is one of quintessential characteristics of qualitative study; furthermore, author becomes the key contrivance in the scope of qualitative research. Moreover, it is emphasized that the researcher

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playing role as the principal instrument that uses several capitals of data such as video-recorder, pen, and notebook.

Thereafter,[13] procedures of data analysis was used by the researcher that could be explained as follows. In the stages of data collection, firstly the data of the research were collected by the writer; furthermore, collected data during students did tell short stories performance based on their own life experience. After recording the students' performance, notes were also taken by the researcher. Thenceforth, the data of the students' performance was transcribed into written transcriptions. Secondly, it is called the data reduction. In this second stage, all recorded data were transcribed into written transcriptions by the researcher; in addition, those transcriptions were also analysed based on International Phonetic Alphabet (IPA).

Thereupon, the third stage is the data display. At this stage of this process, the research data were organized for the analysis in order to answer the research problem. More significantly, it is reminded for the researcher to pay attention about writing notes. As stated previously, the process of data analysis which is by identifying and analysing the students' speaking performance in telling short stories based on their life experience was conducted by the researcher. Lattermost, some interpretation and conclusion on data was done by the researcher in the conclusion stage. Based on the data gathered by Fraenkel & Wallen in [12] emphasized that an examiner in qualitative study perceiving continuing pursuit of students' productive skill production. Finally, it is essential for the researcher did some interpretation and conclusion on this final research method.

III. Results and Discussion

Talking about better pronunciation or whether the pronunciation is correct or not, or even what is the best reference for good pronunciation, International Phonetic Alphabet was used by the researcher as a guideline. Meanwhile, here in the research scope in order to know the phonological pattern and errors that were done by the students, the researcher asked the first semester students to tell short stories based on their own life experience. On the other side, in general, when the students were instructed to do telling short stories based on their own life experience. Systematically the students would begin the performance by saying their names, students' numbers, major, faculty, and then followed by their own life experience. The short stories usually consist of orientation, complication and resolution. In the generic structure of orientation, the students tell the listeners about the setting, which is the characters, time, and place. Moreover, problem would be arisen and solved in the stage of complication and resolution. Often the students inserted the moral values or their impressions about their own life experience. Nevertheless, this pattern is not always orderly implemented because the researcher realized that some students were trying to do different kind of thing.

Based on the nature of phonology, sounds are divided into vowel sound and consonant sound. Several phonological errors were made by fifteen students as the research subjects. According to data gathered by the researcher, vowel and consonant sounds that appeared based on the observations of data described as follows. Firstly, the researcher found several phonological mistakes in student A while delivering a short story. The student A said "thank you for the opportunity that given to me". My name is A, please call me A, my student's number is A, majoring in English education department. Just from the opening of the story, the researcher found crucial phonological mistakes made by the student such as the mispronunciation of the word 'thank', 'call', 'English', 'education', and 'department'. Specifically, the word "thank".

Furthermore, the phonemic transliteration of the word "thank" sounds like /teng/ when spoken by the student. In the meantime, the proper one needs to start with a "-th" sound and end with another voiceless sound. The word "thank" is classified as voiceless dental fricative, voiceless velar nasal, voiceless front near open vowel, and voiceless velar plosive at the end [k]. The next word is just as hard to pronounce as the term "thank you." It is crucial that kids learn how to pronounce these words correctly in order to prevent fossilization. Instead of pronouncing the word "call" correctly, which is /ko:l/, Student A mispronounced it as /ka:l/. According to the Oxford Learner's Pocket Dictionary, if the researcher wants to record it, the word "call" should be pronounced as /ko:l/. If the researcher wants to record that sound in the phonemic transcription, they should pronounce the word "call" as /ko:l/, according to what is printed in the Oxford

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Learner's Pocket Dictionary. Furthermore, alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k] make up the word "call."

The word "call" is composed of three phonemes: alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k]. The next word is "English," which is extremely frequent but is consistently pronounced wrong. The researcher phonemically transcribed this word as /englis/ after listening to the student pronounce it based on the recorded data. However, the proper pronunciation is as follows: alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound at the end.

Furthermore, the term "education" is categorized as follows: front close mid vowel sound [e], near front near close vowel sound [I], rear close vowel sound, palatal plosive voiced, velar plosive voiceless [k], and postalveolar fricative voiceless at the end. The word "department" is then divided into the following categories: central midvowel sound, alveolar nasal voiced [n], near front near close vowel sound [I], bilabial plosive voiceless [p], back open vowel sound, alveolar plosive voiceless [t], bilabial nasal voiced [m], and closed by consonant sound, which shares characteristics with alveolar plosive voiceless [t]. The final error committed by student A was in pronouncing the word "culture," which in this instance student A simply pronounced as "kultur/" in phonemic transcription. Alveolar lateral-approximant voiced [l], palatal plosive voiceless, back open mid vowel sound, velar plosive voiceless [k], central mid vowel sound, and alveolar trill voiced [r] make up the word "culture" in this instance.

Second, after listening to student B read a brief story, the researcher discovered multiple phonological errors. The majority of individuals find it difficult to pronounce the word "thank" correctly. In particular, the phonemic transliteration of the word "thank" sounds like /teng/ when spoken by the student. The study anticipated that students would recognize their errors at an early age and take steps to prevent fossilization, given the significance of accurate pronunciation. In this instance, the word should start with the letter "-th" and end with a voiceless consonant. Furthermore, the word "thank" is categorized as voiceless dental fricative, front near open vowel, voiced velar nasal, and voiceless velar plosive at the end [k]. The next word is "English," which is extremely frequent but is consistently pronounced wrong. In phonemic transcription, the researcher underlined this word based on the information that was gathered. In phonemic transcription, student B pronounced the word "English" as /englis/. Conversely, the proper pronunciation calls for the following phonemes: alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound. After then, the student mispronounced the word "call" by pronouncing it as /ka:l/ rather than the correct /ko:l/. In essence, if the researcher wants to record that sound in the phonemic transcription, the word "call" had to be sounded as /ko:l/, according to what is written in the Oxford Learner's Pocket Dictionary. The word "call" is composed of three phonemes: alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k].

Thirdly, several phonological mistakes were found in student C's speaking performance. The student A began his story by saying "thank you for the opportunity that given to me". The researcher noticed essential phonological mistakes made by the student from the beginning of the short story, such as the mispronunciation of the word, particularly the word 'thank'. Furthermore, when the student pronounced the word 'thank', based on the phonemic transcription that word sounds like /teng/; however, when people would like to pronounce it correctly it is not '-t' consonant sound but it is purely '-th' consonant sound. The word 'thank' is categorized as dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k]. Quintessentially Alveolar nasal voiced [n], alveolar trill voiced [r], postalveolar fricative voiced consonant sound, rear open vowel sound, and central mid vowel sound are the sounds that make up the word "genre." Alveolar nasal voiced [n], alveolar fricative voiceless [s], front close mid vowel sound, bilabial plosive voiceless [p], velar plosive voiceless [k], and alveolar plosive voiceless [t] make up the word "concept." In addition, the word "noodle" is classified as an alveolar plosive voiced [d], alveolar nasal voiced [n], alveolar lateral-approximant voiced [l] consonant sound, and back close vowel sound. Quintessentially Labiodental fricative voiceless [f], alveolar trill voiced [r], front near mid vowel sound, and alveolar plosive voiced [d] consonant sound are the sounds that classify the word "fried." In contrast, the word "chicken" is voiced by an

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alveolar nasal voiced consonant sound [n], followed by a palatal fricative voiceless consonant sound [I], a velar plosive voiceless sound [k], and a near front near close vowel sound [I].

Fourth, the student D introduced himself properly and told his short story briefly. The real-life based experience short story was well-delivered by the student, meanwhile the researcher listened carefully and intensely, analyzed and found several phonological mistakes in the student's speaking performance. Often one of the most common difficulties for non-native English speakers is pronouncing particular word like the word "thank"; that because '-th' sound is not a common thing for Indonesian native speaker or even for Balinese native speaker that sound of language is extremely odd. Thereupon, when the student pronounced the word 'thank', based on the phonemic transcription that word sounds like /teng/; nevertheless, when people would like to pronounce it correctly it is not '-t' consonant sound but it is purely '-th' consonant sound. The word 'thank' consists of dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k].

Additionally, the word "education" is categorized as having the following phonemes: front close mid vowel sound [e], near front near close vowel sound [I], postalveolar fricative voiceless, back close vowel sound, palatal plosive voiced, and front close mid vowel sound [k]. The word "think" then comprises of the following sounds: velar nasal voiced, near front near close vowel sound, dental fricative voiceless, and velar plosive voiceless [k]. The pupil then went on to pronounce the word "would" as /wuld/ with a significant emphasis on the -l consonant sound. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Furthermore, the word "would" is completed by an alveolar plosive voiced consonant sound [d], and it contains velar approximant voiced, near rear near close vowel sound, or central close mid vowel sound. Alveolar nasal voiced [n], alveolar fricative voiceless [s], central open mid vowel sound, velar plosive voiceless [k], central mid vowel sound, and alveolar nasal voiced [n] are the final classifications for the word "concern."

Fifth, several significant phonological mistakes were observed by the researcher in student E while delivering a short story. Generally, one of the most common difficulties for non-native English speakers is pronouncing particular word like the word "thank"; that because '-th' sound is not a common thing for Indonesian native speaker or even for Balinese native speaker that sound of language is truly strange. In fact, based on the theory of phonemic transcription the word 'thank' sounds like /teng/; nevertheless, when people would like to pronounce it correctly it is not '-t' consonant sound but it is purely '-th' consonant sound. Particularly, the word 'thank' consists of dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k]. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "call" as /ko:l/. Specifically, the word "call" is composed of the voiceless velar plosive [k], the back open mid, and the alveolar lateral-approximant voiced [l] at the end. In addition, the word "think" has the following phonemes: velar nasal voiced, near front near close vowel sound, dental fricative voiceless, and velar plosive voiceless [k]. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/.

The word "would" is essentially made up of the voiced velar approximant, the near rear near close vowel or the center close mid vowel, and the alveolar plosive voiced consonant sound [d] at the end. Similar to the other pupils, student E also struggled with pronouncing the term "education." Rather than attempting a proper pronunciation, the student simply spoke the phrase as though it were written with an Indonesian accent or even a regional dialect. The word "education" is classified as follows: front close mid vowel sound [e], near front near close vowel sound [I], rear close vowel sound, palatal plosive voiced, velar plosive voiceless [k], and postalveolar fricative voiceless at the end. The word "department" is then classified as follows: central midvowel sound, alveolar nasal voiced [n], near front near close vowel sound [I], bilabial plosive voiceless [p], back open vowel sound, alveolar plosive voiceless [t], bilabial nasal voiced [m], and closed by consonant sound, which has features alveolar plosive voiceless [t].

Sixth, during student F's rendition of the short story, numerous crucial phonological errors were discovered. The first words of the student F's narrative were "thank you for the opportunity that given to me." From the outset of the brief story, the student made notable phonological errors that the researcher noticed, including mispronouncing words, especially "thank." Moreover, the phonemic transcription of the word "thank" sounds like /teng/ when spoken by the student;

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nevertheless, if one were to say it correctly, one would only hear the "-th" consonant sound rather than the "-t" consonant sound. The word "thank" is classified as voiceless dental fricative, voiceless velar nasal, voiceless front near open vowel, and voiceless velar plosive at the end [k]. In a similar instance, student F mispronounced the word "call" by pronouncing it as /ka:l/ rather than the right pronunciation, which is /ko:l/. The phonemes that make up the word "call" are alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k]. The next word is extremely common, although most people say it incorrectly most of the time—in this case, "English." In phonemic transcription, the researcher underlined this word based on the information that was gathered.

In phonemic transcription, student F pronounced the word "English" as /englis/. Conversely, the proper pronunciation calls for the following phonemes: alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound. Consequently, much like the other students who had come before her, student F likewise struggled to pronounce the term "education." Rather than making an effort to speak it correctly, the student simply spoke it like it was written with an Indonesian accent or even a regional dialect. The majority of people are aware that the word "education" has the following phonemes: postalveolar fricative voiceless, rear close vowel sound, palatal plosive voiced, front close mid vowel sound [e], near front near close vowel sound [I], and front close mid vowel sound [e]. The postalveolar fricative voiced consonant sound, back open vowel sound, alveolar nasal voiced [n], alveolar trill voiced [r], and central mid vowel sound are the basic components that make up the word "genre." Alveolar nasal voiced [n], alveolar fricative voiceless [s], front close mid vowel sound, bilabial plosive voiceless [p], velar plosive voiceless [k], and alveolar plosive voiceless [t] complete the word's structure.

The seventh student, G, surprised everyone by speaking English with extraordinary precision, fluency, and pronunciation. The student's phonological error on the word "thank," which was noticed by the student during the telling of a brief anecdote. Pronouncing specific words, like "thank," can sometimes be one of the most challenging things for non-native English speakers. This is because the Indonesian and even Balinese native speakers find the '-th' sound in language highly strange. As a result, the word "thank" sounds like /teng/ according to phonemic transcription theory; but, when people speak it correctly, it is actually a '-th' consonant sound rather than a '-t' one. The word "thank" is essentially made up of the following sounds: velar nasal voiced, front near open vowel, dental fricative voiceless, and velar plosive voiceless [k].

Eighth, several phonological mistakes were observed by the researcher in student H while delivering a short story. The phonological mistake made by the student located on the word ‘thank’ observed by the student while delivering a short story. Frequently, one of the most common difficulties for non-native English speakers is pronouncing particular word like the word “thank”; that because ‘-th’ sound is not a common thing for Indonesian native speaker or even for Balinese native speaker that sound of language is extremely odd. Meanwhile, based on the theory of phonemic transcription the word ‘thank’ sounds like /teng/; however, when people would like to pronounce it correctly it is not ‘-t’ consonant sound but it is purely ‘-th’ consonant sound. Essentially, the word ‘thank’ consists of dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k]. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "call" as /ko:l/. The phonemes that make up the word "call" are alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k]. Subsequently, the word "genre" is composed of the voiced postalveolar fricative, the rear open vowel sound, the voiced alveolar nasal [n], the voiced alveolar trill [r], and the central mid vowel sound. The word "village" is ultimately composed of the consonant sound palatal fricative voiced, labiodental fricative voiced [v], alveolar lateral-approximant voiced [l], near front near close [I], and closed.

Ninth, several important phonological mistakes were observed by the researcher in student I while delivering a short story. Often one of the most common difficulties for non-native English speakers is pronouncing particular word like the word “thank”; that because ‘-th’ sound is not a common thing for Indonesian native speaker or even for Balinese native speaker that sound of language is quite strange. Based on the theory of phonemic transcription the word ‘thank’ sounds like /teng/; however, when people would like to pronounce it correctly it is not ‘-t’

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consonant sound but it is purely ‘-th’ consonant sound. Essentially, the word ‘thank’ consists of dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k].

The word "think" then comprises of the following sounds: velar nasal voiced, near front near close vowel sound, dental fricative voiceless, and velar plosive voiceless [k]. The pupil then went on to pronounce the word "would" as /wuld/ with a significant emphasis on the -l consonant sound. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Furthermore, the word "would" is classed as voiced velar approximant, closed by alveolar plosive voiced consonant sound [d], and near rear near close vowel sound or central close mid vowel sound. Alveolar plosive voiceless [k], rear open vowel sound, alveolar nasal voiced [n], alveolar fricative voiceless [s], front near mid vowel sound, bilabial plosive voiceless [p], and alveolar plosive voiceless [t] are the final categories for the word "concept."

Tenth, several common phonological mistakes made by the previous students were observed by the researcher in student J while delivering a short story. The phonological mistake made by the student located on the word ‘thank’ observed by the student while delivering a short story. Frequently, one of the most common difficulties for non-native English speakers is pronouncing particular word like the word “thank”; that because ‘-th’ sound is not a common thing for Indonesian native speaker or even for Balinese native speaker that sound of language is surprisingly odd. Meanwhile, based on the theory of phonemic transcription the word ‘thank’ sounds like /teng/; however, when people would like to pronounce it correctly it is not ‘-t’ consonant sound but it is purely ‘-th’ consonant sound. Essentially, the word ‘thank’ consists of dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k]. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "call" as /ko:l/. The phonemes that make up the word "call" are alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k]. As a result, pronouncing the word "English" correctly is among the most frequent challenges faced by non-native English speakers. However, the proper pronunciation calls for the following sounds: alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound at the end.

Eleventh, the student K introduced himself properly and told his short story excitedly. After listening to the student’s story carefully and intensely, the researcher analyzed and several phonological mistakes were found in student K’s speaking performance. The student K began his story by saying “thank you for the opportunity that given to me”. The researcher noticed significant phonological mistakes made by the student from the beginning of the short story, such as the mispronunciation of the word, particularly the word ‘thank’. In addition, when the student pronounced the word ‘thank’, based on the phonemic transcription that word sounds like /teng/; however, when people would like to pronounce it correctly it is not ‘-t’ consonant sound but it is purely ‘-th’ consonant sound. Quintessentially, The word "thank" is classified as voiceless dental fricative, voiceless velar nasal, voiceless front near open vowel, and voiceless velar plosive at the end [k]. The word "would" was generally pronounced by non-native English speakers, especially the students, as /wuld/ with a significant emphasis on the -l consonant sound. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Alveolar plosive voiced consonant sound [d] ends the word "would," which is composed of velar approximant voiced, near rear near close vowel, or central close mid vowel. Aside from that, student K mispronounced the word "call," saying it as /ka:l/ rather than the correct /ko:l/. If the researcher wants to record that sound in the phonemic transcription, they should pronounce the word "call" as /ko:l/, according to what is printed in the Oxford Learner's Pocket Dictionary. Alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k] make up the word "call." The word "thing" is thus categorized as voiceless dental fricative, near front near close vowel sound [I], and voiced velar nasal at the end.

Twelfth, when student L was telling a brief story, the researcher discovered multiple phonological errors. In particular, the phonemic transliteration of the word "thank" sounds like /teng/ when spoken by the student. The study anticipated that students would recognize their errors at an early age and take steps to prevent fossilization, given the significance of accurate pronunciation. This word should start with the sound "-th" and end with a voiceless consonant.

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Additionally, the word "thank" is categorized as voiceless dental fricative, voiceless velar nasal, voiceless front near open vowel, and voiceless velar plosive at the end [k]. Then, in order to record that sound in the phonemic transcription, the researcher would essentially need to pronounce the word "call" as /ko:l/. To put it simply, the structure of the word "call" is alveolar lateral-approximant voiced [l], velar plosive voiceless [k], and back open mid. The word "favorite" is then classified as voiceless labiodental fricative [f], followed by diphthong [e] and [I] front close mid and near front near close vowel sound, labiodental fricative voiced [v], central mid vowel sound, voiced alveolar trill [r], near front near close vowel sound [I], and finally, alveolar plosive voiceless consonant [t]. The pronunciation of the term "English" is then one of the most frequent challenges faced by non-native English speakers. Alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound should be the final sounds in the correct pronunciation.

Thirteenth, while student M was telling a brief story, the researcher discovered multiple phonological errors. Notably, pronouncing the word "English" correctly is one of the most frequent challenges faced by non-native English speakers. The near front near close vowel sound [I], velar nasal voiced, velar plosive voiced [g], alveolar lateral-approximant voiced [l], and postalveolar fricative voiceless consonant sound must all be present in the proper pronunciation. The pupil specifically uttered the word "thank," which in the phonemic transcription sounds like "teng/." It is anticipated that students would recognize the importance of pronouncing words correctly from an early age, allowing them to fix their mistakes and prevent fossilization. This word should now start with the letter "-th" and end with a voiceless consonant. Furthermore, the word "thank" is categorized as voiceless dental fricative, front near open vowel, voiced velar nasal, and concluded by voiceless velar plosive [k]. Therefore, in order to record that sound in the phonemic transcription, the researcher would need to pronounce the word "call" as /ko:l/. In essence, the word "call" is composed of three phonemes: alveolar lateral-approximant voiced [l], back open mid, and velar plosive voiceless [k]. Then, the alveolar nasal voiced [n], alveolar trill voiced [r], postalveolar fricative voiced consonant sound, rear open vowel sound, and central mid vowel sound structure the word "genre." The glottal fricative voiceless consonant sound [h], the alveolar plosive voiced consonant sound [d], and the back open vowel sound typically make up the word "hard."

Fourteenth, the student N introduced himself properly and told his short story vigorously. After listening to the student's story carefully and intensely, the researcher analyzed and several phonological mistakes were found in student N's speaking performance. The student N began his story by saying "thank you for the opportunity that given to me". The researcher noticed influential phonological mistakes made by the student from the beginning of the short story, such as the mispronunciation of the word, particularly the word 'thank'. In addition, when the student pronounced the word 'thank', based on the phonemic transcription that word sounds like /teng/; however, when people would like to pronounce it correctly it is not '-t' consonant sound but it is purely '-th' consonant sound. The word "thank" is made up of the voiceless dental fricative, the front near open vowel, the voiced velar nasal, and the voiceless velar plosive at the end [k]. Pronouncing the word "English" correctly is a common challenge for non-native English speakers, as most people are aware. Alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and postalveolar fricative voiceless consonant sound should be the final sounds in the correct pronunciation. Therefore, in order to record that sound in the phonemic transcription, the researcher would need to pronounce the word "call" as /ko:l/. To put it simply, the structure of the word "call" is alveolar lateral-approximant voiced [l], velar plosive voiceless [k], and back open mid. In essence, the student stressed the consonant sound -l on the word "would" by pronouncing it as /wuld/. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Alveolar plosive voiced consonant sound [d] ends the word "would," which is composed of velar approximant voiced, near rear near close vowel, or central close mid vowel. The word "genre" is therefore formed by the following phonemes: alveolar nasal voiced [n], alveolar trill voiced [r], postalveolar fricative voiced consonant sound, rear open vowel sound, and center mid vowel sound.

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Fifteenth, the researcher found several phonological mistakes in student O while delivering a short story. Typically, one of the most common difficulties for non-native English speakers is to pronounce the word ‘English’. Basically, the correct pronunciation must be consisted of near front near close vowel sound [I], velar nasal voiced, velar plosive voiced [g], alveolar lateral-approximant voiced [l], near front near close vowel sound, and closed by postalveolar fricative voiceless consonant sound. Commonly, front open vowel sound, near front near close vowel sound [I], alveolar plosive voiced consonant sound [d], near front near close vowel sound [I], and central mid vowel sound make up the word "idea's" diphthong. The pupil specifically uttered the word "thank," which in the phonemic transcription sounds like "teng/." Understanding how important it is to pronounce words correctly, it is anticipated that students will recognize their errors at an early age and take steps to prevent fossilization.

This word should now start with the letter "-th" and end with a voiceless consonant. Furthermore, the word "thank" is categorized as voiceless dental fricative, front near open vowel, voiced velar nasal, and concluded by voiceless velar plosive [k]. Therefore, in order to record that sound in the phonemic transcription, the researcher would need to pronounce the word "call" as /ko:l/. To put it simply, the structure of the word "call" is alveolar lateral-approximant voiced [l], velar plosive voiceless [k], and back open mid. The word "genre" is therefore formed by the following phonemes: alveolar nasal voiced [n], alveolar trill voiced [r], postalveolar fricative voiced consonant sound, rear open vowel sound, and center mid vowel sound. Conversely, the word "hard" is composed of three phonemes: alveolar plosive voiced consonant sound [d], back open vowel sound, and glottal fricative voiceless consonant sound [h]. Subsequently, the pupil articulated the term "would" by articulating /wuld/ with a notable emphasis on the -l consonant sound. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Alveolar plosive voiced consonant sound [d] ends the word "would," which is composed of velar approximant voiced, near rear near close vowel, or central close mid vowel.

Based on phonological analysis and description above that were observed and well-explained by the researcher, it is concluded that the first semester students have successfully delivered their short stories well and fluently. The researcher realized that every student of the first semester has good potential and remarkable ability to speak English better; furthermore, the researcher also believed that all students of first semester could be the better version of themselves related to speaking English. Based on the observation conducted by the researcher, the research subjects have already showed their great performance through appropriate pattern of narrative which consists of orientation, complication and resolution, and some students also inserted the moral values into their stories.

The study's conclusions demonstrated that a number of internal and external factors, including students' motivation, learning environment, educational background, and current language-learning endeavors, have all played a significant role in the emergence of a diverse variety in the fluency and accuracy of the phonology field. However, the majority of children had trouble pronouncing terms like "thank," "think," "education," "call," "English," and "would." The researcher's data indicates that the first semester students committed these phonological errors because they did not thoroughly study English or understand the phonological structure.

After that, the researcher concentrated on the primary phonological errors that the pupils made, like mispronouncing words like "thank." Furthermore, according to the phonemic transcription, the student's pronunciation of the word "thank" sounds like /teng/; nevertheless, if one were to pronounce it correctly, the sound is only "-th," not "-t." The word "thank" is composed of the dental fricative voiceless, front near open vowel sound, velar nasal voiced, and velar plosive voiceless [k] at the end, according to the field of phonology. The word "think" is then classified as voiceless dental fricative, voiceless near front near close vowel sound, voiced velar nasal, and voiceless velar plosive at the end [k]. Additionally, the word "education" is categorized as having the following phonemes: front close mid vowel sound [e], near front near close vowel sound [I], postalveolar fricative voiceless, back close vowel sound, palatal plosive voiced, and front close mid vowel sound [k].

Pronouncing the word "English" correctly is considered to be one of the most frequent challenges by the vast majority of non-native English speakers. Alveolar lateral-approximant voiced [l], velar nasal voiced, velar plosive voiced [g], near front near close vowel sound [I], and

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postalveolar fricative voiceless consonant sound should be the final sounds in the correct pronunciation. Then, alveolar lateral-approximant voiced [l], velar plosive voiceless [k], and back open mid make up the word "call." Quintessentially, The pupil stressed the -l consonant sound heavily when pronouncing the word "would," sounded as /wuld/. The Oxford Learner's Pocket Dictionary suggests pronouncing the word "would" as either /wud/ or /wed/. Nonetheless, the word "would" is composed of an alveolar plosive voiced consonant sound [d], a near rear near close vowel, or a center close mid vowel.

According to the aforementioned analysis, despite grammatical errors, the first semester students effectively completed their self-introduction. Based on the fundamental self-introduction framework, the students demonstrated their greatest performance in terms of correctness and fluency. Essentially, the fundamental format for presenting short stories consists of greetings, introducing the location of the action (referred to as orientation in the generic structure), a complication, and a resolution. Sharing the moral lessons learned from the story at the conclusion of a speech is a standard practice. It is expected that students learn English phonology properly by comprehending the type of articulators, location of articulation, and articulation technique in order to speak English correctly and fluently. It is anticipated that when students pronounce words in English, they will focus on creating the words according to the proper place and method of articulation, enabling them to pronounce English words accurately and appropriately.

Based on the data that the researcher collected and examined, the study's conclusions demonstrated that a variety of factors, including educational background, environmental background, student motivation, learning environment, and current language learning efforts, have contributed to the emergence of diverse variety in the fluency and accuracy of the phonology field. One of the most significant external factors that helps pupils' phonological mastering is the stimulation from their families and the surrounding environment. In this instance, the researcher wants to emphasize how students' ability to speak English clearly and fluently depends on both internal and external influences.

IV. Conclusion

Based on the foregoing, it can be concluded that the research's findings indicate that a variety of factors, including educational background, environmental background, student motivation, learning environment, and current language learning efforts, have contributed to the emergence of diverse variety in the fluency and accuracy of the phonology field. However, the majority of children had trouble pronouncing terms like "thank," "think," "education," "call," "English," and "would." The researcher's data indicates that the first semester students committed these phonological errors because they did not thoroughly study English or understand the phonological structure.

Despite occasional grammatical errors, the first semester students effectively completed their self-introduction, according to the study above. Based on the fundamental self-introduction framework, the students demonstrated their greatest performance in terms of correctness and fluency. It is anticipated that when students pronounce words in English, they will focus on creating the words according to the proper place and method of articulation, enabling them to pronounce English words accurately and appropriately. The results of the study demonstrated that the rise in a variety of fluency and accuracy in the field of phonology is primarily attributable to the educational background, environmental background, motivation of the students, learning environment, the students' ongoing language learning endeavors, and other internal and external factors that were taken into consideration. One of the most important external factors in helping students develop their phonological competence is the stimulus from their family and surrounding environments. The researcher wants to emphasize that both internal and external factors affect students' ability to speak English clearly and fluently in this situation.

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