

A DESCRIPTIVE ANALYSIS ON THE PRONUNCIATION OF "WIND DIRECTION" VOCABULARIES BY FIFTH AND SIXTH GRADE STUDENTS OF TROSEMI 1 STATE ELEMENTARY SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah (1) Untuk mengetahui pengucapan artikulasi siswa SD V dan VI SD Trosemi 1. (2) Untuk menyelidiki dan ingin memperluas pengucapan siswa yang serupa dan berbeda dengan RP dan GA. (3) Menyelidiki dan ingin memperluas bunyi-bunyi yang diucapkan siswa dan bervariasi dari RP dan GA. Penelitian ini merupakan penelitian kualitatif deskriptif dengan mencari data melalui mendengarkan, memahami, mengubah data lisan menjadi data tertulis, dan menganalisis seluruh unturnya. data dikumpulkan dari pengucapan siswa pada topik kosakata "Arah Angin". teknik analisis data yaitu menulis transkrip fonetik, membandingkan artikulasi siswa dengan GA (General American dan RP (Received Pronunciation), mengidentifikasi, dan menarik kesimpulan. Hasil penelitian ini adalah perbedaan dan persamaan artikulasi, bunyi dan posisi antar pengucapan siswa dan GA (General American) dan RP (Received Pronunciation). Berdasarkan analisis data dapat dijelaskan bahwa terdapat cukup banyak persamaan dan perbedaan antara kedelapan kata tersebut ditinjau dari artikulasi kata, artikulasi bunyi, dan posisi.

Kata Kunci: Artikulasi, Bunyi, Bahasa Inggris Orang Jawa, Pengucapan

Abstract

The aims of this research are (1) To find out the articulation pronunciation of Fifth and Sixth Elementary Schools Trosemi 1 students. (2) To investigate and to want to extend the students' pronunciation is similar and different to RP and GA. (3) To investigate and to want to extend the sounds that students pronounce and vary from RP and GA. This research is descriptive qualitative research by searching for data through listening, understanding, changing oral data into written data, and analyzing all its elements. data was collected from students' pronunciation in the vocabulary topic "Wind Direction". data analysis techniques, namely writing phonetic transcripts, comparing students' articulation with GA (General American and RP (Received Pronunciation), identifying, and drawing conclusions. The results of this research are differences and similarities in articulation, sound and position between students' pronunciation and GA (General American) and RP (Received Pronunciation). Based on data analysis, it can be explained that there are quite a lot of similarities and differences between the eight words in terms of word articulation, sound articulation, and position.

Keywords: Articulation, Sounds, Javanese English, Pronunciation

1. INTRODUCTION

English is an international language that is widely used in various countries. In mastering English, there are four components that students must learn, namely listening, speaking, writing and reading. However, this is not enough, students are also required to master micro skills such as vocabulary, grammar, and so on. Pronunciation skills are very important in learning English as a second language, these skills develop as an efficient way of communication. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998).

For elementary school students', this is a basic thing that must be understood in communication skills. However, it is unfortunate that most students' have difficulty doing this, even though this is an important component of speaking ability. Individually, students must understand how to use English as a second language because in the world of work and life in the future it will be very useful, in fact quite a few companies conduct interviews in English. According to (Botley, 2017). English pronunciation is important because there are many sounds and words in English that are difficult to pronounce correctly.

In English there are two pronunciations, namely Received Pronunciation (RP) and General American (GA). In general, this research paper discusses British and American English but focuses similar and different of RP and GA. In British and American English there are 2 elements, namely segmental features and super segmental, segmental is a form of phoneme that can be divided. Super segmental is something that accompanies phonemes which can be in the form of sound pressure (intonation), long-short (pitch), and sound vibrations that indicate certain emotions. These segmental and suprasegmental sounds occur frequently is associated with one of the descriptors in linguistics, namely in the realm of linguistics which studies the phonological system as seen from speech in conveying the sounds that have been spoken (Chaer, 2013). When English spread throughout the world, English developed into many variations, Indonesia also became one of the countries experiencing this phenomenon. English has been mixed with native Indonesian languages, for example Javanese, so that Javanese speakers experience unique pronunciations of English words. The differences in English pronunciation features between non-native and native speakers are caused by several factors (Bui, 2016). Mention the factors that influence students' pronunciation, the influence of students' mother tongue, age at which they start learning pronunciation, exposure to English, language aptitude, and motivation to learn English pronunciation. (Laila, 2019). "Wind Direction" is one of the topics in the fifth and sixth grade books at Trosemi 1 elementary school, one of these topics is a topic that is difficult for students with a Javanese language background

to pronounce and has quite a large variety of words, therefore this topic was chosen by researchers.

This means that the pronunciation model does not always have to be oriented towards native speakers. From the 8 words "wind direction" spoken by students, students' pronunciation found similarities and differences compared to RP. Previous research that is relevant to the problem being discussed is very useful for this research. (Inabah, 2020) discussed about interdental and labiodental sounds. This study aimed to describe how at the beginning, middle, and end positions of the speech, Mrs. Retno Marsudi uses the articulations voiceless interdental [f], voiced interdental [v], voiceless labiodental [f], and voiced labiodental [v]. The technique of analyzing data, this study using several techniques in data analysis.

(Purwanti, 2020) This study discussed about Javanese English phonology on Joko Widodo's english speech. Tims study proposed the quantity and complexity of vowels articulated by Joko Widodo in his English speech relative to those in RP. Techniques for data analysis include finding, categorizing, analyzing, and making conclusions from data.

Based on the background above, the following research questions are (1) How do the students of Fifth and Sixth Elementary Schools Trosemi 1 articulated "wind direction"? (2) To what extent the students' pronunciations of "wind direction" similar and different to Received Pronunciation (RP) and General American (GA)? (3) To what extent the sounds articulated by students' in pronouncing "wind direction" vary from Received Pronunciation (RP) and General American (GA)?

2. METHOD

In this research the researcher used a descriptive qualitative method. This qualitative descriptive method's goal is to provide a more thorough description of the facts in a more comprehensive explanation of the occurrence. In this study the authors describe the similarities and differences in word pronunciation of "Wind Direction" in RP (received pronunciation) and GA (general American). The data is all information related to this research question. The data source is the subject from which the data is obtained. If research uses observation in collecting data. The data collection technique is by directly observing the research object being studied. Observation results can be used as supporting data in analyzing and making decisions. In this research, observations were carried out in grades 5 and 6 totaling 6 people of SD Trosemi 1. The researcher gave the words "wind direction" in English and asked the students' to say them. Then the researcher recorded close ups when the students' said the words that had been given, and the recording results were then converted into phonetic transcriptions.

In analyzing the data, researchers used descriptive analysis. Qualitative research includes analyzing and collecting non-numerical data (e.g. text, video, or audio) to obtain opinions, concepts, or experiences (Pritha Bhandari, 2020). The case study is to describe students' pronunciation based on segmental and supsegmental characteristics of students' pronunciation of words in the event environment. Here the case study produces qualitative descriptive information in the form of observations that are given to students.

3. FINDINGS AND DISCUSSION

1. FINDINGS

Findings will be presented based on the order of research questions (RQ). The findings are presented based on the similarities and differences in students' pronunciation in one of the sub-themes, namely "Wind Direction". The articulations of similarities and differences, sounds, and inconsistencies in the pronunciation of symbols in 6 students' fifth and sixth grade was then compared with Received Pronunciation (RP) and General American (GA) accents.

R.Q.1. How did the students of Fifth and Sixth Elementary Schools

Trosemi 1 articulate "wind direction"?

Findings related to this research question will be presented based on eight "Wind Direction". In the process of finding data, researcher compared the articulation of students' pronunciation with phonetic transcriptions of Received Pronunciation (RP) and General American (GA).

Comparison articulation of "Southeast" among students', Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of "Southeast" between students with RP and GA can be seen in following eight examples:

Table 4.1. Articulation of "Southeast"

Word	GA	RP	Students' Articulation
Southeast	[,saʊθ'ɪst]	[,saʊθ'i:st]	S ₁ [saʊt'es]
			S ₂ [saʊt'est]
			S ₃ [sɔt'est]
			S ₄ [saʊθ'ɪst]
			S ₅ [saʊt'es]
			S ₆ [saʊt'est]

Comparison articulation of “South” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “South” between students with RP and GA can be seen in following eight examples:

Table 4.2. Articulation of “South”

Word	GA	RP	Students’ Articulation
South	[saʊθ]	[saʊθ]	S ₁ [saʊθ]
			S ₂ [saʊt]
			S ₃ [saʊt]
			S ₄ [saʊθ]
			S ₅ [saʊθ]
			S ₆ [saʊt]

Comparison articulation of “Southwest” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “Southwest” between students with RP and GA can be seen in following eight examples:

Table 4.3. Articulation of “Southwest”

Word	GA	RP	Students’ Articulation
Southwest	[,saʊ'θwest]	[.saʊθ'west]	S ₁ [saʊt'wes]
			S ₂ [saʊt'west]
			S ₃ [saʊt'west]
			S ₄ [saʊt'west]
			S ₅ [saʊ'θwest]
			S ₆ [saʊt'wes]

Comparison articulation of “West” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “West” between students with RP and GA can be seen in following eight examples:

Table 4.4. Articulation of “West”

Word	GA	RP	Students’ Articulation
west	[west]	[west]	S ₁ [west]
			S ₂ [west]
			S ₃ [west]
			S ₄ [west]
			S ₅ [west]
			S ₆ [west]

Comparison articulation of “Northwest” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “Northwest” between students with RP and GA can be seen in following eight examples:

Table 4.5. Articulation of “Northwest”

Word	GA	RP	Students’ Articulation
northwest	[,nɔr'θwest]	[,nɔ:θ'west]	S ₁ [nɔθ'es]
			S ₂ [nɔr'wes]
			S ₃ [nɔr'θwest]
			S ₄ [nɔr'θwest]
			S ₅ [nɔr'west]
			S ₆ [nɔθwest]

Comparison articulation of “North” among students’, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “North” between students with RP and GA can be seen in following eight examples:

Table 4.6. Articulation of “North”

Word	GA	RP	Students’ Articulation
North	[nɔrθ]	[nɔ:θ]	S ₁ [nɔrθ]
			S ₂ [nɔrθ]
			S ₃ [nɔrt]
			S ₄ [nɔθ]
			S ₅ [nɔrt]
			S ₆ [nɔrθ]

Comparison articulation of “Northeast” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “Northeast” between students with RP and GA can be seen in following eight examples:

Table 4.7. Articulation of “Northeast”

Word	GA	RP	Students’ Articulation
Northeast	[,nɔr'θi:st]	[,nɔ:θ'i:st]	S ₁ [nɔθ'es]
			S ₂ [nɔrt'es]
			S ₃ [nɔ:θ'i:st]
			S ₄ [nɔ:θ'ist]
			S ₅ [nɔ:θ'est]
			S ₆ [nɔ:θ'est]

Comparison articulation of “East” among students, Received Pronunciation (RP) and General American (GA)

The articulation of pronunciation of “East” between students with RP and GA can be seen in following eight examples:

Table 4.8. Articulation of “East”

Word	GA	RP	Students’ Articulation
East	[ɪst]	[i:st]	S ₁ [est]
			S ₂ [ɛs]
			S ₃ [est]
			S ₄ [est]
			S ₅ [ɛs]
			S ₆ [est]

R.Q.2. To what extent the students’ pronunciations of “wind direction” similar with and different to Received Pronunciation (RP) and General American (GA)?

In this section the researcher displays the similarities and differences in students' pronunciation of the words that were displayed in the previous section.

Table 4.9 Recapitulation of Similarity between General American (GA) and Received Pronunciation (RP)

GA/RP	Wind Direction	Students
GA	[,səʊ'θɪst]	S ₄
	[səʊθ]	S ₁
		S ₄
		S ₅
	[,səʊ'θwɛst]	S ₅
	[wɛst]	S ₂
		S ₃
		S ₄
	[,nɔːr'θwɛst]	S ₃
		S ₄
	[nɔːθ]	S ₁
		S ₂
S ₆		

	[,nɔr'θɪst]	-
	[ɪst]	-
RP	[,səʊθ'i:st]	-
	[səʊθ]	S ₁ S ₄ S ₅
	[.səʊθ'west]	-
	[west]	S ₂ S ₃ S ₄
	[.nɔ:θ'west]	-
	[nɔ:θ]	-
	[.nɔ:θ'i:st]	S ₃
	[i:st]	-

Table 4.10 Recapitulation of differences between General American (GA) and Received Pronunciation (RP)

GA/RP	Wind Direction	Students
GA	[,səʊ'θɪst]	S ₁ [səʊt'ɛs] S ₂ [səʊt'ɛst] S ₃ [sɔt'ɛst] S ₅ [səʊt'ɛs] S ₆ [səʊt'ɛst]
	[səʊθ]	S ₂ [səʊt] S ₃ [səʊt] S ₆ [səʊt]
	[,səʊ'θwest]	S ₁ [səʊt'wes] S ₂ [səʊt'west] S ₃ [səʊt'west] S ₄ [səʊt'west] S ₆ [səʊt'wes]
	[west]	S ₁ [west] S ₅ [west]

		S ₆ [west]
	[,nɔr'θwest]	S ₁ [nɔθ'es] S ₂ [nɔr'wes] S ₅ [nɔr'west] S ₆ [nɔθwest]
	[nɔrθ]	S ₃ [nɔrt] S ₄ [nɔθ] S ₅ [nɔrt]
	[,nɔr'θist]	S ₁ [nɔθ'es] S ₂ [nɔrt'es] S ₃ [nɔ:θ'i:st] S ₄ [nɔ:θ'ist] S ₅ [nɔ:θ'est] S ₆ [nɔ:θ'est]
	[ist]	S ₁ [est] S ₂ [ɛs] S ₃ [est] S ₄ [est] S ₅ [ɛs] S ₆ [est]
RP	[,sɔθ'i:st]	S ₁ [sɔt'es] S ₂ [sɔt'est] S ₃ [sɔt'est] S ₄ [sɔθ'ist] S ₅ [sɔt'es] S ₆ [sɔt'est]
	[sɔθ]	S ₂ [sɔt] S ₃ [sɔt] S ₆ [sɔt]
	[,sɔθ'west]	S ₁ [sɔt'wes] S ₂ [sɔt'west] S ₃ [sɔt'west] S ₄ [sɔt'west]

		S ₅ [səʊ'θwest] S ₆ [səʊt'wes]
	[west]	S ₁ [west] S ₅ [west] S ₆ [west]
	[.nɔ:θ'west]	S ₁ [nɔθ'es] S ₂ [nɔr'wes] S ₃ [nɔr'θwest] S ₄ [nɔr'θwest] S ₅ [nɔr'west] S ₆ [nɔθwest]
	[nɔ:θ]	S ₁ [nɔrθ] S ₂ [nɔrθ] S ₃ [nɔrt] S ₄ [nɔθ] S ₅ [nɔrt] S ₆ [nɔrθ]
	[.nɔ:θ'i:st]	S ₁ [nɔθ'es] S ₂ [nɔrt'es] S ₄ [nɔ:θ'ist] S ₅ [nɔ:θ'est] S ₆ [nɔ:θ'est]
	[i:st]	S ₁ [est] S ₂ [ɛs] S ₃ [est] S ₄ [est] S ₅ [ɛs] S ₆ [est]

R.Q.3. To what extent the sounds articulated by students in pronouncing “wind direction” vary from Received Pronunciation (RP) and General American (GA)?

In this section the researcher displays the students pronunciation of the sounds that have been described in the previous section.

Table 4.11. Variation of Sounds Articulated by Students

sounds	position	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
[s]	Initial	[s]	[s]	[s]	[s]	[s]	[s]
	Medial	[s]	[s]	[s]	[s]	[s]	[s]
[aʊ]	Medial	[aʊ]	[aʊ]	[ɔ]	[aʊ]	[aʊ]	[aʊ]
[θ]	Medial	[θ] [t]	[t]	[t] [θ]	[t] [θ]	[θ] [t]	[t] [θ]
	Final	[θ]	[t] [θ]	[t]	[θ]	[t] [θ]	[t] [θ]
[i]	Medial	[ɛ] [e]	[ɛ] [e]	[ɛ] [i]	[i]	[ɛ] [e]	[e]
[t]	Final	[t]	[t]	[t]	[t]	[t]	[t]
[w]	Initial	[w]	[w]	[w]	[w]	[w]	[w]
	Medial	[w]	[w]	[w]	[w]	[w]	[w]
[ɛ]	Medial	[e]	[ɛ]	[ɛ]	[e] [ɛ]	[e] [ɛ]	[e] [ɛ]
[n]	Initial	[n]	[n]	[n]	[n]	[n]	[n]
[ɔ]	Medial	[ɔ]	[ɔ]	[ɔ]	[ɔ]	[ɔ]	[ɔ]

2. DISCUSSION

This section discusses the results of the similarities and differences in sound articulation analysis in fifth and sixth grade students at SDN Troseme 1. Based on the data above, the researcher found that the students' articulatory pronunciation experienced sound changes, but only a few parts of the sound could not be pronounced by the students, for example [θ], [aʊ], [i], [t], and [ɛ] and changing the articulations [t], [ɔ], [e] and [ɛ]. then regarding the similarities and differences in students' articulatory pronunciation, if seen from the sounds produced there are several sounds that are not articulated or have their sounds replaced, seen from the students who experience the most similarities with General American (GA) and Accepted Pronunciation (RP) are student number 4 and students The one who experienced some similarities was student number 6. In terms of differences in student articulation with General American (GA) and Accepted Pronunciation (RP) it was student number 6 with almost all the words the student could not pronounce correctly. In general, there are variations in the similarity of the sound [s] in the initial and medial position, [t] in the final position, [w] in the initial and medial position, [n] in the initial position and [ɔ] in the medial position. However, there are differences in the articulation of the sound [aʊ] in the medial position, [θ] in the medial and final positions, [i] in the medial position, and [ɛ]

in the medial position. However, there are times when students change the articulation of [aʊ] to [ɔ], articulation of [θ] to [t], articulation of [i] to [ɛ] and [e], articulation of [ɛ] to [e]. This occurrence could be explained by the sound's difficulty in pronouncing in the subject's mother tongue, Javanese, which leads to both similarities and differences in the way sounds are spoken in General American (GA) and Received Pronunciation (RP). (Derwing & Munro, 2013), who assert that mother language is one of the elements influencing pronunciation, corroborate this as well. The results of the present investigation are consistent with those of a prior study that examined Javanese speakers' articulation of General American (GA) and Received Pronunciation (RP) sounds. In (Purwanti, 2020) the subject substituted [aʊ] sounds with [ɔ], similarly in (Inabah, 2020) the subject substituted [θ] sounds with [t]. There are several possible explanations for why this phenomenon occurs. Firstly, because these sounds do not exist in Javanese. So, there is a possibility that the subject pronounces the closest sound, this is also confirmed by previous research where research subjects mentioned other sounds such as [aɪ], [k], [ʒ], [ŋ] to [r], [ʊ], [ʌ], [ɛ] in (Salam, 2020), [θ] to [t], [ð] to [d], and [v] to [f] in research (Inabah, 2020), dan [aʊ], [ɔʊ], [aɪ], [ɔɪ] in (Purwanti, 2020).

4. CLOSING

This research produced three conclusions. First, the majority of students articulated the words presented by the researcher well but there were differences in sound in several parts such as sound [θ], [aʊ], [i], [t], and [ɛ] and changing the articulations [t], [ɔ], [e] and [ɛ].

Second, the majority of students have similarities and differences in articulation. General American (GA) and Accepted Pronunciation (RP) pronunciation, but not consistent in the sound pronunciation, this inconsistency was seen in the previous chapter in the articulation section, position pronunciation and experiencing sound variations where the sound [aʊ] is pronounced as [ɔ], [θ] is pronounced as [t], [i] is pronounced as [e] and [ɛ], and [ɛ] is pronounced as [e]. However, there are also students who experience similarities in pronunciation articulation with General American (GA), for example student number 4 on the word Southeast, students' number 1, 4, and 5 on the word South, student number 5 on the word Southwest, students' number 2, 3, and 4 on the word West, students' number 3 and 4 on the word Northwest, and students' number 1, 2, and 6 on the word North. and in the articulation of Received Pronunciation (RP), for example students' number 1, 4, and 5 on the word South, students' number 2, 3, 4 on the word West, student number 3 on the word Northeast, these

students do not experience many similarities with RP. This may be because students understand the articulation of GA pronunciation better than RP.

Third, students' articulation experiences variations in sound changes or no sound at all in certain positions, for example in the medial position students say [aʊ] to [ɔ], in the medial and final positions students articulate [θ] to [t], in the medial position students articulate [i] into [e] and [ɛ], and in the medial position students articulate [ɛ] into [e].

The findings in this research are how students' articulation of pronunciation experiences changes, changes occur in certain parts of each word, for example in [θ] students articulate it into [t], there are several students who experience similarities in the articulation of General American (GA) and Received Pronunciation (RP) for example, in student number 4 who experienced similar articulation with GA in the word "southeast", and student number 3 in the word "northeast" in the articulation of RP pronunciation, there were variations in the sounds that came out of the students in certain part positions such as medial and final the position in the articulation of the sound [θ] becomes [t]. in the articulation of the sounds [θ], [aʊ], and [ɛ] in the Javanese language there are no such sounds, the teacher can further intensify the sounds that do not exist in the Javanese language so that students become more fluent in pronouncing these sounds and experience improvement in their English.

Based on the conclusions above, there are several suggestions for further research. First, In this research, researchers used the topic of wind direction which is quite difficult in articulating sounds. Future research can use other topics such as animals or household furniture. Second, the next researchers can research students with other mother tongue backgrounds, for example Sundanese or Minang. Third, in this research the researcher examined elementary school students, further research could examine middle school or high school students.

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