

**INTEGRATED ENGLISH PHONOLOGY CONTEXTUAL-BASED IN TEACHING
SPEAKING FOR GENERAL PURPOSES AT ENGLISH PROGRAM OF JAMBI
UNIVERSITY**

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Abstract

This research is an action research. This action research was aimed to describe on how was teaching speaking for general purpose by integrating English phonology contextual-based. This action research carried out by the lecturers through cyclical action in order to overcome teaching cases occurred in the classroom. This research was divided into two cycles. Each cycle consisted of four meetings. Each cycle used four phases. They were planning, action, observation and reflection. At the planning phase, the researchers made the research plan. At action phase, the researchers did teaching based on lesson plan that has been formulated. Furthermore, the work reflected to see the strengths and weaknesses as a reference for the next plan. The subject of the research was students of English program. The numbers of the subject of this research were twenty five students of English program. The data were obtained by doing observation and test. In observation, researchers looked at students 'attitude in speaking. Tests were conducted to determine the student's skill in speaking. Based on the data analysis, it's found that the percentage level of students' speaking performance increased from the first cycle to the second cycle, and students were motivated to be more active in speaking activity. In the first cycle, seven students were in the category of a very high level of understanding and very active, on the second cycle increased to 14 students are at a very high level of understanding and very high activity. This percentage of improvement increased 28% from the first cycle to the second cycle. Activeness of students in the learning process will lead to high interaction between students and lecturers or between students and colleagues. It could be concluded that the integrated English phonology contextual-based in speaking for general purpose can enhance student performance in speaking and the activeness in learning.

Key words: English Phonology Contextual-based, Speaking for General Purpose

INTRODUCTION

Integrated English phonology contextual-based in teaching speaking for general purpose is one kind of proof that Learning English phonology as a course in English study program of Jambi University cannot be ignored by students and lecturers. Integrated English phonology contextual-based in teaching speaking for general purpose is taught to help student in improving his/her speaking performance. Students and lecturers who can integrate English phonology contextual-based in teaching skills can enhance the success in teaching. Actually, if students and lecturers can see the uniqueness of the integrated English phonology contextual-based, they would of course say that teaching skills is fun. In addition, integrated English phonology contextual-based has a great role in all English skill such listening skill, reading skill, writing skill and speaking skill. This course should be understood by all lecturers who teach English language skills because in the application of this course can help the lecturers who teach English language skills in communicating in teaching. The most important is integrated English phonology contextual-based in teaching speaking for general purpose greatly affects speaking performance.

Contribution of Research

Through this research, it is hoped that integrated English phonology contextual-based in teaching speaking for general purpose can increase students' speaking performance furthermore can increase the motivation of English lecturers to integrate English phonology in language skills such as listening skill, reading skill, writing skill and speaking skill. In addition, through this research, students become more motivated to learn English phonology in an organized manner so that their English skills can increase faster and certainly their fluency in English is not in doubt.

Teaching Materials

According to Choudhury (1998: 154) teaching materials serve as a binder of the whole process of learning because, when packaged as a system, teaching materials can be used as a control to avoid missing elements or unnecessary repetition. According to Harmer (2001) English material should be interesting so that learners are interested to do activities related to the material. He also explained that drawing helps learners who are difficult in

understanding the material. In other words, making the material interesting and fun needs to be done. Furthermore Tomlinson (1998) states that teaching materials can be textbooks, tapes, CD-ROMs, news, or writing. At the same point, Graves (2000) also states textbooks, texts, drawings, worksheets, videos and also the activities of the learner, and how the learner material and activities are structured can be said to matter in learning. The basic principles that must be considered in the development of teaching materials according to Tomlinson (1998), namely: have a positive impact, create a sense of comfort, help develop self-confidence, is seen as something relevant and useful, making learners willing to try because the benefits, or provisions that the learners have, contains language features that should be of interest to learners, allowing learners to use English to achieve communicative goals, considering differences in learning styles and their affective attributes, taking into account the possibility of silence (students should not be forced to speak) at the beginning of the learning period, and maximize the potential range of learners by engaging intellectual, aesthetic, and emotional intelligence that can stimulate the activity of the right brain and left brain. Mashura (2003: 351) also said that teaching materials should be able to attract learners by selecting suitable materials for teaching. Tomlinson in Richard (2001: 263) further reveals the various principles of developing teaching materials, namely: The material must have a strong influence, the material should be able to help facilitate the learner, the material must be able to make the learner more confident, the material taught should be relevant and useful, must obtain important points on what is taught, the material should be able to give learners the opportunity to use the language in order to achieve the purpose of communication, the material must ensure the learner to get positive benefits, the material must be able to accommodate the difference learning model (learning style), the material must be able to ensure that learners have different attitudes, the material should give the opportunity to think at the beginning of learning, the material must provide feedback opportunities.

English Phonology

According to McMahon (2002), there are two disciplines in linguistic branches related to sounds, namely phonetics and phonology. Furthermore, McMahon (2002) describes that Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely

which speech organs and muscles are involved in producing the different sounds. Roach (1995) explains an important purpose of English phonology is to present the information in context of general theory about speech sounds and how they are used in a language. Furthermore Roach (1995) says that only by studying both phonetics and phonology of English is it possible to acquire full understand of the use of sounds in English speech. According to Katamba, Francis (1992:79) in context, every language has a phonological system that is different from other languages. However, there are similarities between languages. Of course, these differences and similarities are the uniqueness of the language. Furthermore, Katamba, Francis (1992: ix) says that the best way to learn phonology is to learn how the sound of the language is used in context by doing a phonological analysis of the data the language holds.

Contextual Approach

According to Hanafiah and Suhana (2009:67), contextual approach is a holistic learning that aims to teach learners in comprehending teaching materials in a way that relates to real life context, whether related to personal, religious, social, economic and cultural environment. According to Harmer (2001: 85), an activity carried out in a contextual approach is a real activity (real or realistic communication). Furthermore, Sanjaya (2010:264) states that the contextual approach is a learning approach that has 7 principles. The seven principles are constructivism, inquiry, questioning, learning community, modeling, reflection and real assessment. Elaine B. Johnson (2007) explains that Contextual Teaching Learning (CTL) is a learning system based on the philosophy that learning not only understands the material but also is able to associate new information with the knowledge and experience previously owned. (Elaine B. Johnson, 2007: 14).

RESEARCH METHODOLOGY

This research is an action research. The number of participants in this research is 25 students of English program. There are two cycles in this research. Each cycle uses 4 approaches they are reflection, planning, action and observation. This research data is gained from observation and test to see students' motivation and progress.

FINDING AND DISCUSSION

Based on the data analysis, it's found that the percentage of students' understanding and students' activeness in speaking for general purpose is increase from cycle I to cycle II. In cycle I, 7 students are in category very high and very active. In cycle II, 14 students are in category very high and very active. It's shown that there's improvement by the number 28% from cycle I to cycle II. In cycle I, 7 students in the category high understanding and active, in cycle II there are 11 students in the category high understanding and active. It's shown there's improvement by the number 24% from cycle I to cycle II. In cycle I, 1 student in the category very low and active. In cycle II, none of students on the low category and active. This is shown that there's improvement by the number 4 % from cycle I to cycle II.

In cycle I, the lecturers' initial activities begin with class coordination, giving apperception, and conveying the goals and steps of the lecture. The apperception is given in the form of questions relating to the material. In the core group, a study group of 4-5 people is formed. Then, students and groups design a questionnaire. Together with the group, they discussed the dialogue theme given by the lecturers and they made dialogue based on the theme by adjusting the context in their environment. Lecturers monitor student activities. After students return to class, students and groups conduct discussions, compile reports on observations, and present the results of discussions in groups in front of the class. After the group presentation, the lecturer confirms the material that has been studied by students. At the end of the activity, a follow-up analysis is done by the lecturer about the material that's difficult for students to understand and the lecturer explained the material.

When the learning process takes place, systematic observation of students and lecturers is carried out in order to obtain a picture of the implementation of contextual development of English phonology teaching materials in the Speaking for General Purpose course. Observation results indicate that student learning activities have not shown a high level, especially in the aspects of observing, listening, and speaking. In the aspect of speaking, students are still hesitant to express ideas and questions to classmates. In the listening aspect, students have not been able to listen to explanations well when colleagues get their turn to speak. In addition, during the question and answer session, students have not been able to demonstrate a good understanding of the concept. Furthermore, in the aspect of observing,

students do not observe the activities that must be done in groups. For aspects of work, students have worked well in making group reports.

As a result of observing lecturers, the lecturer has not been able to guide and direct students to talk in groups. Lecturers only spend a little time to discuss with each group and each group has different difficulties and different views of the data they have obtained. This results in suboptimal learning outcomes which are reflected in the lack of understanding of student concepts when answering question given at the learning

Observation results obtained are used as reflection material for learning in the next cycle. Based on the reflection of the first cycle that has been done, the strengths, weaknesses, and improvements made in the second cycle are explained. The strength shown by the lecturer is that the lecturer has tried to guide students to be active in finding information, listening, and working in the field. The strengths that are shown by students are that students have high activity to be able to complete lecturers' assignments well. The weakness of the lecturer is that the lecturer has not been able to provide full guidance when students are learning in groups. Lecturers only monitor students. The weaknesses of students are in listening, observing and speaking aspects. However, in the application of contextual development of English phonology teaching materials integrated in the Speaking for General Purpose subject, there are still many students who have not been able to learn according to the contextual approach principle. In addition, when conducting conversations, also found that there are still many students who are still hesitant to express questions they want to know. Students are also still not able to make group reports. Students have not been able to listen well to the information provided by their colleagues so that the results of their presentations in front of the class are not optimal.

Based on the strengths, weaknesses and problems, the improvement is done in the second cycle, the improvement is done by accompanying the student group while observing, listening, working and having a conversation in the group.

The results of observation in the second cycle showed that student learning activities were higher, especially in the aspects of observing, listening and speaking. Students are able to convey straightforwardly questions to their peers in presenting conversations in front of the class. In the process of listening, students take notes of conversations and identify their

pronunciation of English pronunciation and take notes if they doubt the pronunciation of the spoken pronunciation. In addition, lecturers have also found ways to motivate students. The lecturer also accompanied the students while observing, listening to the conversation displayed in front of the class. Lecturers also directed the preparation of reports systematically. This change has increased student activity and increased student understanding of the concept of English phonology integrated in speaking skills.

In general, learning activities in cycle II have been going well and have seen an increase, both in terms of actions and results, compared to cycle I. This process not only overcomes the obstacles that arise but also maintains the advantages of the learning process. Broadly, teaching and learning activities in the second cycle are as follows. 1) In general, the learning process has gone according to the planned learning. The learning conditions are more conducive and students seem to have more activities to follow the learning. 2) Student activities during the learning process of cycle II have shown improvement compared to learning cycle I. Students have been active in carrying out each stage of learning, which includes listening, working, speaking and observing aspects. 3) The understanding of phonological concepts during the second cycle of learning compared to the first cycle has increased; the number of active students is increasing in number. 4) The activity of presenting observational reports from students has also been going well and in a scientific situation. Students are accustomed to talking both in expressing opinions, asking questions and answering questions raised by lecturers and from other students. The presentation activities became livelier because each group had the courage to give their opinions; this showed the courage of students in speaking in front of the class.

This increase is caused by several things, which are described as follows. First, the implementation of contextual-based English phonology in the Speaking for General Purpose course causes students to be directly involved and interact optimally in the learning process. These activities cause them to be active in learning activities, can think critically, and find concepts based on their own findings so they can better understand the material. Besides that, the implementation of contextual based phonology learning in the Speaking for General Purpose course also trains students to examine the real situation in their environment. In other words; many things can be learned from the reality of the context. The assistance provided by

the lecturer during the implementation of contextual based teaching material development can help students work in a directed manner so that they make a positive contribution in understanding the concept of learning material. Furthermore, with the process of guiding the preparation of the report, students are directed to think systematically, coherently and effectively to present the report. By practicing their thinking skills, students will continue to focus on learning material.

Based on the explanation above, the implementation of contextual based teaching material development is able to make students always active in gathering information. The activeness of students in the learning process will lead to high interactions between students and lecturers or between students and colleagues. High student activity forms understanding of concepts that lead to improved student learning outcomes. With this it can be concluded that the implementation of contextual development of English phonology teaching materials in the speaking for general purpose subject can improve the understanding of students' speaking skills concepts.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, it can be said that integrated English phonology contextual based in speaking for general purpose can increase students' motivation and skill.

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