

STUDENTS' PRONUNCIATION SKILL ON THE ABILITY OF SUPRASEGMENTAL AND SEGMENTAL ASPECTS IN ENGLISH PRONUNCIATION

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ABSTRACT

This article investigates the correlation between students' overall pronunciation proficiency and their competence in both suprasegmental and segmental aspects of English pronunciation. The study aims to shed light on the interplay between these two fundamental elements and their collective influence on students' pronunciation skills. Employing the qualitative approach, the research draws upon data collected from a diverse language background of the learners, exploring the intricacies of suprasegmental features such as stress, intonation, and rhythm, alongside the segmental elements involving individual sounds, phonemes, and their combinations. The research reveals nuanced insights into the challenges students face in mastering these pronunciation aspects and identifies potential factors contributing to any observed discrepancies. It also delves into the pedagogical implications of addressing both suprasegmental and segmental aspects concurrently in language instruction. The findings contribute to the ongoing discourse on effective pronunciation teaching methodologies and underscore the importance of a holistic approach that integrates suprasegmental and segmental elements to enhance overall pronunciation competence. The research presented herein serves as a valuable resource for enhancing the understanding of the intricate relationship between suprasegmental and segmental aspects in pronunciation, ultimately contributing to the improvement of language teaching and learning practices.

Keywords: *Students' Pronunciation, Ability, Suprasegmental and Segmental Aspects*

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LATAR BELAKANG

English is an international language that has an essential function in global communication, both in academic and professional contexts (Islam, 2020). In several countries where English is a foreign language, it is difficult for students to master English well.

One of the problems students faced is pronunciation. This is because English is different from their language. In English, there is no connection between the spelling of a word and its pronunciation. As mentioned by Khansir & Tajeri (2015), many words in English that are pronounced differently to written words.

Accurate pronunciation involves not only the pronunciation of segmental sounds such as consonants and vowels, but also suprasegmental aspects such as intonation, word stress, and vowel length (Burns & Claire, 2003). As argued by Kenworthy (1987:13), listeners can also understand other spoken words. The better the speaker understands, the clearer the speaker.

However, Low (2021) found that, in a country where English is used by non-natives including college students often face challenges in developing their pronunciation skills. Various factors, including mother tongue background, learning environment influences, and teaching methods, possibly affect the development of their pronunciation skills.

Besides, communicative rather than conventional methods in pronunciation preparation also have an impact on how students' pronunciation is valued. This concerns which pronunciation components are covered in the type rubric and how the assessment is performed.

In this article, the researchers argued that pronunciation evaluation should include

accuracy and fluency components in addition to intelligence. There will be evaluations of pronunciation and spoken language ability from different students at different language levels. These evaluations use a wide variety of ways to evaluate pronunciation, including intelligence and comprehensiveness as well as accuracy.

Therefore, this article aims to examine the pronunciation ability of college students in both aspects, including segmental and suprasegmental aspects. This article is particularly relevant for providing in-depth insights into the challenges and potential for improvement in the context of English language learning.

METODE PENELITIAN

This research applied qualitative approach. According to Gall, Gall & Borg (2017), descriptive qualitative research is conducted as a whole, with descriptions in the form of words and language in specific contexts and conditions. The is to understand the factors that affect research subjects. The subjects in this study were a male and female who spoke fluent English. The female, identified as Participant 1, is a Pharmacy student, while the male, identified as Participant 2, is a D3 Tourism student. They were chosen because they had learnt to speak in English and they also predominantly used English in the classroom.

Table 1. Participants of Study

No	Name	Backgro und of Educatio n	Age	Language Backgrou nd
1.	H. S.	Pendidik an Profesi Apoteker (S1)	25 th	Java and Indonesia

2.	M. I. A.	D3 Pariwisata	23 th	Sasak and Indonesia
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Verbal skills were collected through interviews or structured instruments. The purpose of the interviews was to observe the production of the analyzed language by the participants, as well as their overall performance, the clarity of speech and the correct pronunciation of English words. It shows the participants by the tone, the intensity of the word, the quality of the voice and even the body language if it is influenced by the parts and components of the two languages. Data from two transcribed interviews were transcribed for analysis. When the correct error section is found, call recording is used.

HASIL DAN PEMBAHASAN

The following speech analysis is divided into two parts: suprasegmental and segmental with three subsegments, which are discussed and analyzed by each of the two participants. (1) Knowledge and truth; (2) reliability at the sector level; (3) both at the suprasegmental level. This analysis continues and discusses the possible causes of the error. The final part of the article contains some suggestions for participants and ways to improve their language skills. Analysis of intelligibility and speech intelligibility.

According to Pennington & Rogerson-Revell (2019), intelligibility refers to the extent to which the listener understands the speaker and his words, and the listener's understanding. Indicates the difficulty and ease of pronunciation of the pronunciation. And here, both participants are important for understanding, because the speaker's speech patterns must have an accent, just a little. Mispronunciations are

ignored when speaking. The participants interviewed were the following:

Participant I's Interview

Interviewer : Hi! Are you done for your task today?

Participant I : Yeah, hmmm Aaa I think so biasalah anak Kesehatan hmmm. ummmm I'll just continue all of my task tomorrow for individuality assignment hmmm (smiling)

Interviewer : That's a good decision. Just give it a rest for today.

Participant I : Ahaaaa. You're right and good decision (laughing). Hmmm. By the way, are you going somewhere? Huhuhu You look like you're ready to go to some place heee (smiling).

Interviewer : I am going to the new steak house across the street for dinner. Do you want to come along with us?

Participant I : Ahaaaaaaa huaaaa hmmm nice you going to the new steak house across the street for dinner... I'm in! hmmm But, wait a second, I need to tidy up my desk hmmm.

Participant II's Interview

Interviewer : how is your day doing?

Participant II : Eeee anak Quite busy. I'm mm preparing for my presentation tomorrow yaaaa on our marketing strategy in tourism, but eeee I'm not even half done yet, Adooh.... (confused) eeee.

Interviewer : "You must feel stressed out now."

Participant II :: Eeee selowww but I have struggle to, but I dislike this situation laaaa like eeee apa namanya deadline short time eeee (laughing).

As can be seen in Table 2 of the interview, the levels of comprehensibility and comprehensibility were able to produce most of the pronunciation sets that were adequate and comprehensible. The main part

of the dialogue and its content is generally understandable and not too difficult to understand. It indicates many grammatical mistakes withinside the segmental or suprasegmental categories. This could be very special from what Participant 2 said, due to the fact intelligence and knowledge have a tendency to be low.

Participant 2 speaks meaningfully and understandably with special language patterns and gestures and consequently the knowledge is noticeably depending on the heritage of the Segmental Level. At the segmental level, the dialogue makes a speciality of the evaluation of unmarried sound calls made with the aid of using the individuals. The statistics on this segment in most cases makes use of statistics from self-explanatory interview strategies, however additionally makes use of not unusual place errors from interview transcripts. introduced Below is the decision statistics of individuals 1 and 2. Please be aware that now no longer all statistics like this encompass only a few pronunciation mistakes.

Table 2. Segmental Errors in Participant 1's Pronunciation

No.	Words	Correct Pronunciation	Word Error
1.	Decision	/dɪ'sɪʒn/ /dɪ'sɪʒən/	/ʒ/ as in
2.	Individuality	[ɪn,dɪvɪdʒu'æltɪ]	[ɪn,dɪvɪd u'æ]
3.	Across	/ə'krɒs/	/ə'kra:s/
4.	Desk	/desk/	/e/ as in
5.	Assignment	/ə'saɪn.mən t/	/aɪ/ as in

		/ə'saɪn.mən t/	
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Judging from the interview table above, Participant 1 mostly had difficulty pronouncing the words s and t like the word assignment in the participant interview above. Here, Participants Almost always, all the sounds are left out, resulting in non-words. However, participants made many mistakes in mispronouncing the parts.

The quote includes:

[1] θ → t

[2] ʃ → s

As can be seen here, there are two sounds that Participant 1 says the most. Errors include [θ] and [ʃ]. This may be due to the influence of the Indonesian L1. Since [θ] and [ʃ] do not exist in the phonetic list of Indonesian, the participants 1 will automatically convert foreign language segments into L1 segments. In addition to the aforementioned misunderstandings, participants often mispronounce letters and sand. He also has difficulty pronouncing long words (for example, words with more than three syllables). Here, the mispronunciation of s is said to occur because it is different from Indonesian, but English is not a spoken language. English words are often pronounced differently. Because of this, and the fact that Participant 1 speaks Javanese and Indonesian, he had difficulty speaking some words due to his limited English input.

Table 3. Segmental Errors in Participant II's Pronunciation

N o.	Words	Correct Pronounciati on	Word Error
1.	Strategy	/'stræt.ə.dʒi/ /'stræt.ə.dʒi/	/dʒ/ as in
2.	Presentati on	/.prez.ən'teɪ.ʃ ən/ /.prez.ən'teɪ.ʃ ən/	/ən/ as in
3.	Quite	kwaɪt/ /kwaɪt/	kwa
4.	Preparing	/prɪ'peər/ /prɪ'per/	/prɪ'p
5.	Strategy	/'stræt.ə.dʒi/ /'stræt.ə.dʒi/	/'stræt
6.	Struggle	['strʌgəlz]	['strʌg əl]

Judging from the interview table above, it seems that Participant 2 mostly experiences difficulty in pronouncing the words s and t like the word task in the participant interview above. Here, Participants Almost always, the sound is omitted entirely, resulting in a speechless state. However, due to poor pronunciation of the categories, participants made many mistakes. The quote includes: [1] θ → t

[2] ʃ → s

{3} {p}

These are known to be the two sounds most expressed by Participant 2. Errors include [θ], [ʃ] and {p}. This may be due to their L1, Sasak and Indonesian influences. Indonesian does not have [θ] or

[ʃ] in its phonetic list, so it is always noise. It automatically converts foreign language segments into L1 segments. In addition to the pronunciation errors mentioned above, the participant 2 has difficulty pronouncing long words (for example, words with more than four syllables). Here, the error of s is said to occur because it is different from the main languages, Sasak and Indonesian, and English is not a spoken language. English words are often pronounced differently. This is because Participant 1 found it difficult to pronounce many words due to his Javanese and Indonesian background and lack of information in English.

Suprasegmental Level of Participant 1 and Participant 2

A discussion of the suprasegmental errors by participants 1 and 2 targets or produces many words whose sounds are completely wrong with the external characteristics of speech sounds, namely weight, pitch (for examples: voice quality, rhythm, word stress and intonation), in volume and persuade it simply surrounds different emphasis and intonation. Participant 1 usually does not pay attention to stress. Several words or syllables are in the wrong place or have been left out completely.

However, Participant 1 had mostly correct intonation, although there were pronunciation errors during the interview, with only a few minor errors in several sentences. Mostly, Participant 1 in the interview all the words were almost correct. Although Participant 2 similar to Participant 1, Participant 2 rarely pays attention to word weight, intonation, rhythm and voice quality. Most of the communication strategies from the information obtained through the interviews, the pressure of the

participants 2 often made mistakes during the interviews, although it should be noted that the participants only produce repeated words such as *ee* and *hmmm*. In addition to stress, participant 2 suddenly made several intonation mistakes during the interview and also repeated words like *eee* and *hmm*.

KESIMPULAN

Based on the analysis of Participant 1, it can be concluded that Participant 1 has significantly better intonation, word weight, rhythm and voice quality, and is very proficient in English. This can be seen by looking at the survey data in the table above. This is because, although the participants sometimes struggled to transcribe the interview, they clearly understood what the interviewer was saying. Meanwhile, Participant 2 focuses on the structure of the interview (mostly neutral, such as tone). However, this passion for English is not only supported by the English language. Considering his mistakes and his character, some thoughts may be appropriate for him.

Therefore, when learning pronunciation, the most important thing is to know in detail the pronunciation of the language in English. Language skills and aspects of spoken language still need to be improved, especially for students who are interested in speaking English fluently and who will be the focus of the content of teaching and learning activities in the future. This can be done with methods and strategies to facilitate learning the pronunciation of a language.

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