



The Needs Of Teaching English Phonology In Higher Education

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Abstract: *The research aimed to analyze students' need to learn English phonology at fourth semester students of English Study Program of Islamic university of north sumatera. Phonology is one of lessons that difficult to learn, because the students must concentrate and focus to learn it. To make students more understand in learning English phonology, the researcher need to know what students feeling before studying phonology and what their wish in learning it. Because of that reason, the researcher tried to analyze students' need in English phonology. There were two types of instrument to gather the data; questionnaire and interview. The total students in this research are 83 students, which consist of 41 students in class 2, and 42 students in class 4. The researcher analyzed students answer based on interview. The finding was students need lecturer to be patient to teach them in English phonology, the students need the lecturer explain topic per topic in slowly until they understood, the students need more practice or exercise than theory or discussion.*

Keywords: *Analysis, Students' Needs, Learning Phonology*

INTRODUCTION

English is important in this language because it is an international language. Today, English is a universal language, many people can speak it, and many courses offer English-specific programs, making it possible for students of all ages to learn English. You can, but on the other hand, English can also be used as a tool to communicate with each other. Teacher education and training, especially in English language learning programs, require students to use English as well. Students can impose penalties if they do not follow the rules

For this reason, students pursuing an English degree program do not have the option of speaking their own language. Even in the first semester, you have to speak while communicating in English. Although there are some regulations in this department, students still find it difficult to learn and speak English. Students still have difficulty pronouncing words in English and have difficulty understanding what the instructor is saying during class.

Based on the researchers' preliminary observations of 4th semester English major students, they said that in their language they always communicated through a medium that

used code-mixing. Media used include Instagram, BBM, Message, WA, LINE, and Facebook. They use some of these media, but they always use Facebook for communication. Facebook is easy for students to use on campus. You can connect by turning on Wi-Fi. That way it's easier to create a new Facebook than others. If you don't have a suitable application on your mobile phone, you can create a Facebook application to exist itself. Unlike others, we need to have a mobile phone with good applications, but on the other hand, buying a good mobile phone requires more. That means there are other media such as BBM, LINE, Instagram, etc. Because of this, some English students used Facebook for communication.

A British student at the Islamic University of Sumatra Utara's English Studies Program used code-mixing almost exclusively through Facebook in her communications, so the researchers actually analyzed her student's code-mixing on Facebook. Research should be done by That is, the researcher explains and explains how a student shuffles on her Facebook. We also do a basic code shuffle for students on Facebook. In this study, the researchers followed up on this research by collecting data her messages in fifth grade on her Facebook status and conducting a survey asking why students just shuffle code on her Facebook. I used the notation to explain.

This research is important because it gives instructors and readers information about why a student is mixing code on her Facebook. In addition, the instructor receives information to know and understand the student's skills in code mixing, especially the student's English speaking ability.

BRIEF LITERATURE

The Indonesian government has chosen English as its first foreign language. This means that it is taught at all levels of educational institutions from elementary school to college. Also, as mentioned above, English is used as a common language because it is an international language used in many countries around the world. This is the reason why millions of Indonesian students want to learn English so that they can speak it. When learning a new language, everyone learns the building blocks of that language. Language consists of three main components, including phonology, vocabulary and grammar (Nasr, 1980:2). The language is mostly spoken. Sound is therefore very important. In this connection, the phonology of Ramelan (1994) adopts an important role. Phonology is the study of phonemes or sounds. Phonology has two of his studies, phonetics and phonology. Phonemeology is the

study of speech aimed at discovering the significant phonetic units of a particular language. Phonetics is the study of speech as sound, ignoring the function of language as a signal unit.

Phonetics is divided into two types: the of articulatory phonetics and acoustic phonetics. Articulatory phonetics examines speech in terms of speech production by the speech organs. Articulatory phonetics describes segmental and suprasegmental features. Suprasegmental traits are related to traits such as stress, pitch, length, intonation and other traits and always accompany the production of segmental traits. A segment feature is an ordered unit of sound. Segment features consist of vowels, consonants, diphthongs and their distribution.

According to April Mc Mohan (2002), phonetics consists of the study of speech and includes the production and production of sounds by the human voice. There are several components that work together to create speech. These include articulatory organs and mouth movements. Speech organs such as the respiratory system are involved in the production of speech and auditory speech. The human voice can produce many sounds, but they vary by language. English has 13 vowels and 24 consonants. It depends on the dialect.

The articulator system includes the nose, mouth, tongue, teeth, palate, and lips. These structures work together to produce speech. Air through the nose touches the tongue behind the front teeth, creating the letter "n" sound. When you close your lips, the air is pushed out and you get a "p" sound. The specific movements and placement of these components create different sounds.

Speech organs also work together with articulators to produce sounds. Examples include the respiratory system and the trachea, which works in conjunction with the lungs, pectoral muscles, and larynx. At the top of the trachea is the larynx, where the two vocal cords, or vocal cords, act like lips. Air from the lungs vibrates, opening and closing the vocal cords in conjunction with the pectoral muscles to produce sound.

The English alphabet has 26 letters, but there are 39 (15 vowels and 24 consonants) are produced by these letters. (See Vowels and Consonants section). A vowel is a sound in which air from the lungs is not blocked by the mouth or throat. All ordinary English words contain at least one vowel. Vowels are: A, E, I, O, U, and sometimes Y. "Y" can also act like a consonant if it's at the beginning of a word. Consonants are sounds made by air passing through the mouth. Consonants are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z

All sounds produced in English are either voiced or unvoiced. Voiced sounds are produced by vibrating the vocal cords during pronunciation. There is no vocal cord vibration in the production of unvoiced sounds. To test this, place your fingertips on your throat while

speaking the lute. You should be able to feel the vibration when pronouncing voiced sounds. Pronouncing unvoiced sounds does not produce any vibrations. It can be very difficult to feel the difference between voiced and unvoiced sounds. Another test might help. Place the paper in front of your mouth as you pronounce the sounds. Pronouncing unvoiced sounds should move the paper. All vowels in English are voiced. Some consonants are voiced and some are voiceless. Some consonants produced in English are very similar. The difference between them is that one is often voiced and the other unvoiced. Two examples are the voiced "z" and the unvoiced "s". The following table shows voiced and unvoiced consonants. [3] • Voiced consonants. B, d, g, v, z, th, sz, j, l, m, n, ng, r, w, y. • Voiceless consonants. p, t, k, f, s, th, sh, ch, h.

STUDENTS NEED

Students are people who want to acquire knowledge. In order to impart knowledge to students, we need to implement several techniques based on media, people, objects, etc. It is clear that maintaining interest in the topic is one of the best things he can do in the classroom. When you are asked to give a speech, you want your audience to accept what you are saying. As a teacher, you need an audience that listens and cares about what you do. Otherwise, you have a very long and miserable year, two, or long career ahead of you. That is why we must think of things that bring a high degree of interest and positive encouragement to the children we teach.

There are some tangible things you can do to keep your students engaged. 1. Relate content to your life. "Why should I learn this?" If you are asked that question and the only answer is "Because I said so," you have lost credibility. Why should you master grammar? Because it helps you succeed in life. Why should we know the math? So no one can scam us out of our money. Why should we learn about art? To gain a deeper understanding of culture and history. And so it goes on. 2. Relate your life to content. Learn to be a storyteller. I try to keep conversations to a minimum, but I believe that timely stories do a great job of sparking and enhancing interest in a topic. I let the class know when my dog is doing something fun. Sometimes music can be associated with it, sometimes it's just telling a story. One of my school's language teachers came to see me at the end of the year and let me know how the students were doing. She each wrote a few paragraphs about her electives and shared them with her and each other. She said many of them have written great things about the band and about me and my dog. 3. Have fun. This will make your work even more enjoyable. If the work is

fun, the interest of the students will increase. Having a good time makes you go home happy at the end of the day. That is wonderful. 4. Smile Smile is the result of enjoyment. Sometimes I get too serious to smile. I've had students ask me if I'm upset or tell me to smile more. It's good for your health. Five. Laugh and make them laugh. Children love to laugh. Adults love to laugh. Laughter is good for your health. Do something funny If that's okay with you, tease me. Think of nicknames for your students. Ask them to help you come up with a nickname. One of the best ways to de-stress in a stressful situation is to create some relief. I don't laugh enough, so some students this year just said they knew I wasn't mad after I used the nickname. It works.

So some of these help keep students interested. Some of them are also useful to attract the interest of teachers. The more interested you are in the job, the more likely they are. It's even more fun to go home in the evening and reflect on the day's accomplishments.

This study analyzes students' needs in phonological learning. Based on her interesting. So the researchers had the students study phonology. This research focuses on finding out what it takes to learn phonology through interviews. Researchers are therefore truly motivated to conduct a descriptive analysis of students' learning needs in learning phonology in the fourth semester of the English Language Study Program at Islamic University Sumatera Utara

METHOD

This study was conducted with students in the fourth semester of the English Language Program at Islamic University Sumatera Utara. The researcher analyzes based on interviews with students. The subjects of the study were all fourth semester students of the English Language Program Islamic University Sumatera Utara.

The nature of this study is descriptive and qualitative. This study does not involve calculations or numbering. Therefore, the relevant data is displayed in words rather than numbers. To collect data, researchers conducted interviews. First, the researcher asks the student some questions or interviews. phonology. Second, researchers ranked student responses based on the statements students needed.

When analyzing the data, researchers analyze responses from student interviews before they begin learning English. Here is a list of interview questions:

1. What do you know about phonology?
2. What is the purpose of studying phonology?
3. What do I need to learn English?
4. What's the problem with learning sounds in English?

FINDING AND DISCUSSION

A. Findings

This subsection presents the results of this work. The study revealed 96 statements made in interviews. Data for this study are based on student responses based on interviews. Questions and comments were submitted by 5th semester students. It consisted of 24 statements to her one question.

Here four questions in an interview with a student. These are the questions asked before learning English phonology.

1.1. Statements of Results

a. What do you know about phonology

In this section, researchers found that, based on student responses, 15 students said they knew nothing about phonology, while another 6 said they were talking about language learning. In this section, researchers concluded that most students still did not receive accurate descriptions of phonemes.

b. What do you aim studying phonology

In this section, there are 19 statements in which the researchers stated that they were able to handle kitchen knives better than before they learned phonology, and three students reported that their understanding improved while learning phonology. We found that two more students answered that they wanted to speak English. In this section, based on student responses, the researchers conclude that students do not know what English phonology means and still want to understand something about phonology in general. attached.

c. What do you need learn about phonology

In this section, we found that 24 students needed a good personality in their tutor. Here's what students need it for: 1. Teachers must be patient in the teaching process. 2. It is necessary to burden the lecturer when speaking during the lecture. 3. You need I need more explanation from the instructor. 4. Lectures need more practice. Five. I need a little theory. Based on this response to the interview, the researchers concluded that, in general, students still talk about lecturer strategies during class and do not recognize the specific need for phonology.

d. What is your problem learning sound in English

All students will continue to answer the same questions in this section. They said they couldn't speak or understand English, the problem was that they didn't speak English well, and

they had difficulty pronouncing it well. It's also difficult to practice with because there's no medium to practice on.

B. DISCUSSION

The English students at the Islamic University of Sumatra Utara still feel that their English is not good, they are dissatisfied with themselves for various reasons and are still struggling to learn English. The students initially had negative feelings about themselves, which caused them to stop practicing.

Based on the results, researchers can say that their knowledge is still low. Researchers deepen their knowledge by asking exactly what they need about English phonology and understanding based on their answers. Based on the researcher's perception, based on the classification of English phonetic sounds, it is possible to speak precisely about sounds, including how they came about, what their types are, and how they should be pronounced. increase.

Professor April McMohan said that in the phonological study of English, there are many ways to pronounce sounds that have two categories, vowels and consonants, to practice. Additionally, English degree program students, especially third semester students, need to practice good pronunciation. Speakers should read and practice some rules based on the standard language of English. But while researchers here are observing students and trying to analyze what they need, they don't know exactly what they need either.

Based on the results obtained, the researchers first prepare a method based on the strategy and personality of the lecturer, secondly add explanations by the lecturer, and thirdly help the lecturer understand the phonemes while learning them.

CONCLUSION

Researchers want to draw conclusions from their studies.

- a. Speaking is notoriously difficult for English students in English major programs. Some students find it difficult to learn English because of their negative attitude and fear of making mistakes.
- b. The results of this study can be used as additional information on English phonology. Materials can be used as preparation and selection considerations and construction for phonological lessons. Given the important role of language in speaking, English teachers are also encouraged to seek inspiration from the subject of phonology.
- c. As a result of this research, lecturers are better informed about their knowledge before studying phonology. Instructors can create several media to expand the knowledge of their students.

- d. Advantages of this study are that researchers need students to study the phonology of the English language, that students need methods from lectures to improve their English skills, and that students need to be patient in lectures. The need to teach English phonology and the need for students to have explanations from the instructor for each topic. Study slowly until you understand. Students should practice English phonology more than theory and discussion during presentations.
- e. After this research, the next investigator can apply several methods and techniques to improve students' phonological competence.

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