

SOME PRONUNCIATION PRACTICES IN ENGLISH FOR LOGISTICS IN SPEAKING CLASS OF PORT AND SHIPPING DEPARTMENT OF PIP SEMARANG

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Abstract - As one of the Language system, good pronunciation is really needed to improve in mastering English. A Competent Employee needs English to communicate in a variety of situations with colleagues, clients, and business partners, moreover for someone who works in Logistics industry, whereas a Shipping Agent, a Custom Broker, or a Freight Forwarder. This paper is based on the data which attempt to present how pronunciation practices in the English for Logistics in Speaking Class of Port and Shipping Department of PIP Semarang. It described some methods and activity carried out in the classroom that deal with teaching pronunciation. The research may contribute to make a better understanding about the teaching of speaking class especially pronunciation of teaching English Logistics at PIP Semarang. This paper consists of four parts; Introduction, second is the method, third is finding and discussion, and fourth, conclusion and suggestions. The data was taken from Speaking Activities of English for Logistics i.e. Introduction to Logistics, Logistics Services, and Shipping Goods. The third semester class of Port and Shipping Department students has done these activities, before they do their Land Projects. The finding suggests that it is necessary to consider theoretical knowledge, practical classroom skills, and having access to good ideas for classroom activities.

Key words: Pronunciations, English for Logistics, Speaking Class, Land Project.

I. INTRODUCTION

A. Background and Objectives

In the English as a Foreign Language (EFL) teaching and learning process, pronunciation is playing a significant role since it is related to the students' communicative competence development. However, in the EFL country like Indonesia, pronunciation is considered difficult to learn since the phonological system of English is very different from

that of Javanese, Sundanese, and Indonesian as the Native Language (NL) and our First Language (FL) (Sukrisno, 2009).

Pronunciation is an inseparable part of speaking skill which is considered difficult to the English learners. However, it should be well achieved since it is a bridge to good language proficiency. The ability of speaking English embodies the correctness of pronunciation and intonation and directly affects the appropriate communication in conversation (Zhang & Yin, 2009 quoted in Akram and Qureshi, 2012). Pronunciation as a skill should be practiced more and more to be perfect. The teaching of it should be relevant to and integrated with the teaching of grammar, vocabulary and language skill rather than treated as isolated subject. It is important to recycle aspects of pronunciation regularly to keep students focused on the accuracy of their spoken English and to give them as a basis for analyzing their own weaknesses.

In maritime communication, it is essential to recognize that in multi national crews, seafarers' spoken English must be comprehensible to other nationalities. Similarly, seafarers who have an awareness of pronunciation will be better able to deal with range of accents they encounter. Many maritime accidents are caused by poor language skills among crew members on ships as well as between ships to shore services. Therefore, it should be well comprehended by students in the area including students in PIP Semarang in English for Logistic class. However, since there are many new vocabularies related to maritime industry that are very

different with the general English, students face many problem and ends to make failure in learning it.

This study aimed to describe and analyse the pronunciation practices of English in English for Logistics class to improve the learning process.

B. Pronunciation Issues : The great Challenge for Maritime Students

English for Logistics is a material taught to the students of Port and Shipping Class. This subject is prepared for students to work in the logistics industry, and who need English to communicate when transporting, shipping and storing goods. As the Logistics can be defined as the management of the flow of goods, information and other resources, energy and people between the point of origin and the point of consumption in order to meet the requirements of consumer. There are some terms that are related to shipping industry that are specific as for example freight forwarder, bill of lading, consignee, purchasing, etc.

The Indonesian students who learn Maritime English also face problem in pronunciation. The level of difference between Bahasa and English is rather great that makes the degree of difficulty is great. Nevertheless as Sukrisno (2009) said, there is what we called positive transfer. It is a kind of transfer of any linguistic elements, be it grammatical, lexical, social or phonological from NL into TL which is accepted or which does not create any learning problem.

In learning it, the students makes some error in pronouncing it. For example in pronouncing the word 'supply' instead the pronoun it as /sə'plai/, they pronounce it as /'səpleI/. The mistake in the stress can be found in the word management.

C. The Importance of Comprehension in Oral English

Pronunciation as a part of oral English is on the top item to comprehend. Nowadays, the objective is not to achieve a native accent anymore. There are so many varieties of English are spoken worldwide that there is no single model of pronunciation. According to Harmer (2001:187) "the areas of pronunciation which we need to draw our students' attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation. But students will also need help with connected

speech for fluency and the correspondence between sounds and spelling and if there is no creativity from the teacher, it will be hard for students who especially a foreign language student to pronounce the word correctly".

As said by Burns (2003), it is far more important for speakers to be able to achieve intelligibility (the sound patterns produced by the speaker are recognisable as English), comprehensibility (the meaning of what is said can be understood by the listener, and interpretability (the purpose of what is said can be understood by the listener).

In order to achieve comprehensibility, the features of English pronunciation both phonemes and suprasegmental should be paid attention in teaching pronunciation (Kelly, 2000)

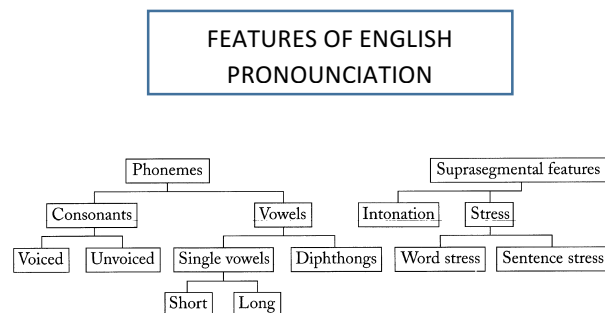


Figure 1. Features of English Pronunciation

D. Technique of Teaching Pronunciation

There are some methods that are used in teaching pronunciation. As Kelly (2000), there are two key sides of teaching pronunciation, namely productive and receptive. There are some techniques that can be used for both sides :

1. Drilling

It helps them to achieve better pronunciation and help them remember new item. On the other explanation, Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.

Furthermore, he gave the example of drilling. The teacher pronounces some vocabulary and the students repeat it or students are asked to practice. Then, teacher writes down more vocabulary and the teacher pronounce English phonemes. After teacher pronounce one of phonemes the students are asked to

predict on what word the phonemes is base on the written words.

2. Minimal Pairs

Teacher can use minimal pair to make students focus on sound that make difficulties (Kelly, 2000).

3. Picture Prompt

II. METHOD

A. Context of the Research

This paper is written based on the result obtained from observations about the students pronunciation in the classroom as the early step in the classroom, followed by recording of their performance and some practices done in the classroom in order to improve pronunciation and comprehension of oral English. Observation is conducted in the English class with a teacher who teach them speaking accompanied by a collaborator who observe the pronunciation of the students. The study population is made up of 8 students who are recorded. They come from third semester of Port and Shipping class. The students have similar ability in English.

The material used in the class is English for Logistic. This is prepared them to work in the port and shipping area. According to the objective of the study, it focuses on the pronunciation of English the students produced in the class and the ways to improve the the students' productive skills especially. More specifically, the subject dealt with the performance of students pronunciation in suprasegmental features: linking, intonation and stress. The coursebook used is entitled *English for Logistics* written by Marion Grussendorf (2009).

B. Methodology

The methodology employed in the study is recording the students' pronunciation performance. They were asked to seated in a quiet room so there was no sound disturbed the recording. They were asked to read some words or sentences prepared by the teacher. The subjects are encouraged to give their best production of the words. These words were embedded in sentence carriers (say ...again). The sentence carriers were intended to help the subjects to speak at a constant rate.

The data then analysed by checking them with the phonetic transcription and matched them with other features based on the figures above. The categorisation is the next steps. The mistakes got from the analysis are categorised based on the figures.

Obviously, this study may present certain limitations among which we find, for example, the limited sample under analysis. It is not merely a lot but we consider it is enough to obtain representative result.

III. FINDINGS AND DISCUSSION

The result of the observation carried out in the Port and Shipping Class (K III B) and some of feedback provided during the different activities. The study focused on the three units in the book "English for Logistics" namely Introduction to Logistics, Logistics Services and Shipping Goods.

The following are the list of the words related to the logistics term which will be the focus of the pronunciation practices:

Unit 1

The words	The phonetic transcription
Organize	'ɔ:gənaɪz
Deal	di:l
Negotiate	nɪ'gəʊʃiət
Arrange	ə'reɪndʒ
Advise	əd'vaɪz
Liaise	li'eɪz
Ensure	ɪn'ʃʊə
Provide	prə'vaɪd
Support	sə'pɔ:t
Maintain	meɪn'teɪn
Purchase	'pɜ:ʃəs
Transport	<u>'træns'pɔ:t</u>
Store	stɔ:
Deliver	dɪ'lɪvə
Distribute	dɪs'trɪbjʊ(:)t
Consolidate	kən'sɒlɪdeɪt
Keep	ki:p
Make	meɪk
Use	<u>ju:z</u>
Check	ʃɛk
Supply	<u>sə'plai</u>
Plan	plæn
Provide	prə'vaɪd
Inform	ɪn'fɔ:m
Train	treɪn
Supervise	'sju:pəvaɪz

Inventory	'invəntri
Storage	'stɔ:riɔʒ
Delivery	dɪ'livəri
Distribution	ˌdɪstrɪ'bju:ʃən
Maintenance	'meɪntənəns
Purchasing	'pɜ:ʃəsɪŋ
Transportation	ˌtræns'pɔ:ˈteɪʃən
Corner	'kɔ:nə
Freight forwarder	freɪt 'fɔ:wədə
Supplier	<u>sə</u> 'plaiə
Haulier	'hɔ:liə
Courier	'kʊəriə
Consignee	ˌkɒnsaɪ'ni:
Procurement	prə'kjʊəmənt
Warehousing	'weəhaʊzɪŋ
Stock control	stɒk kən'trəʊl
Container	kən'teɪnə
Bill of lading	bɪl ɒv 'leɪdɪŋ
Reservation	ˌrezə'veɪʃən
Budget	'bʌdʒɪt
Documentation	ˌdɒkjʊmənt'eɪʃən
Goods	gʊdz

Unit 2

The words	The Phonetic Transcription
Transshipment	træns'ʃɪpmənt
Break – bulk	breɪk – bɜ:lk
Cross docking	kros 'dɒkɪŋ
Order picking	'ɔ:də 'pɪkɪŋ
Reserve	rɪ'zɜ:v
Collection	kə'lekʃən
Storage	'stɔ:riɔʒ
Carriage	'kærɪɔʒ
Vehicle	'vi:ɪkl
Textiles	'tekstaɪlz
Comprehensive	ˌkɒmpri'hensɪv
Consolidation	kən'sɒlɪ'deɪʃən
Demand	dɪ'mɑ:nd
Competition	ˌkɒmpɪ'tɪʃən
Customer	'kʌstəmə

Unit 3

The words	The phonetic transcription
fragile	frædʒaɪl
this side up	ðɪs saɪd ʌp
use no hooks	<u>ju:z</u> nəʊ hʊks
do not stack	<u>du:</u> nɒt stæk

explosive	ɪks'pləʊsɪv
store away from heat	stɔ:r ə'weɪ frəm hi:t
keep dry	ki:p draɪ
toxic	'tɒksɪk
remove	rɪ'mu:v
protruding	prə'tru:ɪdɪŋ
secure	sɪ'kjʊə
align	ə'laɪn
stack	stæk
seal	si:l
load	ləʊd
box	bɒks
container	kən'teɪnə
valuable	'væljuəbl
weather	'weðə
customs	'kʌstəmz
border	'bɔ:də
bale	beɪl
chest	ʃest
barrel	'bærəl
drum	drʌm
crate	kreit
cartoon	kɑ:'tu:n
cases	'keɪsɪz
crates	kreɪts

The following are the description of the practices :

1. Drilling

The focus of the pronunciation practices is on the vowel. First, the teacher drill the students how to pronounce the basic vowel. In unit 1, the teacher drill vowel i: with the word deal Deal /di:l/

Keep/ki:p/, vowel ɔ: with the words Store /stɔ: / Storage /'stɔ:riɔʒ /, Inform /ɪn'fɔ:m/ Organize/ 'ɔ:gənaɪz /

and the other vowels as described in the following table. Drilling is also used to introduce vowel with the students since it is a new concept for them

Vowe	The words
l	
i:	Dea l /di:l / Kee p /ki: p/

ɔ:	Store /stɔ:/ Storage / 'stɔ:riɟ/ Inform /ɪn'fɔ:m/ Organize/ 'ɔ:gənaɪz /
ə	ə'reɪndʒ əd'vaɪz
ʌ	'bʌdʒɪt

In unit 2, drilling is also used to introduce vowel ɜ in the word kə'leɪʃən and ɪ'zɜ:v, vowel æ in the word træns'fɪpmənt. The detail is shown in the following table :

Vowel	The words
æ	træns'fɪpmənt 'kæriɟ
ɜ	ɪ'zɜ:v
ɛ	kə'leɪʃən
i:	'vi:ɪkl
ʌ	'kʌstəmə

in unit 3, drilling is used to introduce vowel /ə/ with the words container /kən'teɪnə/, align /ə'laɪn/. another vowel is / ɛ/ in the words 'wɛðə and chest / ʧɛst/.

From the observation, the students seemed excited with the lesson since it is something new for them. They showed their enthusiasm in following the teacher to pronounce the word. Although drilling is an old technique, it is still relevant in the higher level of study. From the interview, it is found that

2. Minimal Pairs

The activity began by introducing the concept of minimal pairs in English such as the words bag and bug, hat heart and hut, cat and cut. These are the examples of minimal pairs which just differ with one phoneme.

In unit 1 the activity is the following: the students are asked to study with the partner. They should find the words which have the specific vowel

Thick the words which have the sound / ʌ/
Stack Customs Carriage Fragile

Another sample of activity is described below:

How many times do you hear /e/ underline each word
Check Plan Maintain Delivery Make Plan Train

3. Picture Prompts

The activity is used in unit 3, Shipping Good. It is used to give the students further practice by showing them some pictures related to shipping goods. Then a student point to a picture, produce the word without sound and another student guess the word.



The activity was done in pairs where a student pointed picture above then give the mimicking of the mouth without producing the sound. Another student should guess the meaning of the word.

The meaning of above symbols

1. Fragile/frædʒaɪl/
2. This side up / ðɪs saɪd ʌp/
3. Use no hooks /ju:z nəʊ hʊks/
4. Do not stack/
5. Explosive / ɪks'plɒsɪv/
6. Store away from heat / stɔ:r ə'weɪ frəm hi:t/
7. Keep dry / ki:p draɪ/
8. Toxic / 'tɒksɪk/

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