

# Learning English Phonology on English Language Education Study Program State Universities in Malang

Hamka<sup>1,\*</sup>, Punaji Setyosari<sup>2</sup>, Bambang Yudi Cahyono<sup>3</sup>, Sulton<sup>2</sup>

<sup>1</sup> State University of Malang, Malang, Indonesia

<sup>2</sup> Department of Educational Technology, Faculty of Education, State University of Malang

<sup>3</sup> Department of English Literature, Faculty of Letter, Universitas Negeri Malang, Malang, Indonesia

\* Corresponding author. Email: hamkaharahap@gmail.com

**Abstract:** This study aimed to cover the learning of English Phonology in English education study programs. The study held for state universities in Malang, namely UM, UB and UIN Maliki. The research described the learning conditions, learning methods and learning outcomes. This research used a qualitative approach with descriptive method. Data collection techniques were using observation and interview. The results of this study found that there were real problems with the learning conditions, learning methods and learning outcomes. Suggestions from this research emphasized that going forward; the development of English Phonology based learning would be centered on students, by using the student-centered assignment method. Researchers assumed that the technique allowed for development was based on critical thinking. This was intended so that students were not only able to produce, but also able to describe and perceive every sound. That was, students should have to determine their learning conditions, the learning organization so that learning outcomes achieved according to the learning objectives.

**Keywords:** learning, english phonology, english language

## 1. INTRODUCTION

Learning English Phonology is not only aimed at producing sounds. Far more important, English Phonology also aims more at scholarship in describing the character of the sound. English Phonology provides choices and rules for sounds in the language (Shastri, 2010). How sound works in a language, we are in the realm of English Phonology (Knight, 2012). English Phonology aims to help students on how to produce the right sound (Cahyono, 2013). In the end, the learner can provide his own perception for each sound produced correctly.

English Phonology becomes a science in the production system, character and sound perception (Pardo-Gonzalez, 2013). Learning English Phonology is undoubtedly the foundation of learning English (Pei & Qin, 2015). English Phonology learners are required to be able to produce, describe characteristics, and differentiate each sound. Then, the learner can perceive each sound itself and its consequences with other sounds. Thus, English Phonology learners can produce sounds according to science and RP standards (Hamka, 2016a; Hamka, 2016b; Hamka, 2019). Someone certainly meets the lack of pronunciation by studying English Phonology to a better level (Carr, 2019). In the end, English Phonology learners no longer produce sounds based on imitation, imitating and based on the words of people or someone.

Previous research, such as Treiman (2017) found that theories about how children learn sound production require clarification of various patterns, as well as theories about overcoming learning difficulties of sound production and how we can help them. Choi, Broersma, and Cutler, (2017) conclude that to talk with others, and to understand what other people say, we need to know the phonological structure of the language we use. Choi, Broersma, and Cutler, (2017) also suggest that if we speak English, we need to distinguish each sound, and if we hear, we know that they belong to different syllables. There are no assumptions that apply to all languages. Thus, phonological knowledge is particular in each language.

Shih (2018) concluded that phonological factors and elements need a process and explanation. Shih (2018) suggests that English Phonology research can apply to sound images and perceptions. Kwary dan Fauzie (2018) found that learning English Phonology requires encouraging direct contact between students and instructors, developing reciprocity and cooperation, using active learning techniques, providing direct feedback, emphasizing time. Kwary dan Fauzie (2018) also emphasize that learning is centered on assignments, communicating with students about being expected of them, respecting diverse talents and various ways of learning. Jiang (2018) emphasizes that English Phonology proves important for the activation of first language

production in the introduction of second language production.

Leaño, Rabi, and Piragasam (2019) found that caring awareness of English Phonology mastery included recognizing word stresses; identify the final vote, and remember the sound sequence. Leaño, Rabi, and Piragasam (2019) emphasize the importance of cultivating the necessary skills in English Phonology. This research is an option to examine problems in other language domains. Deiniatur (2019) has developed learning media through the Macromedia flash application for English Phonology classes. Deiniatur (2019) reviewed based on the assessment of material experts, media experts, and the results of student trials are aspects of the feasibility of the material based on an excellent material expert assessment with an average score of 4.60. The aspect of media eligibility is by the assessment of media experts in both categories, with an average score of 4.05. The results of trials to students categorized well with an average score of 3.60. So, it is feasible to be used by students and lecturers for learning media in class.

From previous related studies, no one has thoroughly described the learning of English Phonology in the field. For this reason, further research needs to apply the picture of learning English Phonology. In this case, researchers conducted research to uncover the learning of English Phonology in English language education study programs at State Universities in Malang.

## 2. METHODS

Researchers have taken a qualitative approach. The method used is descriptive research. This research is to uncover the learning of English Phonology related to the conditions of learning, learning methods and learning outcomes. The preliminary study was conducted by direct observation on English education study programs at several campuses in the city of Malang.

The state campus in Malang consists of UM, UB, and UIN Maliki. Preliminary study was from August 2019 to October 2019. Preliminary studies carried out by observation. Meanwhile, to compare observations with facts, researchers then conducted interviews directly to students and lecturers about English Phonology.

## 3. RESULTS

The following is a description of the data that can be revealed based on preliminary results by observation. Observation results can only describe the learning conditions: (1) English Phonology learning is available in every English education study program at UM, UB and UIN Maliki; (2) Learning English Phonology goes down in different semesters, namely in the fifth semester (UM) and fourth semester (UB and UIN); and (3) Students in each class are in the range of three to four classes, with a number ranging from 25 to 35 students. Then, the results

of the interview about learning English Phonology revealed several facts. Researchers found:

- a. Conditions: that many undergraduate students of English education still do not understand and do not master this knowledge. All this time, students only know that English Phonology aims to sound production or practical learning only. Students can be said not to know what the purpose of learning English Phonology. They are not even interested in learning English Phonology. However, the researcher asked the usefulness of English Phonology. But all of them responded in a compact voice, that English Phonology is very important. Students at least only know that English Phonology is only an additional course. Of course, this contrasts to learn English Phonology.
- b. Methods: (1) Aulia as a lecturer in English Phonology, Faculty of Letters UM also realizes the reality of the student's condition. The condition of students is indeed still in the learning process. When Researcher asked the role of English Phonology will be very difficult because students still need to complete the lecture. Because at the same time, students have been and are still discussing English Vowels and Consonants. Aulia explained that so far, she had taught this subject. The main obstacle found in the application of appropriate methods to achieve better learning outcomes. Aulia added that the English Phonology course is about science, not just practice. Because, sound production practices have integrated into other subjects such as Speaking, Listening, Reading aloud, and others. English Phonology is not just the practice of sound production, but rather the ability to describe each sound and perceive it; and (2) Alies (a lecturer in English Phonology, Faculty of Cultural Sciences UB) said that there was a change in the name of the English Phonology course to English Phonetics and Phonology in the latest curriculum. This course is available in the fourth semester of January 2020. The reason is that English Phonetics is the basis for interpreting sounds in English Phonology. So, the two cannot be separated as theories of symbols, sounds and their meanings. Alies believes that English Phonetics and Phonology is very important as a scientific course in measuring the ability to produce English sound. Alies also suggested that English Phonetics and Phonology should be strengthened by adding contracts and increasing the duration of lectures to at least four credits given the urgency.
- c. Learning outcomes: (1) Aulia emphasizes that later, student learning success is measured by the ability to produce, describe and perceive each sound; and (2) Alies agreed and shared the same opinion with Aulia. The condition of students, student learning goals and urgency of student learning and student learning outcomes were still not able to master English Phonology as a science. So, going forward, the benchmark of student learning outcomes is at least

seen from the ability to produce, the ability to describe and the ability to perceive every sound. While Langgeng (head of the English Tadris study program at the Faculty of Tarbiyah and Teacher Training at UIN Maliki) also stated that the English Phonology course exists in the fourth semester in January 2020. Thus, there has been no detailed and further information. He suggested that researchers conduct observations and interviews when the English Phonology course goes down in January 2020.

#### 4. DISCUSSION

Facts of observations and interviews illustrate that there are problems regarding learning conditions, learning objectives, learning urgency, learning methods or learning sequences, and learning outcomes in English Phonology. That is, learning English Phonology is still problematic. The ability of students to produce, describe and perceive every English sound is still problematic.

The change in competency era into capability era is fundamental in the paradigm of learning objectives (Sulton, Adi, & Susilo, 2017). For this reason, we need a model that assembles the conditions, methods and learning outcomes. Active learning is usually characterized and measured by the level of achievement of learning objectives (Setyosari, 2017).

That is, the initial stages of learning, students should set learning goals. Thus, learning models can also be arranged according to learning objectives. The learning model starts from determining goals, approaches, methods, techniques, strategies, and applications to learning evaluation. All of these are important in learning, especially learning English Phonology.

Terry Phillips (in Gray & Krzanowski, 2012) says that we must consider the needs of our students before we decide what learning items will be included in any course. That is, learning needs are the beginning in determining the sequence and model of learning. Hannafin (2012) found that basically, cognitive demands as learning outcomes begin from determining learning goals, learning processes, and coding that is mediated externally during learning. So, it is directed to anticipation, search, and assessment based on learning needs and goals. So, based on student-centered learning, the learning model of English Phonology needs to set learning goals, learning processes and learning outcomes to be achieved in English Phonology.

Kruse and Pongsajapan (2012) illustrate, in its development, student-centered learning is currently the most dominant. The implementation of student-centered learning should focus on diagnosis and intervention. Thus, the analysis of student needs as an initial stage of learning is student-centered learning. So, learning English Phonology should use student-based learning. So that students know very well their learning needs in English Phonology. So, students are able to produce, describe and perceive every English sound.

Dong, Wu, Wang, and Peng (2019) prove that learner-centered learning significantly contributes to learning to understand, learning inference, learning overview and main ideas of learning. That is, English Phonology requires student-centered learning so that production abilities, the ability to describe and the ability to perceive every English sound can be better.

To apply learner-centered English Phonology learning, the main analysis is to concentrate on learning only. Li-Hong (2019) applies student-centered learning by covering task-based learning, problem-based learning, cooperative learning, inquiry learning, case-based learning, independent learning. Li-Hong (2019) then concluded that the specificity of task-based learning should include individual tasks and group assignments. Assignments are determined based on their learning interest, abilities and learning styles. Task-based learning is then presented verbally and essays in the form of papers.

The nature of learning is change. Learning in the twenty-first century is increasingly becoming more related to student-centered learning. Adeoye (2019) and Praherdhiono et al. (2019) found and explained that student-centered learning emphasizes digital literacy, critical thinking, and interpersonal skills. Learning English Phonology requires a change from imitating and practicing the production of English sounds, transforming into the ability to produce, describe and perceive all English sounds themselves. In this case, the emphasis on digital literacy, critical thinking and interpersonal skills is closely related in measuring the ability to produce, describe and perceive every English sound.

However, student-centered learning cannot be separated from a series of conditions, approaches and learning outcomes (Reigeluth, 1983; 1999; 2009; Reigeluth, 2015; Reigeluth, 2017; Degeng, 2017). There must be a consequence beyond condition, method and outcome learning. So, this research will describe the learning of English Phonology based on conditions, methods and learning outcomes in English education study programs in Malang.

#### 5. CONCLUSION

The learning description of English Phonology shows that there are problems regarding learning conditions, learning objectives, learning urgency, learning methods or learning sequences, and learning outcomes. That is, learning English Phonology is still problematic. The ability of students to produce, describe and perceive every English sound is still problematic. For this reason, further research is needed to find fundamental learning problems, how to solve them and improve English Phonology learning outcomes.

#### REFERENCES

- [1] Adeoye, B. F. (2019). *Learning Styles and Cultural Differences in Online Learning Environments in the*

- Twenty-First Century*. In *Advanced Online Education and Training Technologies* (p. 12). USA: IGI Global. <https://doi.org/10.4018/978-1-5225-7010-3.ch004>
- [2] Cahyono, B. Y. (2013). Indonesian EFL Teachers Studying Overseas: Feelings, Expectations, and Perspectives on Professional Development. *Celt: A Journal of Culture, English Language Teaching & Literature*, 13(1), 43–65. <https://doi.org/10.24167/CELT.V13I1.215>
  - [3] Carr, P. (2019). *English phonetics and phonology: An introduction* (Third Edit). USA: Wiley Blackwell.
  - [4] Choi, J., Broersma, M., & Cutler, A. (2017). *New phonology revealed by international adoptees' birth language retention*. Proceedings of the National Academy of Sciences of the United States of America, 114(28), 7307–7312. <https://doi.org/10.1073/pnas.1706405114>
  - [5] Degeng, N. S. (2017). Revolusi Mental dalam Belajar dan Pembelajaran. *Kapita Selekta Pendidikan*, 1(1), 11–13.
  - [6] Deiniatur, M. (2019). Developing Learning Media through Macromedia Flash Application for English Phonology Class. *JURNAL SMART*, 5(1), 45–59. <https://doi.org/10.26638/JS.781.203X>.
  - [7] Dong, Y., Wu, S. X., Wang, W., & Peng, S. (2019). Is the student-centered learning style more effective than the teacher-student double-centered learning style in improving reading performance? *Frontiers in Psychology*, 10, 2630.
  - [8] Gray, B., & Krzanowski, M. (2012). *Time for Change: Developing English Language Teaching at Tertiary Level in Sudan*. London: British Council.
  - [9] Hamka. (2016a). *Phonetics and Phonology in Teaching English as the Theory of Language Production*. In the Fourth International Seminar on English Language and Teaching (Vol. ISELT-4, pp. 348–362). Padang: Universitas Negeri Padang. Retrieved from <http://ejournal.unp.ac.id/index.php/selt/article/view/6945>
  - [10] Hamka. (2016b). Standardizing Teaching English Vowels in Empowering Students' Pronunciation. *English Education: English Journal for Teaching and Learning*, 4(01), 1–15. <https://doi.org/10.24952/EE.V4I01.1187>.
  - [11] Hamka. (2019). Standardizing English Consonants in Empowering Students' Pronunciation Today. *JALIE; Journal of Applied Linguistics and Islamic Education*, 2(2), 254–278. <https://doi.org/10.33754/jalie.v2i2.182>.
  - [12] Hannafin, M. J. (2012). *Student-Centered Learning*. In *Encyclopedia of the Sciences of Learning* (pp. 3211–3214). USA: Springer US. [https://doi.org/10.1007/978-1-4419-1428-6\\_173](https://doi.org/10.1007/978-1-4419-1428-6_173).
  - [13] Jiang, N. (2018). Phonology-based bilingual activation among different-script bilinguals? *Bilingualism*, 22(4), 693–694. <https://doi.org/10.1017/S1366728918000664>
  - [14] Knight, R.-A. (2012). *Phonetics: A coursebook BT - Phonetics: A coursebook*. Phonetics: A coursebook.
  - [15] Kruse, A., & Pongsajapan, R. (2012). Student-Centered Learning. *CNDLS Thought Paper*, 1(1), 1–9.
  - [16] Kwary, D. A., & Fauzie, S. (2018). Students' achievement and opinions on the implementation of e-learning for phonetics and phonology lectures at Airlangga University. *Educacao e Pesquisa*, 44(1). <https://doi.org/10.1590/S1678-4634201710173240>.
  - [17] Leño, A. J., Rabi, N. M., & Piragasam, G. A. G. (2019). Speaking difficulties of Philippine indigenous learners in English Phonology. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 1231–1244. <https://doi.org/10.6007/IJARBS/v9-i1/5786>.
  - [18] Li-Hong, C. (2019). On the Application of Learner-Centered Instruction in the English Pre-Service Teacher Training- A Case from Higher Education in China. *PEOPLE: International Journal of Social Sciences*, 5(2), 93–102. <https://doi.org/10.20319/pijss.2019.52.93102>.
  - [19] Pardo-Gonzalez, J. (2013). *Blended Learning in English Language Teaching: Course Design and Implementation*. <https://doi.org/10.1002/tesq.215>.
  - [20] Pei, Z., & Qin, K. (2015). A Survey of English Phonetics Instruction in China. *International Journal of English Linguistics*, 5(5), 75–82. <https://doi.org/10.5539/ijel.v5n5p75>.
  - [21] Praherdhiono, H., Setyosari, P., Degeng, I. N. S., Sulton, Slamet, T. I., Surahman, E., ... Abidin, Z. (2019). *Teori dan Implementasi Teknologi Pendidikan: Era Belajar Abad 21 dan Revolusi Industri 4.0*. Malang: Seribu Bintang.
  - [22] Reigeluth, C. M. (1983). *Instructional-Design Theories and Models: An Overview of Their Current Status*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
  - [23] Reigeluth, C. M. (1999). *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory* (Second). New York and London: Routledge.
  - [24] Reigeluth, C. M. (2009). *Instructional-Design Theories and Models: Building a Common Knowledge Base* (Third). New York: Routledge.
  - [25] Reigeluth, Charles M. (2015). *Instructional theory and technology for the new paradigm of education*. In *International Handbook of E-learning Volume 1: Theoretical Perspectives and Research*. <https://doi.org/10.4324/9781315760933>
  - [26] Reigeluth, Charles M. (2017). *Instructional-design theories and models: The Learner-Centered Paradigm of Education*. New York: Routledge.
  - [27] Setyosari, P. (2017). Menciptakan Pembelajaran yang Efektif dan Berkualitas. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, 1(1), 20–30. <https://doi.org/10.17977/um031v1i12014p020>.
  - [28] Shastri, P. D. (2010). *Communicative Approach to the Teaching of English as a Second Language*. Mumbai: Himalaya Publishing House.
  - [29] Shih, S. S. (2018). *Learning lexical classes from variable phonology*. In *Proceedings of AJL2* (pp. 1–15). California: Proceedings of AJL2. Retrieved from [http://www-bcf.usc.edu/~shih/Shih\\_AJL2\\_2018.pdf](http://www-bcf.usc.edu/~shih/Shih_AJL2_2018.pdf).
  - [30] Sulton, Adi, E. P., & Susilo, H. (2017). *Curriculum Model of Capability Development through Transdisciplinary Courses System*. In *Advances in Social Science, Education and Humanities Research on International Conference on Learning Innovation (ICLI 2017)* (p. 197). Atlantis Press. <https://doi.org/10.2991/icli-17.2018.38>.
  - [31] Treiman, R. (2017). Learning to spell: Phonology and beyond. *Cognitive Neuropsychology*, 34(4), 83–93. <https://doi.org/10.1080/02643294.2017.1337630>.