

THE DEVELOPMENT OF ENGLISH PHONOLOGY CONTEXTUAL-BASED MATERIAL AT ENGLISH STUDY PROGRAM OF JAMBI UNIVERSITY

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Abstract: This study aims to develop English phonology contextual-based material at English study program of Jambi University, in which English phonology are thought based on the context of speaking English in communication. This study uses Research and Development approach. The approach used in this study uses three stages, namely the exploration phase which includes analyzing the need for teaching materials, prototype development phase model that includes designing the model and testing the model and validation phase which contains expert validation (Sukmadinata (2008)). Data collected at the stage of exploration is material relates to English phonology area. The second data source is the written text and spoken text in English in everyday communication. Results of the study showed that in the early stages, the students of English study program of Jambi University need a simple material that is easy to apply in daily life. At this stage of the development of prototype models, the materials are designed into module which structured into three parts. The initial section includes a cover, table of contents, and preface. The core part consists of a main material consisting of 14 units. They are (1) *openings and closings*, (2) *introductions and address systems*, (3) *invitations*, (4) *thanking people and replying to thanks*, (5) *apologizing*, (6) *expressing anger and resolving conflict*, (7) *giving compliments and replying to compliments*, (8) *getting people's attention and interrupting*, (9) *agreeing and disagreeing*, (10) *controlling the conversation*, (11) *getting information*, (12) *Sympathy, regret and disappointment*, (13) *giving advice and suggestion*, (14) *making appointment*. Each unit is destined for one lecture. Each unit presents speaking skill and English phonology aspects. The phonology aspects includes segmental and suprasegmental phoneme. The final section includes a bibliography, and profiles of authors and contributors of teaching materials that have been designed well. The model of layout draft has been revised several times and it considers a decent standard of teaching materials. Validation includes indicators of the accuracy of the contents, exploitability, readability and appearance. At this stage of the validation results of the expert, stated that the products of teaching materials that have been made eligible for use in the teaching speaking and the teaching English phonology at English study program of Jambi University

Keywords: *Teaching English Phonology; Contextual-Based Material*

Learning English phonology as a course in English Department of Jambi University cannot be ignored by students and lecturers for the reason that the course is so complicated, and so on. The response that arises is because the students and lecturers do not see the uniqueness of this phonology course. Actually, if students and lecturers can see the uniqueness of the English phonology, they would of course say that learning English phonology course is fun. In addition, this English phonology course has a great role in all English skill 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 English phonology is one of the skills that greatly affect the aspect in communicating.

Formulation of the problem

The formulation of this research problem is as follows:

1. How is the process of developing English phonology teaching materials based on a contextual approach at English program of Jambi University?
2. What are the requirements for developing English phonology teaching materials based on a contextual approach at English program of Jambi University?
3. How is the product of developing English phonology teaching materials based on a contextual approach at English program of Jambi University?

Research purposes

The purpose of this study is as follows:

1. To identify the development process of English phonology teaching materials based on contextual approach at English program of Jambi University.
2. To describe the requirements in developing English phonology teaching materials based on contextual approach at English program of Jambi University.
3. To develop English phonology material based on contextual approach at English program of Jambi University.

Contribution of Research

Through this research, it is hoped that English phonology teaching materials based on contextual approach at English program of Jambi university can make it easier for students to understand the concept of English phonology. In addition, through this research can increase the motivation of English lecturers to teach English phonology courses and integrate English Phonology courses in the course of 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).

Method

Research design

This research uses Research and Development approach (Research and Development). According to Gall & Borg (1983: 772), development research is one of the research designs that aim to develop and validate educational products. The prototype of the developed model is English phonology teaching materials based on a contextual approach to a university education program. The research subject of this development is a student of English education program in the fourth semester of academic year 2016/2017. They contract English Phonology courses offered in the fourth semester.

Research procedure

The research stages consist of 10 steps which are then summarized into 3 stages Borg and Gall (1983). The three stages include (1) preliminary study (information and information collecting), (2) model development, which consists of six activities, namely planning (planning), development of product preliminary form of product, on a limited scale (Preliminary field testing), make improvements to the initial product produced by Main Product Revision, Main Field Testing, Improvement of the Operational Product Revision, (3) validation model which includes Operational field testing activities, that is validation test step toward operational model that has been produced, Final product revision, that is to make final improvement to model developed to produce final product, and Dissemination and implementation, disseminate products / models developed. Due to time constraints then for research this time the research team will not perform the last stage. The results of this research will only arrive at the prototype of the product because to arrive at the finished product the researcher does not have enough time to conduct the test in a long time in the form of experimental research.

Preliminary studies (research and information collecting)

At this stage, the research team reflects the process of learning English phonology that has been done by the research team as the lecturer of English Phonology course. In addition, the research team also conducts documentary studies in the curriculum of English phonology subjects, textbooks that have been used and learning tools to determine the competence standard (SK) and

basic competence standard (KD) that is selected to be integrated in teaching materials to be developed. This preliminary study also be supplemented by a questionnaire to students who have contracted English phonology courses that aim to know the students' responses to the English phonology learning that has been followed which includes teaching methods and techniques, materials, media and evaluation, as well as suggestions for improving the quality of learning.

Model Development

Based on the preliminary study, the research team begins to formulate the competence standard (SK) and basic competence (KD) to be loaded on the teaching materials (modules) to be developed, and then determine the materials to be used in the English phonology module. After the draft of the 1st instructional material is made, the researcher conducts a limited trial involving 3 students. Limited trials are conducted by requesting their response to the resulting product draft. The instruments used in this limited trial are through interviews. Furthermore, the results of limited trials serve as a guide to make improvements so that the resulting draft 2 products developed. After that the research team conducts field trials again involving one class of students. At this stage the researcher complete the activity by observing the ongoing learning process and spreading the questionnaire to find out the students' responses to the learning process that took place by using English-language teaching materials based on contextual approach developed by the research team.

Model Validation

After field experiment, the research team performs the improvement of teaching materials developed based on observation and questionnaire. After the revision is done the developed material is submitted to the expert validation team. The validation team evaluates the content, language, and appearance of the material (lay out). The result of the assessment and recommendations from the validation team is analyzed to obtain a description of the quality of teaching materials and aspects that must be improved. The assessment and recommendations is used as a reference for improvement to produce prototype of teaching materials. The results of research only arrive at the prototype of teaching materials.

Data and Data Sources

This research data is sourced from 3 things. The first is the development of English phonology teaching materials based on a contextual approach. The two are limited trials and field trials. And the third is the validation of materials developed. The data in this research include (1) the development process of teaching materials which includes the reflection result of English phonology course, the documentation, and the questionnaire result of the students' need for teaching material of English phonology, (2) the result of the interview on the limited trial 3) result of observation of teaching materials implementation, (4) result of student activity observation, (5) result of questionnaire of student response to teaching material developed, (6) result of assessment from team of validation expert about quality of teaching materials developed.

Data Collection Techniques`

Techniques used to collect data in this study are documentation, questionnaires, interviews and observation. Documentation is used to study the English phonology curriculum. Questionnaires were used to analyze the students' need for teaching materials of English phonology and student responses to the developed teaching materials, as well as to determine the feasibility of developed learning materials obtained through the assessment of validation team. Interview technique is used to know the student's response to the developed teaching materials. While the observation is used to get an overview of the implementation of the teaching materials development process, the implementation of teaching materials, and the activities of students in the classroom when the teaching materials are tested.

Data Analysis Technique

Data analysis was done through interactive analysis techniques as proposed by Miles and Huberman (1984). There are four steps taken in the analysis, namely (1) data collection; (2) sorting of data; (3) data exposure; and (4) conclusion or verification. Each step is structured and planned.

Collected data is analyzed and grouped into three parts, namely (1) data analysis of teaching material needs of English phonology obtained from questionnaires for students, (2) data from interviews and teaching materials implementation in the form of English phonology module in limited class (observation result and questionnaire responses of students to the learning process with teaching materials developed), (3) data from the validation of a team of experts consisting of expert lecturers and graphic design experts. All data obtained from questionnaires for students, interviews, observations, and validation questionnaires will be analyzed quantitatively and qualitatively.

Conclusions and suggestions

Based on the research findings, there are still weaknesses of teaching materials that have been made. This weakness can be minimized by gathering input and advice from competent experts. Nevertheless contextual English-based phonology teaching material can be applied to teaching English phonology and in speaking skill at English study program of Jambi University.

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