

The Students' Perspective on The Use of Iqra' Method In Pronunciation and Phonetics Course

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Abstract. This study aims to identify whether the students can read IPA symbol before attending Pronunciation and Phonetics course. This study adopted a mixed method approach in which the questionnaire consisting of close ended and open-ended questions was used to collect the data. The subjects in this study were 117 first semester students of University of Muhammadiyah Surakarta in the academic year in 2019. The analysis consisted of diagram analysis and data analysis with following the stages; by understanding the data; selecting themes; clarifying data and drawing conclusions. The responses from the open-ended questionnaire showed the following results: Iqra' method was perceived as an effective method to improve pronunciation and favored by students; there were suggestions proposed by students to improve Iqra' method and there were few students still having difficulties in understanding English pronunciation.

Keywords: Students Perspective, Iqra' Method, Pronunciation, Phonetics, IPA Symbol

INTRODUCTION

In Indonesia, many high school graduates still cannot speak English properly and correctly. This happens because of the lack of the student motivation in learning, students' bad attitudes towards learning, inadequate facilities and low quality of teachers in teaching English speaking (Sarihuudin 2013, p. 1).

From several problems that cause high school graduates still cannot speak English properly and correctly the most unfortunate is the teacher still has a low quality. The teachers in Indonesia are not familiar with learning pronunciation, they only teach students to listen to native speakers as a model and standard in good English pronunciation (Cahyono & Widiati 2009, p. 1). Though as an English teachers, they must be able to create learning methods that can facilitate students in learning English pronunciation (Sholihah 2014, p. 1). Not only instruct the students to listen native speakers but also must teach the students by knowing the basics of how to read words in English, so they can understand how to pronounce English properly and correctly.

Pronunciation is the one of the important things in English communicating (Lasabuda 2017, p. 17) Pronunciation and Phonetics course is a learning to improve students in English speaking, and make it easier for the students to communicate by using good and correct English. In pronunciation and phonetic course the students will be given basic material on how to read the IPA symbol, and then the students will practice the properly and correctly English pronunciation. So when they speak in English they can have their own accent with properly and correctly English pronunciation.

In Pronunciation and Phonetics course to improve English pronunciation, there are several ways that can improve English pronunciation, for example learning by using listening, watching movies, studying phonological, recording own voice, reading English text loudly, subscribing to youtube channels and many more.

In this study the researcher focused on learning English in improving English pronunciation by using the studying phonological method. Phonological study is learning how to speak English using the IPA symbol, learning is by articulating consonant sounds and how to articulate the right and correct way.

There have been previous studies related to learning to improve English pronunciation with IPA symbols. Some of them are Khayati (2015), Nyssonen (2017), Bani (2018) and Zulkifli, Basri, Hasyim (2018) related to the learning to improve English pronunciation with IPA symbol, the previous study conducted by Khayati (2015) explored the used of phonetic symbols to improve students pronunciation of tenth grade student in senior high school 4 Kediri academic 2014/2015. This was a classroom action research and used 4 stages to get the results (planning, implementing action observation and reflection). Data collection used qualitative data from observations during the learning process and the results of the pre-test and post-test.

From the observation process it could be concluded that people were active and interactive in class because they were comfortable with the classroom situation. In the pre-test and post-test conducted 3 times, it got significant results, namely that phonetic symbols could improve the pronunciation of class X students at SMAN 4 Kediri in the 2014/2015 academic year.

Therefore, this research is interested in answering the following questions:

1. Can the students of English education of UMS in academic years in 2019 read IPA symbol before attending Pronunciation and Phonetics course?
2. To what extent do the students of English education of UMS in academic years in 2019 favor Iqra' method used in Pronunciation and Phonetics course?
3. From the perspective of the students of English education of UMS in academic years in 2019 can Iqra' method improve their English pronunciation?
4. Will the students of English education of UMS in academic years in 2019 use Iqra' method for teaching English in the future?
5. What are the perspective of the students of English education of UMS in academic years in 2019 on Iqra' Method used in Pronunciation and Phonetics course?

METHOD

In this research, quantitative data were obtained through multiple choices in the questionnaires, whereas qualitative data were obtained from open-ended questions in the form of student responses in questionnaires.

This study belongs to mixed method consisting of quantitative and qualitative approach. According to Creswell (2014, p. 302) in Ashari et al (2016, p. 4) mixed methods research is a research approach by combining quantitative and qualitative. According to Azorin & Fernandez (2016, p. 1) mixed methods are a combination and integration of qualitative and quantitative methods that increase understanding and provide many ideas in research.

The subjects of this study are the first semester students of class 2019 majoring in English education at UMS who took Pronunciation and Phonetics course using the Iqra' method. This research consists of 5 classes, there are C, D, E, F, and G classes total 117 students. The data source is the results of the answers to the student's questionnaire. The technique of data collection used a questionnaire, which was created with Google forms and distributed online via Whatsapp application.

The data analysis technique is divided into 2. In quantitative the researcher obtained data from questions number 1-4 on the questionnaire, then the data from questions number 1-4 were converted into histogram, after got the histogram table data the researcher provided an analysis of the data and then gave some examples of student perspective sentences to further strengthen the results of the data and for qualitative the researcher analyzed the data through the procedure, there were understanding the data, searching for the data themes, classifying data and conclusion.

FINDINGS AND DISCUSSION

After analyzing the data, the researcher presents the finding and discussion of the result of student questionnaires.

The students' ability to read phonetic symbol before attending Pronunciation and Phonetics course

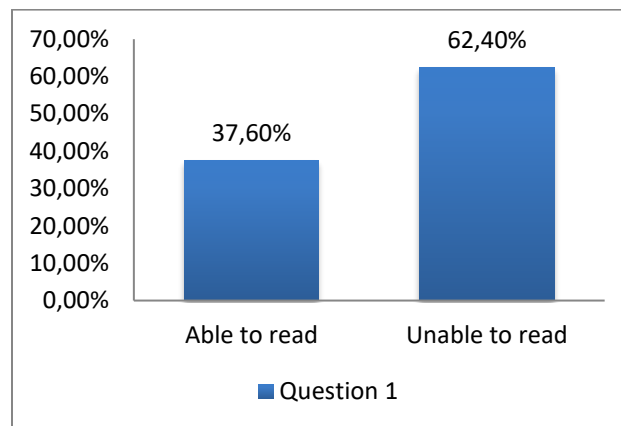


Figure 1 Students' responses about their ability to read phonetics symbol before attending Pronunciation and Phonetics course.

Figure 1 shows that most of the students were unable to read the phonetic symbols before attending the Pronunciation and Phonetics course (62,40%).

The extent to which students favor Iqra' method

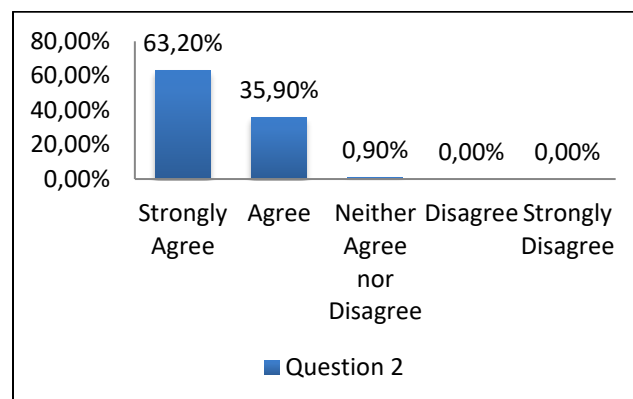


Figure 2 Students' responses about their favor with Iqra' method in Pronunciation and Phonetics course

Figure 2 shows that the majority of respondents strongly agree to like the Iqra' method in the Pronunciation and Phonetics course, which is 63.20% and students who agree are 35.90%, as for students who do not know that they like or dislike the Iqra' method in the Pronunciation course and Phonetics is 0.90%.

The students' perspectives on whether Iqra' method can improve their English pronunciation

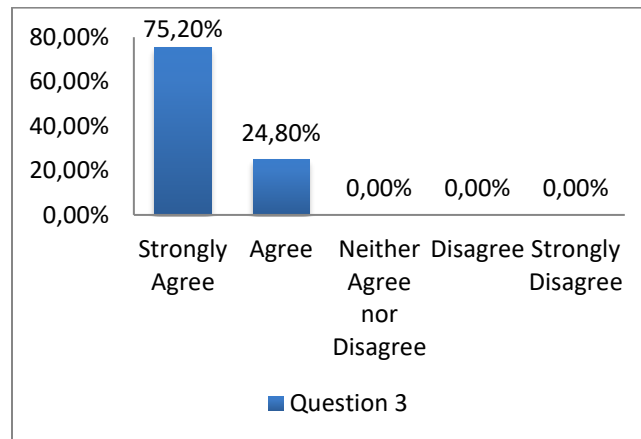


Figure 3 Students' responses about their perspective on whether Iqra' method can improve their English pronunciation

Figure 3 shows that the majority of respondents strongly agree that the Iqra' method can improve their English pronunciation in the Pronunciation and Phonetics course (75.20%) and those who agree are (24.80).

The possibility of students to use Iqra' method to teach English in the future

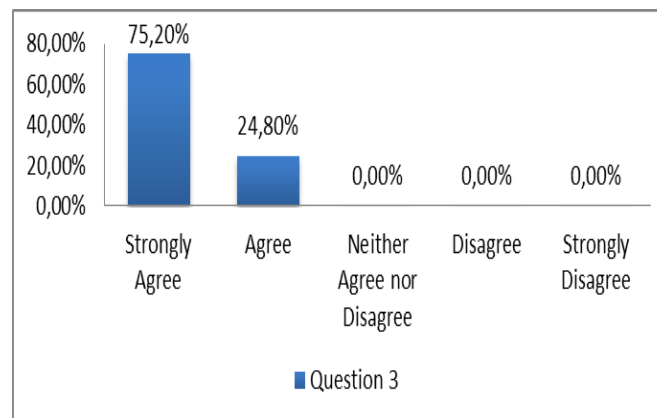


Figure 4 Students' responses about their possibility of students to use Iqra' method to teach English in the future.

Figure 4 shows that the majority of students strongly agree to use the Iqra' method for learning methods after they become English teachers later, namely (47.00%) and students who agree (43.60%) while students who are still doubtful and confused between agree and disagree, namely (9.40%).

The students' perspectives on Iqra' method used in Pronunciation and Phonetics course

In this section the researcher clarifies the theme based on the results of the student questionnaire answers, as follows:

Iqra' method is effective for improving English pronunciation

The open questionnaire found positive responses from students regarding the effective Iqra' method for improving English pronunciation. The following are:

Data 1

"Dengan metode iqro kita bisa memahami cara membaca huruf Bahasa Inggris dengan baik dan benar." (R8)

"With the Iqra' method we can understand how to read English letters properly and correctly."

From the student perspective above, the researcher found that students could understand how to read English sentences properly.

Data 2

"Mudah dipahami dan meningkatkan kemampuan english pronunciation." (R10)

"Easy to understand and improve English pronunciation skills."

From the student's perspective sentences above, the researcher found that students easily understood English sentences and could improve their English pronunciation.

Data 3

"Metode tersebut sangat membantu saya dalam membaca kata dengan baik dan benar, dulu saya tidak tahu tentang bab pronunciation and phonetic sama sekali, sekarang saya bisa mengerti dan memahami ditambah dengan metode yang diberikan dosen saya, alhamdulillah saya bisa lebih cepat memahami dan mengikuti tetapi saya masih harus mempelajari terus-menerus." (R16)

"This method really helped me to read words properly and correctly, before I didn't know about the pronunciation and phonetic chapters at all, now I can understand and understand plus the method given by my lecturer, thank God I can understand and follow more quickly but I still have to learn more and more."

From the students' perspective above, the researcher found that students were helped in reading English sentences correctly, because before they took pronunciation and phonetics classes they did not understand at all.

Data 4

"Menurut saya dengan adanya metode iqro ini dapat membuat mahasiswa mengucapkan kosa kata dengan benar dan sesuai dengan kaidah kebahasaan, membuat mahasiswa lebih fasih dalam pengucapan kata." (R44)

"In my opinion, the Iqro method can make students pronounce vocabulary correctly and in accordance with linguistic rules, making students more fluent in pronouncing words."

From the student perspective sentence above, the researcher found that students can pronounce English vocabulary correctly and can make students better in English pronunciation.

Data 5

"Metode nya sangat bagus. Bisa menguatkan ingatan tentang phonetics." (R 77)

"The method is very good. Can strengthen memory about phonetics."

From the student's perspective sentence above, the researcher found that students were helped by the Iqra' method in the Pronunciation and Phonetics class because it strengthened their memory.

Iqra' method is favor by the students in Pronunciation and Phonetics course

The responses in the open ended questionnaire showed that many students like the Iqra' method. The following are the responses from students:

Data 1

"Saya sangat menyukainya karena kadang malah lebih enak baca pakai phonetics." (R 24)
"I really like it because sometimes it's even better to read using phonetics."

From the student perspective above, the researcher found that students really like the *Iqra'* method and they prefer to read English sentences using phonetics symbols.

Data 2

"Saya sangat suka dan senang jadi semangat belajar." (R 25)
"I really like and enjoy being excited about learning."

From the student perspective above, the researcher found that students really like the *Iqra'* method, because with the *Iqra'* method in Pronunciation and Phonetics they become enthusiastic about learning.

Data 3

"Metode iqro sangat efektif dan menyenangkan sekali, tidak tahu mengapa saya selalu excited atau bahagia ketika iqro dimulai, pelajaran pronunciation atau phonetics yang diberikan bisa lebih dipahami jika menggunakan metode iqro ini karena kita harus menghafal terlebih dahulu, ya mau tidak mau kita harus menghafal agar syarat lulus iqro terpenuhi dan ini bisa menjadikan kita menjadi pribadi yang mandiri karena kita akan terus mencari dan mencari cara baca dan spelling phonetics yang benar sehingga membuat kita bisa jauh lebih paham dan itu semua akan terus teringat didalam memori kita." (R 46)
"The *Iqra'* method is very effective and very fun, don't know why I'm always excited or happy when *Iqra'* starts, the pronunciation or phonetics lessons provided can be better understood if we use this *Iqra'* method because we have to memorize it first, so we can't help but memorize so that the requirements for passing the *Iqra'* are met and this can make us become independent individuals because we will continue to search and find ways read and spelling phonetics properly so that we can understand much more and it will all remain in our memory."

From the student perspective above, the researcher found that students were very excited about the *Iqra'* method, when using the *Iqra'* method in the Pronunciation and Phonetics class they were very happy, because it made them understand more easily.

Data 4

"Pribadi saya merasa terbantu sekali dgn adanya iqro, krna secara sosial dpt mendekatkan siswa dgn dosen dlm artian, lebih memahami dosen. Dan juga metode ini menunjukkan bahwa dosen serius dan peduli dengan siswa nya. Metode yg harus di terapkan di matkul lain sebenarnya tp dlm teknik yg berbeda." (R 67)
"Personally, I find it very helpful with *Iqra'*, because socially it can draw students closer to lecturers in the sense that they understand lecturers. And also this method shows that the lecturer is serious and cares about his students. The method that must be applied in other matters is actually a different technique."

From the student's perspective sentence above, the researcher found that the *Iqra'* method was preferred by students because it could bring students closer to the lecturer and students felt that the lecturer was more serious and concerned about students.

Data 5

"Metode iqro sangat bermanfaat bagi mahasiswa seperti kami untuk menjadi bekal kami mengajar suatu hari nanti." (R 88)
"The *Iqra'* method is very useful for students like us to become our provision for teaching one day."

From the student's perspective above, the researcher found that students were happy with the *Iqra'* method in the Pronunciation and Phonetics class because it was very useful for them and they could use it as a teaching provision when they graduated.

Suggestions for improving the used of Iqra' method in Pronunciation and Phonetics course

In every lesson given by lecturer to students, students must have their own thoughts on how learning in class will be good according to them, some students provide suggestions regarding the methods given to students, the following are:

Data 1

"Sebaiknya dosen memberi tuntunan." (R 7)
"It is better if the lecturer gives guidance."

From the student perspective above, the researcher found that students needed more guidance from lecturers.

Data 2

"Baik bisa mengetahui cara pengucapan yang benar, tapi kalau bisa ada sesi iqra dimana katanya dipilihkan oleh dosen ketika mahasiswa maju untuk iqra, karna kadang atau mungkin saja mahasiswa bisa mengucapkan kata yang ia pilih sendiri dengan baik karna mungkin telah menghafal dirumah, bukan karna bisa membaca simbol phonetic yang ada." (R 93)
"It is good to know the correct pronunciation method, but if possible, there is an *Iqra'* session where the words are chosen by the lecturer when students advance to *Iqra'*, because sometimes or maybe students can say the words they choose themselves well because they may have memorized at home, not because they can read existing phonetic symbols."

From the student's perspective sentence above, the researcher found that the students wanted to choose the words to be spoken to make it easier because if they were chosen by the lecturer, sometimes the students forgot.

Data 3

"Karena keterbatasan waktu, yang membuat iqro harus dilaksanakan beberapa hari karena mahasiswa yg banyak, mungkin bisa ditambahkan dosen pembantu ataupun yg lain sehingga iqro bisa dilaksanakan lebih cepat." (R 102)
"Due to time constraints, which makes *Iqra'* have to be carried out for several days because there are many students, maybe a supporting lecturer or other can be added so that *Iqra'* can be done more quickly."

From the student perspective sentence above, the researcher found that students wanted assistant lecturers to finish learning in class quickly.

Students' difficulty in understanding English pronunciation using the Iqra' method

In pronunciation and phonetic class learning, there are still some students who find English pronunciation difficult, the following are students' responses:

Data 1

"Sedikit susah untuk memahaminya karena ini baru untuk saya, saya pikir bahasa inggris itu simpel, namun saat mempelajari hal ini, saya benar benar terkejut karena hal ini baru untuk saya." (R 42)
"It's a little hard to understand because it's new to me, I think English is simple, but when I learned this, I was really surprised because it was new to me."

From the student's perspective sentence above, the researcher found that students had difficulty understanding the pronunciation and phonetics material because it was new to students.

Data 2

"Itu bagus namun ada kendala." (R 51)

“That's good but there are obstacles.”

From the student's perspective sentence above, the researcher found that the students had problems in pronunciation and phonetics class but they didn't tell what the problem.

Data 3

“*Metode nya agak sulit dipahami.*” (R 97)

“The method is a bit difficult to understand.”

From the student's perspective sentence above, the researcher found that students had difficulty understanding pronunciation and phonetics learning using the *Iqra'* method.

Based on the results of multiple-choice questions and open-ended questions, most students generally gave a positive assessment on the use of the *Iqra'* method in Pronunciation and Phonetics courses.

The positive responses from the students with regards to the teaching pronunciation using phonetics were also confirmed by previous research. For instance, the research of Bani's (2018, p.1) and Zulkifli, Basri & Hasyim (2018, p. 10) which shows that students cannot read phonemic symbols before they take phonemic transcription class, in this study as evidenced by the pre and post-test which shows that after being given knowledge of phonemic transcription students pronounced English sentences easily. In this study, there were also many students who could not read phonemic symbols before they attended Pronunciation and Phonetics class and it was proven by the multiple choices given to students, so the similarity in this study was that students both could read phonemic symbols after participating in courses that has been given and students felt that the learning method using the phonemic symbol is easy to learn.

In Khayati's research (2015, p. 11) explained that learning using phonetic symbols increased student interest in learning and they became active because they were comfortable and like the materials. In this study it was also found that students like to learn using phonemic symbols, according to them using phonemic symbols can increase their enthusiasm and make it easier for them to read using good and correct English pronunciation.

In Khayati's research (2015, p. 11) explained that the use of phonetic symbol can improve student's English pronunciation it was proven by the increase of students' interest in the post-test as compared to the results of the pre test. In this study it was found that all students agreed that using phonetic symbols could improve their English pronunciation and in this study it was proven by the results of the students' questionnaire answers, both on multiple choice and open-ended questions.

Nyssonen's research (2017, p. 16) explained that in this study there were some students who wanted to use phonetics transcripts as their learning media after they became a teacher, to make it easier for them in teaching and learning activities, so they do not teach ambiguous pronunciations. Because the character of learning phonetic transcripts is stable and focuses on the individual student so that it is easy to learn. In this study, students also will use the learning with phonemic symbols to their method to teaching class when they become a teachers, because according to them learning with this method is very fun, useful and can improve their English pronunciation.

Bani's research (2018, p. 1) shows that students can improve their English pronunciation, they are able to read phonemic transcriptions, increase self-confidence when speaking in English and students become more aware that English pronunciation is very important, especially in stressing syllable sounds. In this study, the results of the questionnaire showed that *Iqra'* method was perceived as effective method to improve pronunciation and favored by students, there were suggestions proposed by students to improve *Iqra'* method and there were few students still had difficulties in understanding English pronunciation.

In some of the research examples above, this study has many similarities, there are: by using the phonemic symbol students more easily improve their English pronunciation and the learning is fun so that it makes students become enthusiastic in learning.

CONCLUSION

Based on the data analysis and research finding, this study draws the following conclusion. The majority of first semester students of Muhammadiyah University of Surakarta in 2019 did not understand symbol phonetics before they took pronunciation and phonetics classes, many of the students liked the use of the Iqra' method for learning, students strongly agreed that the use of the Iqra' method could improve their English pronunciation, the majority of students will use the Iqra' method as a learning method after they become teachers later and students think that the Iqra' method is an effective method that students like and many of the students have succeeded in improving their English pronunciation. The results of this study are expected to provide insight especially to teachers and can be used as input to improve the quality of Pronunciation and Phonetics course.

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