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Velar consonants sound production on the pronunciation of English education department students

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ABSTRACT

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This study aims to analyze velar consonants sound in English language education students in PGRI Semarang university especially in the 4th-semester students who usually have sufficient ability to speak English is to map the pronunciation ability of velar consonant sound, identify the dominant error of velar consonant pronounced by the English education department, to know the contribution pronounced by the student of English Education Department Study Program in Pronunciation learning. This research used qualitative descriptive research supported by quantitative data. The object of the study was students' audio recording of velar consonants sound. The sample for this research was 40 students of the English Education Department. The instrument was velar consonant audio. The research result showed that the most dominant error of velar consonants pronounced by students of English Education Study Program is the /g/ with a percentage is 49,20 %, followed by the /k/ with percentage is 32,26 % and the /ŋ/ with percentage is 18,53 %. The reason /g/ is the most dominant error of velar consonant because the words containing /g/ are found more frequently in everyday life than /k/ and /ŋ/. Students often underestimate it so that the pronunciation of /g/ is not noticed and seems unguided.

Keywords: Velar consonant, pronunciation, the most dominant error, sound production

Introduction

Language is an important thing that is used to communicate with each other. English is a language spoken in the world apart from other foreign languages. English is related to aspects of life possessed by humans. Fromkin and Rodman (2011) state that there are 500.000 entries in the English dictionary that are not summarized. The speakers usually do not understand what they are saying. Besides, most speakers of a language know more than hundreds of words. Researchers estimate that a six-year-old child knows about 13.000 words, teenagers who have graduated from high school on average know 60.000 words, and college graduates are likely to know more. But we have to learn new words throughout life regardless of educational level.

One of the skills that is quite difficult for students to learn, namely English pronunciation, where students are required to spend a lot of time improving their pronunciation skills. It is stated that students who learn pronunciation called good pronunciation of English, while students who have difficulty pronouncing are called pronunciation of poor (Gilakjani, 2016).

The study of speech sounds is phonetics. Like when you hear speech sounds, you should understand the human voice and the differences in these sounds. The voice converged as he spoke. It is unclear where one voice ended. The next begins to take him long to understand. However, when we know the language while we hear individual voices in the "mind's ear" we can understand it (Fromkin and Rodman, 2011).

There are three voices that an English speaker knows. However, this was only one voice that can hear next. It can be grouped from one voice into several in English and they are identified into chapters like /b/ in a robbery.

Speech sounds are classified into vowels and consonants. Vowels are described in terms of articulation and by hearing and finding the best consonants. The language alphabet becomes a reference for vowels and consonants. For example, /i:/, /ɪ/, /e/, /æ/, /a:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ʌ/, /ɜ:/, /ə/ in English represent language vowels, and other letters represent consonant sounds.

Senowarsito and Andini (2016) show that speech sounds that block part or all of the airflow through the mouth (using lips, teeth, tongue, and palate) are consonants. In English, the letter f of the alphabet represents consonants and includes all letters that are not vowels. Example: b, d, k, s. The respiratory organ will release air more or less obstructed, producing consonants. Consonants are generally classified by VOICING, PLACE, and MANNER stand for VPM.

However, languages may contain different sounds. The vowel channels are formed from sounds of all languages in the world together in the sound class. Velum is lifting the back of the tongue towards the soft palate or called a consonant sound. Velar is a class of sounds produced by raising the back of the tongue toward the soft palate or velum. The sound of velar or the start and end sounds such as kick /kɪk/ and gig /gɪg/ and the final sound of /bæk/ and bag /bæg/ (Senowarsito and Andini, 2016).

Previous study such as Gilakjani (2016) aims to determine the description of pronunciation terms, explain pronunciation instructions, discuss the objectives of pronunciation instructions, describe the role of teachers in teaching pronunciation, and suggestions to help teachers improve student pronunciation. Sembiring and Ginting (2016) aimed the find out the pronunciation errors made by the fourth-semester students of the English Education Study Program at UNIKA in terms of consonants, vowels, and diphthongs and find the reason for the students pronouncing these words. Sarr (2020) aims to determine the comparison of sound patterns and sounds in English and Seereer-siin. The researcher examines the exponents, properties, and structure of the phonemes to define similarities and differences. Researchers also want to see phonemes working together. Rehman, Khan, Abdul, and Bukhari (2012) focus on the pronunciation of English consonants are not found in the Pashtodan phonemic inventory and the role of L1 in the pronunciation

of targeted English consonants. Ahmad (2013) describes what teachers think of the mistakes Saudi EFL beginners experience when they pronounce English consonants.

The objectives of this research are: (1) to analyze velar consonants sound in English language education students in PGRI Semarang university especially in the 4th-semester students who usually have sufficient ability to speak English is to map the pronunciation ability of velar consonant sound; (2) to identify the dominant error of velar consonant pronounced by the English education department; (3) to know the contribution pronounced by the student of English Education Study Program in Pronunciation Class.

In this study, it is expected that students can pronounce words with an accent like native speakers, and the language learners can pronounce words accurately so that the other person can understand them more easily. That is because of the difficulty of the perfect accent for language learners.

Besides, it is intended for students as referrals in pronunciation learning so that students do not accept the wrong pronunciation concept. So, later when they have reached the level of further use of language as a communication tool, the miscommunication can be minimized and will make easier for students after graduating to work because they have mastered English especially in speaking.

Research Methods

In this study, the researchers used qualitative descriptive research that were supported by quantitative data. The purpose of the study were (1) to analyze velar consonants sound in English language education students in PGRI Semarang university especially in the 4th-semester students who usually have sufficient ability to speak English is to map the pronunciation ability of velar consonant sound; (2) to identify the dominant error of velar consonant pronounced by the English education department; (3) to know the contribution pronounced by the student of English Education Study Program in Pronunciation Class.

The object of study was students' audio recording of velar consonants sound based on minimal pairs table. The sample for this research was 40 students of the English Education Department of Universitas PGRI Semarang especially in the 4th-semester students. The researchers focused on velar consonant sound analysis and identifies the dominant error of velar consonant pronounced by students of the English Education Study Program in the fourth semester. Throughout the analysis, the researchers collected the necessary data from the research object. The velar consonants sound production on the pronunciation of students of English Education Study Program were analyzed. Finally, the researchers drew conclusions and suggestions that were related to the results of this study.

Data collection methods are an important part of this kind of research. Burhan (2006: 8) explains that qualitatively there are four data collection methods: Questionnaire, Interview, Observation, and Document method. In this study, the researchers used the method of documentation in data collection and analysis. The documentation method itself is a form of data collection through velar consonant audio, the internet, and some books.

Results and Discussion

The researchers have listed the minimal pairs of velar consonants that have been recorded by students and have included the correct phonetic writing. They consist of 16 numbers, each number consisting of 2 words of velar consonants. So, they consist of 32 words of velar consonants. Based on sound analysis, there are many differences in pronunciation of 40 students. Pronunciation errors that many researchers found in velar consonants which are often used in everyday life. In Wikipedia. Kenneth Pike said, minimal pair is an essential tool in the discovery process and founds by substitution or communication test.

Table 1
Minimal Pairs

Minimal Pairs of Velar consonants		
1.	Kale/ gale	/keɪl/ /geɪl/
2.	Tack / tag	/tæk/ /tæg/
3.	Gap / cap	/gæp/ /kæp/
4.	Back / bang	/bæk/ /bæŋ/
5.	Kill / gill	/kɪl/ /dʒɪl/
6.	Long / longer	/lɒŋ/ /'lɒŋgə(r)/
7.	Strong / stronger	/strɒŋ/ /strɒŋgə(r)/
8.	Young / younger	/jʌŋ/ /'jʌŋgə(r)/
9.	Buck / bug	/bʌk/ /bʌg/
10.	Rack / rag	/ræk/ /ræg/
11.	Lacking / lagging	/'lækɪŋ/ /'læɡɪŋ/
12.	Kate / gate	/kate/ /geɪt/
13.	Cane / gain	/keɪn/ /geɪn/
14.	Card / guard	/kɑ:d/ /gɑ:d/
15.	Coal / goal	/kəʊl/ /gəʊl/
16.	Cold / gold	/kəʊld/ /gəʊld/

The velar consonants sound in English language education students

Based on sound analysis, there are many differences in pronunciation of 40 students. Pronunciation errors in velar consonants which are often used in everyday life. For examples the words [tæk]/[tæg], the students say [teɪk]/[teɪg]. The words [gæp]/[kæp], they say [geɪp],[keɪp] and the word [ræk]/[ræg], they say [reɪk],[reɪg].

The minimal pairs that are rarely error, the word founds in students' pronunciation are [keɪl]/[geɪl]. The word [geɪl] is pronounced [gɪl]. The words [kɪl],[dʒɪl] in word [dʒɪl] is pronounced [ghɪl]. The words ['lækɪŋ], ['læɡɪŋ] are pronounced ['leɪkɪŋ], ['eɪɡɪŋ], ['aɡɪŋ], ['eɪɡɪŋ] and ['eɪdʒɪŋ]. The words [lɒŋ]/['lɒŋgə(r)] are pronounced [lɑŋ]/['lɑŋgə(r)]. The words [jʌŋ]/['jʌŋgə(r)] are pronounced [jɒŋ]/['jɒŋgə(r)]. The words [bæk]/[bæŋ] are pronounced [beɪk]/[beɪŋ] and the words [keɪn]/[geɪn] in word [keɪn] are pronounced [ken]. Whereas other minimal pairs such as [strɒŋ]/[strɒŋgə(r)], [kate]/[geɪt], [kəʊl]/[gəʊl] and [kəʊld]/[gəʊld] are well pronounced.

This research focused on examining the velar consonant sound uttered by students of English Education Study Program. The researcher found that 313 consonant velars that were mispronounced by students. The most dominant error of velar consonant sound, namely /g/ with a percentage of 49.20 percent. Then the contribution that the researcher suggested to students and teachers so that English students had good English pronunciation skills well and after graduation students are expected to use their English language skills according to their passions.

Different from research in the journal entitled "*A Contrastive Study of the Consonants in English and Seereer-Siin*" which explains Seereer-Siin is an African language or a second non-African language (Sarr, 2018). In this study, researchers looked for comparisons of sounds and sound patterns between English and seereer-Siin which is the second language of African people. In this study, we can find out whether English has the same phonemes and allophones. This research is very helpful for English students who often make phonological errors in English pronunciation.

The dominant error of velar consonant

Having analyzed the velar consonant recording, the researcher continued to account for the amount of dominant error of velar consonants sounds pronounced by the English study program. The researcher counts the data and got the percentage of the data by using Walizer's formula. The percentage of the data based on the dominant error of velar consonant sound.

$$Percentage = \frac{\text{Total number errors on each velar}}{\text{Total number of dominant error}} \times 100 \%$$

Table 2
Percentage of the dominant error of Velar consonants sound

Students	K	g	ŋ	Percentage
Student 1	3	5	1	2,87 %
Student 2	1	2	3	1,91 %
Student 3	3	4	2	2,87 %
Student 4	3	4	2	2,87 %
Student 5	4	6	2	3,83 %
Student 6	4	5	1	3,19 %
Student 7	3	6	2	3,51 %
Student 8	2	2	1	1,59 %
Student 9	2	4	1	2,23 %
Student 10	3	5	1	2,87 %
Student 11	2	4	1	2,23 %
Student 12	2	5	0	2,23 %
Student 13	4	4	2	3,19 %
Student 14	3	4	2	2,87 %
Student 15	2	4	1	2,23 %
Student 16	3	4	2	2,87 %
Student 17	2	3	1	1,91 %
Student 18	2	2	1	1,59 %

Student 19	1	2	1	1,27%
Student 20	3	4	1	2,55 %
Student 21	1	3	1	2,55 %
Student 22	3	4	1	1,57 %
Student 23	2	3	1	1,91 %
Student 24	3	4	2	2,87 %
Student 25	2	4	3	2,87 %
Student 26	3	4	2	2,87 %
Student 27	3	4	1	2,55 %
Student 28	2	4	3	2,87 %
Student 29	3	4	2	2,87 %
Student 30	3	4	1	2,55 %
Student 31	2	3	1	1,91 %
Student 32	2	4	1	2,23 %
Student 33	3	3	0	1,91 %
Student 34	2	4	1	2,23 %
Student 35	3	5	1	2,87 %
Student 36	1	4	1	1,91 %
Student 37	3	4	3	3,19 %
Student 38	3	3	3	2,87 %
Student 39	2	4	1	2,23 %
Student 40	3	3	1	2,23 %
	101	154	58	313
	32,26 %	49,20 %	18,53 %	100%

Referring to table 2, it is known that the researchers continued to account for the amount of dominant error of velar consonants sounds pronounced by the English study program. The researchers count the data and got the percentage of the data by using Walizer's formula. From the table and percentage calculation, it can be concluded that the most dominant error of velar consonants sounds pronounced by students of English Education Study Program is the /g/ with a percentage is 49,20 %, then followed by the /k/ with a percentage is 32,26 % and the /ŋ/ with percentage is 18,53%.

The contribution pronounced by students of English Education Study Program in Pronunciation Class.

Table 3
The contribution pronounced by students

For lecturer	For students
<ul style="list-style-type: none"> • Input for lecturer to pay more attention to student abilities • Provide more time to train students' pronunciation • Give innovative learning 	<ul style="list-style-type: none"> • training material for students • a material to increase self-confidence • Make students more enthusiastic about practicing pronunciation

Based on table 3, it is known that the contribution of this article in Pronunciation

Class for students is as training material for students so that students can pronounce words accurately so that they are easily understood by an interlocutor.

After knowing the wrong words in pronunciation and knowing their justification, students will receive the concept of correct pronunciation and there is no miscommunication. If they use these consonant words because of the incorrect pronunciation, they will have different meanings.

Another contribution to pronunciation learning for students is as a material to increase self-confidence which grows exponentially. The lecturer gives English pronunciation tests to students. When speaking clearly and having lots of conversations, students get more practice and their abilities improve rapidly. Pronunciation test can make students more enthusiastic in practicing.

Meanwhile, the contribution for lecturer in Pronunciation Class is as input for lecturers to pay more attention to student abilities and to provide more time to train students' pronunciation by increasing the time for pronunciation classes and providing more innovative learning so that students do not get bored easily and are always enthusiastic about participating in pronunciation learning. Innovative learning can use Android applications in the play store, for example, Cake, English pronunciation, speakometer, etc., and also the spelling game, tongue twister, or storytelling in learning.

Conclusion

The researchers conclude that the velar consonants sound that is pronounced by students is still a lot of mistakes. The researchers analyze velar consonants by listening to students recording for the first time. Then they analyze each pronunciation that is pronounced. Finally, the dominant error of velar consonants sound is analyzed. The summary based on the analysis of velar consonants sound are as follows: (1) There are 313 mispronounced words in 40 students; (2) The most misspellings of the words gap/cap, rack/rag, and tack/tag; (3) The researcher got the "g" with a percentage is 49,20 % is that the most dominant error of velar consonants sounds pronounced by students, and (4) This research contributes to the improvement of students' pronunciation learning. It is expected that students will be more enthusiastic in practicing pronunciation and the teacher will pay more attention to the progress of students in English pronunciation.

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