

PROCEEDINGS

ISSN 2303-1417



IN COOPERATION
WITH



CHINA



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

HONGKONG



INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
جامعة الإسلامية العالمية ماليزيا

MALAYSIA



THAILAND



20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

PROCEEDINGS

The Fourth International Conference on
Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

STEERING COMMITTEE

Executive Advisory

Dr. Ir. M. Yusuf S. Barusman, MBA
Dr. Hery Riyanto
Dr. Lintje Anna Marpaung, S.H.,M.H
Dr. Thontowie, M.S

General Chairman

Mustafa Usman, Ph.D

Chairman

Drs. Harpain, M.A.T., M.M

Co-Chairman

Helta Anggia, S.Pd., M.A

Secretary

Yanuarius Y. Dharmawan, S.S., M.Hum

Treasurer

Samsul Bahri, S.E.
Dian Agustina, S.E.

Technical Committee

Susanto, S.S., M.Hum., M.A., Ph.D.
Deri Sis Nanda, S.S., M.Hum., M.A., Ph.D.

International Advisory Board

Garry Hoban, Prof. Dr., University of Wollongong, NSW Australia
S. Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ken Cruickshank, Prof., Dr., University of Sydney, Australia
Mohamad Sahari Nordin, Prof., Dr., IIUM, Malaysia
Baverly Derewianka, Prof. Dr., University of Wollongong, NSW Australia
M. Yusuf S. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Mustofa Usman, Ph.D, Lampung University, Indonesia
Ahmad F. Ismail, Prof., Ph.D., IIUM, Malaysia
Harpain, M.A., Universitas Bandar Lampung, Indonesia
Raihan B. Othman, Prof., Dr., IIUM, Malaysia
Andala R. P. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Jayashree Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ujang Suparman, Ph.D, Lampung University, Indonesia
Ahmad HP, Prof., Dr., Universitas Negeri Jakarta, Indonesia
Nuraihan Mat Daud, Prof., Dr., IIUM, Malaysia
Udin Syarifuddin W, Prof., Dr., Open University, Indonesia
Hery Yufrizal, Ph.D, Lampung University, Indonesia
Khomsahrial Romli, Prof., Dr., Universitas Bandar Lampung, Indonesia

Organizing Committee

Chair Person

Dra. Yulfriwini, M.T.

Secretary

Bery Salatar, S.Pd.

Treasure

Samsul Bahri, S.E.

Proceeding and Certificate Distribution

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Bery Salatar, S.Pd.

Dina Ika Wahyuningsih, S.Kom

Documentation

Noning Verawati, S.Sos., M.A.

UBL Production

Sponsorship & Public

Ir. Indriarti Gultom, MM.

Yulia Hesti, S.H., M.H.

Transportation and Accommodation

Irawati, S.E.

Zainal Abidin, S.E.

Desi Puspitasari, S.H.

Tissa Zadya, S.E., M.M.

Special Events

Dameria Magdalena, S.Pd., M.Hum

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Kartini Adam, S.E.

Consumption

Siti Rahmawati, S.E.

Aminah, S.E., M.Akt.

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iv
Organizing Committee.....	iv
Table of Content	vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi	I-11
4. Challenges For 21 st Century Learning In Indonesia – Hendarman	I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa	II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian	II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S	II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah	II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng	II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi	II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela	II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan	II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana	II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty	II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati	II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama	II-261

ERROR ANALYSIS OF ASPIRATED AND UNASPIRATED CONSONANT SOUNDS PRODUCED BY STUDENTS AT ENGLISH CLUB SENIOR HIGH SCHOOL OF TRI SUKSES NATAR SOUTH LAMPUNG

Fitri Anggraini

English Education Study Program, Teacher Training and Education Faculty, Universitas Bandar Lampung
Corresponding email: ayunkchiep2112@gmail.com

Abstract

Producing speech sounds is needed for almost speech sound. It is one of elements which is important in language learning. Teaching English especially aspirated and unaspirated consonant sounds requires an effective way especially for teaching English speaking class. The paper analyses the error of aspirated and unaspirated consonant sounds produced by students. Participants are 4 students at English club senior high school of Tri SuksesNatar Lampung Selatan. It is found that there is improvement of aspirated and unaspirated consonant sounds in teaching English.

Keywords: Error analyses, speech production, aspiration

1. INTRODUCTION

According to Roach, P (1991, p. 8) in producing speech sounds need the movement of the muscles. The muscles produce the air flow that we use for taking a breath. The muscles that produce air flow is needed for almost all speech sounds. Besides, speech sounds has two basic aspects as explained in Odden (2005, p.4) i. e. acoustic and articulation. Acoustic is the study of the physical sound wave properties and articulation is the study of how the shape of the vocal tract modified. In this research, the researcher will examine closely about production of speech sounds from the acoustic aspect, especially for aspirated and unaspirated consonant sounds. The data of my research are the speech sounds produced by students at English Club of SMA Tri SuksesNatar South Lampung. From the data the researcher will analyze the errors which the reasearcher find when the students are producing the specific sounds such as /p/, /t/ and /k/.

Based on my experience in teaching English of SMA Tri SuksesNatar. The students are never aware in producing aspirated and unaspirated consonant sounds when they are using English. Hopefully, the result of my research can give the contribution for the students, the teachers and the readers especially in getting the knowledge about the production of aspirated and unaspirated consonant sounds.

2. METHODOLOGY

Based on Mack, et al in (2005 p. 2) qualitative research uses three perspective modules. They are participant observation, in-dept interview and focus group. Participant observation is applied for investigating the students. To be optimal in collecting data, in-dept interviews are used and Focus groups for eliciting data which are based on the issues of cultural groups.

The researcher conducted descriptive qualitative method to make description factually, accurately and systematically. The researcher described the development of students in producing aspirated and unaspirated consonant sounds. There are four individuals as the participants. Those participants are students at English Club Senior High School of Tri SuksesNatar South Lampung. There are three ways in this research, i.e. observing English teacher and the students, recording the sounds of the students and analyzing the sounds. Firstly, the researcher observed the tutor of English Club of Tri Sukses. It is connected to know how the students in producing the sounds in that class and know the students in pronouncing the words.

Secondly, the researcether taught the students to produce the words by using flash card related to aspirated and unaspirated consonant sound. The teaching learning process was recorded. Finally, the data was analyzed to see the errors whether aspirated or unaspirated consonant sounds or to see the development of students in producing the sounds.

The research was conducted at English Club Senior High School of Tri SuksesNatar South Lampung. This school is located at Serbajadi Street, pemanggilanNatar, South Lampung. English Club was established in 2010 with the tutor of Miswati S. Pd. English Club and has three levels. The first level is for beginners, the second level

is for intermediate and third level is for students who have already joined the competition. Each level contains of 10 students. In English Club Senior High School of Tri SuksesNatar South Lampung, each level has different materials. The materials for first level are about the communication in English. For the second and third levels, the materials are about their capability such as debate, storytelling, speech contest and scrabble.

The reseracher observed, recorded and analyzed the data from teaching learning process with four steps, i.e. introduction, expansion, consolidation, and review and assessment (syolehawati, 2015). In introduction, the reseracher gave the sounds of aspirated and aspirated by using flashcard and the students practiced to produce the sounds of aspirated and unaspirated. In expansion, the students practiced to write the words of aspirated and unaspirated and produce the sounds of aspirated and unaspirated in front of the class.

In consolidation, the students practiced to produce the sounds in different ways. The students will tell the story about their experience. In review and assessment, the reseracher gave the students 3 words of aspirated and unaspirated and they will produce the sounds of aspirated and unaspirated loudly. While the students the sounds, the researcher checked their speech production especially for aspirated and unaspirated. The participants are 4 (four) students at first level at English Club, Senior High School of Tri SuksesNatar South Lampung in academic year 2015 – 2016, i.e. agsha (15;04)¹; Yakin (15;08)²; Ruri (15;05)³; Imroatul (15;08)⁴.

3. RESULT AND ANALYSIS

The researcher applied four steps-introduction, expansion, consolidation and review assessment to observe and kept monitoring the process of students in producing the aspirated and unaspirated consonant sounds. During research, the researcher collected data by using recording and observation. Observation and recording were used to know the process in classroom, while review and assessment was used to assess the students in producing the aspirated and unaspirated consonant sounds. Since the students faced problems in producing the consonant sounds, the researcher tried to give the information to produce the aspirated and unaspirated consonant sounds correctly.

Based on the teaching learning process, the activities did not run smoothly. In each steps of teaching learning process some students were absent and the research conducted only for students who want to join in English club, the researcher should prepared an interest materials to make the classroom process run well.

For example in introduction, the student followed the lesson well, they were active and enthusiastic because they learned without using the book. However, they used flash cards which are related to the aspirated and unaspirated consonant sounds. In introduction, all the words are not produced correctly. Therefore, the researcher conducted to the next steps-expansion.

In expansion, some students were able to produce the sounds /p/ for the words *page* correctly. To know the sound, the researcher produced the sounds many times and they followed produce the sound. In consolidation, the students already recognized and produced the sound of the words correctly. The technique was used in 1 meeting and the students practiced by discussing together. In producing aspirated and unaspirated consonant sounds correctly, they needed practice many times. In review and assessment, the students were able to produce the sound of the words correctly. This technique was considered successful in this research, it could be seen that the students' competence in producing aspirated and unaspirated consonant sounds develops from introduction to review assessment.

¹Agsha (15; 04) means that the participant Agsha is 15 years 4 months old at the time of the observation.

²Ika (15; 08) means that the participant Yakin is 15 years 8 months old at the time of the observation.

³Ruri (15; 05) means that the participant RUri is 15 years 5 months old at the time of the observation.

⁴Imroatul (15; 08) means that the participant RUri is 15 years 5 months old at the time of the observation.

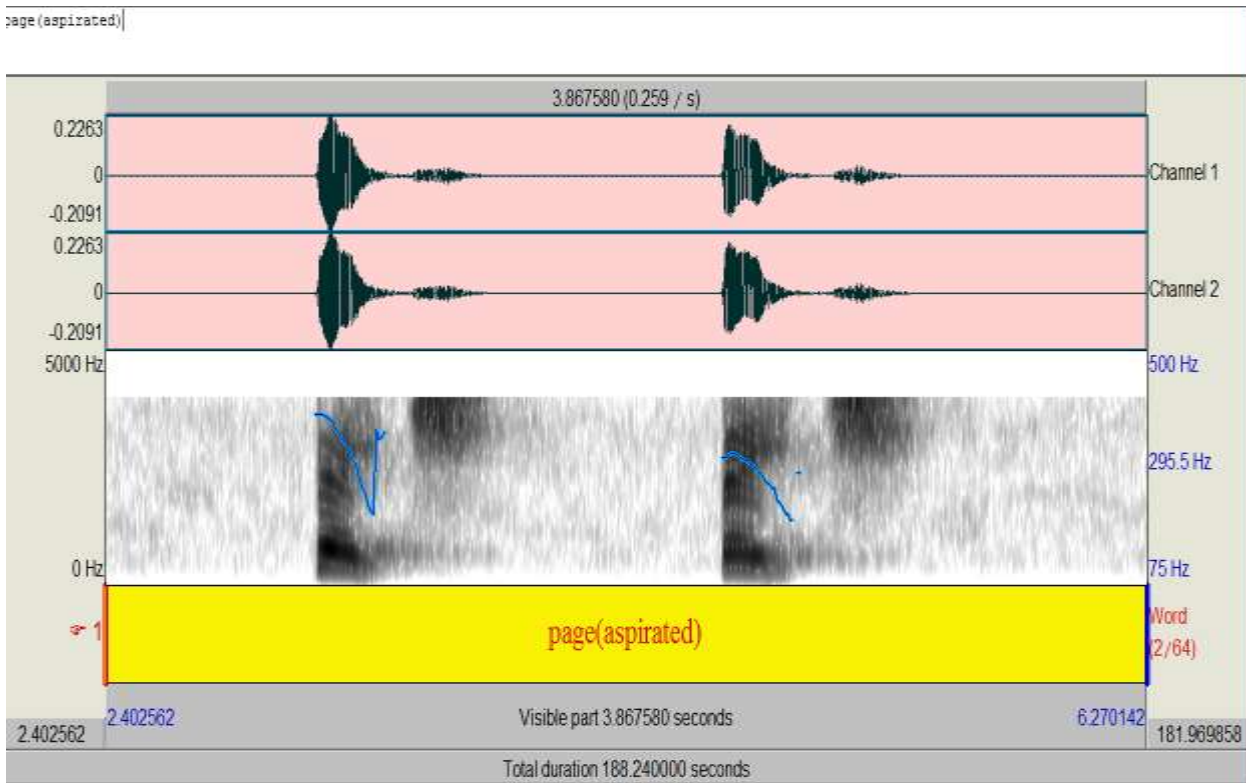


Figure 1. Segmentation of aspirated and unaspirated consonant sounds

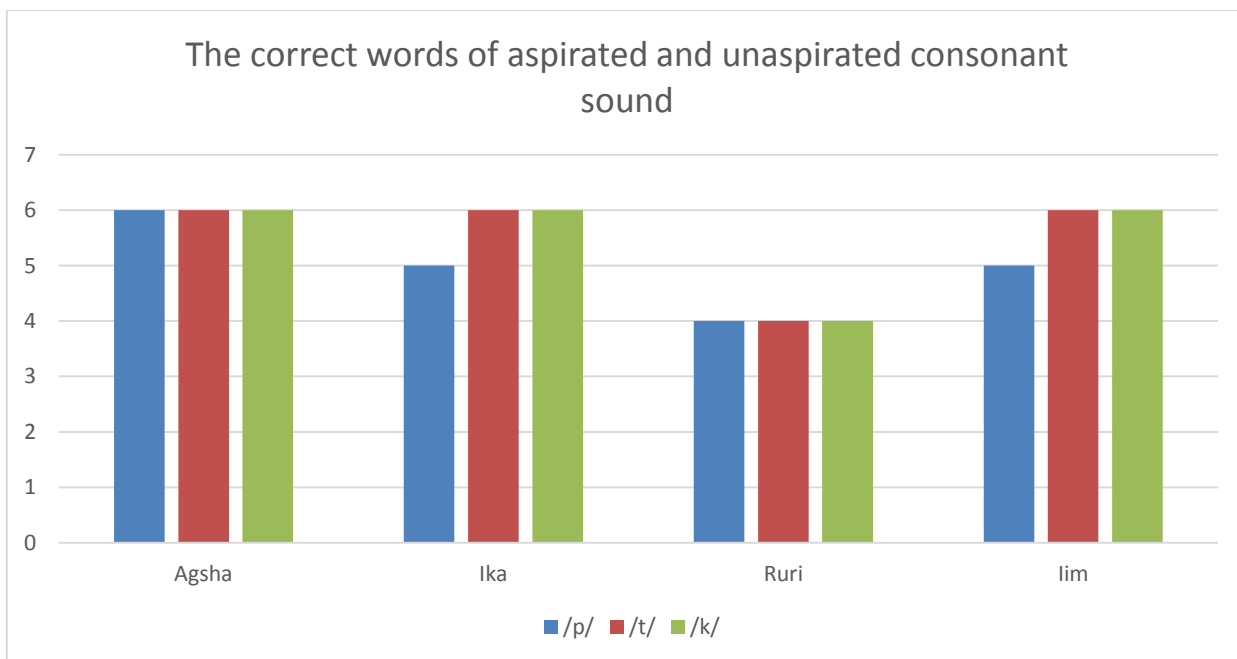


Figure 2. The correct words of aspirated and unaspirated consonant sounds

4. CONCLUSION AND SUGGESTION

Based on the research result, the researcher concluded that producing speech sounds are very important in teaching English because the students can produce the sound of the words correctly when they are using English. The teaching learning process of students in producing aspirated and unaspirated had three consonant sounds that were done in the learning process /p/ /t/ and /k/. The development of the students in producing aspirated and unaspirated consonant sounds can be seen in each activity of teaching learning process, i.e. introduction, expansion, consolidation, and review and assessment. Before having six meetings, most of the students could not

produce the sounds correctly because the influence of their mother tongue. Finally, after having six meetings most of the students could produce the sounds correctly in review assessment class.

The researcher had introduced aspirated and unaspirated consonant sounds to the students and introduce how to produce the sounds in their each position- initial, middle and final position. Moreover, the researcher had some strategies in producing aspirated and unaspirated consonant sounds by using flash card and dialogue conversation. The researcher need to see student's development in producing the sounds of aspirated and unaspirated because the students need to have achievement during learning process. The researcher also shows that teaching learning process is important to support the development of the students in producing aspirated and unaspirated consonant sounds.

In order to develop the students in producing speech sounds especially for aspirated and unaspirated consonant sounds the researcher would like to give the following suggestion for teachers and other researchers. The teacher should improve their teaching strategies in order to make the students know and practice continuously in producing speech sound especially aspirated and unaspirated consonant sounds. There are few suggestions for the teacher. Firstly, the teacher may not have a lot of activities to avoid children boredom and it is better to give them dialog conversation and watching movie related to the material. Hopefully, the teacher will understand to produce English consonant sounds correctly. For other researchers, analysing the use of speech production especially aspirated and unaspirated consonant sounds in teaching English needs a good way to the students. It makes the students understand to produce the consonant sounds which are either aspirated or unaspirated. Hopefully, this research can be used as their reference.

REFERENCES

- [1] Badawi, K. (2012). "An Analysis of Phonetic, Morphological and Syntactic Errors in English": *A Case Study of Saudi BA Students at King Khalid University*. International Journal of Social Science and Humanity, Vol. 2, No. 6, November 2012. <http://www.ijssh.org/papers/165-A10037.pdf>
- [2] David, O. (2005). *Introducing Phonology*. United States: Cambridge University Press
- [3] Dulay, H., et al. (1982). *Language Two*. United States: Oxford University Press
- [4] Frisch, S and Wright, R. (2002). "The Phonetics of Phonological Speech Errors": *An Acoustic Analysis of /s/ and /z/ Errors by Four Talkers*. Journal of Phonetics (2002) 30, 139–162. http://www.cas.usf.edu/~frisch/Frisch_Wright_02.pdf
- [5] Funder, D. C. (1987). "Errors and Mistakes": *Evaluating the Accuracy of Social Judgment*. University of Illinois at Urbana-Champaign: copyright <http://psy2.ucsd.edu/~mckenzie/FunderPsychBull1987.pdf>
- [6] Ladefoged, P and Jonshon, K. (2011). *A Course in Phonetics*. Canada: Wadsworth Cengage Learning.
- [7] Mack, N. et al, 2005. *Qualitative Research Methods*. United States: Family Health International
- [8] Roach, P. (1991). *English Phonetics and Phonology: Practical Course*. Cambridge: Cambridge University Press
- [9] Susanto. (2012). *Phonetic Features of English by Indonesian: A systemic Functional Orientation*. New Delhi: Atlantic
- [10] Syolehawati. (2015). *Developing Student's Pronunciation by Using Reading Aloud Technique at Pingu's English School Bandar Lampung*. Universitas Bandar Lampung. Unpublished Thesis



universitas bandar lampung

SOLUTION FOR PRESENT AND FUTURE



9 772303 141001

Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

