

IMPROVING THE STUDENTS' PRONUNCIATION COMPETENCE IN A SECOND LANGUAGE ACQUISITION THROUGH THE IMPLEMENTATION OF LESSON STUDY IN FACULTY OF LANGUAGE EDUCATION OF INDRAPRASTA PGRI UNIVERSITY JAKARTA

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Abstract. When speaking or reading a foreign language, Students always doing mispronunciations. When speaking or reading a foreign language. They are errors in encoding at the productive phonological level. They still do not know the system of the target language sounds which are different from their first language but the fact that few second language learners are able to speak a second language without showing evidence of the transfer of pronunciation features of their native language is evidence of the difficulty of acquiring a native like pronunciation, but also of the goals learners set for themselves. Many learners are quite comfortable to show evidence of their native language on their second language phonology, since it is sometimes viewed as a core part of their cultural identity. The research question is how to improve the students' pronunciation competence in a second language learning through the implementation of lesson study? The lesson study team meets to plan a research lesson to discuss the research lesson and in which classroom it will be taught. They decide what data the team will collect and how to collect it. This phase happens one day to one to make the syllabus design through the lecturers collaboration with the purpose is to learn successful teaching techniques and behaviors from other lecturers, to improve students learning based on observation. This research is qualitative research and data are taken from the students' pronunciation while they are presenting paper in the classroom. The lecturer found some mispronounce words, they did not pronounce well for dental [θ] for think, labio- dental [f] for phoneme, cluster [kj] for occurrence, diphthong [ai] for phsychology. They did interlingual and intralingual processes. For helping the students better in pronouncing, it is done by using the lesson study by doing; plan, do, check and acts. Lesson Study is appropriate to encourage a learning community consistently and systematically and also can help lecturers and students in their competences.

Keywords: Lesson Study, Second Language Acquisitions, Error

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INTRODUCTION

Pronouncing the words is the most difficult skill for second language learners. To make a good pronunciation, the learners should know how to pronounce it because phoneme has a system. When they learn the system well, it means they will have competence of phonetics. Chomsky has proposed the theory of linguistic competence and performance. Competence is the speaker-hearer's knowledge of language while performance is the actual behavior of a speaker-hearer. Chomsky added, the term competence is the speaker hearer's tacit, rather than conscious or even cognitively accessible, knowledge of the language-system (Kumaravadivelu, 2008)

The problems of the students in the field when they are studying phonetics as a target language is interlanguage, a term suggesting the half way position it holds between knowing and not knowing the target language and intralingual. The students always make mistakes and errors in their speaking in a second language acquisition. Richards and Schmidt stated it is the type of language produced by second and foreign-language learners who are in the process of learning a language.

According to Richard (1974), A learner's errors provide evidence of the system of the language that she/he is using (has learnt) at a particular point in the course. Here, the teacher can help the student by finding a good system to learn the target language, the researcher can find the strategy how language is acquired, and the learner tries to find the way how to learn the target language by herself or himself.

Dulay, Burt and Krashen in Ellis (1985) stated that making second language learning, the learners often carry out "word-for-word translation of native language surface structure when producing written or spoken utterances in the target language (misordering).. The term "second language acquisition" refers to the subconscious or conscious processes by a language other than the mother tongue is learnt in a natural or a tutored setting. To study second language acquisition, it can be directed at accounting for the learner's competence and performance to investigate empirically how a learner performs when they use a second language (Suparman,, 2010)

In learning how to pronounce the phonemes or words, students should have a good motivation. Most students always say difficult to learn phonetics/ phonology because the sound from first language is different from the target language. It needs to learn more and practice directly. Students need to practice a lot and lecturers/teachers assist and focus to what the problems they have and they can make collaboration together in studying pronunciation by Lesson Study.

Lesson Study: Learning Community

Lesson study, a Japanese model for professional development, has been attracting international attention for past two decades as an alternative approach to professional development from the western individualized model. In lesson study "teachers collaboratively plan, observe, and analyze actual classroom lessons, drawing implications both for the design of specific lessons and for teaching and learning more broadly (Lewis, Perry, Hurd, & O'Connel). Sato (2003) and colleagues developed lesson study for the learning community, an approach to lesson study that has been attracting practitioners and scholars in Japan. For students, Lesson Study to be able to solve significant issue by establishing their own goals, and choosing proper methods (Kuramoto and Shi, 2012).

In developing study, in particular, lesson study is implemented as a top-down initiative to institutionalize professional development and in terms of the systematic cycle: Plan (planning), Do (implement lesson), See (reflection on lesson) to improve teaching practice. According to Tsukui (2017), there are three steps in doing the lesson study.

(a) Lesson Design Consultation, the lesson is prepared by each teacher on her or his or in collaboration with colleagues. The main focus of the consultation is how to design a concrete learning process for students, through collaboration and communication among peers and how to deepen students' learning. For students' learning process, two major task-a sharing task and jumping task (a basic/ textbook-level task and advanced task)- are recommended as the lesson design. The task and an advanced task)- are recommended as the lesson design. The 'Teach Less, Learn More' approach, namely that a teacher lectures less and students learn more through collaboration or hands-on activity, is also strongly recommended in the lesson design. Moreover, the students' seating arrangement needs to be reconsidered for effective collaborative learning.

(b) Whole school observation and consultation, on open lesson day, the principal, vice principal, and teachers visit class and observe each lesson briefly before the open lesson. They give comment on how much progress teachers have achieved since the last visit and give advice to the principal and vice principal can conduct a follow-up visit of all classes later on, as her/his own daily task. The comments and advice are based on whether or not every single student is participating in the learning process (no student is left alone/isolated), collaboration among students is smoothly conducted, the learning process is effective in terms of the subject-specific perspective, and so forth.

(c) Open lesson and reflection, during the open lesson, fellow teacher observe the lesson from a position where they have a clear view of the students' facial expressions, interaction with peers, and activities (learner – centered observation) from the side or front corner of the classroom. Fellow teachers observe the open lesson as their own lesson and try to observe how students are learning well or not learning well and why. The observers try to carefully observe each student's individual learning story and learn what is the best/most suitable design for students to learn optimally from the open lesson. The basic manner of observing lesson so as not to disturb the teacher and students is also communicated prior to the open lesson.

When the post-lesson reflection, the teacher who has conducted the open lesson shares the important points of her/his lesson design, what kind of challenges were attempted, and to what extent these challenges were achieved or not achieved. (Tsuki and Takasawa 2017). Here, observers who came in to the classroom give the factual information to the lecturer in order she/he can make better in teaching.

A surprising aspect of Japanese classrooms is the lack of modern equipment, such as over-head projectors, computers, and electronic white-boards. They just use black-board: (Doig and Groves, 2011)

- to keep a record of the lesson;
- to help student remember what they need to do and to think about;
- to help students see the connection between different parts of the lesson and the progression of the lesson;
- to compare, contrast and discuss ideas that students present;
- to help to organize student thinking and discovery of new ideas;

Error

In pronouncing a word, students sometimes do error. An error occurs probably because the learners don't get appropriate competence on the target language. A good competence is very much influenced from teacher's role in describing the target language to the learners and the frequency of learner's practicing using the target language.

Corder (1998) stated error arises because there has not been enough effort of part of the learners or enough explanation on the part of the teacher.

It means error can be minimized by giving the good explanation about the target language to the learners and encouraging them to practice as much as possible in using the target language. In the other words, both of the teacher and the learners have an influenced role in breaking the error. Identifying sources of errors can be, in fact, considered a part of error classification.

To identify the source of error is done by knowing and understanding the learner's competence in cognitive and affective process in learning second language, also how they construct their integrated understanding of second language acquisition.

James (1998) classifies errors based on source: interlingual transfer, intralingual transfer, communication strategy and induced errors. However, in this research, the writer only want to know interlingual and intralingual transfers.

1) Interlingual

Interlingual is one of significant source of error for learners. In simple words, the interlingual error is caused by mother-tongue influence. There are also occasions where the learners have L1 patterns that could be advantageously transferred to the L2 but they do not exploit this potential.⁵

According to James (1998: 137), there are three subtypes of interlingual misencoding:

- a) Use of an L1 phonographic rule non-existent in the L2. Welsh has a rule [ʃ] (si), as in (siarad) [ʃarad] speak or in (siop) [ʃɒp] shop. When misapplied to English, where this rule does not exist, the result is the misspelling *(sit) for intended *sheet* [ʃi:t].
- b) Use of L1 grapheme that does exist in the L2, but with a different sound value. For example, in Welsh but not English [f] has the value (can represent the sound) [v], as in (ofn) [ɒvn] fear. In English (f) = [f] only. Applying the Welsh rule to English yields the misspelling *(ofer) for *over*. These are graphemic 'false friend', similar in appearance, but different in the sound they signal.
- c) Use of an L1 grapheme that also exists in the L2, but has different distributional constraints in each language. For example, there is a phonographic rule in Welsh and English alike whereby [f] = (ph). For example, [phish] for *fish*. In English, (ph) = [f] can occur word-initially, medially and finally, as in *phone*, *nephew*, *graph*. Example of producing misspelling in English [f] = (ph) like in **neffew* for *nephew* or **graff* for *graph*.

2) Intralingual

Intralingual negative transfer or interference is the source of intralingual errors (Brown 2000) but he gives only overgeneralization as a representation of negative interlingual transfer. James (1980) goes into more details. He identified four subtypes of intralingual errors.

- a) Overgeneralization of a productive L2 phonographic rule. For example the rule [jə] = (iour) works well for words like *saviour*, *behaviour*, but cannot be generalized to serve for *picture* since the result is *(pictiour). Likewise [tj] = (tu) works for *tune* and [dj] for *dune*, but not for *(duse) *deuce*.
- b) Homophone confusion. This is the result of failing to differentiate between two existing words that sound the same but are differently spelt. For example in *(there) for *their*, and *(through) for *threw*.
- c) Mischoice. An example is the misspelling *(means) for *means*. This is different from the homophone type, since there is no English word *means*. There is no reason why there should not be however. In a sense, the speller is unlucky.
- d) Letter naming. This is a spelling strategy that consists of using a letter to represent a sound which is identical to the sound of the name of that letter. An extreme example is

*(mt) [emti] for *empty*. Example in the Welsh data are: *(ether) [i:ðə] for *either*, *(shak) [ʃeik] for the vowel of *shake*. The preceding examples involve the English name for the letter; the following use the Welsh letter-name: *(rich) [ri:ʃ] for *reach*, *(a) and *(ant) for *are*, *aunt*, the Welsh name for the letter (a) being [a:].

Related for intralingual interference, Nababan in Richard (1978) discussing the replacements for English / θ / made by Javanese and Indonesian speakers, it is not clear why people with the same linguistic background should make variant substitutions of /s/, /t/, and /f/. It is known that /f/ is not found in Javanese and Indonesian. Rudegair in Richard (1978) found significantly from errors on the contrasts /f/ versus / θ / and /v / versus / ð / in the context of a front vowel as opposed to back vowel. The longer transition length to the back vowel seems to provide a better cue for the correct discrimination on the fricative.

Brown (2000) stated that the first native language can help the learner to know the system of the target language. One learner should understand the system of her/his first language before she/he learns the second language.

Non-native speakers always do this errors because they do not know how to pronounce well, less of experiences in communicating to native, and do not know the system of English phonemes. Students get difficulties in pronouncing the words and sometimes not dare to speak.

Segmental

There is a problem when nonnative student pronounce the words, but most of them sometimes mispronounce. They have problems with interdental fricatives and in the word Arthur becomes [t], while in with it becomes [s], in the is [d], as it is in there, them and either. As for segmental vowels, we see success and failure with [ʌ] vowel, which becomes [ɒ] in once but is on target in trouble and up.

Combinatorial

The learner is finding it difficult to pronounce consonant clusters, especially in the word-final position, and tends to omit (Ø) the second of two consonants, so that [wɒns] *once* → *[wɒnØ] and [neɪmd] *named* → *[neɪmØ]. Similar simplifications are seen in *mind*, *friends*.

Note the mispronunciation of the final syllabic /l/ in *trouble* as [trʌ*u] instead of [trʌbʌl]. the student seems not to have problems with pronouncing [l] as such, since she does as accurately in *like*, *only* and *learn*. Nor does she appear to have problems pronouncing other word-final syllabic consonants: [n] in *wouldn't* is accurate. It is assumed that the root of the problem is the position of the [l], being word-final and following [b].

Celce-Murcia in Richard (2003) stated some linguists have attempted to integrate pronunciations practice into broader communicative activities by either finding lexical/grammatical context with naturally occurring instances of target sounds or features

Suprasegmental

This domain of pronunciation comprises the phenomena of stress (word stress and sentence stress), **rhythm** and **intonation**. There is an example of Thai learner data yields two examples of wrong sentences stress, since the wrong word in the sentence is given stress: go out with ***them** (go√out with them) and ***I** don't know (I don't √know). The meaning will change if the speaker makes different stress.

In this paper, it will analyzed the students' pronunciation competence in a second language acquisition through the implementation of lesson study.

METHOD

In this analysis the writer uses qualitative with the Lesson Study approach to know how students can learn pronunciation well. In Lesson Study team meets to plan a lesson design, agree on which team member will teach the lesson design and in which classroom it will be taught, decide what data the team will collect and how to collect it, this phase happens one day before to make the lesson design through the lecturers collaboration (plan), to improve student learning based on observations and write some notes (do), students learn a lot in the lesson, teachers also learn many things, get fresh and more fun ideas. For the findings, the team can redesign the lesson: how to make a deeper learning system, share what had been learnt from the students, and listen to or learn from other lecturers (see or reflection and redesign).

The Lesson Study has brought about a change on the students and the lecturer, they are:

a. On observers

- 1) The lecturer model came on time;
- 2) Explained the material based on the lesson design;
- 3) Made good interaction to all students: checked all groups when she worked;
- 4) Used LCD in the class;
- 5) Students-lecturers made good interaction;
- 6) All students were active in the class, only four were lazy, less of motivation;
- 7) Groups discussion helped them to be more active.

b. On students

- 1) Happy learning writing based on lesson study approach;
- 2) More understood;
- 3) Had good experiences;
- 4) Satisfied and existing;
- 5) Could change ideas;
- 6) The lecturer were friendly: showing the way how to solve the problem.

RESULT AND DISCUSSION

The team made the lesson plan, here they chose the materials and discussed the research lesson and in which classroom would be taught. When the lecturer model performed, the observers collected the data: they watched, assisted, and also wrote in the process of doing lesson study. The lecturer firstly explained the material, the students in the group asked questions and the lecturer answered clearly. She asked the students to pronounce the difficult words in groups, and directly asked one of the students in every groups to come in front of the classroom to pronounce those of the words. Most of the students in group were active, most of the students were active but some could not pronounce well and made errors. The cause of error made by the students was interlingual and intralingual factors and it will influence the development of second language learning.

Result

Table 1. Students' Errors in Pronouncing Consonants

No	Consonant Sounds	Incorrect Pronunciations	Student	Name
1	[p]	p ph →	phoneme	interlingual
2	[n]	n kn →	know	interlingual
3	[k]	k →	coconut	interlingual
4	[dʒ]	dʒ →	language	intralingual
5	[f]	f →	five	interlingual
6	[v]	v →	vase	interlingual
7	θ	θ t →	think	intralingual
8	[ð]	ð →	that	intralingual
9	[ʃ]	→ f	shine	interlingual

Table 2. Students' Errors in Pronouncing Diphthong

No	Diphthong Sounds	Incorrect Pronunciations	Student	Name
1	[au]	au vu →	sounds	Interlingual

Table 3. Students' Errors in Pronouncing Vowel

No	Vowel Sounds	Incorrect Pronunciations	Student	Name
1	[I]	I e →	phoneme	interlingual
2	[æ]	æ e →	language	intralingual
3	[ə]	ə ʌ →	utterance	interlingual

Disccusion

Based on the table above, the errors that appear in students' pronunciation in consonant sounds are interlingual errors and intralingual errors. Interlingual identification (in second or foreign language learning) is a judgment made by learners about the identity or similarity of structures in two languages. Learners often categorize sounds in terms of the phonemic system of their first language, making acquisition of new target language sound difficult. In intralingual error is one which results from faulty or partial learning of the target language, rather than from language transfer. It is caused by the influence of one target language item upon another.

From the result of data, the lecturer model and the observers hold a debriefing meeting to discuss and analyze the lesson. During the debriefing, observers offered their observations, interpretations and comments on the lesson. The purpose was to analyze and evaluate the lesson thoroughly in terms of student learning, thinking and engagement. After the debriefing, the team holds additional meetings to further organize and analyze their findings. As a result of their analysis, the observers stated that the way of the lecturer teaches was good therefore it could be

seen by commented all the students they liked the way of teaching. The observers made some notes that the students fully gave attention to the lecture but it was them because they were still lack of knowledge of phonetics. After researching the first cycle, the team went to the second research cycle in which the team revised the lesson design.

In doing the second research cycle, the lecturer tried to teach more detail about the phonemes that they still did not know how to pronounce. In the second cycle, the groups seemed more seriously to discuss and pronounce the words..

In reflection, the lecturer and the observers hold a debriefing meeting to discuss and analyze the lesson for the second cycle. During the debriefing again observers offered their observations, interpretations and comments on the lesson. The purpose is to analyze and evaluate the lesson thoroughly in terms of student learning, thinking and engagement. After the debriefing, the team holds additional meetings to further organize and analyze their findings. As a result of their analysis, the observers stated that the way of the lecturer teaches much better, the students tried to pronounce the words attentively and asked question if they didn't know, they concentrated and enjoyed the subject very much even they still made some errors. It is the process of study in a second language acquisition. The way of teaching process was very good, it could be seen by commented all the students they liked the way of studying in lesson study approach.

CONCLUSION

It is a widely held belief that interference from learners' first language affects the acquisition of the second language sound system more than other systems (grammar). In studying pronunciation, the students always get interlingual and intralingual process. Lecturers should understand about the students' learning difficulties. Lesson study is one of ways in teaching in the classroom and it can help lecturers /teachers collaborate with students. To make teaching better, the team will spend time on preparation of lesson design to have a more concrete and interesting. It is hoped to solve the students' difficulties and the teaching will be effective (plan). The lecturer performs well and the observers assist the students (do). The lecturer has experiences and discusses with the observers about teaching and for the second circle of LS, the teaching is much better (see). For the result of the first and second circles, the students feel enjoy because they study together with groups, the lecturer assists them and knows their problems. These discussions and reflection on classroom practices and students learning further stimulate lecturers' professional development.

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