Development of English Phonology Teaching Materials and Learning Strategies

Nurul Aini
UINSU, Indonesia
Korespondensi penulis: nurulainipiw@gmail.com

Rahmadina Putri Siregar
UINSU, Indonesia

Raju Mahendra
UINSU, Indonesia

Arel Damaris
UINSU, Indonesia

Surya Kelana Putra
UINSU, Indonesia

Abstract. The purpose of this study is to develop English teaching materials and learning strategies. This research uses the literature research method. Research data is taken from phonology books, documents, and other supporting literature. The results of the study found that there were two points developed in this study. Teaching materials are arranged by covering all the material taught and are also made in accordance with the KKNI oriented. Discussion of local cases regarding the obstacles to the pronunciation of English sounds by Indonesians is also included in teaching materials as a form of problem-solving learning. The learning strategy developed in this course is the implementation of the blended learning method. This method is focused on the process of learning activities and on assignments. This method was chosen so that students can take advantage of today's technology and sharpen their digital literacy. In conclusion, the teaching materials developed in this study are oriented towards KKNI and learning strategies using blended learning.

Keywords: Teaching Materials, Strategies, English Phonology

Abstrak. Tujuan penelitian ini adalah untuk mengembangkan bahan ajar bahasa Inggris dan strategi pembelajaran. Penelitian ini menggunakan metode penelitian kepustakaan. Data penelitian diambil dari buku fonologi, dokumen, dan literatur pendukung lainnya. Hasil penelitian menemukan bahwa ada dua poin yang dikembangkan dalam penelitian ini. Bahan ajar disusun dengan mencakup semua materi yang diajarkan dan juga dibuat sesuai dengan KKNI yang berorientasi. Pembahasan kasus-kasus lokal mengenai hambatan pengucapan bunyi bahasa Inggris oleh masyarakat Indonesia juga dimasukkan dalam bahan ajar sebagai bentuk pembelajaran pemecahan masalah. Strategi pembelajaran yang dikembangkan dalam mata kuliah ini adalah implementasi metode blended learning. Metode ini difokuskan pada proses kegiatan pembelajaran dan pada tugas. Metode ini dipilih agar mahasiswa dapat memanfaatkan teknologi yang ada saat

ini dan mempertajam literasi digitalnya. Kesimpulannya, bahan ajar yang dikembangkan dalam penelitian ini berorientasi pada KKNI dan strategi pembelajaran menggunakan blended learning.

Kata kunci: *Bahan Ajar, Strategi, Fonologi Bahasa Inggris*

INTRODUCTION

Research on the development of English Phonology courses for strata 1 level was previously carried out by Miranti et al (2015) with the title Evaluation and Development of English Phonology Compulsory Courses in the English Language Education Study Program, North Sumatra State Islamic University. Likewise, according to Murniadih (2017); Irwanti (2017) with the development of a teaching material model can improve the ability to write news and poetry. Based on the results of the needs analysis conducted in the research above, it is known that the English Language Education Study Program of North Sumatra State Islamic University does not yet have English Phonology teaching materials as a teaching reference by all lecturers who teach the course. So far, the reference books used in lectures are several reference books that are used interchangeably. One of the reference books is difficult to understand and does not cover all the subject matter. Miranti et al (2015) recommend the preparation of English Phonology teaching materials that are tailored to your needs. On this basis, researchers conduct research on the preparation and development of English Phonology teaching materials.

This research is intended to continue the previous development study so that it can improve the quality of English phonology teaching materials in the English Language Education department of North Sumatra State Islamic University. One of the developments of teaching materials carried out by researchers is the content of teaching materials adapted to learning outcomes oriented to the Indonesian National Qualifications Framework (KKNI). As we know that KKNI is a framework created by the government as an effort to qualify university graduates in all universities in Indonesia which is published in Presidential Regulation No. 08 of 2012 whose reference is stated in Permendikbud no. 73 of 2013.

The learning strategy of this course is also discussed in this study so that students majoring in English Language Education can achieve targets in accordance with the expected learning outcomes. Researchers try to study various learning strategies and then take the most suitable for teaching English Phonology. Based on the description above,

this research is included in the type of development research. To make development research, it is necessary to analyze the needs of teaching lecturers and students of English phonology. Since the needs analysis has been carried out previously, the formulation of the problem of this study is: (1) how to develop a model of English Phonology teaching materials for strata 1 students majoring in English Language Education, North Sumatra State Islamic University; and (2) how the learning strategies are applied to English Phonology lectures.

In the context of language education, teaching materials refer to everything that is used to facilitate learning, to improve language knowledge and experience (Emzir, 2010). Meanwhile, the development of teaching materials is what researchers do to provide input sources for various experiences designed to improve learning (Tomlinson in Emzir, 2010). The definition of the learning strategy itself is a specification for selecting and sequencing learning events or learning activities (Darmawan, 2014).

According to J.R. David (in Junaidah, 2015) Strategy is a way or a method, in the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. So, thus a learning strategy can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. The learning process is a communication process. In a communication process, it always involves three main components, namely lecturers, students, and the message component itself which is usually in the form of lecture material.

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THEORITICAL STUDIES

In this digital era, advances in science and technology, especially information technology, greatly affect the preparation and implementation of learning strategies. One of the learning methods utilizing information technology so that it becomes a method that is currently popular is blended learning. Blended learning as a combination of traditional learning characteristics and electronic learning environments (Sjukur, 2012). In other words, Blended learning is a combination of two learning environments. On the one hand there is face-to-face learning like conventional learning in general, on the other hand there is learning that involves technology and internet networks.

In developing this teaching material, researchers tried to implement the concept of blended learning in the teaching of English Phonology. As well as other methods, this method also aims to make it easier for students to understand English Phonology by emphasizing on the use of technology including visual, audio, and lingual (language) devices. As a whole, the development of teaching skills in this research is oriented towards KKNI (Indonesian National Qualifications Framework). KKNI is a national reference to improve the quality and competitiveness of the Indonesian nation in the HR sector through the achievement of HR qualifications produced by the education system, the national job training system, and the learning equality assessment system.

One of the levels in KKNI that is equivalent to S1 graduates is at level 6 (six) where graduates from S1 are expected to: (1) be able to apply their fields of expertise and utilize science and technology in their fields in solving problems and be able to adapt to the situation at hand, (2) master theoretical concepts in certain fields of knowledge in general and theoretical concepts of special sections in the field of knowledge in depth, and able to formulate procedural problem solving, (3) able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various solutions independently and in groups.

RESEARCH METHOD

Because this research is a developmental research, the method used is a descriptive library research method. The development research steps adopted in this study refer to the development design model of Bor and Gall (2003), which begins with theoretical studies, research, planning, preparation of teaching materials, field tests and revisions, final products, dissemination and implementation. However, in this study, researchers took development steps only to the stage of preparing teaching materials due to time constraints. The field test and revision phase, final product, dissemination and implementation will be continued in the next research.

RESULT AND DISCUSSIONS

In this section, the discussion is divided into 2 parts, namely the KKNI-oriented teaching material development model and learning strategies.

Teaching Material Development Model

The core of this research is the development of a complete teaching material model and has the main characteristic of being KKNI-oriented. To make teaching materials that cover all English Phonology materials for S1 English Language Education students at the North Sumatra State Islamic University, the researcher examines compulsory books and supporting books, then also examines phonology books outside of mandatory and supporting books. After being studied, then the researcher collects teaching materials and then compiled according to the needs and applicable RPS.

The scope of the material includes the description of speech organs and their mechanism of action in the formation of sounds in English, phoneme sounds in English, descriptions or names of each phoneme, both consonants and vowels, sound variants, phoneme distribution and basic rules of English phonology, and phonetic symbols. All of these materials are studied in one semester and divided into sixteen meetings, three of which are for the Midterm Exam and the Quality Control Exam.

Based on theoretical studies about KKNI in teaching English Phonology for S1 English Language Education students, researchers found that there were four points of graduate learning outcomes and three competencies in course learning outcomes. The details are contained in the RPS below:

Table 1 RPS English Phonology

Course Name	English Phonology
Code/SKS	MKK-D421/3 SKS
Semester	IV
Program Learning Outcomes/PLO	a. Internalizing critical thinking skills (CP Attitudes) b. Mastering the theoretical concepts of language and techniques for communicating spoken and written English for specific purposes in the context of daily / general, academic, and work equivalent to the intermediate level. (CP Knowledge) c. Able to apply pegagogic concepts and principles, as well as linguistic concepts to plan, apply, manage, evaluate

	learning, and make improvements to the methods and processes of learning English as a foreign language in accordance with the characteristics and needs of students and stakeholders according to process standards and quality by utilizing educational science and technology. (CP Skills) d. Able to design, carry out research and publish the results so that they can be used as one of the problem solving in English language learning. (CP Skills)
(CPMK)/Course Learning Outcomes (CLO)	Students know that they can pronounce English sounds correctly, describe or name each phoneme, both consonants and English vowels, identify variants of sounds in English, know and identify phoneme distributions and basic rules of English phonology, read and write phonetic symbols, and can explain sound production problems that students often face in English learning. At the end of the lecture, students have the following competencies: a. cognitive, that is, knowing and understanding phonological theory. b. psychomotor, that is, being able to communicate with English with a pronunciation that is acceptable and can implement it in English teaching. c. affective, i.e. determining attitudes to be critical, careful, logical, and innovative
Description	English phonology is a compulsory course that is included in the Quality Control course. The scope of the material includes the description of speech organs and their mechanism of action in the formation of sounds in English, phoneme sounds in English, descriptions or names of each phoneme both consonants and vowels, sound variants, phoneme distribution and basic rules of English phonology, phonetic symbols, problems in producing sounds that students often face in English learning. Lectures are carried out by the method of lectures, presentations, group discussions, and

	pronunciation practice. The final assessment component consists of attendance, individual and group assignments, quizzes, Midterm Exams (UTS), and Quality Control Examinations (UPM).

Amri and Ahmadi (2010) The curriculum was developed by taking into account the diversity of student characteristics, regional conditions, and levels and types of education. Likewise in English courses Phonology, the material provided must also pay attention to the aspects mentioned earlier. The most common problem of learning English phonology is that students or students find it difficult to imitate English pronunciation like native speakers. This can be due to the influence of the accent of the regional language. To overcome barriers to English learning, it is best to link to local cases. Another form of development in English phonology teaching materials, namely the provision of discussions about local cases, needs to be added to the learning materials. For example, in the material pronunciation of the consonant sound /f/, there are many cases of Indonesians changing it into the /p/ sound. There are precipitating factors for the change in the sound of such consonants. By understanding the triggering factors, students can overcome the difficulty of pronouncing these consonant sounds. By involving this kind of local case, it is hoped that students can more easily achieve the learning achievements mentioned above.

English phonology Learning Strategies

Because this English Phonology course is theoretical, the theories of English Phonology are not developed here. The part that can be developed is in learning activities and assignments. Both can be developed using today's technology. For example, in the discussion of English vowel sounds, students are asked to use an android-based application on Google Play called Learn English Sounds Right to be able to listen directly to various standard sounds of English vowels from native speakers. Another example is searching for videos on Youtube about pronunciation practices. In the final project, students can also be given the assignment of making videos using English pronunciation that is accepted according to phonetic rules. Classroom management can also be done virtually using the Google Classroom or Edmodo applications.The learning strategy exemplified above is a blended learning strategy. The development of blended learning

is carried out to encourage students to take advantage of the development of science and technology appropriately in learning activities that are in accordance with the scientific field and can sharpen their digital literacy.

CONCLUSION

From the research conducted, English Phonology teaching materials majoring in English Language Education still need to be developed. Based on the findings obtained, there are two points developed in this study. Teaching materials are arranged by covering all the material taught and are also made in accordance with the KKNI oriented. Discussion of local cases regarding the obstacles to the pronunciation of English sounds by Indonesians is also included in teaching materials as a form of problem-solving learning. The learning strategy developed in this course is the implementation of the blended learning method. This method is focused on the process of learning activities and on assignments. This method was chosen so that students can take advantage of today's technology and sharpen their digital literacy. This development research is a continuation of a previous development research in the English Language Education study program. But this research is also still not perfect for a development research. It is necessary to conduct further development research that discusses field tests, revision of teaching materials, production of teaching materials, dissemination and implementation. These development researches really need to be carried out to improve the quality of learning in each course.

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