

## STUDENTS' COMPETENCE IN PRONOUNCING ENGLISH IMPERATIVE SENTENCES AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF KHAIRUN UNIVERSITY

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### ABSTRACT

This study aims to investigate the competence of third semester students in pronouncing imperative sentences. This research took place at the English Language Education Study Program, Faculty of Teacher Training and Education, University of Khairun Ternate. This study used a descriptive qualitative method to explain and describe students' competence of the third semester of the English education study program in pronouncing imperative sentences. There were 30 students who participating in this study. The technique data collection used the observation and took audio recording from each student. The technique data analysis used pronunciation application and google translate. It was found out that 22 students (73.33%) obtained excellent score. Then seven students (23.33%) obtained good score. And one student (3.33%) test result is sufficient score. In summary, the average score of students in pronouncing English imperative sentences is excellent with a total average score of 84.74.

**Keywords:** Students' Competence, Pronunciation, Imperative Sentences

### INTRODUCTION

Language is something that is very inherent in every human being. Language is very important and cannot be separated from humans as a means of communication. Robins (in Tienke 2013: 1) stated that "language is a unitary activity; people speak and write; and understand what is spoken and written in their own language, without necessarily being aware of such things as grammar and pronunciation." One of the most widely spoken languages is English. English is declared as the most widely spoken language with around 1.13 billion speakers. In fact, more than 60 countries use English as their national or official language. English is also one of the most widely studied foreign languages in Indonesia. Many students learn it on campus, school, course, or even learn on their own using songs, films, or other things.

In learning a foreign language, the students find it very difficult to speak, especially when they pronounce the words incorrectly. One of the causes of pronunciation error is the slip of the tongue. Fromkin (in Clark, 1977 : 273) stated that, "slip of the tongue occurs when the speakers actual utterance differs in some way from the intended utterance." From Fromkin's opinion above, it is agreed that when everyone wants to say a word they will prepare it first before saying it. But when he said the sentence in question, the word he said was different from the word he meant. In learning English students need to know the basic sentences that they usually use everyday. One of them is imperative sentences, this is one of the basic sentences that must be mastered by students in order to become good speakers in English. Imperative sentences are often used in everyday conversation. Therefore, the use of imperative sentences is also very important when people want to master English.

According to Sari (2017:11), imperative sentence is giving orders or commands or instructions to one person or a group of people, you use the base form of the verb. This use of the verb is called the imperative. Based on the above definition, it can be assumed that an imperative sentence is a sentence that is given in the form of advice, instructions or encouragement to someone to do something. A common characteristics of written imperative sentences is that they end in an

"exclamation mark (!)", or contain the word "please". However, imperative sentences may also not contain both. Basically, the imperative sentence will not use the subject of the sentence because the subject "you" as the recipient of the command is already implied in it.

### **A. Pronunciation**

Pronunciation is one of the basic skills that must be mastered in learning English. Because speaking skills require good pronunciation so that what is they want to said can be understood easily by the listener. Mulatsih (2015) stated that pronunciation refers to the way in which we make the sound of words. To pronounce a word, human must push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. To change the sound that we are making, mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and flow the air.

Dahlan (2022:10) stated that pronunciation is a way of pronouncing letters, words, and sentences according to the rules of the language in each country, especially in English. Besides, pronunciation ability to listen, hear, and repeat words by being spoken or pronounce. If you can control the shape of our mouth and the flow air correctly, then our pronunciation is clearer and other people understand us more easily. Speakers different languages tend to develop different muscles of the mouth pronunciation. Pronunciation has been taught and already introduced with place articulation, manner of articulation, visual transcriptions, and all supra segmental features in the sounds (Yudo H. Hartoto, 2010). On the other hand, students in English Education Study Program believe that most of them have low ability in pronunciation. Their pronunciation still do not consistent with standard English pronunciation and is still far from correct English pronunciation. Most of the students may have problems in pronunciation. Although students' already got the lesson at class, but they cannot master the pronunciation well.

### **B. Pronunciation Problem**

For the non-native speakers, pronunciation is one of the most important parts in English communication because by using good pronunciation, we can avoid misunderstanding between the speakers (Tieneke, 2013:12). Therefore, it is important to teach pronunciation. A foreign language students will meet with difficulties in his process. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movements of his speech organs have been set to produce the speech sounds of his own language; it will, of course, be difficult for him to change the habit of moving his speech organs in such way as to produce the foreign sounds. Ma'lah (2016) explained there are some problems in much pronunciation teaching and learning; those are:

1. What students can hear

Some students have great difficulty in hearing pronunciation features which want to reproduce. Frequently, speaker of different first language have problem with different sounds. There are two ways of dealing with this. The first place, the teacher can show students how sounds are made through demonstrations, diagrams, and explanations. The teacher can also draw the sounds to their attention every time they appear on a recording or in conversation. In this way, the teacher gradually trains the students' ears. When the students can hear correctly, the students are on the way to be able to speak correctly.

2. What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of

making some of those sounds. Learning a foreign language often presents the students with the problem of physical unfamiliarity.

Intonation problem

3. For many teachers the most problematic area of pronunciation is intonation.

Some people (and many of students) find it extremely difficult to hear ‘tunes’ or to identify the different patterns of raising and falling tones. In such situation, it would be foolish to try to teach the students.

Tieneke (2013:12) stated that English pronunciation errors are sometimes specific to speakers of a certain language. However, many pronunciation errors are made by English language learners from different countries, include Indonesian students. According to Brown (1987) in Nur Inayah (2020:25-26), there are four possible sources of pronunciation error, they are:

1. Interlingua transfer

Errors, which come from first language influences, are called interlingua errors. Learners transfer the form and meaning of native language and culture when they are learning target language. It means that the learner’s native language influenced the process mastery of the language.

2. Intralingua transfer

Errors are the result of the complexity of the target language, which is target intralingual error. They come from the learner’s failure to adopt the target language system. Most of these errors occur because the learners over generalize the rules.

3. Context of learning

The third reason of error, according to brown is the context of learning. Learners made errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a text book, or even because of a pattern that was memorized by rote in a drill but improper contextualized. In short this set of error comes from the external factors.

4. Communication strategies

In order to get the message across, a learner may use some techniques, but at the time these techniques can be the source of error.

Based on the Richard’s (1974) theory in Nur Inayah (2020:26-28). He stated that there are two sources the occurrence of error: Interlingua errors and Intralingua errors.

### C. Elements of pronunciation

Ramelan (2003:22) in Dahlan (2022:10) divided the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. The other one is suprasegmental features, which refer to such features as stress, pitch, intonation, pauses, and other features that always accompany the production of segmentals. On the other hand, suprasegmental, cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental, (Ramelan, 2003:23)

a. Segmental features

English segmental features include vowels, diphthong, and consonants. Here are the classification:

1. English vowel

In the vocabulary sounds in English have a different way of reading not according to the way of writing. A vowel is defined as some of the continuous voiced sounds produced

without obstruction in the mouth and they are what may be called pure musical-sounds unaccompanied by any friction noise (Jones, 1986, p. 12) in Dahlan (2022:11) the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels.

## 2. English consonant

Odden (2005:26-27) in Dahlan (2022:13) explained that term consonant is negatively defined, that is, sounds which are not vowels are consonants. The consonants table represents all the consonants sounds made in language. In English (general American), we are familiar with 24 of these.

## 3. English diphthong

Jones (1983) in Dahlan (2022:14) defined diphthong as another branch of vowel produced gliding from one position of vowel to another.

## b. Suprasegmental features

Astina (2020:13) stated that are the characteristic of speech that used into groups of segments or phonemes. Stress and intonation is the important feature in English. The suprasegmental feature of stress, rhytm, pauses and intonation are much important for clear pronunciation than producing native.

### 1. Stress

Ramelan (1985:25 in Laelatul Ma'lah) said that stress is the degree of force or loudness which a syllabe is pronounced so as to give it prominence. According to Astina (2020:13) stress is pressure of breath with which sounds are produced. Stress in language can concern stress withing a word or within a sentence, sometimes referred to as stress and accent. Stress can be classified into three kinds of stress, namely: strong or primary stress, medium or secondary stress, and weak stress or no stress. Stress has an important role in English because different stress will differentiate meaning and intention. Here are the examples of sentence stress with different meaning.

### 2. Intonation

Dahlan (2022:19) stated that intonation is the ups and down of a tone in a word or sentence. Intonation is the movement of the voice between high and low pitch. Intonation is used to express a great number of different meanings, including emotions and attitudes. The word "yes", for example, can be said with falling voice, a rising voice can make "yes" mean "I agree" or "perhaps it true" or "you cannot be serious" or "Wow, you are so right" or any number of other things. Intonation can be analyzed by using two dimensions: pitch height and pitch direction (Astina, 2020:13). In English, intonation is categorized into two things. First, an intonation that shows the speaker's feelings. Second, intonation as punctuation. If we read a text, the period (.) indicates that the sentence is over. However, if the writing is written or pronounced punctuation can be known from the rise or fall of speaker's intonation. In English, "comma (,)" is more commonly pronounced with rising intonation and "dot" with down (falling) intonation.

### 3. Rhythm

Astina (2020:15) stated that rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same. The rhythm of English is a product of word stress and sentence stress.

#### 4. Pauses

In uttering a sentence, it should pay attention to the pause in the sentence. Pause becomes one of the important aspects of pronunciation, because when the speaker does not give pause in the pronunciation of a sentence, then the listener will find it difficult to understand the sentence referred to by the speaker. It's going to be hard to capture the meaning so there's a misunderstanding.

Students are expected to be able to pronounce imperative sentences according to good intonation, accuracy, and fluency. Because in imperative sentences there are many words that must be pronounced properly so that there is no misunderstanding of meaning when having a conversation. Which it means that imperative sentences is just as a context. Therefore, researcher raises the research title "Students' Competence in Pronouncing English Imperative Sentences at the English Language Education Study Program of Khairun University".

#### D. Imperative Sentences

According to Rosdiana (2011), "imperative sentence are sentences that request the person we are speaking to do or not to do something, or imperative sentences are sentences that used by someone to give commands, request, directions to other people doing something." According to Sari (2017:11), sentence is giving orders or commands or instructions to one person or a group of people, you use the base form of the verb. This use of the verb is called the imperative. Based on the above definition, it can be assumed that an imperative sentence is a sentence that is given in the form of advice, instructions or encouragement to someone to do something.

Yuniarsi (2017) stated that imperative sentences is one of the type of sentence it has exclamation mark in the end the sentence, finished by full stop and also has no overt grammatical subject. A common characteristic of written imperative sentences is that they end in an "*exclamation mark (!)*", or contain the word "*please*". However, imperative sentences may also not contain both. Basically, the imperative sentence will not find the subject of the sentence, because the subject "*you*" as the recipient of the command is already implied in it.

### RESEARCH METHOD

Qualitative descriptive method applied in this research to answer questions of this research. There are some instruments used to collect data.

#### a. Observation

Observation is a way to see the situation or situation in the classroom. By observing the researcher adjust the class situation and attract the attention of the subject to want to be involved in the research process. After that the researcher explain to subject how what is the purpose of this research.

#### b. Audio recording

For the data collection, audio recording was used to recorded students utterance. First, the researcher tried to get students pronouncing of English imperative sentence in audio recording. Then, the researcher listened the audio recorder to observe students pronouncing English imperative sentence. The last step, the researcher started to identify the students errors in pronouncing English Imperative sentences.

After collecting data, audio recordings were played directly and listened to while being analyze their to find out students' competences in pronouncing imperative sentences and classify them according to the aspect of pronunciation into the table. By using descriptive qualitative analysis

method, the data explained according to the pronouncing errors made by the students. By using google translate media and “Pronunciation” application, the writer listened to the correct pronunciation of imperative sentences to determine the accuracy and intonation of students in pronouncing imperative sentences. To analyze the students’ competence, the researcher used the descriptive analysis. The researcher used the formula to finding the students score is as follow:

$$X = \frac{\sum S}{S_{\max}} \times 100$$

Where:

X = The students score

$\sum S$  = The total of students points

S<sub>max</sub> = The maximum of students score (360)

The formula above used to calculate the percentage of scores obtained by student. After that, researcher can classify it about the students’ competence in pronouncing imperative sentences at English education study program third semester. After the percentage is obtained, the data loaded in the table of the students’ score to show the number of correct pronouncing percentage in each item.

## RESULT AND DISCUSSION

This section, discusses more about the students’ competence and the problem are faced by the students in pronouncing English Imperative Sentences of the students from third semester at the English Language Education Study Program of Khairun University. After computing the data, the researcher found out some errors on students pronunciation in some words. When the researcher listened to the audio recording that had been taken while collecting data, the data found that the students made errors in intonation and accuracy. Tienneke (2013:12) said for the non-native speakers, pronunciation is one of the most important parts in English communication because by using good pronunciation, we can avoid misunderstanding between the speakers.

The data also showed that the level of the students competence in pronouncing English imperative sentence based on the data score of the students’ competence and category of the students’ competence. in anayzis the test result data, researcher used a percentage. In this case the researcher used the calculating technique by Arikunto (1998: 309). It showed that the level of the competence of the students as follows: twenty two (22) students (73.33%) test result is excellent category, seven (7) students (23.33%) test result is good category, one (1) student (3.33%) test result is sufficient category, no student are classified into fairly sufficient category, no student are classified into poor category.

Based on the table 4, it can be seen that the most category of score of the students’ competence in pronouncing English imperative sentence is in the level 80-100, with 22 students. The second category of the students’ competence in pronouncing English imperative sentence is in the level 66-79, with 7 students. The third category of the students’ competence in pronouncing English imperative sentence is in the level 56-65, with 1 student. After that in the level of interval 40-55, the category is no students and in the last level <39, the category is no student. From the data found out that are 22 students who are included in the first level (excellent), and the students who are included in the second level (good) are seven students. And then from the third level (sufficient) are one student. After that from the next level (fairly sufficient) are no students. Next, from the last level (poor) the students are included in this level are no student.

In analyzing the existing data, the researcher used the pronunciation application and the pronunciation feature on Google translate. By using these two media so the researcher can analyze

existing data properly without any significant difficulties. Researcher can find out the correct way in terms of accuracy, intonation, and fluency in pronouncing sentences in English. According to the classification of achievement by Arikunto, it interpreted that the students' competence in pronouncing English imperative sentences at the English Language Education Study Program of Khairun University (Third Semester) is Excellent. The data found the errors in their accuracy pronouncing made by the students'. There are : "vaccination" 19 students made error, "courage" 17 students, "intersection, package, and problems" 15 students, "lose" 14 students, "shut" 9 students, and "respect" 6 students.

The researcher also found out that there are intonation errors made by students' in reading the sentences, two student used flat intonation until the last sentences. While the fluency in the students' pronunciation was very good although there were some who sounded hesitant and nervous in pronouncing the sentences prepared by the researcher. This is caused by the lack of practice in pronouncing vocabulary or the sentences in English. And this certainly makes students unprepared and doubtful when appointed to say the sentences. Fatimah (2016) said English is quite difficult for Indonesian learner. In some cases the difficulties are due to the fact that irregular spelling of the language offers poor guidance to its pronunciation. On the other hands, pronunciation has to be isolated for practice of specific item and problem.

### CONCLUSION

Based on the result, the researcher found the error on students pronunciation English imperative sentence. One of the words is "vaccination". And then, the researcher shows of students' competence in pronouncing English imperative sentence at the English Language Education Study Program of Khairun University is excellent. From 30 students, there are 22 students' (73.33%) obtained into excellent category, 7 students (23.33%) are classified into good category, and then 1 student (3.33%) are classified into sufficient category. After that no students who classified into fairly sufficient category, and the last no student who classified into poor category. In summary, students average score in pronouncing English imperative sentences is excellent with the total average score is 84.74.

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