THE DIFFERENTIAL EFFECTS OF PRONUNCIATION TEACHING METHODS OF CONSONANT SOUNDS /p/ and /ʧ/ AMONG OMANI EFL LEARNERS

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ABSTRAK

Kajian ini menunjukkan kesan perbezaan kaedah pengajaran penyebutan bunyi konsonan (/p/ and /ʧ/) dalam kalangan pelajar Omani yang belajar bahasa Inggeris sebagai bahasa asing. Semua peserta yang dikaji terdiri daripada pelajar dewasa yang sedang belajar di Kolej Teknologi Ibri di Ibri, wilayah Al Dahirah. Para peserta tidak pernah menerima pengajaran dalam bahasa Inggeris di negara-negara yang menggunakan bahasa Inggeris dan mereka tidak pernah pergi ke negara-negara seperti ini untuk mendapatkan sebarang pendedahan dalam bahasa Inggeris. Dalam kajian ini, kesalahan penyebutan dalam kalangan pelajar Omani adalah disebabkan oleh kekurangan latihan dalam aspek penyebutan semasa pembelajaran di dalam kelas dan fokus guru-guru bahasa Inggeris Omani yang menggunakan kaedah terus tanpa menggunakan kaedah-kaedah lain untuk memperbaiki penyebutan para pelajar Omani yang mempelajari bahasa Inggeris sebagai bahasa asing. Penyelidik mengkaji kes para pelajar dan guru di Kolej Teknologi Ibri untuk membandingkan keberkesanan kaedah pengajaran tradisional (Kaedah Terus) dengan kaedah pengajaran terancang (Pasangan Minimum, Sebutan Bersuara dan Tugasan Kolaboratif) untuk memperbaiki penyebutan bunyi /p/ and /ʧ/. Justeru, penyelidik menggunakan cara rakaman audio yang akan dilakukan oleh para pelajar. Kajian ini menghuraikan deskripsi secara teori tentang faktor-faktor yang memberi kesan kepada penyebutan pelajar Omani yang mempelajari bahasa Inggeris sebagai bahasa asing dan kajian berkenaan kaedah yang berbeza dalam pengajaran penyebutan. Hasil praktik daripada kajian adalah menyediakan satu analisis daripada data yang dikumpul melalui pemerhatian, ujian diagnostik dan rakaman audio. Hasil kajian mengesahkan hipotesis berdasarkan keputusan yang ditafsir dan menunjukkan bahawa kaedah pengajaran terancang adalah lebih efektif untuk memperbaiki penyebutan pelajar bahasa Inggeris sebagai bahasa kedua daripada kaedah tradisional (Kaedah Terus). Akhirnya, penyelidik mencadangkan beberapa prosedur pedagogi serta pengajaran dan pembelajaran untuk digunakan di kelas bagi memperbaiki penyebutan bunyi konsonan /p/ dan /ʧ/ pelajar Omani yang belajar bahasa Inggeris sebagai bahasa asing.

ABSTRACT

This study shaded light on the differential effect of pronunciation teaching methods of consonant sounds (/p/ and /ʧ/) among Omani EFL learners. All 60 participants in the study were adults who were studying at Ibri College of Technology in Ibri, Al Dahirah Governorate. The researcher investigated the case of Ibri College of Technology students and teachers in order to compare the effectiveness of traditional teaching method (Direct Method) and customized teaching method (Minimal Pairs, Reading Aloud and Collaborative Task) in improving the participants' pronunciation of /p/ and /ʧ/ sounds. Thus, the researcher administered diagnostic test, audio recording tests to be done by students and observation method. The study provided a theoretical description of factors affecting Omani EFL learners' pronunciation and a review of the different methods of teaching pronunciation. The practical outcome of the study provided an analysis of data collected from the observation, diagnostic test and audio recording tests. The study successfully confirmed the hypothesis according to the interpreted results and it showed that customized teaching method was effective to improve EFL leaners' pronunciation more than the traditional method (Direct Method). Additionally, the current study followed the mixed methods specifically the Triangulation Design to compare and contrast quantitative results- diagnostic test and audio recording tests, with qualitative findings- observation. The data analyzed by using SPSS version 23 and descriptive analysis. Finally, this study recommended some pedagogical and teaching and learning procedures to be used in the classes to develop Omani EFL learners' pronunciation of /p/ and /ʧ/ consonant sounds.

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