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THE PERCEPTION TOWARDS THE USE OF GRAMMAR-TRANSLATION METHOD IN LEARNING ENGLISH (A STUDY FOR ENGLISH BEGGINER LEARNERS)

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Abstract: The purposes of this research are; (1) to find out the description of students' ability in arranging sentence, (2) to know the teachers and students' perception towards the use of Grammar Translation Method (GTM) in learning English. The research was conducted at SMP Negeri 8 Gorontalo, in class VII. The findings are as follows : (1) as the first method of teaching and learning of a foreign language GTM is still usefull and valuable for nowadays, (2) GTM is very effective to rehearse the learners in arranging sentence correctly, (3) teachers and students' perception relate this method are very positive.

Keywords : GTM, begginer learners, perception

INTRODUCTION

Generally learning English as a foreign language is similar to build a house. Initially, the house maker needs to know the construction of the home. This corresponds to the statement from Hirai, Borego, Garza and Kloock's as follows:

".... in making sentence at the beginning it is just as a home builder converts a set of blueprints or floor plans into an attractive, well-constructed home, we should be able to convert words into a well constructed piece of writing which conveys purposeful meaning. When we write, we build written structures, using words as our materials." (Hirai et. all, 2010:97).

During the first-time learning, actually, the learners are proposed to learn how to make sentence correctly and well-constructed. However, the problem just begun, the learners will confuse about what they will do in the beginning of the study, enriching vocabulary or try to write/ speak in English directly to make sentence. In composing a sentence, they need sufficient vocabulary. On the other hand, in the process of gaining sufficient

vocabulary, the desire in making sentence as soon as possible must be neglected.

However, the case is that the begginer learners are unable to form a sentence without any mistakes due to their lacks of vocabulary. Moreover, if they will implement improper words in a sentence in which affect the writing something awkward, it may affects their psychology and make them stop and do not want to learn English anymore.

In addressing the above problem, there is a method in teaching and learning of a foreign language known as GTM (Grammar-Translation Method). It is going to be learners' favorite because it can assist students to make sentence correctly as stated by Hirai, et. al's (2010:98) statements as follows:

"... The study of grammar is very often connected to rules of grammar which was once a cornerstone for teaching any "foreign" language. This has also been labelled the "Grammar Translation Method"...." (Hirai et. all, 2010:98).

With this, I conducted a research related to GTM. Furthermore, this research is expected to contribute positive impact to support the teaching

and learning process as well as help the students who want to learn English properly.

This research focused on the beginner level, specifically to the Junior high school's seventh grade as the participants. In my view, as the junior high students could apply this concept of learning to rehearse their ability in arranging sentence.

Problem Statements

The problems of this research are formulated as follows:

1. How are the description of students' ability in arranging sentence?
2. How are the teachers and students perception towards the use of Grammar Translation Method (GTM) in teaching and learning English?

Objectives of Study

The objectives of study are:

1. To find out the description of students' ability in arranging sentence.
2. To find out the teachers and students' perception towards the use of GTM (Grammar Translation Method) in teaching and learning nowadays.

THEORETICAL REVIEW

Definition of Perception

Perception is a condition when someone is viewing and interpreting something. Regarding to this, some experts have different insights in defining perception as explained as follows:

According to Jackson (1977:01), perception is the immediate objects variously called external or physical which are independent of the existence of sentient creatures. It means that perception related with the definite object and situation.

Moreover according Brown (1984:15) perception divided into two, they are impressions and ideas. Impressions are the immediate objects of awareness that we experience when we perceive or

introspect. Ideas are the objects we aware of in all mental activities other than perception and introspection, e.g, whenever we reflect, remember, and imagine.

Actually, implementing grammar or structure pattern in learners' mind and perception cannot be separated. This is due to the perception through sight of notice something is the main modal of the learners in using the language correctly. It is supported by Good (2006:01) as his statement below:

Perception correlate with knowledge of grammar is important. Perception towards a grammar of sight its aspects of things that are most important for us are hidden because of their simplicity and familiarity. One is unable to notice something because it is always before one's eyes.

Basic Assumption about GTM

There are some basic assumptions about GTM that should be known by language teachers in teaching an addition or a foreign language. Grammar can be learned before by the learners and they have to be able use the language fluently. Grammar is taught in an inductive way as Setiyadi's argue in the following.

"A fundamental purpose of teaching the target language through GTM is to be able to read literature written in the target language. This purpose can be reached by learning about the grammar rules and vocabulary of the target language. It is also believed that studying a foreign language provides students with good mental exercise which helps develop students' minds" (Setiyadi, 2006:34).

Moreover, Hirai claimed that learning a foreign language in GTM is through the learning of how to construct a sentence correctly as explained as follows:

"... The study of grammar is very often connected to rules of grammar which was

once a cornerstone for teaching any "foreign" language. This has also been labelled the "Grammar Translation Method" whereby we learned how to conjugate verbs, the "cases" of nouns, prepositions, syntax, and pattern responses, in order to learn the language."(Hirai et.al, 2010:98).

The Procedure of Teaching English through Grammar Translation Method

The procedure of teaching English through GTM is totally focused on Grammar comprehension and translation ability. It was quite simple. Larsen-Freeman (2000, in Setiyadi, 2006:36) defined that the procedures of teaching through Grammar (GTM) as follow:

GTM is combination of activities of teaching grammar and translation that can be started with English rules, isolated vocabulary items, paradigms and translation. In this case, the teacher explains the rules in students' first language and then simple words are put into slots of grammatical rules.

Furthermore, they explained the procedure of language teaching through Grammar as follow; 1). the class reads a text written in the target language, 2).students translate the passage from the target language to their mother tongue, 3).the teacher asks students in their native language if they have any questions, 4).students ask questions and the teacher answers the questions in their native language, 5).students write out the answers to reading comprehension questions, 6).students translate new words from the target language to their mother tongue, 7).students are given a grammar rule and based on the example they apply the rule by using the new words, 8).students memorize vocabulary, 9).errors are connected by providing the right answers.

Additionally, Prator and Murcia (1979, cited in Brown, 2007:16) list the major characteristics of GTM as follow; 1)classes are taught in the mother

tongue ; little use of the target language, 2) much vocabulary is taught in the form of lists of isolated words, 3) long elaborate explanations of the intricacies of grammar, 4) reading of a difficult classical texts begun early, 5) texts treated as exercises in grammatical analysis, 6) occasional drills and exercises in translating sentences from native language to target language, 7)little or no attention to pronunciation.

The Contradiction of Grammar Translation Method (GTM) in the Current English Teaching

All methods, obviously, have both advantages and disadvantages. It is applied to the GTM as the old method as well. However, teaching the foreign language through grammar is still a debatable topics. Some people agree that this is suitable methods in teaching, while others are the opposite. The contradiction statement can be seen from some statements below.

"...teaching grammar has regained that now grammar is important to be ignored. The issue centres on question such as, which grammar items do learners need most? How do we go about teaching grammar items in the most effectible way, inductively or deductively?"(Richards and Rodgers, T. 1986:145).

Grammar Translation Method (GTM) and the New Era Methods

Grammar Translation Methods and the new era methods are the methods which used to teach a foreign language. GTM is the first method, and the new methods are the methods which came after it. Below will explain shortly about GTM and the new era methods.

Karl Plotz is the name that cannot be separated from the emergence of the GTM. As founder and developer of the teaching method through Grammar, initially, he improved the teaching method. GTM is the first teaching used in learning the second language or foreign language. For some

linguists Grammar Translation Method (GTM) is the passed method and had burned in latter of 1980s, although it was still debatable until now. As fashioned method, according to Swan (in Richard and Renandya, 2002:148), this method is a double-edged sword, it has both the advantages and disadvantages. The negative impacts reasons are; (1). learning through grammar too high and wide, the points sometimes is not relevant with students' need, (2) it is tidy, (3) it is able, (4) grammar is a security blanket, (5) only focus on tense, (6) have to teach the whole system, (7) reduce ability to speak like as a native-speaking. On the other side, it promotes students' comprehensibility and acceptability. In the current methods, the concept of learning is focused on how the learners use the target language as well as possible by denying the user's native language. The new methods aim to develop and to improve the language learning prospect to be better. The other methods that used after the GTM era included 1) direct-method, 2) audio-lingual method (ALM), 3) silent way, 4) community language learning (CLL), 5) suggestopedia, 6) total physical response, 7) communicative language teaching and soon.

Simple Material in Teaching Grammar for Beginner Learners

The English grammar has sixteenth tenses that should be learned by the learners. Among these patterns, there are some general basics of sentence pattern that must be learned by students earlier. The sentences are closely related with their daily habitual. They can express what they do; what they are doing; what they will do, and what they have done. Sure, it can be good modals for them in learning English, especially for them who are at beginner learners.

The Patterns of Grammar as Rehearsing for Students to arrange sentences

The simple patterns of grammar sentences are included:

- § Simple present Tense
- § Simple present continuous Tense
- § Simple Past Tense
- § Simple present perfect tense, and
- § Simple future tense

The 5 tenses also will be arranged in nominal and verbal sentence. If in nominal sentence they are rehearsed to arrange the sentences nominally without a verb, in verbal sentence they are rehearse to create the sentence which the subject is done an activity. With this, they are hoped able to cover the difficulties.

In accordance to the above 5 tenses, both nominal and verbal tenses, to make the learners in the beginner level will be competent, they must equipped their insight regarding the sufficient knowledge of materials about ; personal pronoun, possessive adjective, adjective, noun, verb, adverb and preposition.

Learning English for Beginner Level

In the beginning level in learning a foreign language or second language, most children usually would be motivated in learning a foreign language than adult and adolescence whereas they would never feel nervous about attempting to use the language. This statement supported by Lightown and Spada (1999:33) as their stated "Most child learners do not feel nervous about attempting to use the language – even when their proficiency is quite limited. But adults and adolescents often find it is very stressful when they unable to express themselves clearly and correctly."

In Junior High Schools, English is taught as one of four subjects which conducted and taught as preparation for the Final Examination (UN), along with others primary subjects in determining whether the students can pass the final examination (UN) in High Schools or not.

RESEARCH METHODOLOGY

Place of Research

The research is conducted in SMP Negeri 8 Gorontalo. The subjects are the students

of academic year 2011-2012 consisted of 26 classes. The seventh grade consisted of 10 classes, eighth grade consisted of 9 classes, and ninth grade consisted of 7 classes.

Research Design

The method of this research used descriptive study. Researcher aims to find out the description of students' ability in arranging sentence, and how the teachers and students perception towards the use of GTM.

Subject of Research

In this research, the class VII-9 is selected as the subject of research purposively. The researcher chose this class as subject of research by intention that the subjects of research are therepresentative of the other classes in seventh grade.

Techniques of Collecting and Analyzing the Data

In collecting and analyzing the data, researcher applies several techniques such as observation, testing process, and interview to strengthen the results. The data from testing would be supported by the data from observation and interview. Hence, the data would have been integrating from one to the others.

Furthermore, the description of students' ability would be clasified by using Item Facility (IF) formula.

$$IF = \frac{N \text{ correct}}{N \text{ total}}$$

Explanation :

IF = Item Facility

N Correct = number of students answering correctly

N total = Number of students taking the
(Brown, in
Hasanuddin,
2003:36)

Criteria				Points
4	3	2	1	
Sentence structure is correct	Sentence structure is generally correct. Some awkward sentences do appear	Work contains structural weakness and grammatical errors	Work pays little attention to proper sentence structure	

Then, the criteria of students' ability clasified into sentence structure criteriaas below.

- Score 4 - if the sentence structure is correct
- Score 3 - if the sentence structure is generally correct, but some awkward sentences do appear.
- Score 2 – if the work contains structural weakness and grammatical errors
- Score 1 – if the work pays attention to proper sentence structure.

From the above criteria, students' ability could be categorized into the classification of indicator levels ability below.

Table 17, indicators in interpreting and understanding written language

Indicators	Understand and interpret written language
Level 4 (Advanced)	Consistently comprehends and writes the target language
Level 3 (Proficient)	Frequently comprehends and writes the target language.
Level 2 (Partially proficient)	Sometimes comprehends and writes the target language.
Level 1 (Non Proficient)	Rarely comprehends and writes the target language.

Chapter IV: Research Findings and Discussions

Research Findings

Finding both the teachers and students' perception about the GTM method it can be due through observation and interview process. This aim to support the data finding as well as the description of students' ability in arranging sentence can be through the testing process.

The Observation Data

Based on the observation results regarding the English teachers in class VII (they were three teachers), some of them unconsciously or not used the procedure and characteristics and the procedure of GTM. For example, they were using native language dominantly in class.

The Classroom Teaching and Learning Activities

The data obtained through the observation in research findings, for example, in the teachers' lesson plan programmed non-GTM such as; explicit instruction, think pair share or modelling. However, in fact, in teaching and learning process, the characteristics and procedures of GTM were always appearing. The following is the table of observation based on GTM characteristics in the classroom teaching and learning. The table observation is made to show the lists of characteristics and procedures of GTM as well as which tendency appear in teaching and learning in another methods.

Based on the data observation, it referred that GTM still applicable in class, and it is quite helpful. In fact, although the teachers programmed Non-GTM methods, still in classroom activity, applying GTM was still needed. This is due to the points in the characteristics and procedure, where almost all are always happening in situation of teaching and learning nowadays.

There are several considerations of why teaching non-GTM in class still used procedure and characteristics of GTM. The causes were:

1. Teacher did not know the procedures / characteristics of GTM and procedures / characteristics of the methods they were using. The data also supported from the interview, where from 3 teachers as respondent.
2. Not all of English teachers could use English almost all of the time in teaching. They needed native language to facilitate their explanation in class.

3. Characteristics and procedures of the nowadays method could be integrated from one to the others. GTM could be integrated with the other methods

Based on it, I think GTM can be a method which still needed in the process of teaching and learning nowadays. However, the development version is needed to complete the advantage of this method, so that the teacher becomes more creative to prepare a method for teaching, and students would be more attractive in learning.

By applying GTM gives 'something' different from the procedure of GTM itself. Thereby, if the previous GTM only focused on translating ability from target language to native language, however, in this research, students are asked to arrange the sentence from native language to target language. It is different with the concept of translation before. The problem challenge of learning happened because if in the past in translation process the learners only look for and translate the words in the text, but in this case they are asked to be more creative in using words with correct pattern of grammar to make a sentence.

The Test Data

Prior to conducting a test to analyze the students' ability in arranging sentence, the researcher re-introduced and applied the procedures of the previous-version of GTM. At this point, there were several explanation about the simple tenses such as; simple present tense, simple present continuous tense, simple future tense, simple past tense and simple future tense. Students were expected that they are able to arrange sentences correctly in terms of grammar, specifically both the nominal and verbal sentences.

The researcher also invited all of the teachers to observe the implementation of GTM in class. Their roles are similar to those who are act as observers in Classroom Action Research, yet, only as viewer which would be given their perception at the end.

At the end, the result of students' ability in arranging sentence after applying GTM process would be decided that if this method helpful for students or not. It means that if their result were good, it indicated that GTM was useful in teaching and learning process. If the result were low, it means that the method was not work.

As the result, after the applying GTM process, the students' ability in arranging sentence were showed good result. Most of them categorized into advances and proficient. They could be seen as the table below. By using formula IF (Item Facility), the description of students' ability were calculated. From twenty eight students, fifteen students (53,57%) categorized advanced, twelve students (42,85%) students categorized into proficient, one student (03,58%) categorized into partially proficient and no one student categorized into non proficient.

Based on the above result, it indicated that through grammar and translation, the learners are able to learn the rules of grammar and apply the knowledge of grammar. This corresponds to the Hirai, Borego, Graza and Kloock's statement as follows:

However, even through the process of learning the rules of grammar, "Knowledge of grammar without the ability to apply it is useless. This reference reinforces the need for students to learn grammar in context (Hirai et.al, 2010:102).

Based on the research findings, students' ability in arranging the sentence would be better if they applied this method. The main difficulties or problems in learning English could be solved through this method. From the students' answer, they have several difficulties in arranging sentence, for example:

1. Students find difficulties in combining 'noun' and 'adjective' to make in good 'phrase'. For example:
Favourite lesson — which actually must be — lesson favourite

Student dilligent — which actually must be — diligent student

2. Students sometimes add 'wh-question' as 'while' 'who' or 'that' in sentence in translating the word 'yang'.
3. Students arranged the sentence in improper grammar and complicated. For example, they combined the several of tense in a sentence.
4. Students sometimes choose 'wrong' words in translating the words (problem in choice of words). For example: pupil = student
5. Translating the word literally
6. Arranging the mistakes sentence based on the 'tenses' order
7. Students usually forget to put preposition before the noun.
For example: My mother is cooking fish kitchen
8. Mistakes by adding -ing after the verb although it was not present continuous tense sentence
9. Forgot to add 'verb be' after the subject for a nominal sentence
10. Forgot to add -s/es after verb for subject of a third singular person in verbal sentence, and so on.

Another students' problem in arranging the sentences above were due to the fact that they did not have accustomed to rehearse in arranging sentences previously. They did not ever rehearsing how to arrange correctly in the early both at school or at home. Thus, for the next step, the teacher must apply this method in teaching and learning the foreign language in class. Furthermore, students are asked to exercise themselves at home. They must make it as their way of learning at home. Without spending money, the learners were able to learn to arrange sentence correctly.

Based on the observation, I found that not all teachers qualified to use English when teaching in class. Some of them tend to use Bahasa Indonesia in class. Moreover, the procedures and

characteristics of GTM appeared in process of teaching and learning although actually they programmed non-GTM.

From the data, it showed that GTM could not be denied. The teacher of English actually must use this method in the process of classroom teaching and learning because it was very helpful. GTM is a method of teaching and learning which could supported learners' prestige in learning the foreign language. It can be a solution relate the beginner learners difficulties in learning English at the first time. Through GTM, the beginner learners will be treated by language rules, vocabulary item, and translation emphasized.

Furthermore, there are some significant points indicated that; 1) GTM is still suitable to the condition of learning nowadays, 2) by using GTM, the combination of Bahasa Indonesia and English properly can make the process of teaching and learning more effective, 3) for them who do not have good basic in English, it can be a good way to rehearse their ability through this rehearsing to get good achievement in learning as Hirai et.al argue as follows:

Now we see a trend where "foreign" language teachers employ language acquisition strategies in their classroom—students learn a second language much like second language learners here learn English. "Rules" of grammar, which have previously driven how we learn grammar. (Hirai et.al, 2010:100).

Hirai et.al emphasized that the trend of a foreign language in acquisition process must make students learn a second language is similar to the learning English as foreign language. It is because English to some people are foreign language, not as a second language that existed in their habitual actions.

At the same time, Gordon (2007:43) gives some solutions for beginner learners' in learning a foreign language such as; 1) children learn the target language through their mother tongue, 2) efficiency study a second language, 3) rehearsing intelligence

processes involved in learners' language learning, 4) learning new words, 5) mastering grammar.

The Interview Data

From interview toward the teachers, according to them there are some significant differences between GTM and the other methods in teaching English. GTM focused on translation, when another methods are focused on how to teach English directly in English. GTM is necessary to prepare beginner learners with sufficient basic of correct English. This method is suitable and very helpful because students can understand the meaning.

If in some years the teachers were not implement the GTM in the lesson plan, based on this result, they would implement this method as one of their methods in teaching program in class. The result showed something useful that should be conducted in class, and GTM was still suitable nowadays.

It is suitable with Rinvolucris (1984:03) statement as follows:

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalising it. One way of focussing this energy is through the release something 'interesting'.

If the teachers nowadays tend to use new methods of teaching such as think pair share, make a match, jigsaw, discussion, speech, direct method, think pair share and modelling as the method to teaching and learning English in the class, it caused they did not know the existence if this method. Through this research it showed to them that this method was very useful. It could helped the students to overcome their difficulties in arranging sentence in learning the foreign language.

Students' Perception

In the process of teaching and learning in class, sometimes students confused with what the teacher explained about. Most of them would be

silent, frozen or just looking to the teacher when they did not understand teachers' questions or explanation. They also would not give any response for this situation. In another case, sometimes they only sounded buzzes in their native language, or just smiling face their teacher. It also possibility they were waiting for the next explanation.

On the contrary, students would be glad, happy and enthusiastic if their teacher explained the materials in Bahasa Indonesia. It made them understand about the teacher explanation or instruction. They would not confused with the material meaning and easily could answered the questions. Although few of them preferred their teacher use English dominantly in class is caused they will be accustomed with English practical situation.

Students prefer this exercise by giving opinion that it could made them tried to arrange sentence correctly. This way of learning is very important for them. Through this, they could practiced themselves to make the sentence based on what they want.

In building the learners' knowledge, it can be through patterning materials. Willis (2008:12) emphasized by stated :

Building Knowledge could be through Patterning. Patterning refers to the meaningful organization, coding, and categorization of information in the brain. It is through the patterns constructed and stored in neural networks that our brains recognize and make meaning out of the millions of bits of sensory input received every second.

The statement above supported students' positive perception about GTM as the good way in learning English for beginner level. Where in this time, the beginner learners which in process of building language at early of learning would be better if they learn the language through concept of patterning.

Moreover, according to Wells and Nicholls (2004:99-100) in learning a foreign language, it could produced positive result if the learners obey the concept of learning such as ; 1) sustained production; new learners usually have difficulty or doubtful to say about what they want to say, 2) memory search; new learners also have difficulty to produce an abundance of ideas on any reasonable topic into their foreign language as the cause of the process known as 'memory search', 3) discourse Structure; learner tend to have weaker ability in making structural sentence at the beginning of learning, 4) goal-directed planning; a new learner needs several planning to organize their learning, 5) revision; a revision means as; sufficient feedback, encouragement, and guidance.

CONCLUSION

GTM (Grammar Translation Method) was the first method of teaching and learning of a foreign language. However, it does not mean that this method is fashioned and not valuable to be implemented nowadays. GTM is a method which focused on translation, while another methods are focused on how to teach English directly. Through GTM, teachers promotes a learning way which is suitable to the needs of beginner learners' by rehearsing students ability to arrange sentences correctly. It could be a decent basic for them in learning foreign languages.

GTM is a solution for students' difficulties in learning a foreign language. in process of teaching and learning GTM could be denied totally By arranging the sentences from target language to native language, GTM required the beginner learners to rehearse themselves with sufficient knowledge in correct sentence. From learning in the mistakes to be better learning, this method required the learners would be better in the future if using this way.

Once the implementation of GTM procedure was due, in the current study, among twenty eight students, the result of the testing

showed that: fifteen students (53,57%) categorized into advanced, twelve students (42,85%) students categorized into proficient, one student (03,58%) categorized into partially proficient and no one student categorized into non proficient.

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EXPLORING THE MONGONDOW LANGUAGE PHONOLOGY TO FACILITATE THE ACQUISITION OF ENGLISH PHONOLOGY

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Abstract: This research is a descriptive-qualitative. It is intended to analyze and describe the Mongondow language Phonology to facilitate the acquisition of English phonology. The primary source of the data is Mongondow language phonology. In addition, some data are also taken from participants of research. The data are collected by using document and interview. The document is used to collect some words of Mongondow language from Dictionary, however the interview is conducting to gather the perspective of the Mongondows' students and teachers toward the notion whether the Mongondow language phonology can facilitate the acquisition of English phonology or not. Then, the data findings in the document are analyzed according to the phoneme and the data findings in the interview are analyzed according to the topic of discussion. The result of the research showed that there are similarities of Mongondow language phonemes toward English Phonemes, they are 9 vowels, 4 diphthongs and 17 consonants. On the other side, there are 3 vowels, 4 diphthongs and 7 consonants of English phoneme which is not exist in Mongondow language and there are also 14 phonemes of Mongondow language that not occur in English which are consists of 11 diphthongs and 3 consonants. Moreover, All of subjects have ensured that Mongondow language can facilitate the acquisition of English phonology and they thought about the Mongondow language phoneme that can really help and facilitate the acquisition of English phonology is phoneme /~/.

Keywords: *Phonology, phoneme. Acquisition, Mongondow language phonology and English phonology.*

INTRODUCTION

People might be able to master two languages or more. Language can be acquired by giving much time to understand by sharing opinions, thinking and expectations to others, both oral and written. The final purpose of the people who want to acquire a language is to speak the language fluently. To achieve the purpose, someone needs to give a big effort. For example; by speaking as often as possible will greatly assist in the achievement process. Continuous learning would also provide basic knowledge to the learner about the mistakes that may be performed as the part of process toward the achievement itself. Moreover, the ability in speaking can be increased when it is

supported by the ability of pronouncing target language as it is pronounced by the native speaker of the language.

We realize that every single word which produced by our organ of speech will give a certain meaning in the conversation, so that when the pronunciation is inexpediency with the goal of the speaker, the result is there would be different information gotten by the listener and it will make some misunderstanding for both of them. In summary, the mispronunciation will affect the message delivered.

Furthermore, pronunciation is the specific study of speaking ability to perform an accurate

sound of the target language. A native-like speaker pronunciation can be achieved when the word is always be listened and practiced continually. Moreover, even if we practice the sound of the word day to other days, the learners have to consider that they must be guided by the phonological features. It must be considered by the learners, because the pronunciation has close relation with phonological study. The phonological study also refers to how the formulation of word sound in communication.

In the phonological study, there are two main discussions, they are Phonetics and Phonology. Boey (1977:28) claimed that "in phonetics we study speech sounds as sounds in any human language but in phonology we study the speech sounds as they occur in a particular language." According to the understanding of the sentence, he assumed that phonetics can be used in investigating the phonological study. Moreover, McMahon (cited in Bas and McMahon, 2006) told that it is different between phonetics and phonology where the focuses of phonetics are the transmission and the sound production mechanics that are not depended on the operation of sound as part of a language system. Whereas the focuses of phonology are how to form the sound of language, how to organize and how is the function of the sound.

Accordingly, Foulkes (cited in Bas and McMahon 2006:636) claims "One of the most obvious sources of phonological variability is the geographical and social background of the speaker". He stated that geographical and social background of the learner will give big effect to their pronunciation especially in phonological study. It is complicated to be understood, because the interference of the geographical and social background will give big pressure to the learner into the hard pronunciation development and in others word it can give a negative effect.

Moreover, not only all effects occur are negative, but also there will rise the positive effect in mastering a language. In this stage, it is believed that not all of the geographical and social

background give negative effect to the English learner, the reason is there are many local languages of many countries which not being researched yet.

Indonesia as a country with various cultures and ethnic groups also has many kind of local languages. One of them is Mongondow language which spoken by Mongondow ethnic as their tool of communication in translating their idea to anothers. The user of Mongondow language is over 5 millions people in North Sulawesi province. As the Local language, Mongondow language is used in 3 areas in North Sulawesi province, they are Bolaang Mongondow regency, Bolaang Mongondow Timur regency and Kota Kotamobagu city. As the result of an agreement by the school's administrator and the local government, the language is also added to be one subject which taught in the school.

This is the reason why Mongondow language is set as the target language influences the acquisition of English phonology. Beside Mongondow language is one of the Indonesian local languages which has not being studied before, there are no available research discussing about Mongondow language and English phonology. Therefore, a study on whether Mongondow language phonology can give a positive or negative effect for the acquisition of English phonology is needed to be conducted.

In addition, whether both languages has the similarity or differences in pronunciation especially for the Phonology study is also needed to be investigated. Moreover, the experience and the knowledge of the Mongondow students and Mongondow teachers are really fascinating and necessary to be detected in correlation with the earlier problem. By comprehending the previous consideration, description, and explanation, it is decided that this research will investigate Mongondow language phonology to facilitate the acquisition of English phonology.

Based on explanations above, it is decided to reveal some problems of research, those are (1)

What are the Mongondow language phonemes which are similar to English phonemes? (2) What are the Mongondow language phonemes which are different to English phonemes? (3) What are the perspective of Mongondow students and teachers towards the notion whether the knowledge of Mongondow language phonemes will facilitate English phonology?

By carrying out this research, I want to answer my curiosity about the kind of the phonemes of Mongondow language which have similarities and differences with English phonemes. Moreover, the objective of research also wants to find out the perspective of the Mongondow students and teachers about whether the knowledge they have might facilitate their acquisition of English phonology.

By conducting the research, it is expected that there will be first design of Mongondow language phonology so that the product of the research will give contribution to the development of Mongondow language in the future. Moreover in the linguistic background, this research found so many difficulties to get a support of written source, either in book, jurnal or in the kind of it and there is also no previous study about the Mongondow language phonology, so the result of this research can be a stepping stone for the further research in this field.

Next, the expectation of the research is to make a product of discussion will be useful to the linguistic especially to the Mongondow language itself as the other researchers references in discussing the same topic, so that for the new researcher will have a reference in formulating their research. The other expectation is this research can be a pioneer in discussing further discussion in linguistic such as morphology, syntax and semantic field of the Mongondow language.

REVIEW OF RELATED LITERATURE

Phonology

As one of the linguistic study, phonology is the basic of linguistic which become a guide in

revealing other branches of linguistic. Why the phonology became the basic of branches linguistic discussion and it contributes toward the development of others of linguistic study. Moreover, when the corpus of each linguistics study in analyzing the data is oral language, so the result of phonology research which can be a stepping-stone in deciding conclusion in that study of linguistic (cited in Muslich 2011).

In linguistic study, especially in phonology side, sound is the prominent study. Sound is the smallest unit in analyzing a language. Sound can give influence to the conversation because if people make a mistake in conversation, it would cause fatal to the opposite speakers. According to Odden (2005:2) stated that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics).

In the study of sound, McMahon (2002:1) had divided phonological analysis into two sub-disciplines they are phonetics and phonology where Phonetics is the one of phonological analysis sub-discipline that focuses on how a sound is produced, the role of organs in the human body which helps to place a sound, how to distinguish a sound with other sounds and the sound system which is contained in a language. While the phonology is the second subdisciplines which concern the influence of two sounds in a language that can make a difference in meaning when uttered and accepted by the listener.

Furthermore, Boey (1977:28) indicated that "in phonetics we analyse the sound stream into segments in various ways, in phonology our task is to understand how these segments function to make the sound stream meaningful communication. Rosmana (in Chaer 2009:7) said that phonology can be divided into two subdisciplines are Phonetics and Phonemic, basically the explanation of Phonetics is similar to the previous explanation, while the explanation about phonemic is the same with phonology

explanation above. Thus, it can be said that only the name is changed from phonology to phonemic but they have same meaning and purpose.

Reminding the importance of phonology research so that the research is useful in all aspects of human life. Every human being of them spend their time in making a conversation with another person, from the conversation we could hear there are so many sounds that issued by the organs of speech. Those sounds have different meaning one to other. In addition, a sound will be very influential another sounds and this is the unique of phonology characteristics.

Based on the uniqueness of the study which appear in the phonology field, so that the development of the knowledge in phonology is increasing rapidly in year. Not only research on one language, but the target of research, problems in the research, the research purposes were expanded which resulting many unique and interesting researches, including the disruption in a speaker of a language toward his second language acquisition. On the other side, there are also advantages of a language where when the speaker of the language learns a new language, it will make him easier to acquire new knowledge about the language especially in phonological point of view.

Phonological Analysis.

In this research, International Phonetic Alphabet is used as the reference in conducting and analyzing the research product. The reference of the research is like McMahon (2002:23) said that "so far, we have considered the IPA essentially as an alternative writing system, which allows us to express a larger range of sounds than the English spelling system would." It is the same as Cohn (cited in Aronoff and Rees-Miller 2003:182) has said that "The International Phonetic Alphabet (IPA) is a system of phonetic transcription which allows us to systematically represent the sounds of any language." In addition, IPA also as the international guide in phonology study for all of languages in the world. On the other hand,

Mongondow language has no former research especially in phonology or in the sound production of Mongondow language words.

Before conducting phonological analyzing, we need to know first the symbols and the sound of every phonemes and as stated before that local language linguists can find the symbol and the sound which is designed in the International Phonetic Alphabet list of phonemes symbols. When the linguists have decided every type of sound and symbols of his own local language, he need to formulate and classified the data found into vowels, consonants, diphthongs and clusters then comparing sound which is actually different but the same phonetic symbols. After stating the step, linguist can continue his analyzing by taking some sounds which have free variation, sounds which contrast in the same identity, sound which contrast in the same analogis, the influence of environment to the sound changing, and defined sound which has its own phonemes (Muslich, 2011).

English Phonology.

To begin with, talking about phonology we will discuss about the phonemes in term. As we consider that phonemes are divided into four categories which consists of vowels, consonants, diphthongs, clusters, and triphthongs.

Talking about English vowel, Boey (1977:16) stated that "vowels are those segments of speech produced without any interruption or stoppage of the airstream." Different with consonant sound, vowel should offer no obstruction of the air-stream in pronouncing it. English has 12 vowels, they are /i:/, a:, æ, e, ɛ, ʌ, ɔ:, j, i:, R, T:, ʃ, u:/.

"Consonants are segments marked by interruption of the airstream (Boey, 1977:16). Consonant can be built by driving away the air flow in the vocal tract. The vocal organ can be created as it be to form the one of consonant types for example the sound of /f/ which can be created by forming the upper teeth and the lower lip. English consonants are 24 phoneme consists of /

p, b, t, d, k, g, f, v, è, ð, s, z, f, ' , h, t f, d', m, n, K, l, r, j, w/.

English diphthong consists of 8 characters which all of them are the sound production of two vowels combination at the time. "diphthong is a (non – neutral) resonant which changes its articulatory position from one position of open approximation towards another during the medial phase" (Laver cited in Aronoff and Rees-Miller 2003:172). It must be remembered that every English diphthongs always start from the vowel in open position and ended with vowel in close position. English diphthongs are consists of /ej, Tš, aj, aš, Tj, jÝ, eÝ, ŠÝ

RESEARCH METHODOLOGY

This research used Qualitative Method. It was based on the objective of research that it was needed to describe the Mongondow language phonology which facilitate the acquisition of English phonology by comparing both languages and by asking some questions to the subjects of research.

The participants of the research are consists of 4 Mongondows' students who enrolled in as the student of English department and 4 Mongondows' teachers of English lesson in Gorontalo province.

In every qualitative research, the researcher was the key instrument of collecting data. In the correlation with it, Mongondow language as my first language so it can give more valuable of data collected. Most of the data collection were taken from Mongondow language because this the target language in this research.

The procedure of collecting the data was by finding the corpus data of Mongondow language from the dictionary, daily conversation of the research with other Mongondow people whether in reality scope, informant or from my knowledge. To make a clear explanation of the sound pattern of each Mongondow language word classes, it was taken more than one example to define the accuration of the word sound

production. In this stage, it is used document as the instrument of collecting the data.

Beside that, it always occurred that sometimes the production of the word sound creates in continuous, fast condition and lost in a second so that the linguist difficult to analyze if they have no basic understanding how to define the way to pronounce it. Thus, a mobile phone is used to record the data during the interview. The reason of using the recorder was to make data accurately so that there is no ambiguity when it transferred into the interview transcription or word transcription.

Related to Bloor and Wood (2006:104) which states "interview is the elicitation of research data through the questioning of respondents." Moreover, I made some outline of the questions which being asked to the subjects of the research. However, the types of the interview that conducted in this research was not structured interview but unstructured interview. It was chosen because of if there were questions which grabbed while the interview, the question would be asked to the subjects of the research directly in order to gain many information.

It was said by Creswell (2010) that in the interview, the interviewer can do face – to – face interview or focus group interview, but both types need some general questions unstructured and open – ended where planned by the interviewer to rise up the view and opinion of the participants. Moreover, documents is also the instrument of the collecting the data. Because, all the data taken are written down in a documents.

After the data collected, the researcher begins to analyze the data inductively. The analyzing data bases on the phonological rules.

Boey (1977:28) formulates the step of analyzing phonemes that is "the first step is to transcribe as accurately as possible the native speaker's utterances in phonetic symbols. Furthermore, the transcript were investigated in order to find a set of utterances that are different

in meaning and differ from each other in only one respect phonetically (they differ minimally, as it is usually expressed)".

Based on the Boey formulation in analyzing phonemes above, it is found there is a lack on the analysis in comparing two languages in research. Hence, the step can be combined with the step initiated by the researcher of this research. In analyzing the data of Mongondow language phonology, first step was to classify the corpus data bases on the phoneme which being analyzed. Next, making the phonetic transcription of the the data being collected from the dictionary, informant or other sources. In facilitating the making of transcription of the data collected, the informant who mastering well Mongondow language pronunciation was invited to the place of research and asked him to make a sound of the written data accurately. Then, the data in transcription was described according to the research finding. After that, making a comparison between the Mongondow phonology sound with the similar English phonology sound. Then, making summary of the appeared similarities or differences according to the phonological rules. The last, set up some conclusions about the influence Mongondow language phonology to English phonology.

After analyzing the data of Mongondow language phonology, it was begun by analysing the interview result from the Mongondow students and teachers. In analyzing it, it was needed to make a transcription of the interview, then analyzed based on the research question by interpreting it into the simple concept of understanding. Next, the data was described into qualitative term and the last was to make a conclusion of the data analyzing.

RESEARCH FINDING AND DISCUSSION

There is a difference in terms of phonation of most the letters that exist in Mongondow language and English. Mongondow language follows the existing phonation in the Indonesian language, this happens because Indonesian language is the

unifying language of the Republic of Indonesia, while Mongondow language is one of the local languages in this country. For that reason, the way of letter phonation and symbolizing present in Mongondow language are similar to how people in other areas of Indonesia produce the sound of the letter.

After collecting the data, It had invented that Mongondow language has many of phonemes. But, the phonemes must be analyzed further to classify it into the right phoneme according to the International Phonetic Association (IPA) list of phonemes. The following description explains the invention of vowels, diphthongs and consonants of the Mongondow language.

Based on the data invention, there are 9 vowels in Mongondow language which consists of /^h/, a:, â, j, i:, R, T:, Š, u:/, 20 consonants in Mongondow language and they are /p, b, t, d, c, H, k, g, ", s, h, m, n, r, K, r, ~, l, j, w/ and There are 15 diphthongs found in Mongondow language, they are /aj, aŠ, Tj, aT, ea, eT, ja, jT, jŠ, Ta, TŠ, Ša, Še, Šj, ŠT/

According to the analyzing the data, it can be concluded that :

- The similarities appear in vowels phoneme in both languages are in the phoneme /^h/, a:, â, j, i:, R, T:, Š, u:/. So, the similarity of vowels in both languages are 9 phonemes.
- The similarities appear in diphthongs phoneme in both languages are in the phoneme /aj, aŠ, Tj, TŠ/. So, the similarity of diphthongs in both languages are 4 phonemes.
- The similarities appear in consonants phoneme in both languages are in the phoneme /p, b, t, d, c, H, k, g, s, h, m, n, K, ~, l, j, w/. So, the similarity of consonants in both languages are 17 phonemes.

Furthermore, there are several differences of phonemes in both languages, they are as follows:

- Mongondow has no 3 vowels of English phonemes, They are /æ, ɪ, ʏ/

- b) Mongondow has no 7 consonants of English phonemes, they are /f, v, è, ð, z, f, ' /
- c) Mongondow has no 4 diphthongs of English phonemes, they are /ej, jÝ, eÝ, ŠÝ/

The interview had conducted to answer the research question about the perspective of Mongondows' students and teacher about the correlation happened in both language. For the students of the English Department of State University of Gorontalo, the interview took place in their department, but the interview was conducted one by one. It is different from the English Teacher in Gorontalo Province who became the subject of this research, they had been interviewed at their own house. Furthermore, there are many of subjects' comment and argument included in this discussion. The comments or arguments are transcribed into English because to make a synchronization that this thesis is written in English. Topics were given to the participants of research in interview are consists of background, English acquisition, phonological comprehension and first language contribution.

The conclusion is even though it was not a lot of information taken from the interview but from the result it is known that the Mongondows' students and teachers are agree to say that Mongondow language phonology can facilitate the acquisition of English phonology. They said that if someone have the knowledge of speaking Mongondow, it is easy to them to acquire the English especially in the study of phonology. To support their arguments, they have said that the phoneme /~/ gave a greatest contribution in facilitating the acquisition of English phonology.

Based on the introduction, it was presented that linguists pointed the influence of first language to the second language acquisition can cause the difficulties in every sub-disciplines of linguistic. But, after studying the similarity of sound in both languages, it is found that there are many phonemes are similar in both languages. It is indicated that because of there are many of similar phonemes than the different phonemes in both

language, so that by mastering the Mongondow language phonology, it is believed that the Mongondow language phonology give a good contribution and facilitating the learner in acquiring English especially in phoneme and phonology.

CONCLUSION

According to the research finding and discussion, it can be defined that The similarities appear in phonemes in both language are phoneme /'"/, a:, â, j, i:, R, T:, Š, u:/ of vowels phoneme, /aj, aŠ, Tj, TŠ/ of diphthongs phonemes, /p, b, t, d, c, H, k, g, s, h, m, n, K, ~, l, j, w/ of consonants phoneme. So, the similarity of Mongondow language phonemes are 30 phonemes toward 44 phonemes in English. On the other side, the differences emerge in both languages phoneme are phonemes /æ, \:, Ý, / of vowel phonemes /ej, jÝ, eÝ, ŠÝ/ of diphthong phonemes and /f, v, è, ð, z, f, ' / of consonant phonemes. There are 13 phonemes of Mongondow language which not have an existence in English.

To determined that Mongondow language phonology can facilitate the acquisition of English phonology, people of Mongondow ethnic were asking about their perspective of the phenomenon especially student and teacher and they set as the subjects of research. There are 8 subjects of research who consists of 4 subjects of Mongondow student of English Department, and 4 subjects of Mongondow teacher of English. All of subjects have ensured that Mongondow language can facilitate the acquisition of English phonology and they think about the Mongondow language phoneme that can really help the acquisition of English phonology is phoneme /~/.

It is hoped that the result of the discussion will give some advantages to the readers, next researchers, Mongondow people students and teachers. To the reader, it is hoped that by reading this research, the result of this research can give a good development and to add their references about phonology.

The next researchers is expected to make a research about Mongondow language linguistic, because there is only few of study or research conducting in the Mongondow language linguistic. Many of linguistics sub-disciplines that can be comparing with English in Mongondow, such as the pattern of affixes, Morfology study, syntax, lexicon and many others. In Phonology field, there are also the study about phonemic, segmental and suprasegmental which is not discussed in this research.

By reading this reseach, it is hoped to the Mongondow people to be motivated in learning English, moreover they who can speak Mongondow language fluently. And to the students, it is hopes that the students can make more development to the topic of reseach in classroom discussion or scientific discussion.

The result of the research can also give significance to the teacher especially for the Mongondow teacher of English lesson. By reading this research, the Mongondow teacher of English lesson can know the phoneme which facilitate the learner to acquire the English phonology. So that, it is suggested to share the information by motivating the student that Mongondow language phonology gives a big contribution especially in acquiring English phonology and the result that the student will not be lazy in learning English. Moreover, the teacher can apply by giving the example of the English pronunciation based on the Mongondow phoneme in the learning process so that it is easy for the student in acquiring the English phonology.

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