ELISION IN STUDENTS' PRONUNCIATION DURING PRESENTATION

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Abstract

Discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts. Elision is very simply the omission of certain sound of the words in certain contexts. In this study, the writers use qualitative method of discourse analysis to examine and find out the types of elision that used by students in presentation. The data were taken from the recordings of two group students' presentations on the class A2 English Education 2015 on IKIP Siliwangi Bandung with the subject "Theories of Interpreting". The result shows that there are three types of elision used by the students. They are apheresis elision, syncope elision, and apocope elision the students use 6 words of apheresis elision, 22 words of syncope elision, 25 words of apocope elision during the presentation of two group students. It can be concluded that the commonly used is apocope ellision as many as 25 word.

Keywords: *Discourse analysis, Phonology, Elision*

INTRODUCTION

All around the world, there are a lot of people with strong desire to learn and speak English with correct pronunciation and also want to learn easier listening English native speaker. In Indonesia, there is a large number of interested groups and individuals in the subject among them are the students class A2 regular 2015 undergraduate program of English Education Study Program at IKIP Siliwangi Bandung.

Discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts, also called discourse studies (Toolan & McCarthy, 2006). Developed in the 1970s, the field of discourse analysis is concerned with "the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions (Abrams, & Harpham, 2005).

Pronunciation is the way in which a word or a language is spoken (Hassan, 2014). Traditional pronunciation teaching has found its strength in the ability of linguists to segment the sounds of language into discrete items called phonemes which, when used in the construction of words, produce meaningful contrasts with other words. Phonemes has tools there are the place (position) and manner of articulation. The place articulation consists of bilabial, alveolar, labiodental (Herlina, 2017). While, manner of articulation consists of stops (plosives), fricatives, affricates, etc. the place and manner articulation has a symbol of each in which categorized by IPA (International Phonetics Alphabet). The place and manner of articulation of phonemes in a language like English are well described and can be presented and practiced in language classes either as isolated sounds, in words, in contrasting pairs of words or in minimal contexts.

Relates pronunciation to the foundation areas of linguistics that deal with scientific study of the language structure, that is, phonology. Language structure discussed in phonology is closely related to the study of sound structure in a language. Subsequently, in essence, phonology deals with two main things, phonemics, that is, the study of the distinctive sound units, and phonetics that mainly deals with speech sounds (Tiono & Yosta, 2008). It should be noticed that to the same extent as phonology, pronunciation, basically, also deals with sounds. The difference is that pronunciation does not concern with the phonemics, but it focuses mainly on phonetics. Pronunciation is important as an aspect of discourse oriented language teaching and that three areas, or components, should be addressed: segmental features, voice-setting features, and prosodic features. In some respect the most neglected aspect of the teaching of pronunciation has been the relationship between phoneme articulation and other, broader features of connected speech (also known as phonological process) (Mendoza, 2017).

Communication is one of the implementation of language function in society as a means of carrying out the affairs, Parmawati (2018). Languages entail different phonological processes like elision, assimilation, dissimilation, reduction, etc. Phonological processes as such definitely affect the distribution of phonemes in most of word positions. In addition, the original syllabic structures of words may be changed due to these processes, and to some extent miss comprehension, misunderstanding and confusion may occur as a result. This study focused to investigate one of phonological process that is elision in students' presentation on class A2 regular 2015 undergraduate program of English Education Study Program at IKIP Siliwangi Bandung. Elision refers to the phonological process which omission of one or more sounds (such as a vowel, a consonant or a whole syllable) in a word or phrase (Sheroz, 2013). Sometimes sounds are elided to make a word easier to pronounce. When notating an elision in phonological rules, use the null sign (Ø) marks the place where a sound has been deleted. Elision has three types that are syncope elision, apheresis elision and apocope elision. Syncope elision is the loss of one or more sounds from the interior of a word, for example; believe→bliv. Apheresis elision is the loss of one or more sounds from the beginning of a word, for example; /h/ may be deleted in unstressed syllables:

He handled **h**er **h**is hat (the /h/ in her and his is deleted). Apocope is the loss of one or more sounds from the end of a word, for example; photograph→photo. The writer conducted this study with recording student when they doing presentation one of their subjects materials that is "Theories of Interpreting".

The reason of the writers conducted this study that is students still has barriers that hinder to speak with good English pronunciation and easy listening English native language. In this class, especially on elision, many students still do not know and not aware to pronounce several words or phrases that has omission sounds. It is cause a problem that is mispronunciation and will become misunderstanding to listen English native language. This study created to solve that problem and hopefully can improve the comprehension of pronunciation and listening skills of the readers, especially students on English Education Study Program of IKIP Siliwangi Bandung.

METHOD

The research questions starting from the background above, the writers intends to investigate the phenomena as follows: What elision that used by students in their presentation? and What are types of elision mostly used in students' presentation?. In this study, the writers use qualitative method of discourse analysis to examine or find out the use of elision in students'

pronunciation during presentation. To answer the research questions, this research used qualiative research method. According to Maxwell (1996) cited in Apsari and Yana (2015), this method is used to understand the process by which events and actions take place. The data was collected from 9 students who conducted the presentation about one of their subject that is "Theories of Interpreting" at class A2 English Education 2015 undergraduate program on IKIP Siliwangi Bandung, which divided on 4 male students on group 1 and 5 female student on group 2.

The instrument were used to collect the data needed. The researcher used document analysis as an instrument of this research with recording the video when students conducted the presentation.

RESULTS AND DISCUSSION

Results

This passage discusses the findings from the recordings of two group presentations by students of A2 English Education 2015 undergraduate program on IKIP Siliwangi Bandung. The topic of presentation is about "Theories of Interpreting". The first group discusses about "education and evaluation in interpreting and the second group discusses about "settings in interpretation". The writer analyzed three types of elision and IPA before and after elided based on students' presentation that was recorded. The discussion is about elision and the function of elision that used by students when they doing presentation which divided into several types: Apheresis Elision, Syncope Elision and Apocope Elision.

Apheresis Elision

Apheresis elision is the loss of one or more sounds (vowel and consonant) from the beginning of a word, in example **k**nife will be pronounce /'naɪf/ . Data collected from two group, the writer was found several apheresis elision use by students of A2 English Education 2015 on IKIP Siliwangi Bandung when they doing presentation. The function of apheresis elision is to make the words easier to pronounce and worth to listen by hearer. The findings will be discussed on the table 1 below.

Table 1. Apheresis Elision

No.	Words or Phrases	Types of Elision (Ø) Apheresis	IPA before elided	IPA after elided
1.	**K**nowledge	Ø /k/	/n'alədʒ/	/n'alɪdʒ/
2.	**W**ritten	Ø /w/	/rɪtən/	/r'ɪtən/
3.	**K**now	Ø /k/	/noʊ/	/n'oʊ/
4.	**Ps**ychological	Ø /p/	/saɪkəladʒɪkəl/	/s,aɪkəl'adʒɪkəl/
5.	**P**sychologist	Ø /p/	/saɪkəladʒəst/	/saɪk'aladʒəst/
6.	**W**rites	Ø /w/	/raɪts/	/r'aɪts/

Syncope Elision

Syncope elision is the loss of one or more sounds from the interior of a word, for example; believe→bliv. Data collected from two group, the writer was found a lot syncope elision use by students of A2 English Education 2015 on IKIP Siliwangi Bandung when they doing presentation. The function of syncope elision is to produce a result of speaking that is easier for speaker to pronounce. The findings will be discussed on the table.2 below.

Table.2 Syncope Elision

No.	Words or Phrases	Types of Elision (Ø)	IPA before elided	IPA after elided
		Syncope		
1.	De**a**f	Ø /a/	/def/	/d'ef/
2.	Gr**o**up	Ø /o/	/gru:p/	/grup/
3.	Desi**g**ned	Ø /g/	/dizaɪnd/	/ diz'aɪ nd /
4.	Spe**a**ker	Ø /a/	/spikɜr/	/sp'ikɜr/
5.	Si**gh**t	Ø /g/ & /h/	/saɪt/	/s'aɪt/
6.	Fi**e**ld	Ø /e/	/fild/	/f'ild/
7.	Perc**e**ived	Ø /e/	/pɜrsivd/	/pɜrs'ivd/
8.	Cle**a**r Emphasize	Ø /a/	/klɪr/	/kl'ɪr/
9.	Bo**a**rd	Ø /a/	/bɔrd/	/b'ɔrd/
10.	Appe**a**r	Ø /a/	/əpɪr/	/əp'ɪr/
11.	Co**u**rt	Ø /u/	/kɔrt/	/k'ɔrt/
12.	Re**a**lm	Ø /a/	/relm/	/r'elm/
13.	Si**g**n language	Ø /g/	/saɪn læŋgwɪdʒ/	/sa'ɪn læŋgwɪdʒ/
14.	De**a**fness	Ø /a/	/defnəs/	/d'efnəs/
15.	Co**u**rsework	Ø /u/	/kɔrswɜrk/	/k'ɔrsw'ɜrk/
16.	Re**a**d Interest	Ø /a/	/rɪd/	/r'ɪd/
17.	P**o**lice	Ø /o/	/pəlɪs/	/plɪs/
18.	Thr**o**ugh	Ø /o/	/θru/	/θr'u/
19.	Re**a**son	Ø /a/	/rɪzən/	/r'izən/
20.	He**a**ring	Ø /a/	/hirɪŋ/	/h'irɪŋ/
21.	Pe**o**ple	Ø /o/	/pipəl/	/p'ipəl/
22.	Assi**g**nment	Ø /g/	/əsaɪnmənt/	/əs'aɪ nmənt/

Apocope Elision

Apocope is the loss of one or more sounds from the end of a word, and usually implemented when the speaker speaks quickly, for example; component→componen.. Data collected from two group, the writer was found apocope elision use by students of A2 English Education 2015 on IKIP Siliwangi Bandung when they doing presentation. The function of apocope elision is to make the words easier to listen by hearer. The findings will be discussed on the table 1.3 below.

Table 3 Apocope Elision

No.	Words or Phrases	Types of Elision (Ø)	IPA before elided	IPA after elided
		Apocope		
1.	Befor**e**	Ø /e/	/bɪfɔr/	/bɪf'ɔr/
2.	Concep**t**	Ø /t/	/kɑnsept/	/k'ɑnsep/
3.	Poin**t**	Ø /t/	/pɔɪnt/	/p'ɔɪn/
4.	Studen**t**	Ø /t/	/studənt/	/st'udənt/
5.	Leng**th**	Ø /th/	/leŋθ/	/leŋ/
6.	Las**t**	Ø /t/	/læst/	/l'æs/
7.	Althou**gh**	Ø /g/ & /h/	/ɔlðoʊ/	/ɔlð'oʊ/
8.	Adjunc**t**	Ø /t/	/'ædʒʌŋkt/	/'ædʒ,ʌŋk/
9.	Depen**d**	Ø /d/	/dɪpend/	/dɪp'end/
10.	Activ**e**	Ø /e/	/æktɪv/	/'æktɪv/
11.	Nex**t**	Ø /t/	/nekst/	/n'eks/
12.	Issu**e**	Ø /e/	/ɪʃu/	/'ɪʃu/

13.	Voice	Ø /e/	/vɔɪs/	/vˈɔɪs/
14.	Effective	Ø /e/	/ɪfektɪv/	/ˈɪfektɪv/
15.	Use	Ø /e/	/jus/	/jˈus/
16.	Bridge	Ø /e/	/brɪdʒ/	/brˈɪdʒ/
17.	Experience	Ø /e/	/ɪkspɪriəns/	/ɪkspˈɪriəns/
18.	Attend	Ø /d/	/ətend/	/ˈəten/
19.	Include	Ø /e/	/ɪnklud/	/ˌɪ nklud/
20.	There	Ø /e/	/ðer/	/ðˈer/
21.	More	Ø /e/	/mɔr/	/mˈɔr/
22.	Through	Ø /g/ & /h/	/θru/	/θrˈu/
23.	Contrast	Ø /t/	/kəntræst/	/kəntrˈæs/
24.	Must	Ø /t/	/mʌst/	/mˈʌs/
25.	Understand	Ø /d/	/ʌndɜrstænd/	/ˌʌndɜrstˈæn/

CONCLUSION

Elision is very simply the omission of certain sound in certain contexts. In this study, the writer found several fact about elison, especially the types of elision. Apheresis elision in this study not much use by student when do presentation, while syncope and apocope elision, the writer found quite a lot that elision. Finally, the writer opinion that elision not too much use by student when doing presentation, perhaps elision more often used on informal situation. The function elision is to produce a simply result of speaking that is easier for the speaker to pronounce and easy to understand for listener, especially on presentation or formal situation depend on context. Also elision as either important area to improve speaking and listening skill.

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