



**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Kampus B : Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Kecamatan Ciracas, Kota Jakarta Timur,  
Daerah Khusus Ibukota Jakarta 13830 Telp. (021) 8400341, 8403683, Fax. (021) 8411531  
Website : [www.fkip.uhamka.ac.id](http://www.fkip.uhamka.ac.id) Home page : [www.uhamka.ac.id](http://www.uhamka.ac.id)

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**Nomor: 1873/FKIP/KEP/2024**

**Tentang**

**PENGANGKATAN DOSEN PEMBIMBING SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**  
**TAHUN AKADEMIK 2024/2025**

*Bismillahirrahmanirrahim,*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA:

- Menimbang : a. Bahwa Kegiatan Penulisan skripsi bagi mahasiswa adalah salah satu syarat dalam menyelesaikan studi di Fakultas Keguruan dan Ilmu Pendidikan UHAMKA sesuai dengan ketentuan yang berlaku.
- b. Bahwa sebagaimana konsideran (a), dan dalam rangka penulisan dan bimbingan skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan UHAMKA dipandang perlu mengangkat Dosen Pembimbing Skripsi bagi mahasiswa yang telah memenuhi persyaratan dengan Keputusan Dekan.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014, tanggal 30 Januari 2014, tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tanggal 24 Januari 2020 tentang Standar Nasional Pendidikan Tinggi;
5. Peraturan Menteri Pendidikan, Kebudayaan Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tanggal 16 Agustus 2023 Tentang Penjaminan Mutu Pendidikan Tinggi;
6. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 24 Jumadil Awal 1433 H/16 April 2012 M, tentang Perguruan Tinggi Muhammadiyah;
7. Keputusan Rektor UHAMKA Nomor 718/ A.01.01/ 2023 tanggal 17 Muharram 1445 H/4 Agustus 2023 M tentang pengangkatan Dekan FKIP Universitas Muhammadiyah Prof. DR. HAMKA masa jabatan 2023-2027;
8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;

MEMUTUSKAN:

- Menetapkan :  
Pertama : Mengangkat Dosen Pembimbing Skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP UHAMKA sebagaimana tercantum dalam daftar lampiran.
- Kedua : Tugas Dosen Pembimbing Skripsi:  
1. Membimbing dan mengarahkan kegiatan penelitian yang telah disetujui;  
2. Memberikan masukan, arahan dan saran kepada mahasiswa yang berkaitan dengan penulisan dan penyelesaian skripsi;  
3. Menandatangani skripsi yang telah selesai bimbingan untuk segera diadakan ujian sidang skripsi.
- Ketiga : Bagi mahasiswa yang akan melaksanakan pengambilan dan penelitian ke lapangan harus mengajukan surat permohonan penelitian terlebih dahulu dengan ketentuan yang bersangkutan telah memenuhi persyaratan administrasi akademik.
- Keempat : Seluruh biaya bimbingan dibebankan sepenuhnya kepada mahasiswa yang dialokasikan untuk itu.
- Kelima : Keputusan ini berlaku selama 6 (enam) semester sejak tanggal ditetapkan, jika sampai batas waktu yang telah ditentukan masih ada mahasiswa yang belum melaksanakan bimbingan, maka mahasiswa yang bersangkutan mengulang dengan pembimbing yang baru.
- Keenam : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Ketujuh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta  
Pada tanggal : 6 Shafar 1446 H  
9 September 2024 M

Dekan,



*[Signature]*  
**Purnama Syae Purrohman, M.Pd., Ph.D.**

Salinan Keputusan ini disampaikan kepada:

1. Wakil Dekan I, II, III & IV
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Dosen Pembimbing Prodi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan UHAMKA

ISSN (Cetak): 2549-810X  
E ISSN (Online): 2828-5034



# KOLITA 22

Konferensi Linguistik Tahunan Atma Jaya Kedua Puluh Dua

*Tingkat Internasional*

*Diselenggarakan secara Hybrid*

*Bahasa dan Budaya*

*Fonologi*

*Pragmatik*

*Pemerolehan Bahasa*

*Sintaksis*

*Semantik*

*Psikolinguistik*

*Morfologi*

*Fonetik*

*Linguistik*

*Sosiolinguistik*

Pusat Kajian Bahasa dan Budaya  
Universitas Katolik Indonesia Atma Jaya  
2024

ISSN (Cetak): 2549-810X  
E ISSN (Online): 2828-5034



# KOLITA 22

Konferensi Linguistik Tahunan Atma Jaya Kedua Puluh Dua  
*Tingkat Internasional*

*Diselenggarakan secara Daring*

Pusat Kajian Bahasa dan Budaya  
Universitas Katolik Indonesia Atma Jaya  
2024

Hak cipta dilindung oleh Undang-Undang Nomor 28 tahun 2014  
Dilarang memproduksi atau memperbanyak sebagian atau seluruh prosiding  
ini dalam bentuk atau cara apapun tanpa izin tertulis dari Pusat Kajian Bahasa dan Budaya.

**PROSIDING KONFERENSI LINGUISTIK TAHUNAN ATMA JAYA  
(KOLITA) 22**

**PENYUNTING:**

Yanti, Ph.D.  
Christine Manara, Ph.D.

**REVIEWER ABSTRAK:**

Yanti, Ph.D.  
Christine Manara Ph.D.  
Dr. Anna Marietta da Silva  
Ferdinan Okki Kurniawan, Ph.D.  
Ekarina, Ph.D.  
Dr. Engliana

**PENGUMPUL NASKAH:**

Rosabela Christina

**WEBSITE KOLITA:**

Disva Vernanda  
Dharma Halim Sunarly

## KATA PENGANTAR

Pusat Kajian Bahasa dan Budaya Universitas Katolik Indonesia Atma Jaya (PKBB Unika Atma Jaya) haturkan puji dan Syukur kepada Tuhan Yang Maha Esa karena Konferensi Linguistik Tahunan Atma Jaya Kedua Puluh Dua (KOLITA 22) telah diselenggarakan secara *hybrid* pada 28-30 Mei 2024 di Kampus Semanggi Unika Atma Jaya. Kami juga bersyukur karena pada kesempatan ini kami dapat mempersembahkan Prodisiding KOLITA 22 ini kepada para pembaca.

Dalam penyelenggaraan KOLITA yang ke-22 ini, kami berbangga karena KOLITA tetap menjadi forum ilmiah yang dipercaya banyak dosen, dosen, pemerhati bahasa untuk menyebarluaskan hasil penelitian mereka di bidang linguistik, baik linguistik teoritis maupun linguistik terapan. Pemakalah KOLITA 22 berasal dari berbagai institusi yang ada di seluruh Indonesia dan dari mancanegara.

Prosiding KOLITA 22 ini berisi makalah-makalah yang dipresentasikan dalam konferensi yang berlangsung selama tiga hari ini telah direvisi oleh para penulisnya setelah mendapatkan komentar dan masukan dari dewan editorial, penelaah, dan peserta yang hadir. Prosiding KOLITA 22 dipublikasikan melalui sistem OJS dan dapat diakses secara gratis secara daring di <https://ejournal.atmajaya.ac.id/index.php/kolita>.

Penerbitan prosiding KOLITA 22 bertujuan untuk menyebarkan hasil penelitian para pemakalah kepada khalayak yang lebih luas. Edisi ini memuat 34 makalah yang antara lain menggali isu penerjemahan, pengajaran bahasa Indonesia untuk penutur bahasa asing, pengajaran bahasa Inggris, kesantunan bahasa, morfologi, dan struktur bahasa daerah.

Kami ingin menyampaikan terima kasih yang mendalam kepada para pembicara undangan, pembicara pleno, dan pemakalah sesi paralel yang telah berbagi wawasan dan hasil penelitiannya di KOLITA 22. Kontribusi mereka sangatlah berharga dan telah menjadikan konferensi ini sebagai ajang pertukaran ilmu pengetahuan yang sangat berharga. Rasa terima kasih kami juga kami sampaikan kepada Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Unika Atma Jaya yang telah mendukung penyelenggaraan konferensi ini, *American Institute for Indonesian Studies* (AIFIS) yang telah mensponsori acara ini, para penelaah, moderator, serta seluruh anggota panitia yang telah bekerja keras untuk memastikan kelancaran KOLITA 22 dan penerbitan prosiding ini.

Sampai jumpa pada KOLITA 23 pada tahun 2025! Kami berharap dapat terus melanjutkan tradisi ini dan memperkuat komunitas linguistik di Indonesia.

Jakarta, September 2024  
Ketua Panitia Pelaksana,

Yanti, Ph.D.

## DAFTAR ISI

Halaman Sampul		i
Susunan Tim		ii
Kata Pengantar		iii
Daftar Isi		iv-vi
Agis Andriani, Fuad Abdullah	TEACHER’S INNOVATION IN TEACHING LINGUISTIC KNOWLEDGE: EXPLORING STUDENTS’ REFLECTIONS IN LEARNING EFL WITH TECHNOLOGY	1-18
Andini Afionita, Leli Dwirika	REPRESENTASI OBJEKTIFIKASI PEREMPUAN DALAM PEMAKNAAN SEMANTIK-PRAGMATIK DIALOG PADA SERIAL <i>DIE KAISERIN</i>	19-28
Asih Anggarani, Herlin Hidayat	KEMAMPUAN LITERASI BAHASA INDONESIA PELAKU UMKM PRODUK LOKAL BADUY PADA TOKO ONLINE DAN E-COMMERCE TOKOPEDIA	29-37
Ayu Nurulhaq Putri, Aulia Ikhsan, Ifan Iskandar	IDEOLOGI GEOPOLITIK INDONESIA DALAM PIDATO ANIES BASWEDAN DI <i>CONFERENCE ON INDONESIAN FOREIGN POLICY</i> 2023	38-44
Berlin Sibarani, Betharia Sembiring Pandia	COGNITIVE PROCESS IN COMPREHENSION OF SENTENCE PROPOSITIONS AMONG THE UNDERGRADUATE EFL STUDENTS	45-51
Catur Kepirianto, Siti Mariam, Muallimin	WASHBACK EFFECT OF ONLINE ASSESSING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT	52-61
Chyndy Febrindasari	ASPEK LINGUISTIK DALAM WACANA PERSUASIF POLIGAMI DI MEDIA SOSIAL (ANALISIS PADA AKUN INSTAGRAM @COACH.HAFIDIN)	62-73
Clara Herlina Karjo	THE UNIQUE TRANSLATION STRATEGY OF NOVEL TITLES	74-82
Dan Brodtkin, Maria T. Prawati, Jupri Talib	METRICAL STRESS IN MANDAR PHONOLOGY AND POETRY	83-90
Dita Sabariah, Ivan Lanin, Rifka Az-zahra Yasmine	ANALISIS KESALAHAN BERBAHASA LAPORAN BISNIS ATAU DINAS PADA PELATIHAN GRIYAAN NARABAHASA	91-99
Dwi Wahyuni	SIKAP BAHASA MASYARAKAT DESA WISATA BREM DALAM LANSKAP LINGUISTIK	100-109
Erica Christiana, Lucia Lusi Ani Handayani	TRANSITIVITY ANALYSIS OF SENATOR HAWLEY AND PROFESSOR BRIDGE’S GENDER IDENTITY DEBATE	110-123

Fernando H. Gusmao	KERAGAMAN BAHASA MANDOBO DI PAPUA SELATAN: KAJIAN VARIASI-VARIASI BAHASA DAN KESALINGMENGETAHUAN	124-138
Frista Nanda Pratiwi	UJARAN KEBENCIAN TERHADAP CALON PRESIDEN REPUBLIK INDONESIA PADA PEMILU TAHUN 2024	139-160
Fuad Abdullah, Agis Andriani	DECIPHERING METACOGNITIVE STRATEGIES DURING MACHINE TRANSLATION POST-EDITING PRACTICES: A CASE STUDY OF AN INDONESIAN EFL LEARNER	161-170
Gunawan Widiyanto	PEMAKAIAN BAHASA DI MADRASAH: KAJIAN LANSKAP LINGUISTIK SEKOLAH	171-180
Ila Amalia, Herlina, Ifan Iskandar	MODEL PEMBELAJARAN MENULIS ESAI BAHASA INGGRIS BERBASIS PROSES DENGAN PENDEKATAN KOOPERATIF	181-187
Indra Perdana, Joni Bungai	USING HOT POTATOES APP AS TEACHING METHOD FOR VOCABULARY SUBJECT	188-193
Kamilah Nahdona	LINGUISTIC EXPLORATION OF IDIOMATIC EXPRESSIONS IN RATATOUILLE	194-202
Leli Dwirika	KUALITAS TERJEMAHAN TAKARIR FILM <i>BERLIN, BERLIN: LOLLE ON THE RUN</i>	203-216
Linda Sari Wulandari, Sri Munawarah, Multamia RMT Lauder, M. Alie Humaedi	VARIASI DAN KORESPONDENSI BUNYI BAHASA LAMPUNG CIKONENG TERHADAP BAHASA SUNDA DAN JAWA DI PROVINSI BANTEN	217-226
Maria Ulfa, Nuraini Rahma Putri	CHILDREN'S UNDERSTANDING OF ENGLISH VOCABULARY THROUGH VISUAL SEMIOTICS IN THE MUSIC VIDEO OPPOSITES WORD POWER BY PINKFONG YOUTUBE CHANNEL	227-232
Mila Adinda, Zuhad Ahmad	THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK	233-238
Muhammad Dedad Bisaraguna Akastangga, I Wayan Pastika Ida Ayu Made Puspani, Ketut Artawa	TUTURAN PENISTAAN DALAM TEKS KEAGAMAAN MUHAMMAD KACE DI MEDIA SOSIAL YOUTUBE: KAJIAN LINGUISTIK FORENSIK	239-249
Nany Setyono Kurnia	SURFING AN ENGLISH CORPUS WITH OTHER LEARNERS OF ENGLISH	250-264
Ni Ketut Veri Kusumaningrum, Ketut Artawa, I Made Suastra, I Wayan Pastika	PENGUNAAN DIALEK BALI AGA DESA TIGAWASA DALAM INTERAKSI SOSIAL MEDIA FACEBOOK: KAJIAN SOSIOLINGUISTIK	265-272
Nina, Triyanto, Yulia Adiningsih, Yusuf Haryanto	MENCEGAH PENYEBARAN BERITA HOAKS MENJELANG PEMILIHAN PRESIDEN 2024 MELALUI PENGEMBANGAN KOMIK DIGITAL: PERSPEKTIF SURAH AL-HUJURAT AYAT 6	273-280

Nurafifah, Sri Wiyanti	BENTUK KALIMAT AKTIF DAN PASIF DALAM PEMBERITAAN KASUS PEMBUNUHAN AKSEYNA DI MEDIA DARING KOMPAS	281-290
Nuri Hermawan, Muhammad Badrul Anwar	PROSES MORFOLOGI DAN KONSTRUKSI MAKNA LEKSIKON BUDAYA DALAM TRADISI SLAMETAN DI DUSUN BINTINGAN KOTA PASURUAN	291-301
Putri Nathifa Pramoadito	CONTEXT CULTURE IN ADVERTISING: A CROSS- CULTURAL ANALYSIS OF SEPHORA'S US AND INDONESIA OFFICIAL INSTAGRAM ACCOUNTS	302-321
Ramdan Sukmawan	BAGAIMANA IMPLIKASI YANG DITIMBULKAN DARI TINDAKAN PENGANCAMAN MUKA	322-332
Rina Rosdiana, Endry Boeriswati, Fathiyati Murtadho	ANALISIS KEBUTUHAN UNTUK PENERAPAN <i>KNOWLEDGE SHARING</i> DALAM PEMBELAJARAN MENULIS ESAI MELALUI MULTIMODAL	333-342
Riska Meliana, Irfa Luthfia Rahmani	UNVEILING GENDER BIAS: AN ANALYSIS THE DECONSTRUCTION OF MEANING IN ADVERTISING THROUGH CRITICAL DISCOURSE ANALYSIS	343-354
Setyo Prasiyanto Cahyono	THE EXPRESSION OF EVALUATION IN “THE ULTIMATE GUIDE TO MUST-TRY INDONESIAN FOOD”: AN APPRAISAL ANALYSIS	355-360
Silvia Erlin Aditya S.M, Ida Ayu Made Puspani, I Wayan Pastika, Ni Luh Sutjiati Beratha	LEXICOGRAMMATICAL ANALYSIS OF INSULTERS IN THE VIRAL VIDEO “ <i>LABRAK PELAKOR</i> ” ON YOUTUBE INDONESIA	361-370
St. Mislikhah	PENERAPAN PEMBELAJARAN BERDIFERENSIASI DALAM PEMBELAJARAN BAHASA INDONESIA	371-381
Supriadin, Nurlaila Wattiheluw	SPATIAL DEIXIS IN BIMA LANGUAGE AND ENGLISH: AN INVESTIGATION SIMILARITIES AND DIFFERENCES	382-388
Tri Indrayanti, Shafira Rizka Cahyaningtyas R, Siti Zaizatur Rizqo’	KESANTUNAN BERBAHASA DALAM KOMUNIKASI TAWAR-MENAWAR DI PASAR TRADISIONAL SURABAYA	389-397
Tri Wahyu Retno Ningsih	ANALISIS AKUSTIK PRODUKSI BUNYI VOKAL PADA ANAK PENYANDANG DOWN SYNDROME DI SLB	398-409
Wahya	DIMENSI SOSIOLINGUISTIK PENGGUNAAN VOKATIF KEKERABATAN DAN NAMA DIRI TERHADAP MITRA TUTUR DALAM TINGKAT TUTUR BAHASA SUNDA	410-417
Yulino Indra, Erniati	DESKRIPSI POLA SUKU KATA BAHASA BANGGOI DI KABUPATEN SERAM BAGIAN TIMUR	418-423
Zona Rida Rahayu	GAYA BAHASA MENINGKATKAN DEBAT PUBLIK PASANGAN CALON PRESIDEN REPUBLIK INDONESIA	424-433

Pusat Kajian Bahasa dan Budaya  
Universitas Katolik Indonesia Atma Jaya  
Jalan Jenderal Sudirman 51, Jakarta 12930  
<[pkbb.atmajaya@atmajaya.ac.id](mailto:pkbb.atmajaya@atmajaya.ac.id)>

ISSN Cetak



ISSN Online

ISSN 2828-5034



## THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK

Mila Adinda<sup>1</sup>, Zuhad Ahmad<sup>2</sup>

The English Education Study Program, The Faculty of Teacher Training and Education, The University of Muhammadiyah Prof. Dr. Hamka

Milaadindaa@gmail.com, zuhad\_ahmad@ymail.com

### ABSTRACT

Pronunciation is one of the important elements of basic speaking skills. It is related to how human beings produce sounds by using their articulatory organs of speech. Pronunciation plays an important role in communication to avoid pronunciation errors that can lead to misunderstandings in communication between the speaker and the listener. This fact points out that learning pronunciation is very important for English Foreign Language (EFL) and English as a Second Language (ESL) learners. An appropriate English textbook is needed to facilitate learners' needs as foreign language learners. Indonesia's Government, through the Ministry of Education and Culture, has appointed English in Mind as one of the main English textbooks for the Independence Curriculum, especially at the Junior High School level. This study aims to analyze the distribution of both consonant and vowel phonemes found in English in Mind, to evaluate the content and to find out whether this book has accommodated all the materials needed by teachers for teaching English pronunciation. In this study, the researcher used a qualitative research methodology that focused on descriptive qualitative. The data is needed by using a literature study and interview. A literature study was used to gather all data required for the analysis of consonant and vowel phoneme distribution. The data are taken from an English in Mind textbook, Students' Book 1. Meanwhile, the interview was established to get more insight from the English teachers related to the importance of teaching pronunciation, the impact of phoneme differences in Indonesia and English, factors affecting pronunciation learning, pronunciation learning strategies, and the use of English in Mind textbook in teaching English pronunciation. In this research, it was found that some consonant and vowel phonemes in English could not be found at the initial and final of the English in Mind textbook. The consonant and vowel sounds are /ŋ/, /ʒ/, /ʊ/, /u:/, /w/, /j/, /h/, /æ/, /e/, /ɜ:/, /ʌ/, and /ɒ/. Meanwhile, there are all consonant and vowel phoneme sounds found in the middle part. Based on the interview results, all informants agreed that teaching English pronunciation is important to be taught to learners in the classroom. Then, the differences between Indonesian and English phonemes can affect learners' pronunciation skills. They always include English pronunciation material in every lesson in the classroom. In addition, there are differences from the informants regarding teaching English pronunciation through the English in Mind textbook. Furthermore, all informants shared the same opinion that they had encountered pronunciation mistakes made by learners.

Keywords: *Teaching English, English pronunciation, English in Mind textbook.*

### ABSTRAK

Pengucapan merupakan salah satu bagian elemen yang penting dalam kemampuan dasar berbicara. Hal ini terkait dengan bagaimana manusia menghasilkan suara dengan menggunakan organ artikulatoris bicara mereka. Pengucapan memainkan peran penting dalam komunikasi untuk menghindari kesalahan pengucapan yang dapat menyebabkan kesalahpahaman dalam berkomunikasi antara pembicara dan pendengar. Fakta ini menunjukkan bahwa mempelajari pelafalan sangat penting bagi pembelajar bahasa asing (EFL) dan Bahasa kedua (ESL). Sebuah buku teks bahasa Inggris yang tepat sangat dibutuhkan untuk memfasilitasi kebutuhan peserta didik sebagai pembelajar bahasa asing. Pemerintah Indonesia melalui Kementerian Pendidikan dan Kebudayaan telah menetapkan buku English in Mind sebagai salah satu buku pelajaran bahasa Inggris utama untuk Kurikulum Merdeka, khususnya di tingkat Sekolah Menengah Pertama. Penelitian ini bertujuan untuk menganalisis distribusi bunyi fonem konsonan dan vokal yang terdapat dalam English in Mind, untuk mengevaluasi dan mengetahui apakah isi buku teks pelajaran tersebut telah memenuhi kebutuhan para pendidik untuk mengajarkan pelafalan bahasa Inggris. Dalam penelitian ini, peneliti menggunakan metode penelitian kualitatif yang berfokus pada kualitatif deskriptif. Data yang dibutuhkan dan dikumpulkan dalam penelitian ini menggunakan studi literatur dan wawancara. Studi literatur digunakan untuk mengumpulkan semua data yang diperlukan untuk analisis bunyi fonem konsonan dan vokal. Data tersebut diambil dari sebuah buku teks English in Mind, Student's Book 1. Selain itu, teknik wawancara dilakukan untuk mendapatkan informasi dari guru-guru bahasa Inggris terkait pentingnya pengajaran pelafalan dalam bahasa Inggris, dampak perbedaan fonem di Bahasa Indonesia dan Bahasa Inggris, faktor yang mempengaruhi pembelajaran pengucapan, strategi pembelajaran pengucapan, dan penggunaan buku teks English in Mind dalam pengajaran pronunciation. Dalam penelitian ini, diketahui bahwa beberapa fonem konsonan dan vokal dalam bahasa Inggris tidak dapat ditemukan di bagian awal dan akhir pada buku teks bahasa Inggris English in Mind. Bunyi konsonan dan vokal tersebut adalah /ŋ/, /ʒ/, /ʊ/, /u:/, /w/, /j/, /h/, /æ/, /e/, /ɜ:/, /ʌ/, dan /ɒ/. Sementara itu, terdapat semua bunyi fonem konsonan dan vokal yang ditemukan pada bagian middle. Berdasarkan hasil wawancara, seluruh narasumber sependapat bahwa pengajaran pelafalan Bahasa Inggris merupakan hal yang penting untuk diajarkan kepada peserta didik di dalam kelas. Mereka setuju bahwa perbedaan fonem yang terdapat dalam bahasa Indonesia dan bahasa Inggris dapat mempengaruhi kemampuan pengucapan

*pada peserta didik. Mereka juga selalu mencantumkan materi English pronunciation pada setiap pembelajaran. Selain itu, terdapat perbedaan dari para informan mengenai pengajaran English pronunciation melalui buku teks bahasa Inggris English in Mind. Terakhir, semua narasumber berpendapat sama bahwa mereka pernah menemukan kesalahan pengucapan yang dilakukan oleh peserta didik.*

*Kata kunci: Pengajaran bahasa Inggris, pengucapan bahasa Inggris, Buku Teks bahasa Inggris English in Mind.*

## INTRODUCTION

English is a foreign language that has become an international language and is used almost all over the world. In learning English, there are general skills that must be mastered. These include listening skills, reading skills, writing skills, and speaking skills. As a foreign language learner, practicing pronouncing words in English is certainly not easy. Therefore, practicing speaking should be linked to learning how to pronounce the vocabulary correctly. It aims to find out whether the pronunciation of a word is correct or not. Pronunciation is also an important point for the foreign language learner to avoid pronunciation errors that can cause misunderstandings in communication and be able to convey the messages well.

According to (Kissova, 2019) pronunciation is one of the most important basic skills and must be mastered by students to speak effectively and fluently. Students who have good pronunciation skills not only increase their self-confidence but also improve the listener's understanding in communicating. As stated by (Prashant, 2018) pronunciation has an important role in communication that will affect the listener. If the spoken word is changed or incorrect, then it will also change the meaning of the word. Some examples include buy-bye, sea-see, and sheep-ship. Therefore, as a foreign language learner, English teachers need to check, listen, and practice pronouncing English vocabulary if there is still vocabulary that is difficult to pronounce.

Pronunciation is one of the common problem factors that can affect the ability of a foreign language learner. (Tambunsaribu & Simatupang, 2021) stated that a common problem for English language learners when speaking is difficulty pronouncing words in English. Because there are significant differences between the sounds in Indonesian and English. In addition, (Plailek & Essien, 2021) argued that speaking English is not saying words or sentences, but clear pronunciation is an important aspect that must be considered in communicating. Pronunciation problems will have an impact on their communicative abilities. Thus, the role of the English teacher is important in teaching English pronunciation to students during the learning process. It will make the students feel helped and know the vocabulary mistakes they have pronounced. Apart from that, it can also improve their English pronunciation skills.

In addition, to improve students' English pronunciation skills, an English teacher needs a learning media that can support the teaching and learning process in the classroom. One of the learning media that is still used as a learning resource is textbooks. (Ayu & Indrawati, 2019) stated that teaching resources function as guidelines that can help teachers convey information and achieve the objectives of material in carrying out the teaching process in the classroom. There are many textbooks including English textbooks available to support the learning process. It is important for teachers to evaluate and identify textbooks that suit the needs of students (Mutiar Ayu, 2020).

Textbooks used by educators must be able to shape students to achieve independent learning patterns. The students also are expected to be able to understand the subject matter and solve a problem contained in their textbook (Rahmawati, 2016) In addition, the textbooks selected and used must follow the learning objectives of the curriculums in schools based on the character values of the curriculum in Indonesia (Arfani et al., 2022). Textbooks have an important role as part of the main learning resource and are still used in the world of education. It can help the students in improving their thinking process abilities. In addition, the success of learning objectives is influenced by textbooks if the book is included in a book that has a good standard (Eki Saputra, 2021).

In accordance with the decision of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 064/H/P/2022 concerning the Determination of Main Textbooks for Primary and Secondary Education in Education Units Implementing the Independent Curriculum Implementation. Based on the Minister of Education's decision, there is one English textbook that is used as the main learning resource in the independent curriculum at the education unit level for teachers and students. The English textbook is "English in Mind Second Edition Student's Book 1" by Puchta and Stranks, published by Cambridge University Press.

In the English textbook "English in Mind Second Edition Student's Book 1", there are symbols of English phonemes such as consonants, vowels and diphthongs. However, there are not many of the phoneme symbols. The phoneme symbols contained in the English in Mind Second Edition Student's Book 1 textbook might be able to help English teachers in teaching English pronunciation to students. The

students can understand the phonetic symbols and know how to properly pronounce the English vocabulary contained in the textbook.

In this study, the researcher is interested in conducting research on the importance of teaching English pronunciation by using the English in Mind Second Edition Student's Book 1 textbook. It aims to find out and obtain information on the perceptions of English teachers regarding the importance of teaching English pronunciation using English textbooks. Therefore, this study focuses on two research, namely:

1. What are the perceptions of English teachers regarding the importance of learning to teach English pronunciation?
2. Does the English in Mind Second Edition Student's Book 1 meet the needs of English teachers in teaching pronunciation to students?

## **LITERATURE REVIEW**

Phonemes are the smallest units of sound in a language that can produce certain meaningful communication (Havid, 2023). Vowel and consonant phonemes are produced from two different sounds. Vocal sounds are produced without any obstruction in the vocal tract when air flows from the lungs (Hidayat & Jufrizal, 2019). Meanwhile, according to (Fromkin et al., 2011) in the book "An Introduction to Language" page 232 states that consonant sounds are sound produced due to resistance in the vocal tract when air flows from the lungs. Thus, the sounds in language are part of the pronunciation process produced by the human speech apparatus. In other words, pronunciation is the result of the sound that is uttered when pronouncing vocabulary and is directly related to speaking.

Pronunciation is a fundamental part of the language used in oral communication. Clear pronunciation can form efficient and good communication from pronunciation (Tolibovna, 2023). Therefore, pronunciation is one of the important things to learn and understand for English language learners. By learning English pronunciation, students are able to have good pronunciation skills when speaking English. According to (Mulatsih, 2018) stated that pronunciation involves the proper use of word emphasis, rhythm, articulation and intonation in spoken language. Learning correct pronunciation involves the articulation of words and sounds which requires repetition and correcting pronunciation errors (Gilakjani, 2016). Learning English pronunciation is certainly not easy. If there is a mispronunciation in English, it will have an impact on changing the meaning of the word in the language (Setyowati et al., 2017).

Thus, teaching English pronunciation is an important thing to do in the learning process. It aims to improve students' ability to learn English pronunciation correctly (Useini, 2019). Someone who has good pronunciation can convey the meaning of a word or sentence in English. Thus, the listener can understand what the speaker said (Prashant, 2018). There are two basic principles and objectives in teaching pronunciation. The principle is to consider the purpose and content of learning materials for teaching pronunciation. It aims to acquire the ability to pronounce sounds that are similar to native speakers and be able to produce the pronunciation of language sounds that can be clearly understood despite imperfect accents (Rosalia et al., 2021).

According to (Kenworthy, 1987) in the book "Teaching and Learning Pronunciation" stated that there are some important aspects of the teacher's role in teaching and learning pronunciation to students, among them:

1. The teachers can convince students that the importance of proper and clear pronunciation can aim to make communication easier.
2. The teachers can emphasize to the students that the goal of learning pronunciation is clarity and efficiency in communication. It means that the speaker can convey the message clearly. Apart from that, the listener can receive information and respond well to the speaker.
3. The teachers can show their concern by paying attention to students' pronunciation problems regarding the students' success and abilities.
4. The teachers can also have a better opportunity in teaching pronunciation to be able to achieve good results for students in the learning process of English pronunciation.

Based on the opinions of several studies. It can be concluded that pronunciation is one of the general basic skills in English that is important to learn and understand for foreign language learners. The learners can have good pronunciation skills when speaking English. In addition, educators need to teach pronunciation in English language learning classes. Thus, it can help the students improve their ability to learn English pronunciation correctly.

## **METHODOLOGY RESEARCH**

In this study, the researcher conducted a study at Muhammadiyah 1 Jakarta Junior High School. The research method in this study used a qualitative research method with a narrative research type. According to (Murdiyanto, 2020) in the book “Qualitative Research Methods” in chapter 3 page 26 stated that the main purpose of qualitative research is to understand the overall phenomenon that focuses on the problem under study. It is done to gain a deep understanding before developing the theory.

Data collection technique is a method used to collect data in research. The data collection techniques used in this study are interviews and documentation. The interview design in this research was structured, and the method of conducting interviews was carried out directly to obtain data in the form of information from the results of interviews to each source. In addition, the form of documentation used in this research is a communication tool used by the researcher to record sound and video during the interview process. (Wasil, 2022) stated that documentation is a form of visual data collection process that can be done in quantitative and qualitative research.

Meanwhile, the qualitative data analysis process in this study used the Miles and Huberman data analysis model. The book “Qualitative Research Methods” written by (Murdiyanto, 2020) explained that there are some stages of data analysis of qualitative methods in the model by Miles and Huberman in 1994, such as data collection, data reduction, data presentation and conclusion drawing.

In this study, the first stage carried out is the data collection stage using the interview method with English teachers as sources. After the data was collected from the interviews, the researchers conducted a data reduction stage process from the results of the interview data collection that had been carried out. The process of this data reduction stage process is carried out by determining and summarizing to be simplified the results of interview data information with sources. The next stage is the data presentation stage. At this stage of the process, the results of the source information that has been carried out in the reduction stage are then arranged in text form. Then, the last is the conclusion drawing stage. The conclusion-drawing stage the last stage is taken from the results of the data findings that have been obtained and also analyzed in the previous stages.

## RESULTS AND FINDINGS

In English, there are 12 vowel phonemes and 24 consonant phonemes. The vowel sounds are /ɪ/, /e/, /ʌ/, /ʊ/, /ə/, /ɒ/, /æ/, /i:/, /ɜ:/, /ɑ:/, /u:/, /ɔ:/. Meanwhile, consonant sounds include /b/, /p/, /t/, /d/, /k/, /g/, /f/, /v/, /m/, /n/, /ŋ/, /s/, /z/, /w/, /l/, /r/, /j/, /h/, /θ/, /ð/, /ʃ/, /tʃ/, /ʒ/, /dʒ/. In this study, it was discovered that several consonant and vowel phonemes in English cannot be found at the beginning and end of the English textbook English in Mind. The consonant phoneme sounds that are not present in the initial include /ŋ/ and /ʒ/. While the vowel phonemes sound that are not there are /ʊ/ and /u:/. Then, for consonant phonemes that are not in the final part include: /w/, /j/ and /h/. Finally, the vowel phonemes that are not found in the final part are /æ/, /e/, /ɜ:/, /ʌ/ and /ɒ/.

Based on the results of interviews with informants, it was found that several problem factors can affect pronunciation problems in students. The first factor is influenced by the situation that students are accustomed to Indonesian as their mother tongue. The use of the mother tongue which is more dominant causes students to experience difficulties when pronouncing certain vocabulary contained in English with phonemes which are defined as the smallest sound unit that distinguishes meaning and is symbolized by letters as sound symbols.

The second factor is because English is a foreign language or a new language for the students. On average, those who study in elementary school have not yet learned a foreign language such as English. This can make students unaccustomed to improving their English-speaking skills. Another factor, some phoneme sounds in English don't exist in Indonesia. Therefore, English teachers always insert pronunciation material during the process of English activities such as speaking, reading, and vocabulary in the classroom. The errors in pronunciation can change the meaning and cause misunderstandings in communication.

During the process of English learning activities in the classroom, English teachers often find mistakes in the pronunciation of English spoken by students. It is caused by some vocabulary in English having a different pronunciation from how it is written. One example of the vocabulary is “cup”. It must be read with the sound /k/ and not /c/, then /ʌ/ and not /u/. Therefore, the vocabulary “cup” in English is transcribed with the phonetic symbol as follows /kʌp/. In addition, some vocabulary words in English have similar pronunciations but have different meanings, such as the words “she”, “sea”, and “see” which are pronounced similarly by students. The word “she” is pronounced /ʃi:/, but the words “sea” and “see”

are pronounced with /si:/. Finally, some letters in English vocabulary are not pronounced, and the term is known as silent letters. Some examples are the word “knew” which is pronounced as /ni:/ and the word “listen” which is pronounced as /lis.ən/.

Some interviewees stated that the different phonemes in English and Indonesian can affect students’ pronunciation. Meanwhile, one of the informants stated that students’ pronunciation skills were not affected by the differences in phonemes in the two languages. This could be caused because the student’s mother tongue is not English. It makes it difficult for them to pronounce these sounds. Therefore, the students need habituation to pronounce some phonemes and learn phonetic symbols in English. Thus, clear pronunciation is needed when speaking English.

The English teachers interviewed had the same opinion about the importance of teaching pronunciation. They all said that teaching pronunciation is an important thing to teach to students. By teaching English pronunciation in the classroom, the students can have clear and correct pronunciation skills. So that there is no misunderstanding when communicating caused by pronunciation errors which can change the meaning of the spoken word. It aims to train students to be able to speak almost the same as native speakers.

In addition, all interviewees also stated that teaching pronunciation is a challenging thing to teach to students. It is due to several reasons, including the writing in English is different from the way it is pronounced. Besides that, there are some consonant and vowel phonemes in English but not in Indonesian. Meanwhile, not all the students’ mother tongue is English. Then, the students who are not used to communicating orally and writing using English.

English in Mind Second Edition Student’s Book 1 is a textbook source used by English teachers. In this English textbook, there is still no information about phonetic symbols, and it also does not cover all phonemes in English. This textbook focuses on grammar, writing, reading and speaking learning materials. So, according to the informants, the English in Mind Second Edition Student’s Book 1 textbook is insufficient to facilitate English teachers in teaching pronunciation.

## CONCLUSION

Based on the results of the discussion and findings that have been described in this study. It can be concluded that teaching English pronunciation is an important thing to be taught to students during the learning English process in the classroom. The English in Mind Second Edition Student’s Book 1 textbook used in the school of Muhammadiyah 1 Junior High School in Jakarta is not sufficient to facilitate English teachers in teaching pronunciation. Because there is still no information about phonetic symbols and also does not cover all phonemes in English in Mind Second Edition Student’s Book 1 textbook.

## REFERENCES

- Arfani, S., Juhana, J., Sundari, H., & Yunita, W. (2022). Investigation of Cultural Values in English Textbooks for Junior High School Students. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5691–5700. <https://doi.org/10.35445/alishlah.v14i4.2696>
- Ayu, M., & Indrawati, R. (2019). EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik*, 16(1), 21. <https://doi.org/10.33365/ts.v16i1.87>
- Eki Saputra, S. Y. (2021). Teaching English and Language Learning English Journal (TELLE). *Teaching English and Language Learning English Journal (TELLE) PERCEPTION*, 01(01), 43–52.
- Fromkin, V., Rodman, R., & Hyams, N. (2011). *An Introduction to Language* (Ninth Edit). Wadsworth Publishing.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education. *Ijree*, 1(1), 1–6. <https://ijreeonline.com/article-1-21-en.html>
- Havid, D. M. (2023). *Student ’ s Perspective On Learning English Phonemes*. 2(2).
- Hidayat, H., & Jufrizal. (2019). Phonological System of Muarasipongi Creole: Identification and Distribution of Phoneme. *E-Journal of English Language and LiteratureLanguage & Literature*, 8 (3), 213–221.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman Inc., New York. <https://zourpri.files.wordpress.com/2014/01/teaching-english-pronunciation.pdf>
- Kissova, O. (2019). Key Factors in Training English Pronunciation: Valuation and Assesment. *6th SWS International Scientific Conference on Social Sciences ISCSS 2019*, 4(August 2019). <https://doi.org/10.5593/sws.iscss.2019.4/s13.035>
- Mulatsih, D. (2018). Pronunciation Ability by Using English Song in Indonesian Student of Unswagati

- Cirebon. *Academic Journal Perspective: Education, Language, and Literature*, 2(2), 294. <https://doi.org/10.33603/perspective.v2i2.1665>
- Murdiyanto, E. (2020). Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif). In *Yogyakarta Press* (Edisi Pert). UPN "Veteran" Yogyakarta Press. [http://www.academia.edu/download/35360663/METODE\\_PENELITIAN\\_KUALITAIF.docx](http://www.academia.edu/download/35360663/METODE_PENELITIAN_KUALITAIF.docx)
- Mutiara Ayu. (2020). Evaluation Cultural Content on English Textbook Used by EFL Students in Indonesia. *JET (Journal of English Teaching)*, 6(3), 183–192. <https://doi.org/10.33541/jet.v6i3.1925>
- Plailek, T., & Essien, A. M. (2021). Pronunciation Problems and Factors Affecting English Pronunciation of EFL Students. *Turkish Journal of Computer and Mathematics Education*, 12(12), 2026–2033.
- Prashant, P. D. (2018). Importance Of Pronunciation In English Language Communication. *Research Papers in Economics*, 7(2), 15–20. <https://ideas.repec.org/p/vor/issues/2018-27-05.html>
- Rahmawati, G. (2016). Buku Teks Pelajaran Sebagai Sumber Belajar Siswa Di Perpustakaan Sekolah Di Sman 3 Bandung. *EduLib*, 5(1), 102–113. <https://doi.org/10.17509/edulib.v5i1.2307>
- Rosalia, T., Dayu, A. T., & Aprizani, Y. (2021). *A Study on Teaching English Pronunciation in Vocational School Banjarbaru*. [http://eprints.uniska-bjm.ac.id/5662/%0Ahttp://eprints.uniska-bjm.ac.id/5662/1/1\\_ARTIKEL\\_ROSALIA-dikonversi.pdf](http://eprints.uniska-bjm.ac.id/5662/%0Ahttp://eprints.uniska-bjm.ac.id/5662/1/1_ARTIKEL_ROSALIA-dikonversi.pdf)
- Setyowati, L., Ambarsari, Y., & Muthoharoh, B. (2017). Pelatihan Pelafalan Kata-Kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course. *E-DIMAS Jurnal Pengabdian Masyarakat*, 08(1), 1–8.
- Tambunsaribu, G., & Simatupang, M. S. (2021). European Journal of Molecular & Clinical Medicine Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English. *European Journal of Molecular & Clinical Medicine*, 08(02), 759–766.
- Tolibovna, Y. (2023). Importance of teaching the Pronunciation of suprasegmental Features of English. *Ijjsir*, 12(5), 32–35.
- Useini, A. (2019). Testing Pronunciation and Its Importance in the Use of English Language Teaching. *International Scientific Journal*, 4(1), 129–138.
- Wasil, M. (2022). *Metodologi Penelitian Kualitatif* (Y. Novita (ed.); Edisi Pert). PT. Global Eksekutif Teknologi.

## CURRICULUM VITAE

No.	Complete Name	Institution	Education	Research Interest
1.	Mila Adinda	The University of Muhammadiyah Prof. Dr. Hamka	Bachelor's Degree of Education	Language Teaching
2.	Zuhad Ahmad	State University of Jakarta	Master's Degree of Education	Language Teaching

### 5. FormNilai\_SkripsiGel2 (PBI)

File Edit View Insert **Format** Data Tools Extensions Help

A1   NO

A	B	C	D	E	F	G	H	I	J	K	L	
1	NO	NIM	NAMA MAHASISWA	PEMBIMBING	NILAI PB	Penguji 1	NILAI PJ1	Penguji 2	NILAI PJ2	NILAI AKHIR	NILAI MUTU	PREDIKAT
2		1901055051	MILA ADINDA	ZUHAD AHMAD, Drs., M.Pd.	81.6	TRI WINTOLO APOKO, Dr., M.Pd.	80	SILIH WARNI, Ph.D.	80	80.80	A	BERGANGGU
3		2001055023	GALUH APRILINA	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	SUCIANA WIJIRAHAYU, Dr., M.Pd., Ir.	80.3	80.08	A	BERGANGGU
4		2101055006	ANNISA DEVITRIANA	SUCIANA WIJIRAHAYU, Dr., M.Pd., Ir.	85.75	ROSLAINI, Dr., M.Hum.	81.9	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	83.35	A	BERGANGGU
5		2101055008	NISA RAHMAWATI	SISWANA, Dr., M.Pd.	85	ROSLAINI, Dr., M.Hum.	81.5	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	82.88	A	BERGANGGU
6		2101055012	WINDY	TRI WINTOLO APOKO, Dr., M.Pd.	84	SISWANA, Dr., M.Pd.	82.4	SUCIANA WIJIRAHAYU, Dr., M.Pd., Ir.	81.3	82.93	A	BERGANGGU
7		2101055016	MUHAMMAD ISRAFIL	ROSLAINI, Dr., M.Hum.	85.25	SISWANA, Dr., M.Pd.	83.75	ZUHAD AHMAD, Drs., M.Pd.	83.8	84.51	A	BERGANGGU
8		2101055072	ALYA NUR ALIFAH	SUCIANA WIJIRAHAYU, Dr., M.Pd., Ir.	85.75	SISWANA, Dr., M.Pd.	83.1	ZUHAD AHMAD, Drs., M.Pd.	82.5	84.28	A	BERGANGGU