

INTEGRATING ENGLISH, LINGUISTIC, LITERATURE AND ARTS ALL AT ONCE IN PHONOLOGY SUBJECT IN ENGLISH DEPARTMENT

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Abstract- This research aimed at analyzing the result of students' tasks of phonology subject in English department. The purpose of this research was how to integrate teaching English, Linguistic Literature and Arts all at once for EFL learners. The research focused on: 1. how to integrate English, linguistic, literature and Arts in the form of phonology task, 2. how to exercise students' English and linguistic, and, 3. how to engage students' poem's making and creativity represented in the tasks. The theory used are phonology, phonetic symbol, poetry and creativity in arts. The research conducted in a qualitative manner. The used data were the authentic assessment, in the form of phonetic symbol poems tasks submitted in the end of the semester. Having collected twenty phonetic symbols poems selected randomly, the researchers found that in subject of phonology, EFL learners can integrate learning English, linguistic, and literature and arts all at once. So that, the students are triggered to practice their English in the form of writing phonetic symbols. Besides, they are also habituate to write phonetic symbols in good manner. Last, the students' creativity and arts' side can be also combined in order to synchronize the theme of the poem and actualize their creative arts as the exterior element of the poem. To sum up, for EFL learners, phonology subject can integrate learning English, linguistic, literature and arts all at once.

I. INTRODUCTION

Phonology is one of subjects taught in English department. Usually, it is given in the third semester after the students took introduction to linguistic at the previous semester. It explains about how sounds are produced. It also makes the students know about the theoretical terms of how sounds are produced. It is an obligatory subject for English department since it supports the English pronunciation, English speaking class and other linguistic class series. As for EFL learners, they are required to know, understand and apply how to produce sounds well.

For a couple of years teaching phonology, it is interesting to encourage students' final task to integrate their English skill, linguistics' side, literary perspective and arts' outlook in all at once. Along the semester of phonology subject, the students are guided to have the final task in creating a poem in the form of phonetic symbols which is actualized in the unique of creative media. In the end of the semester, those creative-literary works are exhibited under the theme: *the painting of language exhibition: Painting paint by words; Painting language by sounds*. This event is organized annually in English department in SunanGunungDjati State Islamic University. It has many benefits for students, lecturers and institution,

English skill and linguistics' perspective

Teaching phonology as the basic element in pronunciation and other series of linguistic is a must since students learn how to have native-like pronunciation. The subject is definitely required by EFL since the precision of speaking would always depends on the pronunciation. In other words, it can be said that for EFL learners the phonology subject

does not only focus to the content of knowledge but also how practice the English sounds well. As been said that pronunciation is the manner of pronouncing words refers to phonetic symbols, the precision sound of word depends on how a man pronouncing phonetic symbols represented in word (Jones, 1958). In line with Lund (2003), he defines pronunciation as how human produces sound of words dealing with articulatory processes. It is unavoidable that EFL learners taking phonology learns the contents of English phonology while they also learn pronunciation.

As the uniqueness of English language that lies in the difference of written and spoken, the phonology subject also embolden the students not only learn about the spelling of the English language but also reassure to be able to write phonetic symbols correctly. Learning how to write phonetic symbols is not easy as how to write alphabets since it has a different size and style. It needs time and patient to always motivate the students to do so. So that in a semester, the students are hoped to be able to write phonetic symbols well.

Literary-Art works' Outlook

Literary-Art Works refers to two meaning. First, it refers to literary work, second it refers to art work. Both of them signify on how to make a masterpiece poem that actualized in a creative form. As to sharpen EFL learners in choosing good diction, composing well-arranged sentences for literary works, the students are asked to write literary work in the form of writing a poem.

Art work in this research refers to the creativity of the students in actualizing what they want to realize. It is generally agreed that creativity or the ability of creating new things or thinking new ideas is

fundamental element of students nowadays. It assists students to address the concerns of them in academic field since they are fully capable of developing their creative skills.

Sefertzi (2000) argues that creativity includes the creation of new ideas or the recombination of known elements into something new and also involves motivation and emotion. While Stokes (2006) believes that creativity occurs when an individual produces something new. Furthermore, Stokes states that novelty is one of creativity’s criteria whether it is a work of art or a piece of literature that needs to be new, or it has to be something that people have never seen or heard before. The last argumentation of creativity is from Mednick (1962) considering that creativity is process of thinking which is forming associative elements into new combination which are in some way useful. In short, in order for something to be creative, it requires novelty, and the combination of certain elements such ideas.

II. METHODOLOGY

Qualitative research was used in this research. It is conducted in the campus; SunanGunungDjati State Islamic University located in Jl. A.H Nasution No. 105 Bandung Indonesia. The source of the data are the final tasks of phonetic symbols written in a creative media. The data collected by choosing them randomly. Having collected twenty tasks, the researchers analyze those final tasks in term of English skills, linguistics, literary works, and arts’ sides.

III. FINDINGS AND DISCUSSIONS

Students’ understanding level toward the material learned would be always related to the learning manner used. Applying creative manners could assist students to achieve learning goals, as the manner used is sufficient influential toward students’ capability level reached in learning activity. As an English student, having proper pronunciation is an essential requirement since it influences the precision of speaking. Phonology is one of linguistic branches concerns with the systematic organization of sounds in languages, thus this study relates to students’ pronunciation improvement. Pronunciation could be learned by having further practice to write a poem using phonetic symbols (learned in phonology), besides it is able to build up students’ creativity (writing phonetic symbols poem using certain creative media), it also indirectly practices students’ understanding toward the sound of word or pronunciation, so as it assists students to have appropriate pronunciation since have been habituated by writing poem using phonetic symbols.

Writing phonetic symbols poem could further students’ precision pronunciation, for instance, a word “Love” is read “lav” not “louv”, both sounds

are thoroughly different when it is pronounced. Students would appropriately pronounce the word if they are habituated writing the phonetic symbols, thus it could be an effective pronunciation improvement manners for student. More explanations of having further practice to write phonetic symbols could improve students’ pronunciation as the impact of having phonology’s tasks are provided on the table below:

Table 1.1 English and Linguistics’ aspects

No.	English Skills and linguistic aspects	Explanation
1	Recognizing phonetic symbols through literature-art work that builds up students’ understanding towards the sound of word (pronunciation) represented by symbols.	Having a task of making creative phonetic symbol poem is intended to further students’ ability in comprehending sound of symbols represented in words, it directly introduces how the words are pronounced by seeing the phonetic symbols. It could be regarded as students’ effective phonetic symbol recognition, since the manner of its recognition is through creative media, so as students would be more enthusiastic. It is
		strongly supported by Semiawan’sopinion (1987), that having creative learning manner could definitely influence students’ understanding toward the subject learned, thus phonology’s task assists students to learn and comprehend the materials as it is using a creative learning manner.

2	Practicing the students to pronounce words appropriately refers to written phonetic symbols of the poem.	After recognizing phonetic symbols, students are advanced to practice pronouncing words appropriately, gradually they would be more habituated and influences their speaking precision. One's skill could be improved only by practicing, it is supported by Krashen's statement (1983), that practice gradually could increase one's ability. Thus, by having that phonology's tasks students would directly further to practice pronouncing words.
3	Habituating students to write the phonetic symbols though phonology's task, in order to	This Phonology's task could also assist students to habituate their pronunciation with purpose of reaching the
	improve their phonetic symbol writings.	precision in pronouncing the words. By frequently having the task, students are definitely habituated themselves to pronounce words precisely through their hand writing of phonetic symbols poem.

Beside those English skill and linguistic aspects, the literature and its arts also can be seen on how to make the poem and its creativity represented in the work arts. Students' creative skills have played an important role in making the tasks which are in various forms given by lecturers, for instant, the lecturers of phonology. In this case, students are encouraged to write phonetic symbols as creative as possible. The tasks given were intended to further advance students' creativity applied through a variety forms such painting, interior decorating, and the relevancy with poems' theme.

Table 1.2 Creativity Apect

No.	Creativity Aspect	Explanation
1	Painting	In relation to painting, the collaboration play a significant role in painting and writing phonetic symbols process. It is in line with Mednick's statement of creativity that it has to meet new combination. In this case, students combine their hand writing, with the elements used to
		write phonetic symbols. Using the paintings painted by students as the requirement of phonology lesson, the researchers found that students have successfully combined their ideas, hand writing skill, and the other composition to present the works in new methods of writing and painting. Certain paintings of phonetic symbols represent bodies or real objects, for example, human, trees, sun, and et cetera to convey the expression related to the poems written. Instead of using paper as the surface to write the phonetic symbols, several students developed to use unconventional surface as the elements utilized to write phonetic symbols such ice cream stick, leafs, soap and other stuff combined creatively.

	Exterior decoration	Students' art of decoration toward the writing of phonetic symbols have been also viewed as significant part in valuing students' phonology tasks. In relation with exterior decorating, the
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		researchers found that several students create certain tiny houses as the attributes in writing phonetic symbols. The subject matter of creating tiny houses is solely the media or tools used to create it. The tools used by students are dominated by the using of ice cream stick. The students' technique in designing the tiny houses is apparently the same from one to another. The tasks were built up by arranging the ice cream stick as a whole with the aim of forming real houses. In addition, while the students' works are far from abstract, notice how each students choose the color to convey the content of the poem. The students use bright color such red to add a sense of love.
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	The relevancy with poems' theme	The involvement of colors, objects, the other elements used to present the students' creativity or ideas are strongly important to appear the relevancy with the poems' theme. The use of the attributes, for example, is necessary to support the
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		students' work and the poem theme since each attributes represents to something related with the poem content. An illustration of that is the surface used to write the phonetic symbol has dark color is assumed to be relevance with the poem content whose theme contains of sadness. To sum up, referring to certain aspects, the students' works of phonology have been appropriate with the poems' theme
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Closing

It is such an interesting idea to synchronize English Skills, linguistics, literature and Arts to be integrated since it requires all talent and ability to be expressed in the task. It hopes that this kind of task can inspire to integrate the all aspect of language.

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