



ANALYSIS OF APPLIED LINGUISTICS IN STUDENTS' SPEAKING AT MAN KOTA PALANGKA RAYA

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ABSTRACT

Applied Linguistics is an academic discipline that utilizes knowledge gained from the study of language to address practical issues and challenges in many contexts. Language abilities are of paramount importance in various domains, including but not limited to the realms of education and language assessment. The objective of this research is to find out the applied linguistics in the students' speaking at MAN Kota Palangka Raya. The researchers employed a descriptive qualitative research design for this study. To gather the data, researchers used recording techniques which were instrumental in capturing videos of the students issuing and accepting invitations. Based on the findings, there were some linguistics features which had been found that applied by the students. They were sound, form, meaning, and construction. It means, the students still find it hard to speak English correctly. To improve, they need to concentrate on the language's rules which involve properly pronouncing words and using appropriate word order and grammar. By focusing on these aspects and applying them consistently, they can speak English much better and communicate their ideas, feelings, and intentions more effectively.

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INTRODUCTION

The significance of language in facilitating human communication should not be ignored. As described by Laba & Dewi (2023), applied linguistics investigates the interplay between societal factors and language, employing these linguistic theories within tangible scenarios. It has increasingly become integral in the domain of English language instruction. Moreover, applied linguistics stands as an interdisciplinary field, with a primary emphasis on practically applying findings and theories from linguistic research to address real-world issues related to language.. The level of communication and interaction among persons in a diverse situation can be significantly influenced by language and its successful utilization. This holds substantial relevance within student populations, particularly in circumstances where many languages are spoken.

Language, as a broad concept, and the act of speaking, specifically, are widely recognized as essential components within the realm of education. The educational institution known as MAN Kota Palangka Raya, similar to numerous other institutions, places significant emphasis on fostering the growth of language proficiency among its student body. The examination of the utilization of applied linguistics in classrooms, specifically in relation to the enhancement



of students' speaking skills, is warranted due to the diversified and abundant student population at MAN Kota Palangka Raya.

The speaking competency of students at MAN Kota Palangka Raya involves various aspects, such as their ability to articulate thoughts and emotions, organize ideas, utilize vocabulary effectively, demonstrate understanding of grammatical rules, and employ appropriate language in accordance with the communication situation. The manner in which students modify their speech in various contexts might offer valuable insights into their assimilation of applied linguistics principles in their oral communication.

The objective of this paper is to provide a comprehensive examination of the application of linguistics in the development of students' speaking abilities at MAN Kota Palangka Raya. This research seeks to provide an informed perspective on the efficacy and milestones in students' speech by analyzing the application of linguistic theories in their discussions. The purpose of this analysis is to establish a foundation for proposing solutions that can improve students' speaking proficiency and promote the implementation of applied linguistic practices inside the educational institution.

The objective of this research is to assess the existing speaking skills and linguistic knowledge of students in order to facilitate their development in effective communication. Additionally, this initiative aims to establish a stronger foundation for the field of Applied Linguistics at MAN Kota Palangka Raya.

The focus of this investigation pertains to the thorough examination of students' routine discussions. In addition, an analysis of the students' linguistic competency would encompass an evaluation of their utilization of several linguistic mechanisms, including but not limited to sound, form, meaning and construction. This comprehensive assessment aims to offer a comprehensive understanding of their language skills. The objective of this study is to uncover significant findings and make a contribution to the continuing discussions around language instruction and acquisition, with a specific focus on students.

LITERATURE REVIEW

The importance of studying Applied Linguistics is widely acknowledged by numerous academicians and researchers. According to Maltseva (2022), the scope of language control extends beyond conventional boundaries to encompass cognitive, cultural, and social dimensions. According to Rasman (2018), Applied Linguistics encompasses more than mere grammatical rules and definitions, as it encompasses the practical use of language in real-world contexts.

The analysis of spoken language entails the examination of fundamental elements such as *sound*, *form*, *meaning*, and *construction*. The efficacy of verbal communication is based upon the combined influence of these several factors.

Sound

Sound analysis entails the systematic examination of acoustic phonetics, which deals with properties like pitch, loudness, and duration of sounds, contributing to the understanding of linguistic patterns and structures present in spoken languages (Widya & Agustiana, 2020). This necessitates comprehension are *pronunciation*, and *stress and intonation*. In pronunciation, regardless of the language, accurate pronunciation is crucial to ensure listener comprehension.



Meanwhile for stress and intonation, it emphasis on certain syllables (stress) or variations in pitch (intonation) can change meaning, reflect emotions, or indicate the attitude of a speaker.

Form

Form deals with the structural aspects of language, i.e., the rules for combining words and sentences (Bender & Beller, 2016). The aspects that comes from forms are *grammar*, and *morphology*. Grammar examines the correct usage of tense, aspect, mood, voice, word order, punctuation, prepositions, conjunctions, and other grammar components. In morphological context, it involves looking at the structure of words - prefixes, root words, suffixes, inflection, etc.

Meaning

Meaning focuses on semantics, the study of meaning in language (Alsayed, 2020). The aspects that will be analysed for meaning are *vocabulary*, *idiomatic expressions*, and *pragmatics*. For vocabulary aspect, it is the analysis which encompasses the use of a wide range of words and phrases and their appropriateness according to context. Idiomatic expressions is the understanding and correct usage of idiomatic expressions, proverbs, and slang. Meanwhile pragmatics includes understanding the context in which language is used, including implied meaning and use of language according to social norms and situations.

Construction

This element is about discourse and conversation analysis, focusing on the connections and structures that exist beyond the sentence level (Wu, 2013). Some aspects that comes from construction are *coherence* and *turn-taking*. Coherence refers to the logical and semantic consistency of ideas expressed in a speech. Meanwhile turn-taking analyses the procedures and norms in a conversation, like who speaks when and for how long, or how to grasp control of a dialogue.

METHOD

The researchers employed a descriptive qualitative research design for this study. As Aspers & Corte (2019) puts it, qualitative research is a social inquiry type that focuses on examining individuals' interpretation and sense-making procedures to better understand their social reality. The research population comprised all 11th grade students at MAN Kota Palangka Raya. The participants selected for this study, however, were the 11th graders who created a video and received the highest marks for the English invitation-making material.

To gather the data, researchers used recording techniques which were instrumental in capturing videos of the students issuing and accepting invitations. In addition, field notes were utilized as a secondary instrument.

In terms of data analysis, the gathered information was examined in line with the data collection technique previously outlined. The process of data analysis constitutes the systematic examination and arrangement of various sources, such as interview transcripts, field notes, and accumulated data to enhance understanding and effectively relay the insights to a broader audience (Lester et al., 2020).

For a precise data analysis, the researcher transcribed the video recordings, concurrently comparing them with the applied linguistics detailed in the literature. This step was crucial in interpreting the sound, form, meaning, and construction.

FINDING AND DISCUSSION

Sound

Both students have a good sound while speaking English, they know several parts of sound. However, they still make mistakes in pronunciation word, giving stress and intonation in the sentence. Some following mistakes have been explained below:

Pronunciation

Rahmania & Mandasari (2021) mentioned that pronunciation is the act of producing meaningful sounds. Furthermore, the mastery of pronunciation is essential for effective communication and understanding, as it facilitates exchange of ideas with individuals who have diverse accents. The different pronunciation or different sounds will cause different meanings. The students have some errors in pronunciation word while speaking English. These following words are the correct pronunciation from Cambridge Dictionary.

Table 1. The Analysis of Pronunciation

Word	Pronunciation
During	/'dʊr.ɪŋ/
Vacation	/veɪ'keɪ.ʃən/
Very	/'ver.i/
Bright	/braɪt/

Stress and Intonation

Dash (2013) states stress is usually defined as ‘the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence’. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. He also mentions as for intonation, the entire variation of pitch while speaking is called intonation. Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention. This following dialogue intention have been analyzed where the stress and intonation are.

- Melly : Are you **busy** during **summer vacation**? (Intonation is correct)
- Marshanda : No, I don't have any schedule, why? (Intonation is incorrect)
No, I don't have any schedule, why? (the correct intonation)
- Melly : How about we go to the beach? surely the sky **will be** very bright at the time. (Intonation is incorrect)
How about we go to the beach? surely the sky will be very bright at the time (the correct intonation)
- Marshanda : Oh **sure**, I **agree**, I am also **stuffy** at home and I wanted out anyway, but nobody invited me. So, let' go have fun. (Intonation is incorrect)



Oh sure, I agree, I am also stuffy at home and I wanted out anyway, but nobody invited me. So, let' go have fun. (the correct intonation)

Form

Grammar

The majority of the grammar in this dialogue is correct, but there are a few points to note. The first is *Melly's statement*, she said "Surely the sky will be very bright at the time." - While not grammatically incorrect, this sentence feels a bit incomplete or out of context. It would be helpful to have a more direct link to the previous sentence. Something like, "I'm thinking we could go to the beach. Surely the sky will be very bright there during our summer vacation." The second is *Caca's statement*, she said "I'm also stuffy at home and I wanted out anyway, but nobody invited me." - The term 'stuffy' is generally used to describe a room or atmosphere, but it is being used to describe Caca's feeling here. A better word could be used to describe the personal feeling like 'bored' or 'feeling cooped up'.

Morphology

There are four parts of morphological aspects that comes after the video is being analysed. The first is *Compound Words*, we have words like "summer vacation" and "anyway" in the text. "Summer vacation" is a compound noun where two words are coming together to establish a new meaning. "Anyway" is an adverb made from a combination of "any" and "way". The second is *Inflections*, in the dialog we see the use of grammatical inflections in English: "-ed" in "invited", and "-ed" in "wanted". These are used for past tense or past participle forms of verbs. The third is *Contractions*, we also see contractions, which are a key part of informal spoken English. Examples here include "don't", "I'm", and "let's". These are formed by combining words and omitting some letters. The last is *Derivational Morphemes*, the word "bright" (an adjective) has been derived from "brighten" (a verb) by removing the verb morpheme "-en".

Meaning

Vocabulary

There are some vocabularies that the students used in the video. The first is *Busy*, this word engaged in one or more tasks or activities; not having the time to do anything else. The second is *Summer vacation*, it is a term for the break from school or work during the summer season. The third is *Schedule*, it is a planned series of events, organized by time. The forth is *Beach*, it is a sandy or pebbly area that borders a body of water, typically the sea. The last is *Bright*, it is emitting or reflecting a lot of light; shining.

Idiomatic Expressions

There are some idiomatic expressions in this research the first is "*Are you busy during your summer vacation?*" This question combines the term "busy" with "summer vacation." This is an idiomatic way of asking if a person has any free time during their summer break. The second is "*I don't have any schedule*". This expression means that Caca has no specific plans or events scheduled during their summer vacation. The last is "*I'm also stuffy at home*" The phrase "stuffy at home" is a conversational way to say that one feels bored or confined to their house, eager to go outside and enjoy more varied activities.



Pragmatics

In pragmatics, there are two pragmatics that can be found. The first is *Melly's Proposal*, Melly suggests hanging out to take advantage of the bright sky during summer. The proposal aligns with the assumption that people want to participate in fun activities during their free time. Melly is pushing the conversation further by inviting Caca to do a specific activity: going to the beach. The second is *Caca's Response*, Caca accepts Melly's invitation, mentioning the feeling of being "stuffy at home" as the reason why they wanted to go out anyway. Caca implies that joining Melly's activity would be a relief, as they were searching for company and outdoor entertainment. The acceptance strengthens the relationship between the two and opens up the opportunity for them to have fun together, a key goal of making such an invitation.

Construction

Coherence

The conversation is coherent, meaning each person's responses logically follow from the previous statement. Questions and answers are related, building a logical progression. Melly starts the conversation by checking if Caca is busy with her summer vacation. Then Caca answers and prompts Melly for more information by asking "why?". Melly then suggests a specific activity, going to the beach. Finally Caca acknowledges and agrees with the plan, bringing a sense of closure to the conversation.

Turn-taking

Turn-taking is orderly and predictable in this conversation, contributing to its smooth flow. Firstly Melly initiates the conversation and waits for Caca's response before posing a question. Then Caca takes her turn to answer, even asking a follow-up question. Melly again takes a turn to make a suggestion based on Caca's feedback. Caca finally takes her turn to provide an affirmative response to Melly's suggestion, closing the conversation well.

Discussion

This section presents a thorough exploration of the English speaking abilities of the two students being studied. Despite noticeable errors, they display a strong understanding of various aspects of sound in English. This aligns with findings by Çakır & Baytar (2014) who emphasized the importance of pronunciation as a part of meaningful language production. Additionally, their dialogue reflects upon Dash's (2013) insights about the crucial role of stress and intonation in language expression.

Table 1 provides an in-depth analysis of pronunciation with examples drawn from these students' dialogues. Relevant words such as 'During', 'Vacation', 'Very', and 'Bright' introduce opportunities for further research in English language phonetics (Cangemi & Baumann, 2020). These pronunciation nuances reveal interesting deviation from the standard norms defined by the Cambridge Dictionary.

Discussion around grammar use and the successful navigation of English language morphology in the dialogues bears resemblance to the observations made by Haryani & Fatimah's (2020) study which underscores the complex and versatile nature of English grammar. Despite having a strong grammatical foundation, areas for improvement are suggested, emphasizing the intricacy of English grammar.



Analysis also underscores morphological aspects of the language apparent in the students' dialogues. Their understanding of morphological components like compound words, inflections, contractions, and derivational morphemes align with the findings of a study by Abdullah et al., (2023), which explored the influence of linguistic morphology on English language learning.

Looking into semantics, the breakdown explores the vocabulary range and idiomatic expressions used by these students. These dialogues reflect elements of language proficiency, resonating with findings of a study by Putri et al., (2023) on the role of idiomatic expressions in English language mastery.

Finally, the pragmatic skills apparent in the conversation are highlighted, as seen from elements of coherence and effective turn-taking. The students demonstrate a comprehension of the pragmatic rules of conversation, contributing to a smooth flow of dialogue, validating past research that emphasizes the correlation between communication and its effective aspects.

By assimilating linguistic aspects of pronunciation, stress, intonation, grammar, morphology, vocabulary, idiomatic expressions, pragmatics, and conversational strategies, this study offers a comprehensive analysis of English linguistics. While reflecting upon findings from previous research, this study also introduces fresh insights into the intricacy of such linguistic components and their interplay in real-world English usage among contemporary students.

CONCLUSIONS

In various academic settings, it has been observed that some students continue to face challenges in effectively speaking English. It is crucial for these students to give considerable attention to the rules of speaking English, as it can significantly improve their communication skills. In particular, students must recognize the importance of components such as sound and form in spoken English. A sound's accurate pronunciation and intonation can effectively convey the speaker's intentions while facilitating listener comprehension of the speakers' emotions and purpose.

On the other hand, maintaining the correct form is also essential for effective communication in English. This necessitates attentively focusing on linguistic elements such as grammar, syntax, and the proper arrangement of words in phrases and sentences. It is imperative for students to pay close attention to the structure when speaking English, as sentences may become challenging to understand if the intended structures are misconstrued or incorrect. By developing a strong foundation in English speaking rules and consistently applying sound and form principles, students can significantly enhance their overall proficiency in English communication.

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