CHAPTER III

THE DESCRIPTION OF THE ACTIVITIES

The description of the activities was a chapter focused to describe what the present writer had conducted in Ministry of Foreign Affairs of Indonesia. Thus, it was compiled as the reflection of the writer's concern in Ministry of Foreign Affairs of Indonesia.

3.1 Job Position and Coordination

The certain job position was given by the staffs that were responsible for managing members of job training programs. In this section, job position and coordination were described comprehensively.

3.1.1 Job Position

The given job positions were:

1. A secretary for the Head of Structural Training and Inter-Institutional Training of Division;
2. A guide for Diplomatic Training Program and Indonesia Socio-Culture Programs. The participants in these programs were from Cambodia, Laos, Myanmar, Papua New Guinea, Timor-Leste, and Vietnam.
3. Operator for informing the event to the Foreign Embassies.

As gaining success in conducting tasks was a goal, a good coordination was a must. Here was the description.

3.1.2 Coordination

Coordination was organized by two people in HRD Division who had the specification of responsibilities as follows:

1. Mr. Yul Edison:
   a) Job Position : Head of Division of Structural Training and Inter-Institutional Training.
   b) Job Authority : Allowing the students to conduct the Job Training in Ministry of Foreign Affairs of the Republic of Indonesia.
   c) Job Responsibilities : To guide the members of Job Training in Conducting their given job.

2. Mr. Rasyid
   a) Job Position : Staff in Division of Structural and Inter-Institutional Trainings.
   b) Job Authority : Clarifying the students who propose to perform of Job Training.
   c) Job Responsibilities : Giving the direction to be a guide for the student who purpose to perform of Job Training.

Like Mr. Yul Edison and Mr. Rasyid – the present writer had certain responsibility related to the position given. As mentioned above about the responsibility of both 2 people who were organized the Job Training, the student also obtain this regarding to the discipline in the college.

Mr. Rasyid helps and trains the student to learn how to be guide in Diplomatic Training on Development of ASEAN Community. In addition, Mr.Rasyid shows 'How to be a good Guide' with his presentation. In his presentation, he told that the important step to be good guide is she or he must friendly so that the diplomat comfortable with the guide's explanation. If there was something difficult in guiding process, the guide could ask to Mr. Rasyid to get the solution.

Mr. Rasyid who gave the advice and also helps the writer got the job training in Structural Training and Inter-Institutional Training Division.

3.2 Responsibilities

Several responsibilities had been obtained in Structural and Inter-Institutional Training Division as follows:

1. To make English daily conversation with Head of Structural and Inter-Institutional Training Division;
2. To guide the participants; 11 diplomats or government officials from Cambodian, Laos , Myanmar, Papua New Guinea, Timor-Leste, and Vietnam;

3. To call and inform foreign embassies about any occurring events.

Even though there were three responsibilities received in the Job Training, the paper was focused on the guiding activity only regarding to the problem identification of the title.

3.3 Steps in Understanding Conversation with Non-Native Speaker who can not say "r"

3.3.1 Explanation

The activities would be the case of study regarding to what the writer had experienced during guiding 11 diplomats or government officials from Cambodia, Laos, Myanmar, Papua New Guinea, Timor-Leste, and Vietnam. They participated in the Diplomatic Training Program and Indonesia Socio-Culture Program. In this activity, the guide found the interesting problem to analyze. There was diplomat from Vietnam who can not say "r" when having conversation with guide and others. The writer will report about that problem specifically. So that, the writer's report shows the occurring process with the effort to solve that difficulty using the data appeared.

3.3.1.1 Phonetic Information and vowels information.

In the guiding, the ways of making guide understands about conversation with Non-Native speaker who can not say "r" is not easy to treat. However, the phonetic and vowel information help the writer's reporting.

According to this case, the writer will explain about the phonetic information from book entitled “A Course in Phonetic” by Peter Ladefoged. That book tell us that

“**Phonetics** is the study of the speech sounds that occur in all human languages to represent meanings. To describe these sounds, it is necessary to know that an “Individual Sound” is and differs from all others. Acoustic phonetics is concerned with acoustics of speech: The spectro-temporal properties of the sound waves produced by speech, such as their frequency, amplitude, and harmonic structure.” (1982 : 186)

These branches have relation with the writer’s job training report. For instance, the articulator is concerned with the articulation of speech: The position, shape, and movement of *articulators* or speech organs, such as the lips, tongue, and vocal folds. It helps the guide understand of what the diplomatic said, it might be because the guide could see articulator of diplomat’s lips.

For instance, the phonetic sound “r” information made were:

Phonetic Symbol	**Examples**
r	You***r***
r	Fo***r***

r	Hou***r***s
r	Whe***r***e
r	Apa***r***tment
r	Te***rr***ible
r	Ve***r***y
r	A***r***e
r	A***r***ticle

In this case, to solve the problem understand the diplomat who cannot say “r”, we need knowledge to recognize this by using vocal tract.

Each phonetic feature represents one of the instructions sent from the speakers’ brain to his vocal tract. There are the vocal tracts found:

Phonetic Symbol	**Represent middle Sound in**	**Represent Last Sound in**
r	Apa***r***tment	You***r***
r	Te***rr***ible	Fo***r***
r	Ve***r***y	Hou***r***
r	A***r***e	Whe***r***e
r	A***r***ticle	

Besides that, the writer also explains about vowel information from book entitle "*A Course in Phonetic*" by *Peter Ladefoged* which helps the guide to solve the problem. Peter Ladefoged told that

"**Vowel** is particular configuration of the vocal tract. Different parts of the tongue may be raised or lowered. The lips may be spread or pursed. The passage, through which the air travels, however, is never so narrow as to obstruct the free flow of the airstream. There have been many different schemes for describing vowel sounds. They may be described by articulators' features, as in classifying consonant." (1982 : 199)

However, the guide had a problem to solve in her conversation with the diplomat who cannot say "r", the writer found the solution is to study about the vowels which are divided into 3 categories. It helps to guide understand what the diplomat said.

The data with the vowel ə : r :

1. **Vowel ə : r**
    1) **What is *you(r)* name**

       What is *ĵə:r* name
    2) **How many *hou(r)s* by busway?**

       How many *α□ə:rs* by busway?

3) **I have some advises *for* you**

   I have some advises *fəːr* you

4) **I have some advises *for* you**

   I have some advises *fəːr* you

Hence, the guide did not understand about the diplomat means. First, the guide looked the spelling of the diplomat's lips. It does not help the guide understand actually. Second, the guide tried to focus of diplomat's articulation. Then finally, the guide tried to guess the diplomat's word which the guide did not understand.

1) For the first data "your" the guide guessed 'young', but it was wrong because the diplomat said that "you did not understand what I mean, !". The second, the guide tried to guess again, the guide guessed "youth" and these guess was wrong again. Finally, the guide was thinking about the word before and the after the understanding of diplomat's word. The first word is *what* and the after word is *name.* So that, the guide knew what the diplomat's means was the diplomat asked the guide "*What's you[r] name?.*
2) For the second data "hour" the guide guessed 'our' first, but it was wrong because the diplomat said that "you did not understand what I mean, !". The second, the guide tried to guest again, the guide guessed "aunt" and these guess was wrong again. Finally, the guide was thinking about the

word before and the after the understanding of diplomat's word. The first word is *many* and the after word is *by busway*. So that, the guide knew what the diplomat's means was the diplomat asked the guide *"How many hou(r)s by busway?*.

3) The third data "for" the guide guessed 'forth' first, but it was wrong because the diplomat said that "you did not understand what I mean, !". The second, the guide tried to guess again, the guide was guest "found" and these guess was wrong again. Finally, the guide was thinking about the word before and the after the understanding of diplomat's word. The first word is *advises* and the after word is *you*. So that, the guide knew what the diplomat's means was the diplomat asked the guide *"I have some advises fo(r) you?*.
4) The forth data "where" the guide guessed 'when' first, but it was wrong because the diplomat said that "you did not understand what I mean, !". The second, the guide tried to guess again, the guide was guest "wear" and these guess was wrong again. Finally, the guide was thinking about the word the after the understanding of diplomat's word. The after word is *is.* So that, the guide knew what the diplomat's means was the diplomat asked the guide *"whe(r)e is my colega?*.

Based on the Peter Ladefoged's information about the vowel, the diplomat cannot say "r" because his culture in Vietnam which the Vietnam's language did not

use vibrating word such as “r”, the reason why speakers in languages with only one liquid tend to use that sound as a substitute for the sound that does not occur in his language is because of the acoustic similarity of these sounds. In addition, the writer wants to tell the another knowledge about the tongue position of vowel [ə] in the words *you(r)* [ĵə:r], *hou(r)s* [α□ə:rs], *fo(r)* [fə:r], *whe(r)e* [weə(r)] are also mid vowels, produced with slighty lower tongue position to guide recognize the sounds occur by the diplomat.

The data with the vowel ə : r :

2. Vowel e : r

1) **Ooh, no! it is a *te(rr)ible* traffic jam**

   Ooh, no! it is a *te:rəbl* traffic jam

2) **Hi, *e(r)na***

   Hi, *e:na*

3) **I *ve(r)y* enjoy at Tangkuban Perahu Mountain**

   I *ve:ri* enjoy at Tangkuban Perahu Mountain

In this case, the words are *terrible* ,*erna* and *very* made the guide upset because the diplomat who cannot say “r’ when he said those. The unclear articulation of the diplomat became the big problem. The unclear conversation made there because the guide did not understand what the diplomat aims. There are a lot of

missing words of him. So that, the guide looked for the ways making understand about conversation with the diplomat who cannot say “r’’ was to understand about the character of sounds before. However, it needs the process understand about the diplomat aims as bellow:

1) First, the guide looked the spelling of the diplomat’s lips.
2) Understood about the articulation of phonetic, especially for vowels “r”.
3) Guessing the missing words.

The data with the vowel α : r :

3. Vowel α : r

1) **How *a(r)e* you today**

   How *α:r* you today

2) **I tell you about this, this is a good *a(r)ticle***

   I tell you about this, this is a good *α:tikl*

3) **I have already read the *Jaka(r)ta* Post**

   I have already read the *Jakα:rta* Post

Similar to the example above, the problem was the guide cannot understand what the diplomat said. It might be because the guide missed some words “r” when they were having conversation. In another solution, the phonetic symbols and vowels theories help the guide understand.

The phonetic information shows the sound correspondences for Vietnam consonant and vowels some of these pronunciations may differ from track of the Vietnams. For example, speakers of Vietnam pronounce the words *are* and *arms, article* and *artillery, Jakarta* and *jacket,* identically. In the dialect described here, *are* and *arms, article* and *artillery, jakarta* and *jacket* are pronounced differently, so *are* and *arms*, *article* and *artillery, Jakarta* and *jacket* are given as an example for the vowel symbol [α:r]. To produce the vowel symbol [α] in the words *are, article and Jakarta*, is produced with the back part of the tongue lowered. It means, the diplomat told the guide about the *are you, good article* and *Jakarta Post.*

The ways to understand about the character of sound helps in the process of understanding of the words which unclear pronounciation are:

a) Look carefully at the words the diplomat used to describe the character of sound.
b) Highlight or underline on paper the words that make the character.
c) Listen carefully to the missing words or sounds.

3.3.2 Problems and Solution

From the guiding process, the writer can make several problems and solutions based on the explanation:

1) The unclear of the diplomat's articulation makes unclear pronounciation of conversation.
2) The limited vocabulary.

3) This is the first time; the writer met the diplomat from Vietnam who cannot say “r”. So, it is difficult to know about the diplomat’s character sound.

The problem in understanding the diplomatic who can not say “r” made conversation unclear. It makes the guide confused and the diplomat’s aims unaccepted for the guide. There are the ways to handle those cases:

1. The first to solve the unclear of the diplomat’s articulation was to look at spelling of his lips. Every vowel is different from others. Thus, it helps to understand what the articulation was. Second, reconfirm the diplomat wants to talk about.
2. Memorizing 20 vocabularies everyday. If the guide has not many of vocabularies, the guide cannot guess the missing words. It becomes unclear conversation of them. So, memorizing 20 vocabularies everyday helps us to establish conversation with person who cannot say “r”.
3. Make conversation more with the person whom we were guide in order to be familiar with the character and the nativity of the speaker. In addition, try to make approach each other and ask a permission to bring a dictionary when having conversation. For that, if the guide found the unclear pronunciation, the guide could look the dictionary to look for the missing the words.