

THE ANALYSIS OF ENGLISH PRONUNCIATION TEACHING METHOD IN ONE OF TANGERANG VOCATIONAL HIGH SCHOOL

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Abstract

Pronunciation is the way in which a word is pronounced, or the act of producing the sounds of speech, including articulation, stress, and intonation. There are many methods that can be used to teach pronunciation. Teacher can use, songs, drilling, visual aids, and so on. The aims of this research are to know what method that used by a teacher in teaching English pronunciation, and what are the factors that cause students difficulties in learning English pronunciation. The writer used descriptive qualitative which is the data derived from observation, questionnaire, and interview. In this research the writer found two methods used by the teacher when teaching English pronunciation which are drilling and song method, besides that there are four factors that cause students difficulties in learning English pronunciation which are difficulty in learning English pronunciation is associated with hearing; difficulty in learning how foreign sounds with speech organs; difficulty in knowing a word whose sound distribution is the correct sound to say; difficulty in remembering a word whose sound distribution is the correct sound to say.

Keywords: *Speaking; English pronunciation; difficulty; teaching method*

INTRODUCTION

Pronunciation is a field in second language acquisition (SLA) that is studied less than the others due to its nature that is more difficult to conduct research and many variables interfere with its process such as gender, motivation, field dependence or independence, et cetera (Asher & Gracia, 1969).

Roohani (2013) said that, learning pronunciation is one of the important matters in learning Language but it is not a simple work to do. So, to better understand how to learn pronunciation in English, the role of a teacher is very important in learning. In addition to the teacher's knowledge of pronunciation, teacher must also have the ability to invite their students to be interested and willing to learn pronunciation. Rajagopalan (2019) states that teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. In addition to the teacher's knowledge of pronunciation, teacher must also have the ability to invite their students to be interested and willing to learn pronunciation. There are many methods that can be used to teach pronunciation. Teacher can use, songs, mirror, poems, drama, visual aids, reading aloud, tongue twister, and so on. Every teacher has a different way in teaching, but they have the same goal, which is to make students understand and be able to practice it.

There are many studies conducted by the writer related to the analysis of teaching English pronunciation. One of the relevant study was a research entitled "The Analysis of Teaching English Pronunciation at Young Learners (A Case Study of the Fifth Grade Students of SDN 82 Parepare)" written by Astina, a writer from English Education Program Tarbiyah Faculty State Islamic Institute (IAIN), which was published on 2020. The objective of the research was to know the techniques that teacher used in teaching pronunciation to young learners, and to know the teacher's face in teaching pronunciation.

The differences between this research with the other research is the subject of the research, in the previous writer only looked for methods or strategies, but in this study, the writer also look for what are the factors that cause students difficulties in learning English Pronunciation.

METHOD

In this undergraduate thesis, the writer uses descriptive qualitative research as a method in this study. Qualitative research is the process of collecting, analyzing, and interpreting non-numerical data, such as language (McLeod, 2019). In this study the writer uses several instruments in order to obtain complete data. The study use observation, giving questionnaire, and interviews.

Observation

In this study the writer will participate in the learning process to observe what activities are carried out during teaching and learning. The writer also recorded activities in class and makes note the problem about what are the factors that cause student' difficulties in learning. The observation starts from teacher's preparation, opening, teaching and learning process, and closing.

Questionnaire

In this study the writer will used closed-ended questions, which means the respondent answers the questions with a 'yes' or a 'no', so the writer will make and give some questionnaire to the participants (teacher and students) by printed form question. After they fill in, the writer will collect the results and conclude their answers.

Interview

In this study the writer will do an interview with a teacher and students in the class to get the information by giving a same question as in the questionnaire survey about teaching and learning pronunciation in class, to ensure the answers they give are accurate

FINDINGS AND DISCUSSION

Factors of Students' Difficulties in Learning English Pronunciation.

Table 1. Four factors of students' difficulties in learning English pronunciation

Four factors of students' difficulties in learning English pronunciation.	Calculation
➤ Difficulty in learning English pronunciation is associated with hearing.	17%
➤ Difficulty in learning how foreign sounds with speech organs.	26%
➤ Difficulty in knowing a word whose sound distribution is the correct sound to say.	30%
➤ Difficulty in remembering a word whose sound distribution is the correct sound to say	27%

Based on the chart above, the students face some problems when learning English pronunciation, this data was obtained from observations, questionnaires, and interviews with several sample students. As said by Gilakjani (2017), students often make mistakes in pronouncing word in English, consisting of consonants and vowels including pure vowels and diphthongs, this is because of the difficulties experienced namely:

Difficulty in learning English pronunciation associated with hearing

This problem was also found in class 11 TKJ 1, some students stated that they had difficulty in learning English pronunciation with hearing, based on the questionnaires can conclude that 17% of students experience this difficulty, most students feel that when they hear someone speak or pronounce a word in English as EFL learners they find it difficult to understand even to know what words are spoken, because they feel that the words spoken are new words that they have never heard before. Supported by the interview results:

Students 1 *"...usually, when I learn to pronounce English words, it's difficult if when I hear someone speaking in English, I don't understand what she's saying."*

Students 2 *"...because learning pronunciation in English is not easy for me, who speaks Indonesian every day, so if I hear people speaking English, I experience difficulties, because I don't know what words or sentences that he said if only by talking."*

Difficulty in learning how foreign sounds with speech organs

This also turned out to be one of the factors that made it difficult for students to learn English pronunciation in class XI TKJ I. 26% of students in the class experienced it, they feel like their mouth is stiff to say word in English, and sometimes the tongue can not be cooperate because in English the writing and pronunciation are different to say, so it makes they difficult to pronounce word or sentences in English.; this data was obtained from the results of the questionnaire and also supported by interviews conducted by researchers:

Students 1 *"...yes, miss, I have difficulty with that, because it feels like my mouth is stiff to say word in English, and I do not practice too much."*

Students 2 *"...I think it's difficult, because it's a new thing for me, I mean that I'm not used to pronouncing words in English, so far my speech organs, so it's inevitable that I often mispronounce."*

Difficulty in knowing a word whose sound distribution is the correct sound to say

This is also experienced by students when learning pronunciation in English, they feel that because they not used to listen to people speaking English so it makes them difficult in knowing a correct word, and they feel the word is not familiar.

Based on the results of the questionnaire, 30% of students in class XI TKJ 1 experienced this difficulty, this was also supported by the 39 statements they stated in interviews with the researcher. Some students stated that they experienced it:

Students 1 *"...yes, I experience these problem, because when I listen to other people who speak English, as lay people who do not use English as our daily language, it's hard for me to know what words or sentences are being said, especially if the person is really fluent, it becomes difficult catch it."*

Students 2 *"...yes, it's true, I like to fell that it's hard to know what words are being spoken, because if only hear people talking without looking at the text, especially when they speak fast, it's really hard for me to know what he's saying."*

Difficulty in remembering a word whose sound distribution is the correct sound to say

Remembering words or sentences in a language that we rarely use in daily life is not easy, more than a foreign language like English. So, it is natural that Indonesian students have difficulties in remembering words or sentences in English, this was also mentioned in Gilakjani's statement. On the other hand, this problem was also found in class XI TKJ 1 that 27% of students in the class had difficulty remembering correct English words or sentences.

Students 1 *"...it's not easy for me to remember words or sentences in English, because sometimes I just hear someone speak English, and I don't know what they are saying, so it's hard for me to remember it."*

Students 3 *"...to be honest it's very difficult for me to remember the English words, because if I sing an English song without see the lyrics, sometimes I don't know what words to say, continue to remember the lyrics that are spoken, it takes repeated time to listen to it, because that's not our language, it will be wrong."*

Methods used by Teacher in Teaching English Pronunciation

Drilling method

In teaching English pronunciation, the teacher used drilling as a method, this method was found by the researcher in the first and second meetings with the topic 'cause and effect', and 'short dialogue', it can be seen in the first meeting when she corrects the students said, that they mispronounce then she corrects it in the way repeat a word or sentence that students mispronounce and she asked her students to repeat what she says. This is consistent with Thornbury's (2005) theory cited in Septibera (2016) that, drilling is imitating and repeating words, phrases, and even whole utterances, in the repetition drill the student's repeat teacher's, model as quickly and accurately as possible. The drilling method is used by the teacher when carrying out the main activity, as described in the several quotes:

The drilling method was found in the pre-activity, because the students does not know the name of the day in English, then the teacher helps the students to remember by saying the name of the day first, afterward the students were asked to imitate what the teacher has said, as followed by a snippet of dialogue below:

T: What day is today?

S: *Hmmmm, ga tau Mrs bahasa Inggrisnya* (I don't know the English mrs)

T: *Baik, Mrs akan ucapkan kemudian kalian ulang kembali ya* (well, I will say it then you will repeat it again)

T: Today is Tuesday (/tju:zdeɪ/)

S: Oh, today is Tuesday

T: *Bukan tuesday ya tapi /tju:zdeɪ/* (Not tuesday ya, but /tju:zdeɪ/)

S: Aaaaaa /tju:zdeɪ/

Moreover, in the main activity the teacher also use drilling method when she teach about 'cause and effect'. The teacher explained about it first, then she gives the example of sentences about 'cause and effect'. She writes down the example on the white board, then the teacher asked her students to imitate or follow what she says as the following dialogue below:

T: The car crashed into the tree because the driver was texting while driving, *ok sekarang giliran kalian ucapkan* (now it's your turn to say)

S: The car crashed into the tree because the driver was texting while driving.

T: *Bukan driver ya tapi /'draɪvə(r)/*. (Not driver but /'draɪvə(r)/).

S: driver (/ 'draɪvə(r)/) was texting while driving.

Then in the question session the teacher asked the students to make an example of 'cause and effect' sentences, after the students finished make it, they will come to the front and read the sentence that has been made, the teacher finds a pronunciation error, as the following dialogue:

S: he saves every day, hence he can buy a new smartphone

T: *Bagaimana cara kamu mengucapkan kata ini 'hence'?* (How do you pronounce this word 'hence'?)

S: Hence kan mrs? (Hence right mrs?)

T: *Bukan hence tetapi /hens/, coba kamu ucapkan ulang kata tersebut* (Not hence but /hens/, try to pronounce the word again)

S: /hens/ he can buy a new smartphone

T: Ok, good.

Song

In teaching English pronunciation, the teacher also used 'song' as the method to increase students' English pronunciation, as said by Izzah & Sukrisno (2017), song can also be used to teach natural pronunciation efficiently, we can easily find songs sung by either American, British, Canadian or Australian singers and let learners choose which pronunciation they would like to imitate. Native

singers' pronunciation provides a model for EFL learners. By repeatedly listening to and learning these songs, students will gradually correct their errors and achieve more native like pronunciation. There are several indicators of achieving the competencies that teachers expect from students.

Table 2. Indicators of competence achievement.

INDICATORS
<ul style="list-style-type: none"> • Imitating the lyrics of the song orally properly and correctly. • Understand the social function and linguistic elements of song lyrics, contextually. • Read and copy song lyrics with attention to social functions and linguistic elements.

In the lesson plan (RPP) teachers have, she also has learning objectives, after following the learning process, students are expected to be able to practice their pronunciation, and for improving their English pronunciation the teacher asked the students to imitate a singer singing a song.

Then the learning media used by the teacher in teaching English pronunciation using songs are students' worksheets and assessments, then the tools used are laptops and speakers. The song used by the teacher is 'roar' sung by Katty Peri, this song was used in teaching and learning activities carried out for 1 hour 30 minutes in class XI TKJ 1. The teacher prepares several worksheets containing song lyrics, but the song lyrics are incomplete, so students will fill in the empty lyrics. This system is used by teachers to make students can hear well and can improvise their English pronunciation, by means of which they will repeat or spell out the lyrics they have previously heard to fill in the blank lyrics on the worksheet.

Some of the answers related to the statement above are also supported by the results of interviews with the writer and teacher below:

MRS "E"

"...usually I use songs to teach English pronunciation, because in the songs apart from knowing the listening of the students, we can also practice their pronunciation in English, so that's why we as teachers can see whether the pronunciation is correct or not."

"...at that time I distributed worksheet to students containing the lyrics of Katty Perry's song entitled Hero, but the lyrics are not complete so students can fill them in."

Based on the findings above, it can be concluded that the teacher used songs as method to teach English pronunciation to students in grade XI TKJ 1. The findings were supported by the results of the questionnaire and interviews which were indeed in line with the existing lesson plan (RPP) at school.

CONCLUSION

In this study, the writer concluded that there are four factors that cause students difficulties in learning English pronunciation which are difficulty in learning English pronunciation is associated with hearing; difficulty in learning how foreign sounds with speech organs; difficulty in knowing a word whose sound distribution is the correct sound to say; difficulty in remembering a word whose sound distribution is the correct sound to say. Moreover, the writer also found two methods used by the teacher when teaching English pronunciation in grade XI TKJ 1, which are drilling and song method.

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