

Chapter Four

Finding and Discussion

This chapter presents the findings and discussions related to the strategies in learning pronunciation. The researcher do not mention the name of the participants in the findings of finding because to keep the privacy of the participants. The researcher just mentions the pseudonym name, such as Ricko, Annisa, Chatrine. Each finding is going to be discussed as follow:

Students' Strategies in Learning Pronunciation

Based on the data of the interview from three participants, the researcher found eight findings based on the research question namely what are the students' strategies in learning pronunciation. Those strategies were using dictionary, watching English movies, understanding phonetic symbol, playing English game, asking friends, reading aloud, recording one's self conversation, and looking for speaking partner. The detailed findings are explained as follow:

Using Dictionary. Using dictionary was one of the strategies in learning pronunciation. By using dictionary, participants admitted to get many advantages when they are learning pronunciation. In this case, two out of three participants use dictionary in learning English pronunciation. There are two types of dictionary that they used such as electronic dictionary and online dictionary. Even though, the second participant had the same statement as the first participant, the second participant said that "I bring online dictionary which has way to pronounce the words. Besides, I listen to the audio of online dictionary in order to know how to pronounce the correct word" (P2.1). Furthermore, the second participant use online dictionary to help the students know the way how pronounce correctly. The students listened to the audio in online dictionary to find out how the way to pronounce English words. In addition, not only online dictionary, participants also used electronic

dictionary to learn pronunciation. It is proven by the third participant who argued that she opened electronic dictionary and imitated how to pronounce the words (P3.5).

This finding is in line with Alhaisoni (2016) shows that the majority of learners checks dictionaries for word meaning and spelling, but devote little attention to other information such as pronunciation. Thus, the students also can learn from dictionary such as to check their word meaning and spelling, so dictionary can supply information especially information about learning pronunciation. Electronic dictionaries appear to be a useful tool for practicing and improving pronunciation. In addition, Alfallaj (2013) also stated that an electronic dictionary is one of the media which helps students with pronunciation as nearly 60% of the subjects claimed that they use electronic dictionaries also for pronunciation. Moreover, diction is one of the media to help the students in learning pronunciation. Furthermore, Kent (2001) stated that half of the respondents in his study claimed that audio pronunciation was the most useful feature of electronic dictionaries. Based on the experts, dictionary is the one of strategy in learning pronunciation such as to check word meaning and spelling and to be media in learning pronunciation.

In conclusion, using dictionary is one of the strategies used by participant in learning pronunciation. In the dictionary participants also get many activities such as imitating the English words and listening to the audio. In addition, dictionary can be found in the offline and online version as well as printed ones. However, in this research, none of the participant admitted using the printed dictionary.

Watching English Movies. Learning pronunciation will be gained from watching English movie. There are some activities to learn pronunciation skill in watching English movie such as by looking at the English subtitle in that movie. Two out of three participants watched English movies as the strategies in learning pronunciation. The first participant said that “I listen how to pronounce the correct words from English movie” (P1.8). In fact, the

first participant listed how to pronounce words in English movies. Not only watching the movies, the participant also repeated to remember the words in the English movie. In addition, the second participant also said that watching English movies as the strategies in learning pronunciation. The second participant stated that “Watching movie with English subtitle can increase our pronunciation by playing and pausing it to repeat the words” (P2.8).

Therefore, this statement supported by Thammineni (2016) stated that if we are using English subtitles, we will also be able to see how the words are written and to see how to pronounce the words in the movie. Thus, movie can be able for English skill especially for increasing pronunciation skill. In addition, Curtis (2007) argued that making use of films in the English classroom, students can enhance their pronunciation and intonation much better. Using film in classroom also can get many advantages especially can make their pronunciation improve.

To summarize, the watching English movies strategy can be a media for learners to practice their pronunciation. English movie can improve students’ pronunciation because the students looking at the subtitle and listen to how to pronounce the unfamiliar word in the movie.

Understanding phonetic symbol. Another strategy was using understanding phonetic symbol. Two out of three participants used that strategy in learning pronunciation. To improve students’ pronunciation skill, the students should understand about phonetic symbol to help the students know how to pronounce the words. The statement was “During the discussion activity, if the lecturer explain the material, I usually find unfamiliar words then, I take a note how to pronounce based on phonetic symbols” (P1.11). The first participant also takes a note on how to pronounce the words. Thus, it could make the first participant know how to pronounce it and could memorize it because the first participant takes a note in his book. By taking the note of the phonetic symbol, participants can recall

their understanding. Then, the first participant also gave example of the unfamiliar word that the first participant found. The statement was “For the unfamiliar words, those are coast, impress” (P1.12). in addition, the third participant also stated that “we should understand symbol in learning pronunciation such as /ʊə/, /æ/, /ə/, /aɪ/, /Iə//eɪ/, /aʊ/, /eə/, /tʃ/, /dʒ/. Thus, the students should know the symbol and how to pronounce that symbol. The other example likes “/ə/” how to pronounce that symbol, so we should know the symbol and how to pronounce it” (P3.9). Furthermore, in learning pronunciation we also should know the phonetic symbol to help us easy to understand about the pronunciation. So, we can know how to pronounce the word if we know the phonetic symbol.

This study supported by Lintunen (2004) phonetic is often used due to its simplicity, and in order to reach a pronunciation skill and transcription for the words. (p. 30). Thus, phonetic symbol can give knowledge about pronunciation skill especially to help the student how to pronounce some words, then to transcript the words itself.

In conclusion, in learning pronunciation the students should understand phonetic symbol because in learning English there are some phonetic symbol. Moreover, the student should know phonetic symbol to make easy to understand learning pronunciation. In addition, understand phonetic symbol is important in learning pronunciation.

Playing Game. Another strategy in learning pronunciation is playing games. One out of three participants said that if playing games can improve English pronunciation. The statement from the first participant said that “I listen to how to pronounce the correct words from the game and English movie” (P1.8). Thus, in the game not only playing the game for fun but the first participant also had some activities such as repeating to remember the words, and listening to how to pronounce the correct words in the games.

This statement is in line with Domke (2003) states that the students will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom

to learn pronunciation. Then, the students have a chance to use their imagination and creativity with the activities like games in the classroom so that they are motivated to learn pronunciation. Furthermore, playing game can motivate the students in learning pronunciation in the classroom. In addition, a game works properly, it will stimulate within the students 'desire to communicate in target language. So, game was the real communication with others, and then it will desire to communicate in target language.

In conclusion, game is the one of the strategies in learning pronunciation, game could made students get more new words in games. Furthermore, playing the games not only just for fun but also the student can learn from the games such as listen how to pronounce the word in game, get more words in the games. And at the end it could make increasing in pronunciation.

Asking Friends. Another strategy used to learn pronunciation is by asking friends. One out of three participants said that asking friend can help her to learn pronunciation. Thus, ask the friend to know the way how to pronounce English words. For example during discussion in classroom, if there was a missing pronunciation and the students ask the friend how to pronounce the correct word, the first participant said that if asking friend can help the first participant to know the unfamiliar pronunciation. The statement was "During discussion in classroom, if there are missing pronunciations, I ask my friend how to pronounce the correct word" (P1.10).

The finding supported by Gilbert's (1984) if the students cannot be understood easily; they are cut off from conversation with native speakers. Therefore, if the students can not know how the correct pronunciation, the students can ask the native speaker or their friends. In addition, according to O'Malley and Chamot (1990) "one point to note about the learning strategies are that them "are not the preserve of highly capable individuals, but could be

learned by others who had not discovered them on their own” (p.31). Therefore, if the students do not know the correct pronunciation, the students can learn from their friends.

In conclusion, asking friends about some English words' pronunciation can be a strategy in learning pronunciation. By the findings asking friend can help them to know how the correct pronunciation when they do not know the pronunciation some words. Thus, asking friend as one of the strategy in learning pronunciation.

Reading Aloud. Reading aloud is the one of the strategies in learning pronunciation used by the participants. One out of three participants used reading aloud in learning pronunciation. There are two objects the students use in reading aloud such as novel and poster. The statement from the second participant was “From the reading aloud, I usually learn on how to pronounce some words in one sentence, and I will check again whether what I say is correct or not, and usually what appears to be a problem is similar sound between a word and the other word” (P2.14). Thus, the second participant use read aloud to read novel to practice how to pronounce words in the novel. In fact, the second participant tried to read aloud and recorded what she heard and said. In addition, the second participant was also learning pronunciation from poster. The statement was “I do not only see interesting poster, but also try to pronounce the words” (P2.11). So, the second participant read poster and it can become her strategy in learning pronunciation. The second participant not only saw the poster but also tries to pronounce the words in the poster. Then, the second participant also gave the example poster that the second participant read. The statement was “Poster about Global Warming, Save Our Earth, after that about Go Green” (P2.12).

From the fact, this statement supported Gibson (2008) who argued that reading aloud can monitor pronunciation. Moreover, according to Sicola (2008) “reading aloud can help build linguistic reflexes, helping the tongue adjust to the sound combinations, and getting the brain used to word patterns”. Thus, from two experts could conclude reading aloud can help

monitor pronunciation and can help build linguistic reflexes and getting the brain used to word patterns.

In conclusion, learning pronunciation could find in anywhere such as learning from poster in the street or in the building. In poster, there are some words that provide how to pronounce, so the student can read aloud in the poster. In addition, the student also can learn pronunciation from novel too. Thus, learning pronunciation the student can learn anywhere and everywhere.

Recording one's self utterance. Another strategy is recording one's self utterance. Record dialogue or the participants' voice, after that the students listen to what the student has pronounced the English words, so that the student could know if it was the correct pronunciation or not. One out of three participants used recording one's self conversation in learning pronunciation. The second participant said that "We tried to record what we heard. From the result, we could listen what we pronounced so that we could know if it was the correct pronunciation or not" (P2.18). The second participant records her voice when speaking in pronunciation also could be done using recording our self-own voice when speaking in English. Recording own voice also can help the students to improve pronunciation skill. The students can record own voice to pronounce some words after that they listen what they record whether it was correct or not pronunciation.

It is supported by Brown (2012) stated that used voice recording can help the students' self-reflection of their performance and can enhancing the students in learning pronunciation. Thus, record own voice can help the student to enhance pronunciation skill. In addition, Ducate and Lomicka (2009) argued that learning pronunciation through voice recording activities by focusing on their accent and comprehend.

In conclusion, recording one's self utterance can help the student in learning pronunciation. The student record about their voice after that the student listened their own

voice and check in the dictionary it is correct or not about their pronunciation. Furthermore, recording one's self utterance is one of the strategy in learning pronunciation.

Looking for speaking partner. Looking for speaking partner can be used to practice pronunciation. One out of three participants used the strategy in learning pronunciation. The second participant said that "We were asked by the lecturer to make dialogue on conversation, and we could also practice with our friend to read script. Besides, we could record not only our own voice but also our friends' voice to correct one another to get feedback in pronunciation" (P2.21). Thus, the students could also practice with their friend to read script and then record not only their own voice but also their friends' voice to correct one another to get feedback in pronunciation.

It is supported by Burns & Joyce (1997) argued that a variety of 'tricks' can be found for most learners. Furthermore, the student should look for speaking partner to check their pronunciation is correct or not. Then, they must have the expert to guide them to learn or to correct their mistakes.

In conclusion, looking for speaking partner could help students to learn in pronunciation because the students could also practice with their friends to read script and then ask the friend to check the pronunciation whether it was correct or not. At the end looking for a partner can make the student's skill is increasing especially in learning pronunciation.