Chapter Four

Finding and Discussion

This chapter presents results and discussion from the collected data through interview with two English teachers. The final results are reported in detail. Besides, those results were related to the literature reviews and several provided theories.

Findings

There were two main topics reported in this chapter. The topics were gathered and analyzed from the interview results and arranged from the research questions. The first topic was about the problems faced by the teachers, and the second topic was the strategies used by the teachers of ELED at a private university of Yogyakarta in solving the problems in teaching pronunciation. This part was described from participants' answer in the problems in teaching pronunciation followed by their strategies in solving the problems in teaching pronunciation because the researcher wanted the cases described in sequence and clear from each participant.

"Always trying to stick on [to] the Dictionary": Rose's Strategy in Solving Teaching Pronunciation Problem

Graduated as Ph.D. in Education Department from one of the leading universities in Australia, Rose certainly had a myriad of knowledge about education and course in teaching. She started teaching at ELED in 2016 and vacuumed because she was in Australia to finish her study. She came back to Indonesia in 2017 and taught *Language and Education Research, Principle of Teaching and Learning, Capita Selecta on Grammar 1, Issues on Language Teaching and learning, and*

Capita Selecta on Linguistics. Rose started teaching from the year 2000 at Language Training Centre of a private university in Yogyakarta and also at one private health science academy in Yogyakarta. Rose completed her master degree in Linguistics Department from one public university in Yogyakarta. She took her bachelor degree from study in the Education Department in one public university in Yogyakarta.

Teaching pronunciation in just one semester, Rose revealed all the problems that she had been through in teaching pronunciation. Her problem came from her personal issues. She said that "Well, the problem is actually related to myself". After being vacuumed from teaching in university, Rose felt like teaching was something new for her even though she had taught for almost 18 years. She also said that "I have to remind myself about the topic, and I have to remember everything related to pronunciation and then how to teach pronunciation to students". Not long after, she pointed "So, mainly the problem is about how I will deliver the subject in front of the students". She highlighted that mainly the problem lies on how she will deliver the subject to the students.

In solving personal issues she faced, Rose mentioned several strategies. She told the researcher "Oh okay, first, when it is related to my personal problem then I know I have to upgrade my knowledge". The strategy that she used was to upgrade her knowledge. How can she upgrade? She mentioned that as a teacher she has to always upgrade the knowledge by finding much information. Rose stated, "I try to find information as much as possible from the internet and the books, and I also learn from various resources how to teach pronunciation". Then, she upgraded her

knowledge in teaching pronunciation by accessing the internet, reading books, and learning various resources.

Rose also revealed that the problem also happened from the way she felt in her teaching. She said she was afraid the students feel bored in class as she said: "then sometimes I am afraid that the students will be bored". Right after she revealed this problem, she mentioned the strategy to solve the boredom which was using games. She mentioned, "so that why I give them games, something like Kahoot [game-based learning platform] and the students will be excited". She also added that she used storytelling "sometimes I use storytelling, where the students can listen to the native English speakers tell something in English". The students were excited to used games to reduce their boredom indeed the students still directed to learn from the games. She added "and sometimes, they have to listen and the try to understand the content or sometimes they just have to repeat what is spoken".

In addition, Rose explained the problems from the students' side. Probably the problem lied on students' capability to pronounce the words. Rose stated, "and also from the students probably when they find problem in pronouncing English because they have different background with English culture". Besides, the students were not able to pronounce the words correctly because of the different system, and the students were not able to differ the word sounds. She said "Well, sometimes the problem lies on the students themselves. Sometimes it is not easy for them to pronounce a word". Then, she stated the causes of the problem, and she said: "Most of the students are Indonesian with Indonesian native mother tongue and as we know

the system in Indonesian language and English is quite different". Not long after that, she mentioned the situation often happened with the using of English and Indonesian. She said, "In Indonesia, we can see that we just pronounce the word exactly like what it is written, but in English, the student have [has] to understand that sometimes the word which is written is not always spoken or not always said in the same way it is written". We can say that the Indonesian cannot familiarize the English word sounds with Indonesian sounds because Indonesian are just said what it is written where English is not. She gave example the word *study*, students pronounce *study* as /ˈstud.i/ instead of /ˈstʌd.i/. In Indonesian language, the word *u* is always pronounced as *u*. Rose also mentioned that "sometimes they are shy to pronounce the word". As a teacher, Rose should have strategies to help her students learn pronunciation, so the activities of the learning and teaching pronunciation were in accordance to the purpose.

Rose provided several strategies used to solve the problems from the students' side. The strategies covered the suggestion to learn from internet and dictionary, asking the students to practice, giving models and samples. She said, "Then, I will tell them how to learn from about vocabulary which can be done through internet, from dictionary". She confirmed that dictionary is labeled the best tool. Rose added "dictionary is still the best tool for the students to pronounce the word correctly. Always try to stick on [to] the dictionary". She added the strategies "and also I ask my students to practice as many as possible and then I give also models, samples on how to pronounce a word". In member checking, Rose mentioned that to the

students' shyness, she asked the students to repeat the words after her and do it in group. She said, "Then, I have to ask them to repeat the word after me and then they do that in a group".

Thus, Rose problems in teaching pronunciation are her personal issue to deliver the subject in front of the students, feel afraid of her students will be bored and problems came from students' side which is the students' capability to pronounce the words and shy students. The strategies she used are preparing the teaching by upgrading her knowledge about pronunciation, using games and storytelling. To solve the students' side problems, the strategies she used are suggesting the students to learn from internet and dictionary, asking the students to practice, Rose was also giving models and samples, and asking the students personally to engage in learning. Lastly, if the students confused about the words, she was usually explaining the correct pronunciation and the irregularities in English to the students.

"Lack of Time to Revise the Students One by One, and It is Time-consuming":
Lily's Teaching Pronunciation Problem

Lily had been working as a teacher of English for more than 20 years. She taught English in middle school, high school, and in university levels. Having a long teaching journey provided for sure very useful reflection to improve her teaching quality. Graduated from English Literature Department from one of the leading universities in Indonesia made her have the literary skills. She joined ELED in 2010 and she taught *Capita Selecta on Grammar 1, Capita Selecta on Grammar 4, Capita Selecta on Linguistics and Literary Appreciation.* In 2005, Lily graduated from

Education Department for her master degree from one Islamic university in Malaysia. She graduated from teaching English as a Second Language (TESL).

Lily has been teaching this subject before it changed to Linguistics, and it was called *Capita Selecta on Grammar 2*. The problems that she faced came from the different language system. She mentioned, "The problem, yes, of course, because the system is different from our language, there is [are] many sounds that are not found in Indonesian phonemes". She added the students' problem lied on vowels and they were not clearly pronouncing the words. She said in the interview "so it brings difficulties for our students and then long and short vowels, so when the students pronounce that they [are] not all [the time], but sometimes, they still make a mistake", and she also added "if it is with the quality then usually the students do not pronounce clearly". She revealed that the problems from this affect the meaning and her way in teaching. In the interview, Lily stated, "this source of difficulties of course will affect the meaning also the way we teach". Thus, the problems came from the different system language made Lily difficult to familiarize the different sounds, She also added, "the different sound that makes me as a teacher find difficulties and probably the students also faced that, how to familiarize the different sounds".

Lily implemented tongue twister, reading aloud, reading dictionary, and using song to solve the problems came from different language system. She told the researcher, "So, there are tongue twister, reading aloud, and then reading dictionary… to solve because of the difficulties [of] that two different system, we have to apply several strategies". When she used reading dictionary and tongue

twister, she explained the students' feeling, she said, "although they got stressed because they have to memorize but I could see that they were happy… excited, when of course when they could not do then they got stressed". When Lily said she used reading dictionary, she preferred to use a printed dictionary because the students could apply and read the symbol or called phonetic transcription. She said "yes, printed, why? Because they can apply, [symbol] like this, they have to read this [symbol]… *eagle* /ˈiː.gəl/ for example". She stated that "phonetic transcription, the purpose is or the outcome is that they can read dictionary by themselves". By reading dictionary the students were able to differentiate the sounds of words even though they have the same spelling.

Additionally, Lily added the strategy using song to solve the problem. She said, "Using tongue twister, reading aloud, and song". She explained how she implemented song, "sing together using rhymes. I use rhymes, it is like words that has [have] similar sound, rhymes, song and what I notice my students were happy when using song". She told the researcher that her students were excited and happy to learn using song, and it also made the students not feel bored. Additional strategy also added after Lily told that she used repetition and imitation and various activities. For the repeating activity, she said "asking the students to repeat the word or to pronounce the word in a smaller group like the first row, group one, group two, group three". She addressed again the point "tongue twister and then repeat, imitate, repeat, imitate, various activities". The activities covered the way she taught about stress in pronunciation and gave feedback. She said, "yes, when one by one [,] of course we

give feedback, giving feedback and giving visual model". Well, she gave the model

by using stress pattern using dots and capital letter. She stated, "Giving visual

reinforcement, giving pattern of the stress using dots, and or put the stress syllable in

the capital letter". When she did this activity, it helped the student identify the stress

because in Indonesia people do not pay attention to the stress. She explained, "so it

helps the students because [of] the different system in Indonesian, we don't pay

attention a lot on stress". Related to the visual model, she used video to show the

students the native speaker as the model and it also expected to reduce boredom. She

stated "visualize, using video, if using video then they trust as the model, right?

Because it's native speaker, so they trust more". Then. She added, "I expect it can

minimize their boredom if they feel bored, when seeing the video they will get

interested".

Lily revealed that she needed more time while she is teaching. She answered,

"The second difficulty… lack of time to revise or to check the students'

pronunciation one by one, yeah it is difficult, and it's time-consuming". She also

addressed her problem in time was related to the time to prepare her teaching. In the

interview she mentioned, "So the more time when teaching pronunciation, I need

more time to like myself prepared, yeah get prepared". Then, she said that her time in

teaching used to correct the students' mistake. She said, "my difficulties is[are] time,

lack of time to correct the students' mistake, that's the most important thing". Then,

she added that she tried to find effective material and short time prepared, and did

reflection from her experience to find effective way. It seems effective to find

effective way from her experience to reduce the time-consuming problem. The

strategy she mentioned,

"…find materials that seems [seem] effective, and can be prepared in shorter

time because… we teach, I mean I teach, I have experience in teaching so I learn

from the previous semester that material can be manipulated by doing this, and does

not take a long time to prepare, so by learning, by reflection, I think reflection we can

find shorter time to prepare, as the time goes by, so learning from the practice

experience, then I can solve the problems"

Lily also mentioned the strategy was to apply group reading activity to make

it easier to spot her students' mistake. Lily said, "So to solve this problem I apply

after the reading together in one class and divide into for the example the first row,

the second row, so when they made mistake it will be easy to spot it, that's my

strategy". She said that she applied this strategy hoping that she could easily spot the

mistake rather than checking one by one because it is used to reduce the time-

consuming problem.

Following the problems and strategies above here, Lily mentioned another

problem came from the students' side. She said that the problem from students that

they are still made mistake which is mispronounced the word. She stated, "so when

students pronounce that, they [are] not all [the time], but sometimes, they still make

mistakes, short and long [vowels] and then if it is with the quality then usually the

students do not pronounce clearly". Other problems are the motivation, lazy and

underestimate the practice. She said, "also the student's motivation sometimes, they

are lazy to practice, what they heard, what they say, daily, seems like all are correct so they feels [feel] like what's for, what's wrong like they underestimate their pronunciation, I mean underestimate the practice".

Another problem is from the different levels of the students in the classroom. Lily said, "The different levels of the students, yeah, some are fast learners, some are slow learners that really need more help and more attention from the teachers". When the researcher asked about how is students' problem became Lily's problem, Lily then mentioned that she felt she had responsibility. Here she said, "because we have responsibility in changing them, so when they feel difficulties [,] of course I have like empathize what problems actually they have". She said that the different levels of student have different habit and she had to find different ways in teaching, so all levels of students can receive the lesson. She said, "We have to find special way, we have to think extra".

Lily's strategy to solve her teaching problem was asked the students to practice and give assignment and assessment. She said, "Force them to practice by giving more assignment so it is very common for the students when it comes to the assignment then assessment, sorry, assessment they will work more seriously, yeah giving various assessment". Then she added "So, with… force them to practice, force them to practice, it is hopefully they become familiar with the sound ". Dealing with students' behavior she used to be very strict and show that she is angry. The behavior was when the students were not doing pronunciation practices and show no excitement in learning pronunciation. She said "… when facing those kind[s] of

students so forcing to be very strict, that's my way, like solve the problem that coming from students' behavior, I become very strict, getting angry sometimes, showing being angry". She explained when she showed anger the students are afraid and then back to their responsibility and this strategy works. She said, "so like they are afraid and then try to do something, sometimes it works".

Besides that, Lily mentioned that individual session is also used as the strategy to solve the problems came from students' behavior. Lily said "… individual then I have plenty of time to address special students". Then she added, "I think individual session is effective to change the students' behavior because they are like oh it wrong something like oh it's wrong". According to Lily, this strategy made her students more aware of pronunciation and it made her happy as a teacher. She stated, "… to be more aware, yeah of course when the students change their knowledge". She also mentioned that she forced her students to practice pronunciation to solve the problem came from the different level. She said "forcing the students [to practice] until both of us are tired".

Accordingly, pronunciation problems faced by Lily are difficult to familiarize the different sounds because of the different language system, lack of time to revise and need time to prepare the teaching, and problems came from the students' side which were the students' mispronunciation, students' behavior including lazy to practice, motivation, underestimate the practice and the different levels of the students. Therefore, there are various strategies used to solve the problems in teaching pronunciation. She was implementing tongue twister, read aloud, read

dictionary, using song, gave feedback, and gave visual reinforcement. Other strategies used are finding effective material, doing reflection, applying group reading activity, asking the students to practice, giving assignments and assessments. She was also becoming strict and showing anger face expression, and doing individual session

Discussion

This part presented the discussion of the results showed above based on participants' experience in teaching pronunciation. The scope of experience was about their problems and strategies in solving the problem. Also, this part discussed the teachers' strategies in solving the problems in teaching pronunciation related to the theory. There are two main topics presented below.

Problems of teaching pronunciation. There were different and similar problems showed by both Rose and Lily. The problems in teaching pronunciation came from variant aspects. Both Rose and Lily faced different kinds of problems even though they had taught for more than ten years. The statements mentioned previously were in line with Moedjito (2016) who said that pronunciation is one of the difficulties part to teach is true. Thus, the theory mention was showed by the teachers' answer about teaching pronunciation problems.

Personal issues: feeling new again, how she will deliver the subject, afraid the students to feel bored. The participant, Rose, said that the problem was actually from herself. This problem occurred because she was vacuumed from teaching activity. She felt like teaching was something new, and she needed to remember herself of how to deliver the pronunciation subject in front of her students. The first participant

said, "So, mainly the problems is about how I will deliver the subject in front of the students" (Rose, 2018). This problem was in line with Yoshida (2016) who stated that the teachers need to know much knowledge about pronunciation and also the teaching principle if the teachers want to teach pronunciation effectively. Because it is related to the quality of teaching and this affects the quality of learning (Yoshida, 2016). The participant answered that "then sometimes I'm afraid that the students will be bored" (Rose, 2018). If the teachers do not have many different ways of teaching, the students are not able to use their senses through sound, movement, and sigh for which is more effective to help understand better (Yoshida, 2016).

Familiarizing the different sounds. As stated by Rose and Lily, teaching in one private university in Yogyakarta, in Indonesia, most of the students were Indonesian native mother tongue. Lily said that "so the source is the different system, the different sound that makes me as a teacher find difficulties and probably the students also face that, how to familiarize the different sounds" (Lily, 2018). Then, her problem came from the different language, and it was in line with Moedjito (2016) who said that the reason for the difficulty of English pronunciation is some English sounds do not exist in the students' and teachers' first language (L1). The different language system of English and Indonesian language was in terms of morphology, syntax, and phonology (Panggabean, 2015). Besides, the researcher found an explanation from (Yoshida, 2016) who explained that problem is called *substitution* where "our brains and ears can't tell the difference between two similar sounds, we tend to pronounce both of them in the same way" (p. 5). In this case, the

example is where Indonesian language does not have /ʃ/ *sh* sound (Lily, 2018) so that *she* sounds like *see*.

Timing: lack of time to revise, needing time to prepare in teaching. The participant indicated that time is also a problem when teaching pronunciation. Lily said, "My difficulties is [are] time yeah, lack of time to prepare, lack of time to correct the student's mistake, the most important thing" (Lily, 2018). As a teacher, it is something important to revise students' mistake because as the second participant said: "the effective way is teacher directly correct the mispronounce word" (Lily, 2018). Yoshida (2016) explained that learning pronunciation takes time because when learning new pronunciation the muscle of mouth moves in new ways and it takes a long time to get used to it. When the time is limited and many students make mistake, it's time-consuming to correct all the mistakes. Because teaching pronunciation need time and it cannot be done in just once and expect the students master it right away (Yoshida, 2016).

Students' side: mispronounce word, lack of motivation, lazy to practice, underestimate the practice, different levels of students and shy. The things from the students' side can also make the teaching done smoothly or even obstructively. The problem from students' mispronounce word is explained by Yoshida (2016) statement that learning pronunciation takes time because it needs practices. This activity may become the problem because doing activity like practice continuously takes time and tiring. The second participant said "the students motivation sometimes, they are lazy to practice, what they heard, what they say, daily, seems like

all are correct so they feels [feel] like what's for, what's wrong, like they

underestimate their pronunciation, I mean underestimate the practice" (Lily, 2018).

They undervalue the pronunciation practice indeed the ability to pronounce words

correctly need practice over time. Tahereen (2015) said, "Learner's awareness is very

important in developing good pronunciation" (p. 13). It became a problem to teacher

because teacher has to deliver all the knowledge of pronunciation to the students

where they have no awareness in learning those. When the students are lack of

motivation, the students do not have the desire to learn and lead to stagnant

pronunciation ability. Yoshida (2016) said that teacher don't have the ability to

change students' pronunciation. Teachers themselves play important role in showing

the knowledge but if the teachers do not show the necessary guide toward

pronunciation, nobody will do it (Gilakjani & Sabouri, 2016).

The different levels of students also become a problem to the teacher in

teaching pronunciation. The participant said, "Some are fast learners, some are slow

learners that really need more help and more attention from the teachers" (Lily,

2018). Integrating lesson to be accepted and understood to all students sometimes

challenging. Some may understand better without example, some need explanation

and example. The participant indicated different levels of students with lower and

higher where they have different English exposure. She said, "So automatically or

unconsciously the students will spell as it is written except for those students who

have wide exposure to English pronunciation" (Lily, 2018). Tahereen (2015) said

little exposure to English when the students have little pronunciation instruction and

limited input in the target language makes it a challenge to continue the lesson with inexperienced students. However, the students' shyness also became teachers' problem because they do not actively involve in learning and it's hard to address the mistake. This is in line with Yoshida (2016) in the point of personality and aptitude, "teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shyer students" (p. 4).

Strategies in solving the teaching pronunciation problem. Based on the teaching pronunciation problems obtained from the interview, there were also various strategies found to solve the problems. This research purposed to investigate the strategies in solving the problems in teaching pronunciation. Therefore, the strategies obtained were really helpful to answer the objectives. Besides, the strategies from Rose and Lily are described above related to the theories.

Increasing teaching quality. The quality of the teacher is really required to make the students achieve the lesson. The problems came from the readiness and limited time in teaching this strategy could help the teacher to prepare effective teaching. The strategies to help increase teaching quality are by upgrading knowledge and doing reflection. Teacher is not just teaching but also delivering the knowledge and educate students. Upgrading knowledge is a very good step for teacher to increase higher quality needed in teaching pronunciation. The first participant applied this strategy in increasing her knowledge through accessing the internet, reading books, and learning from various resources about teaching pronunciation. Not only teachers need to know the material, but also the skills and ways in teaching. This is in

line with Yoshida (2016) who said that teacher need to know several types of knowledge which are the facts of pronunciation, understand the context, know many ways in teaching, and basic principles of teaching pronunciation. Gilakjani and Sabouri (2016) also said that teachers should know the difference between the target language and mother tongue sounds because when the teachers know the differences and similarities, they can understand the difficult sound their students may encounter. Teacher can do self-reflection from their past teaching to analyze and evaluate their teaching. Teacher can evaluate their teaching to make an improvement to be better and effective. Reflect the activities and the ways in teaching to shed and to select the effective one. Preparing the effective ways and material can reduce time-consuming problem because we can prepare ways and material in a shorter time.

Introducing students to pronunciation rules. Introducing students about pronunciation rules in this finding means that the two teachers believe that teaching the English pronunciation rules is important because students need to know that English and Indonesian language have different language system. In Indonesian language, people do not use stress but not in English. They have the rules in the use of word stress. Strategies to solve pronunciation teaching can be from introducing the theory about the differentiation of English and Indonesian language can help to build up understanding the basic information of pronunciation. The first participant explains the knowledge about the irregularities in English to reduce the mispronounce words. When the students come from different places with different background, integrating the teaching with knowledge of pronunciation can help to increase them to

have the same concept of pronunciation. This is in line with Tahereen (2015) who said that pronunciation needs to be integrated with tasks, stress patterns of words, syllable patterns and phonetic rules. The finding from the participant was about giving reinforcement, giving patterns of the stress using dots and put the stress syllable in the capital letter. This strategy helps the teacher to indicate stress and syllable patterns to students who are confused because of the different language system. According to Gilakjani and Sabouri (2016), there are three features teachers need to know namely segmental features about the sound determined in phonetic, voice-setting features about general articulatory speech, and prosodic features about stress and intonation. The statements mentioned were supported by Moedjito (2016) who said that priorities in teaching pronunciation include consonants, vowels, sentences stress, rhythm, intonation, word stress, and IPA transcription. Both participants give their students visual reinforcements such as giving example of stress patterns using dots, the stress syllable in the capital letter to help the students understand, and the knowledge about English pronunciation rules.

Using various teaching techniques and classrooms activities. There are plenty of activities conducted by the participant to solve their problem in teaching pronunciation. Based on the exploration and analysis of the interview conducted by the researcher, there were techniques and classroom which can be useful to solve teaching pronunciation problems. The researcher divided the strategies into techniques and classrooms activities.

Teaching phonetic transcription. Introducing the important part of pronunciation is phonetic rules. Teaching the phonetic rules in the first place can help the teacher manage time. In regard to the participant, teaching phonetic to their students are able them to read dictionary where they can check the sounds rules by themselves, so the teacher does not have to repeat and explain overtime. She said 'yeah at least not repeating many times, just check your dictionary" (Lily, 2018). This is in line with Tahereen (2015) who said that giving the knowledge of IPA symbols will eventually help the students understand the sounds and at first this activity may seem time-consuming but when the students already understand it become practices to build knowledge into skills. Panggabean (2015) showed the priorities in pronunciation teaching, and one of them is teaching IPA transcription.

Using dictionaries. Both participants stated that using dictionaries is a way to solve the problem where students feel hard to pronounce the word correctly. This also helps them to check the correct pronunciation when they master the phonetic transcription. The second participant said that dictionary is like giving the students the tools or preferences where the students face difficult words in higher levels. This strategy is in line with Tahereen (2015) who said that students often tend to ask their teacher about the correct pronunciation but when students check out the pronunciation by themselves, and they see the visual shape of pronunciation. Also, the students will remember them. Using dictionaries can help the students to practice English pronunciation. The first participant said that dictionary is the best tool to help students to do better pronunciation.

Reading aloud. Reading aloud is a kind of activity which can help the teacher to easily spot the mistake in pronouncing the words. Teacher can hear the general mistake from their students made, and the teacher does correction. According to Tahereen (2015) reading aloud is a very common strategy in class for both teachers and students to do to develop intelligible pronunciation. Both participants said that the activities they used is reading together with repeat and imitate. Both participants divided the class into two or three groups. The first participant asked the students to repeat the word after the teacher. The second participant asked the first group to say the simple word like *bird catch worm* and the second group say *the bird catch the worm* followed by the third group say *the bird is catching the worm*. This activity also helps students who feel shy to say the word. The teacher can apply reading together so they will do repetition together and pronounce the word loudly. This is in line with Tahereen (2015) who said that this activity helps both teacher and students identify their limit in pronunciation and teacher can use some sign to show the right pronunciation while the students are reading together. According to the participants, they use the rhymes from song, storytelling from audio or video or handouts they prepared.

Using games and tongue twisters. Games are mentioned by both participants. Sometimes in teaching teachers are afraid of their teaching or the activities that make the students feel bored. Both participants use games to reduce the boredom and make the students excited in class. Participant one, Rose said that she teaches the pronunciation mix with Kahoot. Gilakjani and Saborui (2016) said that games can

enhance students' stimulation in pronunciation lesson because it is important to stimulate the students' pronunciation. The second participant, Lily includes tongue twisters in her teaching to make the students excited. She said that even though the students got stressed when they can't do it but they are happy. The second participant said the example of tongue twister like *Peter Piper picked a peck of pickled peppers.* Gilakjani and Sabouri (2016) said that tongue twisters also can enhance the students' pronunciation stimulation. Moedjito (2016) showed that teachers use tongue twister as the technique for teaching English pronunciation. This activity can help the students, especially who have strong local accent influence (Tahereen, 2015). Kelly (2000) stated that tongue twister can be particularly useful for working on difficult consonant phonemes.

Giving feedback. Feedback is a very common strategy used by teachers. The second participant gave feedback to the students who make mistakes. From the researcher experience, teachers sometimes give feedback after the students pronounce words. According to Kelly (2000), the teacher gives feedback to students to help decrease the mistakes and students will be more confident in pronouncing English words. The second participant said that the effective way the students will remember when teachers directly correct the mistakes. Teachers can use this strategy when they check the pronunciation one by one to students, or when they check the pronunciation in group activities.

Individual session. The individual session is used to spot the special students (Lily, 2018). This activity she used in assessment to be more focus assessing and

checking the students' ability in the previous learning. Tahereen (2015) mentioned this strategy used where the teachers will talk about the student's individual problems and assign some practice to increase the student's pronunciation. This activity helps the teacher to focus on students problems and categorize the students' ability given more attention to learning pronunciation.

Become strict. In this situation, the second participant, Lily explained that there are many times the students do not engage the pronunciation practice because they show no excitement. They just do not take it seriously and pronunciation homework. The second participant answered that "when facing those kind[s] of students so yeah forcing to be very strict, that's my way, like solve the problem that coming from students' behavior, I become very strict, getting angry sometimes, showing being angry" (Lily, 2018). She said that how the students will learn and master the pronunciation if they do not do the practice even do not do the homework. Actually, she was not angry but only pretending and showing that she was angry to make the students focus on what the teacher was asked to do. Thus, to make sure that the students want to practice their pronunciation, she had to put a strict and angry face.