

Chapter Four

Finding and Discussion

In this chapter, the researcher presents finding and discussion from the gathered and analysed data. The final results of obtained data are reported in detail to see the finding and relate them to the literature review.

Findings

There are three main topics that are reported in this chapter. Those topics were gathered and analysed from the interview and according to the research question. The first one is about the pronunciation problems faced by students EED UMY batch 2012. The second one is about the strategic problem to learn pronunciation that faced by the students in their pronunciation learning activity. The last one is about the issues of miscellaneous of teaching pronunciation and hope from the students for PBI.

The pronunciation problems. This topic is the one that makes students revealed their real problems in pronunciation. Many of them showed the incapability of pronunciation so that they have a problem in learning pronunciation. The researcher did the interview and found 3 findings from this topic.

Finding 1: Pronunciation's belief. Pronunciation's belief becomes the problem for related to the participants' individual impression and thought. In fact, this is the very first problem for students in learning pronunciation. Three of four participants who believe that pronunciation is one of the difficult material in PBI.

Participant B said that he needs to practice pronunciation more and he has not mastered pronunciation yet. Participant C also said that she thought pronunciation was really difficult material while participant D stated that he has not mastered pronunciation yet. All the participants' belief showed that pronunciation is one of the tough materials in PBI. The original participants' belief are in the following statements.

“I have not mastered pronunciation. Ehm... I think I need to learn more about pronunciation” (Participant B, 2016). “I am not really master pronunciation yet. I think this is one of the subjects that really tough to be mastered. It is hard for me.” (Participant C, 2016). “I have not mastered this subject yet. I still develop my skill to master pronunciation” (Participant D, 2016)

Finding 2: Problem in distinguishing sounds. The participants met the obstacles in learning pronunciation such as distinguishing the sound of pronunciation. This finding shows the difficulties of participants in distinguishing the sound of pronunciation and also shows their impression about the sound of English pronunciation. Three of four participants revealed their problems in learning pronunciation. Participant B said that he has a problem in distinguishing the word and does not know which one was correct. Participant C stated that the first obstacle of learning pronunciation was pointed on herself as a student. She also stated that her L1 was really affected the pronunciation learning process so it results in producing a bad pronunciation. On the other hand, participant C also pointed that she has a problem in distinguishing the sound of the word in pronunciation. She also has a listening problem so it is related to the receiver of pronunciation's sound. While participant D said that facility was one of the

biggest obstacles in learning pronunciation and he stated that he had no group discussion to practice with so that he could not practice and develop his pronunciation. The original statements are presented below.

“...the obstacles in learning pronunciation was the word that could not be distinguished. It can be pronounced straight but I don’t know which one is correct. I think that is my problem in learning pronunciation” (Participant B, 2016)

“I have no problem with the material of pronunciation but I think the problem is on me. I have an accent from my mother language so that it affected my pronunciation. I also barely to distinguish the letter in pronunciation. Besides that, I have a problem in listening so it affect my pronunciation too.” (Participant C, 2016)

“I feel that the facility was less to learn pronunciation. Second, I have no group discussion to practice with and it makes me difficult to recognize the sound and the rules. Pronunciation is matter from the beginning of English learning.” (Participant D, 2016)

Finding 3: Difficult materials. This finding shows inability of participants in receiving the material of pronunciation. Three of participants revealed their difficulties in learning the material of pronunciation. Participant A pointed that the most difficult material she faced was the diphthong. It is because diphthong needs a correct sound so that it will not lead to the wrong meaning. It also took a long time for her to learn diphthong. Participant A also pointed that she has a problem with the vowel. She could not pronounce vowel in a correct way. It makes her feel difficult in practicing vowel. Participant D also has the same line with participant

A. He stated that the most difficult material was the diphthong. According to him, it needs practice and memorizes the material. He also said to master diphthong we have to read a lot. Participant D also said that phonetic symbol was the difficult material. He knows only the basic and still needs to learn more. While participant B has a similar answer with participant D. he stated that phonetic symbol was the toughest material in pronunciation. He joined remedial for phonetic symbol class and he admitted that phonetic symbol was one of his weakness in pronunciation. The real statements present below.

“I took a long time to learn diphthong because it has to be pronounced with correct sound. If we misspelling, it will produce the wrong meaning so that was what makes hard. So the toughest part was when I learned diphthong.”

(Participant A, 2016)

“I joined remedial for phonetic symbol’s class. I am lack of knowledge and this feels difficult” (Participant B, 2016)

“I have not master phonetic symbol. I know the basic only and I still need more practice. Besides that, I feel that diphthong was more difficult because it needs a good pronounce and the student needs to read a lot, memorize the word and more practice. It is because read without practice will not produce the good outcome”

(Participant D, 2016)

The Strategic Problem to Learn Pronunciation. This topic presents the pronunciation problems faced by students at PBI. It also showed factor that hinder them in learning pronunciation and it showed the influence either from students

themselves or PBI. The participants revealed their problems in learning pronunciation based on their experiences as a prospective teacher at PBI.

Finding 1: Lack of practice. This finding reveals the problems of students related to the strategies such as drilling and conversation. One of the four participants stated that one of the problems in master pronunciation was the lack of practice. It affects the process of receives and produces the pronunciation. Participant C said that she is seldom to meet native so she could not know the real sound of pronunciation from the real people. The original statement is presented below

“...actually, lack of practice affects me on master pronunciation. We seldom meet native so we don’t know the original of pronunciation sounds. I often watch British movie but British was hard to identify. Besides I have a listening problem too, so I cannot learn pronunciation optimally”

Finding 2: Pronunciation learning environment. Learning environment was one factor that influences the receiving and the development of students. Two of four participants revealed their dissatisfaction of the learning environment which was affected them to learn about pronunciation. Participant C stated that the pronunciation learning environment was not supported enough to learn pronunciation. Only a few people that could be a partner to practice with and it was not the continuum. While participant D said that the pronunciation learning environment was not good enough to learn. He also said that there were a lot of students that not supportive to the pronunciation learning environment. The original statement presents below.

“Based on my experience, the environment was less support because only a few of my friends that want to be invited to practice pronunciation. Maybe at the beginning we can practice pronunciation but by the time passed, it just stopped. I think it was less enough.” (Participant C, 2016)

“Err... I think it had not support. Only a few person that could create a good environment to learn pronunciation. And then there were a lot of students that use or fluent in pronunciation. They still hesitate and afraid of mistakes.” (Participant D, 2016)

Finding 3: Lecturer does not emphasize the importance of pronunciation. According to participant C, the lecturer had not emphasized the students about the importance of pronunciation, so that the students were not given attention to the pronunciation subject and feel the confusion learn pronunciation. The original statement presents below.

“...In fact, there were some lecturers that does not care about the pronunciation. The most important thing was student already speak using English. I think it was not enough yet.” (Participant C, 2016)

Miscellaneous Issues in Teaching Pronunciation. This topic is about the lecturer and students' efforts according to pronunciation learning at PBI. This topic shows the weakness from teacher perspective that influenced the progress of students' learning pronunciation. Hence, this topic is one of big parts of students' pronunciation problems. Moreover, this topic also shows the students feeling and their hopes in order to make PBI better than before. All the participants contributed in reveal their feeling since they registered as a prospective teacher at

PBI, especially when they had already learned pronunciation on capita selecta on grammar.

Finding 1: Not enough portion to learn pronunciation. All the participants revealed the problems they faced as the prospective teacher at PBI. Participant A said that PBI did not give enough portion to learn pronunciation and stated that *sk*s for pronunciation subject was inadequate yet. She also said that it should be more *sk*s for pronunciation. Participant B has as a similar answer with participant A. He said that PBI did not give enough time to learn pronunciation. He also added that the pronunciation learning activity at PBI has not maximal yet. Participant C stated that PBI has not given the maximal pronunciation material, and the available material was not enough yet. He also added that the *sk*s hardly enough and the learning activity was imprinted in a rush so that the students were not received the material effectively. The same answer goes to participant D. She said that PBI did not give enough pronunciation material and the pronunciation learning activity was not maximal yet. The original statements present below.

“In my opinion, I feel the lack of learning pronunciation if it only involves PBI because it just provided on capita selecta on grammar three as the material, and it also was only 2 *sk*s.” (Participant A, 2016)

“... it also only had 2 *sk*s. Maybe it should be added for 4 *sk*s.” (Participant A, 2016)

“...and I feel it was given in hurry because it only fulfil the target of learning so that the result was not maximal. I think it was really not enough yet. Need more *sk*s for that”

“Ehm... I think pronunciation was not enough yet because it only provided in one subject only and it was only 2 *sks*. So, we need more time to learn pronunciation. Maybe we need to practice outside the class.” (Participants B, 2016)

“...and I think it had not given enough because we only learn in one subject, which was capita selecta grammar three, wasn't it?” (Participant B, 2016)

“I think it was really not enough because the lecturer always speaks using English and did not give attention in how to pronounce something.” (Participant C, 2016)

“In my opinion, the material was not maximal yet. I remember that I got the subject for pronunciation in semester three and it was only 2 *sks*. How can I master the pronunciation well if it only appear in one subject and it was only 2 *sks*? (Participant C, 2016)

“Err... it was not maximal at all. There were no media to help students learning pronunciation. The students need to search for themselves in order to learn pronunciation properly.” (Participant D, 2016)

Finding 2: The impression about pronunciation learning activity at PBI.

Participant D said that learning activity at PBI should be changed so that it could be better in the future. He said that the pronunciation material was too late to given in semester three. He stated that it should be given at the beginning of learning which was semester one. He also said that there were not good support both from the students and PBI to create an effective learning condition to learn pronunciation. The last, he pointed that PBI was a lack of a number of the lecturer. The original statements present below.

“... it was too late when the material was given in semester three. It should be acquainting since the beginning so that they know and have a basic” (Participant D, 2016)

“...there was no proclivity to learn pronunciation from the students. Besides that, when we want to learn pronunciation, we have no guide. Only a few lecturer. But also they said that we have to correct our grammar first then later learn pronunciation. (Participant D, 2016)

“...PBI was a lack of a number of the lecturer.” (Participant D, 2016)

Finding 3: Participants’ suggestion for PBI. All the participants stated their points in making the suggestions to PBI. Participant A said that PBI should be adding time allocation to learn pronunciation. Participant B stated that PBI needs to make the continuation of capita selecta grammar on three so that the pronunciation can be learned more intensively. Participant C also has a similar answer with Participant B. She said that the subject needs to be continued so that students can master the pronunciation. Participant D stated that lecturer should be added more so that the learning activity can be more effective. He also said that the facility needs to be added and the material needs to be more intensive. The original statements are present below.

“...maybe the learning time must be added more.” (Participant A, 2016)

“...yes, maybe there must be a subject like capita selecta grammar 3 or something that can recall our memory about pronunciation.” (Participant B, 2016)

“...there should be the continuation material so that we can be mastering it.” (Participant C, 2016)

“I think the lecturer was out of number so that the pronunciation learning activity was not going well. Maybe PBI should add the new member of lecturer, besides there was no support for pronunciation. Maybe if the lecturer was added, and the material become more concern, the learning activity would be maximal. Then the facility and the material need to make students explore and emphasize to learn pronunciation.” (Participant D, 2016)

Discussion

Based on findings above, it could be concluded that three main topics revealed students’ problems at PBI in learning pronunciation. This part presents the discussion about students’ pronunciation problem faced by them as a prospective teacher at PBI and relate it to the theories in the literature review that mentioned in chapter two. The three main topics are present below.

The pronunciation problems. Students that already learned about pronunciation at semester three, especially on capita selecta grammar on three must feel many problems. It can say that pronunciation is one of English material that quite difficult for beginner learner. That is showed by students’ answer about pronunciations’ belief. Most of them agreed that pronunciation is tough and difficult material. It happened because most of them know pronunciation for the first time when they learn as a student at PBI. While the other know before join PBI but only the basic. According to Gilakjani and Ahmadi, “those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation” (p. 74). At this point, students could not process an alien material that requires a good basic instead they were struggling to

learn Basic English. Hence, those who learn pronunciation for the first time would meet some difficulties and those difficulties affect the outcome that students receive. Flege (1995 as cited in Pech & Izquierdo, 2011) explained that “sounds which are similar but slightly different in the L1 and L2, are difficult to acquire since the new L2 sounds can be confused with the familiar L1 sounds” (p. 3). After years they learn English, it could say that they still confused to distinguish the differences in pronunciation. They barely master the technique and still have a problem on fluency. According to the participants, they all know their problems yet most of them could not know how to deal with it.

Students of EED UMY 2012 meet some difficulties when they receive the material for the first time such as diphthong, vowel, intonation, and phonetic symbol. They hardly understand with those symbols and techniques. They have to fight more to distinguish the differences and implement it in daily life. On the other hand, the background language affects them to receive the material. Gerbhardt (2011) said that “another common problem is the stress placed on the pronunciation of words and phrases, as English is stress-timed” (p. 3). Students who have mother language learn harder than the other who have no mother language. They have to separate their natural knowledge about mother language when they receive the material of English pronunciation. According to Brown (2000 as cited in Hassan, 2014), “a second language learner meets some difficulties because his LI affects his L2 especially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for a second language learner” (p. 33). It happened to the participants.

The strategic problems in learning pronunciation. Students feel that pronunciation was the tough material, so they need more time to learn. They also feel that PBI's learning environment was not good enough whereas pronunciation is the subject that needs more practice. What learners most want (Willing, 1993; Volkoff & Golding, 1998) - and what will help them most is plenty of authentic conversation practice (Burns & Joyce, 1997, as cited in Gilakjani and Ahmadi, 2011, p. 79). Students need a consistency of practice in order to make them fluent. According to the participants, only a few students who could be asked to cooperate in learning pronunciation. According to Gilakjani and Ahmadi, (2011), the rate of success of learning pronunciation is pointed at critical of students. (p. 79) but in fact, there were only a few students who want to be a critical student in learning pronunciation and that is not enough to make a good learning environment. On the other hand, Gilakjani & Ahmadi (2011) stated it would be better to analyse the mistakes by students themselves so that they know the weakness and can repair it directly, but it also needs more practice, drilling and repetition so that it increases their chance to acquire a good knowledge of English pronunciation. It is the opposite of the real condition at PBI. There were only a few students who want to drill his/her pronunciation. Those are one of indicator that pronunciation learning environment at PBI was not maximal to support the students in learning pronunciation yet.

The next finding showed the participants feeling that PBI's lecturer does not emphasize the importance of pronunciation whereas they need a guide to guide them in learning pronunciation. According to Sardegna, (2011). After drill words many times, students need to compare their result with an expert or their

trust resource. It is useful to search an incorrect pronunciation and improve it directly. (p. 108). The participants feel that PBI was a lack of a number of the lecturers that could concern in guiding a pronunciation learning. Besides that, students feel that pronunciation concern was not enough yet. PBI gave a few *sk*s for the tough subject as pronunciation. For the second language learner, pronunciation needs to be learned deeper and more intensive, so PBI should give a more concern for pronunciation subject.

Miscellaneous Issues in Teaching Pronunciation. The participants are the PBI student's batch 2012 who had been through 4 years of study, including study about pronunciation. After years became one of big family of FPB, the participants feel that PBI should give more concern to the pronunciation subject because it is important for their English development. They complain about the process of learning pronunciation at PBI. They feel that PBI does not give a maximal portion to learn pronunciation whereas it is important for them. PBI does not give enough portion to learn pronunciation neither from the material nor the lecturer. PBI only gave 2 *sk*s as a concern to learn pronunciation at semester three. In this case, participants gave the suggestions about pronunciation learning at PBI that should be more concern either form material or lecturer themselves.

“Teachers should focus on the needs of their learners rather than generalize the teaching of pronunciation” (Santos & Tajeda, 2014:154). The participants agreed that PBI should add more learning time for pronunciation. King (2007) stated that,

ELL's need more time than native speakers (beginners require much more) first is silent period. It is time to listen, learn, secretly practice orally, and assess safeness of class/instructor. Second one is wait time. Once

production begins, allow for time to think and formulate reply. Third one is preparation time. It is time to prepare an oral response. Fourth one is practice time. It is time for social interaction and to work on aspects of language difficult for student. (p.7)

The participants also feel that the number of the lecturer for teach pronunciation was less. The facility also need to be added in order to support learning activity, and the most important thing is there must be a continuation subject for pronunciation because the pronunciation subject that already given at semester three is going to be forgotten in the coming years. A separate pronunciation class may be very helpful here, because in such dedicated classes learners may have more time to counteract the 'filter' of their first language and redevelop their awareness of the sounds and patterns of English. (Yates & Zielinski, 2009). The participants implied that the class should be the continuation that could recall and add the material of pronunciation. All those hopes are no more to make PBI better than before.