Chapter IV

Findings and Discussion

In this chapter, the findings of the clarified interview were categorized, and connected to the theories and also explained by the researcher. The format of this chapter is the finding, so it was strengthened by the quotations from the interviewees, and then it was followed by the discussion and the related theories

A. Findings

I. Methods and Techniques of Teaching Pronunciation at the English Education Department

Teaching technique can determine the result of learning in the class. That is why the method is extremely important. In this research researcher found some findings dealing with methods and techniques in teaching pronunciation at the English Education Department of Universitas Muhammadiyah Yogyakarta.

Finding 1: Integrated teaching pronunciation was applied in English Education Department.

To improve students ability in pronunciation, those three participants used integrated teaching pronunciation to teach their students. The relation between speaking and pronouncing the word is the reason of the implementation of pronunciation in speaking class. All participants argued that the integrated teaching pronunciation is more effective rather than being a particular subject. The instruction of teaching pronunciation is

seemingly boring if it is applied for full hour of teaching and learning activities. Therefore, some teachers disagree to put particular subject of pronunciation, though, one teacher agrees to create particular subject on pronunciation, seeing from the importance of pronunciation. It is in line with the previous theory that integrated teaching pronunciation is being part of the lesson (Kelly G. , 2004)

> *"I don't think so it should be included in speaking skills, because, if you have to, I mean pronunciation like drilling all the time can be boring."(I.P, 24,07,14)*

> *"during my teaching period, I've been putting, inserting some points in pronunciation"(P.A 11,07,14)*

Since the observation was conducted in speaking classes of Academic Presentation for Career Development. The researcher found that the first participant put some words that mispronounced by the students. The teacher wrote the words on the white board and then he asked the students to pronounce those words. Thus, the integrated teaching pronunciation was proven.

Finding 2: Drilling was used for low level of the students' proficiency

Two Teachers argued that drilling is needed for some students in low level. Not all the students need drilling in their class. Some students have many difficulties in pronouncing some words, so they need to be drilled to pronounce those words properly. Drilling is also known as the main method in language teaching, so the first level in studying spoken English students will face drilling as the method as cited by Kelly (2004)

Pronunciation was practiced in the classroom by saying a word or the structure by the teacher and followed by the students.

> *"Some classes need drill, some classes don't need drill, usually the one who need drilling is a class with low level", (A.M 13,06,14)*

> *"I believe some of the university students they need to be drilled to pronounce the words" (I.P 24,06,14)*

During the observation, the researcher was observed the whole class activities in Academic Presentation for Career Development. A.M as the second participant drilled the students together. She did not choose the students individually, but she did it for all students in her class.

Finding 3: Direct and indirect correction were used to keep students' memory

Direct and indirect corrections are often used by teacher in order to keep the memory of students. Teachers prefer to do direct correction to emphasize and to strengthen students' memory in memorizing the words. Teachers argued that by having direct correction it will make students aware and memorize their mistake in pronunciation, as a result, they will try to improve their pronunciation in next words.

> *"Whenever they make mistake in pronouncing I will always do*

"I always use direct correction because when, my belief is when we let students keep doing the same mistake they will never learn,"(P.A 11, 06, 14)

"I give them feedback usually after you know, sometimes directly sometimes indirectly, I wait until they finish what they are doing." (A.M, 19, 06, 1)

During observation, the researcher saw that both participants applied direct and indirect correction. The first participant did both direct and indirect in the same class. The first participant corrected some pronunciations of the students immediately and some pronunciations in the end of the class. In addition, the second participant did as well as my first participant for correcting the pronunciation.

Finding 4: Minimal pairs was used for some similar sounds

There are so many similar words in English. Moreover its pronunciation is almost the same. The similarities of those words often trap the students in confusion to understand which word that speakers said. Therefore teachers applied minimal pairs to train the students to understand and to pronounce properly. Some of the words like sit and seat,, *watch* and *wash*. And also, teachers used many techniques to apply minimal pairs in teaching pronunciation, such as tongue twister, and reading aloud. Those techniques are used for some variations of teaching pronunciation in the class, because when teachers teach in monotonous way the class will be very boring. In order to motivate the students, teachers should be creative in applying the method, technique or approach

"I also do minimal pairs, if you pass that, minimal pairs then, to train them with certain sounds that they often make mistake for example between [tʃ] and [ʃ] watch and wash"(I.P 24,06,14)

"I often do minimal pairs, and do the practice using tongue twister, reading Aloud"(P.A 11, 06, 14)

Along my observation, the researcher did not find minimal pairs applied in the class. Both participants did not apply minimal pairs, tongue twister, and reading aloud at that time.

Finding 5: Associating Arabic Alphabet with English to teach some sounds

There was also interesting method applied by teacher in teaching pronunciation. Teacher associates the Arabic Alphabet or *Huruf Hijaiyah* with English pronunciation for the students who have background of learning *huruf hijaiyah*. This method will assist the students to pronounce some words like *[θ], [ʃ]*.

"if they have the background of studying Arabic hurufhijaiyah I will associate of some pronunciation to the Arabic language. for example, when they have to pronounce as the word "thing" so we have the word ث in Arabic, so before I thought the word, before I mention to the students that we have arabic letter that the same meaning as the word ث; they will be very difficult to pronounce /θɪŋ/, then after I show the Arabic word letter right? And then they directly say, owh that is ث okay now, say three, now say thing for example. So they come up with very, with idea. Another thing for the example in word English, ʃ right we have ʃ in English, and also we have ش in Arabic so I will associate with that. The word they, we have ذ and some others." (P.A 24,06,14)

Associating Arabic Alphabet with English sounds was applied by the first participant. During the observation, the first participant taught the students by associating Arabic alphabet to pronounce some words, for example the word thing /θɪŋ/. Along observation, the participant associated the Arabic alphabets and explained the relation between those mentioned words.

Finding 6: Teachers teach phonetic alphabet to give the basic knowledge in pronouncing the word

Teacher will not stay along with the students in order to give the knowledge for the student to be autonomous learner. Teaching the students phonetics alphabet will be very helpful to give the basic way to read the new words they derive. Having this kind of phonetic alphabet will guide them to improve their pronunciation skill.

"They need to be autonomous learner as well. So I use phonetic alphabet, I introduce to them. so that they can be independent to use dictionary." (I.P 24, 06, 14)

"Phonology and phonetic for capita Selecta three, I also insert that knowledge but because this is the English Department Student so I focus more on the knowledge of what is phoneme, and then how to do the phonetic transcription the real one" (P.A, 11,06,14)

The first participant taught phonetic transcription in the class. The participant wrote the words and also the phonetic alphabets, then the participant asked the students to read. After reading the phonetic alphabet, the participant explained the way to pronounce those alphabets.

Those methods are frequently adopted in teaching pronunciation in English Education Department. The characteristic of the students is the reason for selected method. The method adopted is purposed to engage the students, and to improve the students' ability in pronunciation. On the other hand, teachers mixed the method to make the varieties of teaching pronunciation in order enliven the class. The variation may create different atmosphere so then, students can have the other activities.

II. The Problems in Teaching Pronunciation in English Education Department

Being teachers cannot be avoided from finding the problem in teaching. When teaching pronunciation in English Education Department the teachers may also find the problems, moreover, the teachers teach foreign language. There are many problems that teachers find during teaching pronunciation in English Education Department of Universitas Muhammadiyah Yogyakarta.

Finding 1: Fossilized sounds of the students were hard to teach

Many students have difficulties in pronouncing English because of their first language. First language of the students influences their pronunciations. In pronouncing some words, some students from different home town will have different difficulties in pronouncing some words in

"some sound in English is not familiar with the students, like [r] in Indonesia we have "er" in English we have "r" okay, and also you know, the way some letters pronounce differently like i, sometimes pronounced [aj], sometimes pronounced i, you know, and for students there so many rules, in bahasa indonesia is very simple." (A.M, 19, 06, 14)

"sundanese students they make sub between [v] and [p] and it can be problem sometime, the meaning will be different so that maybe a bit difficult to change that habit" (I.P 24,06,14)

the first language will interfere some of pronunciation, sometimes it really easy to say, owh you are from java because your English sounds is very medok for example, when you say " I don't know, I don't know" (P.A 11,07,14)

Along observation, the researcher did not found this problem. Among participants who observed by researcher. The classes were finely taught by the teachers.

Finding 2: Rhythm and Intonation of English was teachers' problem

On the other hand, intonation and rhythm also become one of the problems in pronunciation. The intonation between the familiar words is sometimes different. But this problem has been overcome with the devices that now exist. Teachers are assisted by devices in Teaching English as Foreign Language in particular. It is related to the previous theory that intonation might be a problem for some students they extremely find difficulties to identify the different pattern of rising and falling tones. Most of us can clearly identify the tones in some circumstances, either

> *"Pronunciation also includes rhythm. I always have a problem with that. I don't know, may be our rhythm can be different with their rhythm."* (I.P 24,06,14)

Along observation, the researcher did not find any problem during teaching speaking English. The one who had the problem in rhythm and intonation was not observed because of the class was end.

Finding 3: Different study backgrounds of the students are the problem for the teachers to balance

Consideration toward students' background is also one of the problems that teachers faced before determining the method they want to apply in teaching pronunciation. Some of the students have a good background of English, but some the others are not. Balancing the ability of the students may become hard job for the teacher. The consideration is the ability in understanding material of the students. The students who have a good background in English will catch the material quickly. Meanwhile, students who have no background of English will be very hard to follow the class if the teachers equalize the ability of the students as the good students. In contrary, if the Teachers equalize the ability as the students who have no background in English, the other part of the class will be bored in joining classroom activities. Therefore, teacher should recognize the background of the students first and then determine the methods or mix the method.

> *"I think it's very important to understand the background first, that will give you chance to encourage that certain student have*

In the class that was observed by the researcher, there was no sign that the background interfere the students' ability, because the teacher taught and drilled them together.

Finding 4: Finding references for Spoken English for the students is quite difficult

We often found many problems in adopting English for our curriculum. Lack of exposure toward spoken English is one of the problems in English Education Department of Universitas Muhammadiyah Yogyakarta. In Universitas Muhammadiyah Yogyakarta we often find the written rather than the spoken English. Whereas, acquiring language especially pronunciation can be derived quickly if there are sources of spoken English.

> *"We are lack exposure to spoken English than the written one, if the written one, we can find in easily around us, but for the spoken English,"* (P.A, 11, 06, 14)

The participant seems did not need the video or other resources at that time, because the class was presentation classes

Finding 5: New words or unknown words are the problem for teachers

In pronunciation, it is not only the students who have problems but also the teachers. Being the model of the students, teachers also have the problem. Limitation toward new word is the problem of the teacher. Unknown words or new words that come along when teaching is the

problem, either it is difficult to pronounce or teachers have no idea to pronounce it. Moreover, the teachers are not native speaker.

"Teacher is also I have difficulty in some words for example and how new words are pronounced" I.P. 24, 06, 14

The teachers often train the students by using many variations of techniques in order to get appropriate and confortable class for the students. The teachers have been trying to improve students' ability with all experience they have. Finally, those are what teachers of EED have done to teach their students to improve their pronunciation.

III.   The Solutions in teaching Pronunciation in English Education Department.

Finding 1: Teachers drill the low level students.

Study backgrounds of the students are different. The differences of study background are caused of the difficulties in teaching. Teachers feel hard to balance the class, because in one class consists of many students who come from different background. To cope with this problem teachers drill the students in both individual and group. Teachers drill the students to help them pronouncing the words correctly. It is supported by Harmer (2001), that drilling is the best way to banish the mistake in pronouncing

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Since the observation was conducted in speaking classes of Academic Presentation for Career Development. The researcher found that the first participant put some words that mispronounced by the students. The teacher wrote the words on the white board and then he asked the students to pronounce those words. Thus, the integrated teaching pronunciation was proven.

Finding 2. Teachers used the videos, published guideline, and electronic devices to assist teaching pronunciation.

Resources are the source of knowledge that teachers should provide for the students. In Universitas Muhammadiyah Yogyakarta, there are many resources of written English, but for spoken English is hard to find. To overcome the problem teachers have been using video from internet to provide the source for the students. Teachers also have limitation in pronouncing the words, therefore, the used the video to assist them in pronouncing the words. The limitation of the teacher was also solved by electronic devices. Teachers often use those devices to help them in teaching pronunciation. New words, intonation, and rhythm were solved by electronic devices like electronic dictionary for the example. Among

my participants, they have their own assistance to help pronouncing the words.

> *"I like to use video in teaching pronunciation like, how the words are pronounced".(I.P. 24, 06, 14)*
>
> *"I think that nowadays the devices is in , devices is so many, if you have online dictionary then you can hear the sounds like,, ow,, this the way they pronounce" (I.P. 24, 06, 14)*
>
> *"And, the second is that, if you want to teach your students' pronunciation, standard pronunciation of course you have to know the standard pronunciation, and because it is not your first language, it is okay to check, what do we call it? The published guide line like the dictionary for the example, and it's not just like you know like one million word dictionary it should the good dictionary like oxford, or Webster, Cambridge, use that as the guideline.(A.M 13, 06 ,14)*

During observation, the participants were not using those devices to teach pronunciation.

B. Discussion

Thus, it was clearly identified that English Education adopted Communicative Language Teaching to teach pronunciation. Teaching pronunciation was applied using many methods and techniques. It was supported by the argument of the participants in the interview. Integrated teaching pronunciation was also applied in English Education Department. It was proven by the participants that pronunciation was integrated in listening and speaking classes and capita selecta on Grammar 3 as well. Therefore, in English Education Department of Universitas Muhammadiyah Yogyakarta

theory that integrated teaching pronunciation is being part of the lesson (Kelly G. , 2004)

Integrating pronunciation in speaking class was combined with many methods and techniques in order to enliven the class. Drilling was one of methods that was applied by teachers in teaching pronunciation. Teachers believed that some of the students need to be drilled. The level of the students was the reason why teachers drilled the students in pronunciation. On the other hand, chaining was not applied in English Education Department. So the first level in studying spoken English students will face drilling as the method as cited by Kelly, (2004). Pronunciation is practiced in the classroom by saying a word or the structure by the teacher and followed by the students. Being able to drill the students is a root in teaching pronunciation. Like Kelly,and Harmer also said that drilling is a kind of method to carry a little communicative function in English, and also the best thing to banish the mistake in speaking, particularly in pronunciation.

To keep students' memory on how to pronounce correctly, direct and indirect correction was applied. Some of the students have good memory but some the others are not. Therefore, to cope with this problem, teachers applied direct and indirect method. Teachers often correct the students directly when the students make mistake, on the other hand, teachers correct the mistakes in the end of the class.

Some words have similarities, and those similarities often trap the

students on how to produce the words which it is only differed by one phoneme. It is related to the previous theory that minimal pairs is teaching pronunciation in which teachers teach the students the similar words that is only differed by one phoneme. (Kelly G. , 2004)

The other method was associating Arabic alphabets with English sounds. I derived this method from the only male participant. He began teaching pronunciation from 2003. He associated pronunciation with Arabic alphabets or *huruf hijaiyah* with English sounds. This method will assist the students to pronounce some words like *[θ], [ʃ]*.

Teaching pronunciation with phonetic alphabet was applied in English Education Department. Teaching pronunciation with phonetic alphabets will help the students to be autonomous learners. Teachers cannot stay along with the students. Therefore, teachers should give the basic knowledge on how to read phonetic alphabets. This method can be applied for teaching pronunciation for different sounds, along with some of suprasegmental of pronunciation, like tone, length and stress and each part is represented by a unique symbol (Rahman, 2013).

On the other hand, teaching English as a foreign language have some issues. The issues were dealing with the background of the student and also first language of the students. Some students were clearly identified that they have difficulties in pronouncing the word as well as my participants argued. The first language of the studens interfere their English. Sundanese students

will hard to pronounce [f] or [v] and some like the sounds of, [ʃ], [r], [ʃ], [θ]. These sounds may be very difficult for some students. It was related to the theory written by Ellis (1997), that first language will interfere the second language.

In attempt to obtain the goal of teaching pronunciation, the resources were needed in teaching pronunciation. Though, finding references for spoken English was quite difficult as well as my participant claimed. Whereas, acquiring language especially pronunciation can be derived quickly if there are sources of spoken English.

In addition, to assist the teachers in teaching pronunciations published guideline and electronic devices were used. Teachers as non-native speakers have limitation in pronouncing the words whether in term of rhythm, intonation or stress. It was supported with the statement from Harmer (2001), five issues on pronunciation are: pitch, intonation, individual sounds, spelling and stress. Thus, teachers overcome their limitation.