

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data as the result of research finding gained through the data. Even, the researcher also analyzes the data to know is the teaching process in pronunciation class at Department of UNISKA and to know are the roles of teachers in teaching pronunciation to English Department of UNISKA.

A. Findings

This chapter gave a detailed analysis of the data which was found in the research. The researcher conducted the observed for two English teachers of English department of UNISKA. The data from the result of this research was analyzed by using descriptive qualitative. The research finding is answering of the problem statements that formulated before. The data are presented based on observation in the classroom and interview with two teachers. In this chapter, the researcher will be present the materials, technique, methods, media and the roles of the teacher in process teaching pronunciation.

1. Teaching Pronunciation Process English Department of UNISKA

a. Material

Based on the first observation, the teacher used the material is alphabet, the teacher write alphabet A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. The teacher reading aloud alphabet:

$A = ei$ $B = bi$ $C = ci$ $D = di$ $E = i$ $F = ef$

G = *ji* H = *eic* I = *ay* J = *jei* K = *kei* L = *el*
 M = *em* N = *en* O = *ow* P = *pi* Q = *kyu* R = *or*
 S = *es* T = *ti* U = *yu* V = *vi* W = *dobiyu* X = *eks*
 Y = *wai* Z = *zed/zi*

The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said:

Teacher : Ok student please listen and repeat after me

Students : Yes Ma'am

Teacher : A = *ei*

Students : A = *ei*

Teacher : B = *bi*

Students : B = *bie*

Teacher : No *bie*. It is *bi*

Students : *bi*

Teacher : good

Based on the second observation, the teacher used the material is alphabet word, the teacher write A= Apple, B= Bird, C= Cat, D= Dog. The teacher reading aloud alphabet word: A = Apple, B = Bird, C = Cat, D = Dog

The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said:

Teacher : Ok student please listen and repeat after me

Student : Yes Ma'am

Teacher : A = Apple

Student : A = Apple

Teacher : B = Bird

Student : B = Bird

Based on the third observation, the teacher used the material is word sound : cake: /keik/, keep: /kip/, bike: /baik/, take: /teik/, cute: /kyut/. The teacher read aloud: Cake: /keik/, keep: /kip/, bike: /bike/, take: /teik/, cute: /kyut/

The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said:

Teacher : Ok student please listen and repeat after me

Student : Yes Ma'am

Teacher : cake: /keik/

Student : cake: /keik/

Teacher : keep: /kip/

Student : keep: /kip/

Based on the fourth observation, the teacher used the material is vowel and consonant, the teacher said "A vowel is a sound produced with a comparatively open configuration of the vocal tract. In every language, a vowel is a letter (sound) of the English alphabet that is not a consonant. The teacher give examples, english vowel (A, E, I, O, and U). Example in the words: Tree, "e" and "e" are vowels in this word, grow, "o" is vowel in this word. The teacher give example, english consonants are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, Y, Z. The teacher give example in the words: 1). fish, wish 2). this, that 3). Chair, rich.

Based on the fifth observation, the teacher used the material is intonation and word stress, the teacher said “ intonation is the way the pitch of a speakers voice goes up or down as they speak. We use intonation to help get our message across”. And teacher said “ stress is about which sounds we emphasise in words and sentences. Teacher give examples: What is your NAME, My name is Anita, Where are you FROM ?, I’m from Banjarmasin

Based on the six observation, the teacher used the material is syllable, the teacher said “ The syllable is a basic unit of speech studied on both the phonetic and phonological levels of analysis”. The teacher give the examples:

One syllable : Fast, my, book, date, some, hide. Two syllables : Ap-ple, per-son, break-fast. Three syllables : Ba-na-na, beau-ti-ful, in-teres-ting, a-ny-one.

Four syllables : in-for-ma-tion, ri-di-cu-lous. Five syllables : E-co-no-mi-cal, en-vi-ro-nmen-tal

b. Technique

Based on the first observation, the teacher used reading aloud and listen and repeat techniques. The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said.

Based on the second observation, the teacher used reading aloud and listen and repeat techniques. The teacher used discussion, direct method and problem solving. The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said.

Based on the third observation, the teacher used reading aloud and listen and repeat techniques. The teacher asks the student to listen to the student to listen to the letter the teacher said and then the student wants to repeat the letter the said.

Based on the fourth observation, the teacher used phonetic training and awareness-raising activities techniques. The teacher asks the student to listen and read the phonetic alphabet in the word.

Based on fifth observation, the teacher used phonetic training and awareness-raising activities techniques. The teacher asks the student to listen and read the phonetic alphabet in the sentence.

Based on the six observation, the teacher used phonetic training and awareness-raising activities techniques. The teacher asks the student to listen and read and analysis phonetic word and the sentences.

c. Method

Based on the first observation, the teacher used discussion, direct method and problem solving. The teacher always discusses the students on the material that will be used. The teacher gives students examples of pronunciation then the teacher asks students to listen and practice.

Based on the second observation, the teacher used discussion, direct method and problem solving. The teacher always discusses the students on the material that will be used. The teacher gives students examples of pronunciation then the teacher asks students to listen and practice.

Based on the third observation, the teacher used discussion, direct method and problem solving. The teacher always discusses the students on the material that will be used. The teacher gives students examples of pronunciation then the teacher asks students to listen and practice.

Based on the fourth observation, the teacher used discussion, direct method, problem solving and contextual teaching learning. The teacher always discusses the students. The teacher played audio, and how many they practice before they record they conversation.

Based on the fifth observation, the teacher used discussion, direct method, problem solving and contextual teaching learning. The teacher always discusses the students. The teacher gave the video, she asked the students to practice their conversation again.

Based on the six observation, the teacher used discussion, direct method, problem solving and contextual teaching learning. The teacher always discusses the students. The teacher asks the student to collect their video and the teacher and the teacher asks the students whether they have finished to collect their video or not.

d. Media

Based on the first observation, the teacher used media board, images or photos. The teacher writes the lesson material on the whiteboard and and teacher brings and copies photos or drawings about the material.

Based on the second observation, the teacher used media board, images or photos. The teacher writes the lesson material on the whiteboard and and teacher brings and copies photos or drawings about the material.

Based on the third observation, the teacher used media board, images or photos. The teacher writes the lesson material on the whiteboard and and teacher brings and copies photos or drawings about the material.

Based on the fourth observation, the teacher used audio media (tape recording). The teacher use tape recordings when providing learning material and the teacher lets students pay attention.

Based on the fifth observation, the teacher used audio media (recording). The teacher plays the recorded voice of the teacher in the word or sentences in the teaching material.

Based on the six observation, the teacher used audio visual media (video tape). The teacher uses the LCD then the teacher plays the video on the laptop and the teacher conveys the lesson. The teacher asks students to watch the video then practice.

2. Roles of the Teachers in Teaching Pronunciation of UNISKA

The researcher used interviews neutral tools. Through interviewed, the researcher get some information and knew the roles teachers in teaching pronunciation such as, the teacher as controller, teacher as organizer, teacher as prompter, teacher as a resource, teacher as tutor, teacher as an observer and

teacher as a model. Here the researcher will be explain each teacher's roles as follows:

a. Teacher as Controller

Based on the interview, the teacher as controller means the teacher should control the students activity, keep the condition of the students, and helps the students to focus study in the classroom. The teacher is in complete charge of the class. The teacher assumes this role when a new language is being introduced and techniques are needed. In classroom activity, the teacher always has the roles to control the students and pay to attention to the explanation given by the teacher. Based on the observation, for example the teacher always reading aloud the material for study and the teacher always asks the students listen and repeat after them.

b. Teacher as Organizer

Based on interview, for example when the teacher gives assignment for the students, the teacher asks to make by their own, and the students asking, how if they search on internet. Then the teacher offer to make by their own mind. Based on the observation the teacher gives the material for students in the and then the teacher making group in pair.

c. Teacher as Prompter

Based on interview, the teacher gives some motivation to the students about how learn English language easily. The teacher tell a story about the teachers' experiences to study English and sharing the students about inspiring

story. Based on the observation the teacher give the student feedback or give applause for student.

d. Teacher as Resource

Based on interview, before the lesson begins, the teacher search the source of material on the internet, or book, or other sources, the teacher delivers the material from the source which discover by the teacher. Based on the observation, the teacher always give the informasion how the pronounce in the word or sentence.

e. Teacher as Tutor

Based on interview, the teacher always go around in the class, and go to the students who don't know the pronunciation well. The teacher always asks students to practice in the classroom all the time. Based on observation, for example when the teacher started to explain about materials. Then, the students do not understand with the explanation, the teacher should explain back to make the students really understand with the materials.

f. Teacher as Obsever

Based on the interview, the teacher always tell students don't be afraid to make a mistake in pronunciation and the teacher always motivate the students it's very cool when speaking. Based on observation, when the teacher was explaining the material, making the teacher know how far the students understand the material, the teacher usually gives the spot question for the students, if the students can answer the question it means that the students pay attention to the teacher explaining.

g. Teacher as Assessor

Based on the interview, the teacher always assessment to students.

For example the teacher said: “good”, “very good”, and “good job”.

Based on the observation, the teacher assessed students and provide assessments or feedback on students.

h. Teacher as Evaluator

Based on the interview, the teacher evaluates the students after doing various kinds of practices. At the end of the meeting the teacher gives a separate evaluation for the students. In teacher assessment, there are scores taken directly, then conveyed to students and written assessment to combined to middle and final score. Based on the observation, the teacher appear around and approach students one by one then the teacher immediately says their assessment, then there are times when the teacher records the results of the assessment in the assessment book.

B. Discussion

Based on finding, many happened in the classroom. The teacher focus on pronunciation teaching. The aim was to get students have better pronunciation. Some pronunciation materials would be integrated with language functions to be discussed. For examples, when the language function was about alphabet pronunciation and then talked about pronunciation words. The teacher explained about vowel and consonant, the roles of word stress and intonation, and syllable.

The teaching process in pronunciation class at Department of UNISKA the teacher used reading aloud and listen and repeat, phonetic training and awareness-raising activities techniques. The teacher used discussion, direct method, problem solving, and contextual teaching learning. The teacher used media such as, media board, images or photos, audio media (tape recording), audio media (recording), audio visual media (video tape).

In the teaching process, the teacher has roles, according to Harmer (2001) “teachers; role may change from one activity to another, or from one stage of an activity or another. All roles, aim to facilitate the students’ progress in some way or other.” Based on this statement, the teacher is tools to facilitate the students in the classroom. Based on observation, the researcher found some teachers’ roles in each teaching technique. There are teachers’ roles such as; teacher as controller, teacher as an organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as an observer and teacher as a model. This finding is corresponding with Harmer theory. The previous research that identified the title is “Lecturers Strategy in Teaching Pronunciation.” This research finds the strategy used by the lecturer, those are by using drilling and audiovisual.