

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The information developed in this section is the researcher findings from the two research questions as follow: 1) How is the implementation of teaching pronunciation using Web based learning for student at MTsN 3 Banjarmasin. What are the challenges faced by the teacher in teaching pronunciation using web-based learning. This chapter requires two main points of research findings as well as two main points of research discussion.

Data collection was carried out on November 05th 2022 – January 05th 2023. The first findings the writer would like to tell is the finding based on the observation in the classroom, the researcher research twice observation in class VII A. The observation is used to gather the data about the implementation of teaching pronunciation using Web based learning for student at MTsN 3 Banjarmasin. The data from this observation are also supported with interview conducted with teacher about Web based learning that the teacher use in English learning.

1. The Implementation of Web Based Learning in Teaching Pronunciation

The result of finding in implementation of Web based learning when teaching pronunciation by the teacher in class VIIA. The teacher used the different several activities when implementing Web based learning and there are different activities too in the second observation.

The first, the teacher is setting up the projector and laptop for web-based learning. The teacher started lesson by reciting salam in the opening of all observations. The class is started by reciting basmallah and prayer together because the school is Islamic school. The teacher greeted the students by saying “Good Morning. How are you?”, then followed by checking students attendance and asked the reason when there was the absent student.

The teacher then asks the students what they learning today after wishing the student a nice day. The students are encouraged by their teacher to follow the learning process carefully. In order to avoid using icebreakers before lessons, the teacher then instructs the students to open their LKS books on the page that corresponds to the pronunciation material. The teacher asked the students, who participated, to pay close attention and listen intently while the teacher demonstrated how sounds are created in a video and provided explanations via web-based learning. Before the teacher show the video on the screen, the teacher put the book in front of the projector and play the video without the screen on.

After that the teacher displayed the video but without the sounds, just only the pictures or the videos without sound that the teacher was played. The teacher asked the students to guess how to pronounce words correctly. The teacher displayed the video on the screen by pressing the pause video and asked the students to pay attention and read the correctly word. After the students have finished repeating the word that is display on the screen, the teacher reads a word that is easy for the students to understand and repeat after the teacher. The teacher then defends the word, whose pronunciation is still incorrect.

The second, in this class the teacher started with greeting the students, remind students of past lessons, after the various types of ice breaking have been completed, the teacher implements web-based learning. First, the teacher is setting up the projector, laptop and speaker for web-based learning. The teacher then instructs the students to open their LKS books on the page that corresponds to the pronunciation material. The teacher asked the students, who participated, to pay close attention and asked the students to guess the material that the teacher showed on the screen. Then, the teacher asked the students to listen intently while the teacher demonstrated how sounds are produced in a video and provided explanations via web-based learning. The teacher displays a video containing clumped sentences and then asks students one by one to complete directly while pressing the stop button several times. The teacher asked students to say the sentence guessed by the student. After that, the teacher starts the video with the answers that appear and examples of saying the word correctly. Then, the teacher asks the students to repeat what the native speaker said on the video.

2. The Challenges Faced by The Teacher in Teaching Pronunciation

In this chapter, finding about the challenges face by the teacher implemented web-based learning in teaching pronunciation.

The teacher gives the answer about the challenges faced by the teacher when implemented web-based learning in teaching pronunciation is students have difficulty in pronouncing words correctly. Because English is a foreign language that has a variety of words that it is indeed difficult to say. A students has to have an established understanding of how English's sounds, patterns, particularly and

and phrases are together to produce a sentence. So, from the teacher statement above that the students have difficulty in pronouncing English words correctly.

Another challenge faced by the teacher when implemented web-based learning in teaching pronunciation is the limitations of learning media such as LCD in schools, because schools only have one LCD, make it difficult for teachers to teach pronunciation using web-based learning, because they have to alternate in the use of LCD.

The next challenge faced by teacher is the lack of interest of students in learning English. In the 21st era, students are difficult to be interested in something that they think is difficult to do and monotonous, so it is necessary to apply learning media that is suitable for their current era related to the internet. That's why the application of web-based learning is suitable for students.

Another challenge faced by teachers in implementing web-based learning in teaching pronunciation is the lack of time in teaching pronunciation. Because in English, it's not just pronunciation that's taught. Though pronunciation is also very important in English.

B. DISCUSSION

After obtaining data findings from several statements through Interviews and Questionnaires that have been described. Next, the researcher collects and adapts the findings to the theories in chapter 2. Therefore, in this section, researcher adjust the research to the findings of the implementation of teaching pronunciation using web -based learning used by teacher in teaching pronunciation to students and the challenges faced by teacher. In addition, two

questions have been answered in this study and discussed in this discussion section by the findings that have been researched by researcher and adapted to previous theories and it can be said that teachers apply teaching using video, not using web-based learning when teaching pronunciation to students, the data is found in findings during observation and interviews

1. The Implementation of Web Based Learning in Teaching Pronunciation Using Video

There are several ways to teach pronunciation using web-based learning through videos needed by students in learning pronunciation. From what is known that in teaching pronunciation there are so many ways that can be done to teach pronunciation without monotony, also provide student interest in learning pronunciation.

From findings that have been examined by researcher, there are several ways that used by teacher in teaching pronunciation. In this study, according to Putra (2018) there are ten ways that have been described, such as Freeze Framing and Prediction, Silent Viewing, Sound on and Vision Off, Repetition and Role Play, Dubbing Activities, Follow Up Activities, Previewing Activities, Viewing Activities, and Post Viewing Activities.

a. Freeze Framing and Prediction

In teaching pronunciation there are several activities when implement web-based learning by teacher when teaching pronunciation using video. According to Ningsih (2020) the teacher can pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be

feeling in the video based on what they see in the frames. They go on to say that the teacher can pause the lesson and ask questions about what the students are seeing, assign word lists, and speculate on how people might be feeling in the video based on what they can make out of the frame. The researcher discussed in this part about the teacher when implement web-based learning in teaching pronunciation with implemented activities that the researcher takes from theoretical references.

Based on theory above in the first observation with the teacher at VIIA, the researcher observed teaching pronunciation and learning process using web-based learning in teaching pronunciation. The researcher found when implemented web-based learning by teacher, the teacher used freeze framing and prediction for activity in the class because the researcher observed the teacher sometimes pausing the video and asking the students if they are still don't understand and hear clearly.

Based on the data above, the researcher concluded about the implementation of web-based learning in teaching pronunciation using video is implemented by teacher in the class because there is one activity that is implemented by teacher like the theory that has been put forward by Putra earlier.

b. Silent Viewing

The next implementation of web-based learning in teaching pronunciation using video is silent viewing. According to Shahani and Tahriri (2015), in silent viewing technique, the teacher plays a video with normal speed without the sound. Then, the students have to guess what the characters are saying. The teacher can

also play the video with sound again to check the answers. It can be utilized as a prediction technique when students are watching video for the first time. In silent viewing activities, it can be said that the teacher was played with the sound of using only the picture at the videos. So, that the student's feeling interesting and also can stimulates their thought, and developing their skills of anticipation. The teacher considered that using this way helps teacher in getting students involved in the teaching and learning process. It can also assist teacher in boosting student interest and motivation.

Based on the data observation on the teacher when using silent viewing in teaching pronunciation using web-based learning that implemented by the teacher, that is, teacher when teaching pronunciation using video, teacher only play videos without turning on the sound from native speakers. It means, the researcher observed there is the students only focus on paying attention and guessing what is said by the native speaker.

So, the researcher concluded that the implementation of teaching pronunciation using web-based learning using silent viewing was carried out by teacher because there was no failure when carrying out the activity relevant to theory.

c. Sound on and Vision off

In teaching pronunciation using the implementation of web-based learning, the teacher used sound on and vision off in teaching pronunciation using web-based learning sound on and vision off is a way that the teacher played a section of a video unit and remove the visual element from the presentation by obscuring

the picture, which is the same as stated by Kurniawan (2017) explain that by covering the image, the teacher may take away the visual component from the presentation and let the students hear the dialogue but not see the action. In this activity the student predicted or reconstruct what was happened visually depending on what they have heard.

Based on the data observation at the teacher when using sound on and vision off in teaching pronunciation using web-based learning that implemented by the teacher, that is, teacher when teaching pronunciation using video, teacher only play videos with turning on the sound from native speakers and did not display the picture. It means, the researcher observed there is the students only focus on paying attention and guessing how to pronounce the words correctly by the native speaker.

So, researcher concluded about web-based learning in teaching pronunciation implementation in teaching pronunciation carried out by teacher because teacher using the activity that are relevant to theory.

d. Repetition and Role Play

The next implementation of web-based learning in teaching pronunciation using video is repetition and role play. In repetition and role play, is a scene on video is replayed with certain pauses for repetition. Therefore, this activity allowed students to act out scene using as much of the original version as they can remember. In repetition and role play activity, it can be said that the teacher asks the students to repeat what the native speaker said on the video.

The teacher stated that the repetition and role play technique allows students easily to pronounce words correctly as stated by Nasriyah (2018) role play method is an activity in communicative language by giving opportunity to the students for speaking English so that students be more active, confidence and braver in doing the role of the dialogue and simulate a real life from their new character's point of view.

Based on the data observation on the teacher when using repetition and role play in teaching pronunciation using web-based learning that implemented by the teacher, that is, teacher when teaching pronunciation using video, the teacher starts the video with the answers that appear and examples of saying the word correctly. Then, the teacher asks the students to repeat what the native speaker said on the video. It means, the researcher observed that the students are given instructions to play out a scene utilizing as much of the original presentation as they can remember after they have an established understanding of it.

So, the researcher concluded that the implementation of teaching pronunciation using web-based learning using repetition and role play was carried out by teacher because there was no failure when carrying out the activity relevant to theory.

e. Dubbing Activities

The last implementation of web-based learning in teaching pronunciation using video is dubbing activities. In dubbing activities, that involved asking students to fill in the blanks after they were watched a sound off video displayed by the teacher. The teacher's statement that dubbing activities techniques is a fun

technique to teach to students. Using this activity makes students more courageous in pronouncing words in English. Therefore, dubbing activities will also make students think critically in listening and speaking and also make it easier for students to articulate the right words.

Based on the data observation on the teacher when implemented teaching pronunciation that is, the teacher does not show that teacher use web-based learning when teaching pronunciation in the classroom, but rather use teaching pronunciation using video. Because, according to Wasim, (2014) web based learning is often called online learning or elearning because it includes online course content. Discussion forums via email, video conferencing, and live lectures (video streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials. While teaching pronunciation according to Uci (2023) using video is an effective way to help students enhance their pronunciation skills, particularly when it comes to spoken word pronunciation.

2. The Challenges Faced by The Teacher in Teaching Pronunciation

Teaching pronunciation is an important thing to do for students not only to help support articulating words or sentences that are unfamiliar or difficult to pronounce but also to increase insight and knowledge to students how to pronounce and produce the right words. But in discussions it turns out that there are four challenges in teaching pronunciation that are not relevant with the theories.

The researcher found the data after interview an English teacher about the challenges, the teacher said that there are many challenges in teaching pronunciation, there are the students have difficulty in teaching pronunciation, the limitations of learning media such as LCD and internet access in school, the lack of interest of students in learning English and the lack of time in teaching pronunciation.

Based on data above, the researcher explains for the data, the challenges faced by the teacher when teaching pronunciation is the student difficulty when pronouncing words in English. The teacher statement according to Lasabuda (2017) a learner needs a practical mastery of the sounds, rhythms and cadences of English and how they fit together in connected speech. So, with this theory the challenges faced by the teacher is convertible.

Second, are the limitations of learning media such as LCD and internet access (Wifi) in schools. According to Arizona, (2020) there are several issues that arise when teaching via the internet include: Internet access with frequent usage of learning resources by both teachers and students. The teacher stated that there is just one learning media that have in school and Internet access is out of reach because it is in the teacher's room, it makes the learning using web-based learning it is difficult to implement due to media limitations and Internet access, therefore it is difficult to implemented web-based learning.

Next, is students' lack of enthusiasm for learning English. According to Maharantau (2015) it is known that successful of learning is closely related to motivation. Motivation is a process that moves people to do something. Applying

learning tools that are appropriate for their current era and tied to the internet is required since students in the 21st century find it challenging to be interested in what they perceive as boring and hard to perform. The use of web-based learning is therefore appropriate for students.

The last and main challenge in teaching pronunciation is lack of time. According to Georgios (2019), that time constraint was an important reason that there is a low interest in teaching pronunciation in classrooms. Because pronunciation is not all that is taught in English. Nevertheless, English pronunciation is also important. Teachers create learning using this learning model is more interesting and students are more active because it is not monotonous and immediately hears how native speakers pronounce words correctly. With lack of time and inadequate learning media, making pronunciation teaching less effective.