

CHAPTER IV

FINDING AND DISCUSSION

This chapter will explain the findings and discussion of this study, the results of teacher observations and interviews during the learning process at MA Hidayatullah Bahaur.

This section describes the presentation of data analysis of the pronunciation learning process at MA Hidayatullah Bahaur. The researcher uses observation and interviews to find out the process of learning pronunciation in class. The strategies and methods are used by the teacher during teaching and how do the teachers implement the strategies used in teaching pronunciation.

A. Findings

1. Teacher Strategies

The researcher observed class the eleventh grade at MA Hidayatullah. During the observation, the researcher observed the strategies used by teacher to improve student pronunciation and result of observation were used to answer the research question.

Fisrt, the researcher observed the eleventh grade at MA Hidayatullah on Monday, 05th of June 2023 at 07:00 WIB. In delivering the topic material the teacher used lecturing method while teaching and learning process. The topic material was text reading (Analytical

exposition). The teacher starts the lesson by saying "Assalamualaikum" and asks the students' condition and then proceeds to take student list attendance with calling name of students one by one. The teacher also provides motivation by saying a few words of encouragement before starting the lesson. The teacher provides new material in the form of text reading. The teacher gives the text to the students while asking the students to read the text silently, then the teacher explains the material. The teacher reads the text that has been provided and asks students to follow it. After that the teacher gave the paper which already contained sentences in English to the students. The teacher asks the students to read any sentence, then the teacher asks the students to listen carefully when the teacher reads the sentence. The teacher asks students to follow the teacher in reading the sentence quickly and correctly. The teacher will ask students to read the sentences in turn and will give examples of pronunciation to students if there is a student's pronunciation that is not accurate and lead the students to read the sentence with accurate pronunciation. After that the teacher asks the students in the sentences given which words are difficult to pronounce and the students give several words which they think are difficult to pronounce, then the teacher writes the words on the whiteboard and then gives examples of correct pronunciation and after that the teacher ask students to say the word together. After that, the teacher gives assignments to students by asking questions provided by the teacher, then the teacher asks students

to submit assignments and praises students for trying their best. The teacher closes the lesson by asking students to read more books and say "alhamdulillah"

Based on the observation, the researcher found that teacher use several strategy in teaching pronunciation. The researcher pointed out that in class the teacher use Drilling more specific as Repetition drill and feedback as strategy for improve student pronunciation.

Next the researcher observe the eleventh grade at MA Hidayatullah on Wednesday, 06th of June 2023 at 10:00 WIB. Same of the previous meeting in delivering the topic material the teacher used lecturing method while teaching and learning process the teacher started the lesson by saying "assalamualaikum" the teacher also checked the students attendance list by calling student' s names one by one. After greeting the students the teacher immediately provides new material in form of song lyrics. The teacher gives the students paper containing the song and its meaning in Indonesia. The teacher also introduces the song so that the students more interested. The teacher tells the students that songs can improve their listening and pronunciation. After giving the papers the teacher plays a song using smartphone connected to loudspeakers and asks the students to listen and pay attention to song and the lyrics. After that, the teacher and the students sing together following the lyrics that have distributed. After that, the teacher asks students to read each stanza

of the lyrics in turn one by one until finished. After hearing students read the stanza, the teacher will know which vocabulary the students not being able in pronounce, the teacher will give examples of how to say it the vocabulary correctly. The teacher give an example by singing the verses of the song that students do not feel burdened students will follow the teacher together. The teacher also asks students what the word or vocabulary most difficult to pronounce it from the lyrics and the students give some of word or vocabulary that they think is difficult to pronounce. The teacher will pronounce the word and the teacher also invites the students to follow and repeat the teacher says. Before give the students assignments the teacher asks students to sing the song together, after singing together the teacher give assignment in group the teacher asks the students to translation song has given the teacher to Indonesia, after check the assignment has been collected the teacher give praises to students and closed the class by saying “Alhamdulillah and wassalam”.

Based on the observation, the researcher found that teacher use song strategy in teaching pronunciation. The researcher pointed out that in class the teacher use song as strategy for teaching just to make students not boring when studying.

2. Implement strategy of teaching Pronunciation

After did an observation in the eleventh grade at MA Hidayatullah, the teacher continue do an interview to the teacher and students to get data.

The students are chosen was to be interviews are has highest and lower score in English subject. The teacher used interview guidelines to assist in collecting data during interviews. During the process of learning pronunciation there are the implement strategy in teaching pronunciation.

From the teacher interview and two students, the teacher used Indonesian more often and less English in the learning process. Apart from that, teachers always use textbooks provided by the school, but teachers always try new things in the learning process, such as providing paper containing material. The teacher said that she tries to focus students on vocabulary and pronunciation, which does not mean ignoring the five skills in learning English: reading, writing, speaking and listening, but according to the teacher, the ability of class XI students at MA Hidayatullah is very worrying for senior high school leverage, therefore teachers more often provide reading material texts and how to pronounce them.

a. Drilling (Repetition drill)

Based on observation the researcher found that the teacher use repetition drill when teaching pronunciation. The first the teacher uses drilling, according to Fremaan, drilling has 7 types of drilling: reverse formation drill, repetition drill, chain drill, single slot substitution drill, multiple slot substitution drill, transformation drill, and question and answer drill.

The teacher uses Repetition Drill during the learning process because, the teacher feels that Repetition Drill is an easy way to apply to students during the learning process. The teacher also feels that with Repetition Drill students remember it easier and faster to remember in spreading the news, the teacher also said that will continue to use Repetition Drill during learning process, because teacher think it is easy to apply. The teacher said that she always uses the repetition drill method because it suits the students' abilities and it is easier to improve students' pronunciation by directly giving sentences or dialogue to the students, then she gives examples of the correct pronunciation and asks the students to repeat it until the students can pronounce it correctly.

The student has a high score in English. The students said she likes English because her parents have known English since was little, therefore she likes watching films or listening to songs in English. Sarah said that teachers always use textbooks when studying, but the students high score said that, even though teachers always use textbooks, she likes the way teachers teach English because according to her, by frequently asking students to read or text sentences, students will be more fluent in English.

The Students has low grades in subjects, especially English said he really doesn't like English because he thinks it is very difficult, especially since the writing and pronunciation are very different, he

said the teacher always uses books and once used YouTube. Even though he doesn't like English subjects, he likes the teacher when teaching English because the teacher are very friendly and fun when teaching, there is no tension like other teachers. Lower score student said that the teacher taught them to pronounce English by giving sentences or reading texts and then giving examples of how to pronounce it and they followed it until their pronunciation was correct. Lower score student also said that the teacher would teach how to pronounce the vocabulary correctly. If they were wrong in pronouncing the vocabulary, the teacher would approach him to his desk and then tell him to pronounce the word slowly, then if it was still wrong then Miss Ina would give another example until he could pronounce the vocabulary correctly

b. Feedback

The second strategy the teacher use is feedback. The teacher said that she would give praise to students who had succeeded in pronouncing sentences correctly and the teacher would ask whether there were any vocabulary words that were difficult for students to pronounce. If so, she would write the words on the board and give examples of correct pronunciation and then give suggestion how to pronounce correctly. The teacher added that if she found that there were some students who were embarrassed when pronouncing English vocabulary, she would approach and persuade the students to be able to pronounce the

vocabulary correctly. The reason the teacher approached the students was because the students were shy, so according to the teacher, their voices would definitely not be audible, so if from near the teacher can hear the students' pronunciation clearly.

Student has highest score said that the teacher would give examples of pronunciation and then the student would be told to follow along and she was also very happy when the teacher gave praise or when the teacher asked if there was any vocabulary that they thought was difficult to pronounce and the teacher gave examples of the correct pronunciation

Student has the lowest score said that usually after finishing reading the sentence or reading text given, the teacher would ask the students which words they thought were difficult and the teacher would give examples of pronunciation or give suggestion how to pronounce it the teacher could also write the words on the whiteboard and say the vocabulary together. The teacher will also praise him if he succeeds in pronouncing the vocabulary correctly.

c. Song

The last strategy the teacher use song in teaching pronunciation. The teacher uses songs in teaching pronunciation so that students don't get bored and are more interested in the learning process. Miss Ina said that it was a little difficult to apply songs during learning because the school did not provide media such as LCDs and loudspeakers, so

the teacher brought her own loudspeaker and gave the song lyrics on the paper distributed. The teacher believe using songs can make students more interested in the learning process and not be embarrassed when saying sentences in English because they are singing. The teacher will give the students paper containing the lyrics of the song and then the teacher and the students will sing together after that the teacher will ask the students to sing one by one by connecting the verses of the song until they finish listening to the students say the verses of the song. The teacher can give an example of the correct pronunciation while sing the verses. The teacher also said she would ask if there was any vocabulary that was difficult to pronounce when singing the song given. If there was, the teacher would give the correct pronunciation and invite students to follow along.

The student has high score likes learning English with the teacher, especially when the teacher uses songs as a learning media. Sstudent has high score said that by using songs she felt she didn't need to think hard when studying except just singing. Even though using song the teacher doesn't let students just focus on the song, the teacher also teaches them how to pronounce the vocabulary in the song correctly. Student has high score said the teacher will tell them to read the lyrics one by one, after that they will be taught to pronounce the vocabulary correctly.

The student has the lowest score said the teacher had used songs in teaching English but not often, only a few times, even though he really liked learning English using songs because it wasn't boring. The teacher will give the verse and then the teacher and students will sing together.

According to the teacher, there are no weaknesses in the method she uses it's just that students often forget how to pronounce vocabulary because they don't practice often. Meanwhile, according to her, the advantages of repetition drills and songs are that they are easy to apply during class. The teacher said students should practice alone more often at home or when speaking because during class is not enough. According to student has the highest and the lower scholl the reason why student has difficulty with pronunciation is because of lack of practice and when she reads the text and when she pronounces it is very different so it often makes her confuse and the difficult thing about pronouncing words in English is because not used to it.

B. Discussion

In this section the author explains the results of observation analysis and interview strategies used by teachers in class XI MA Hidayatullah. From the results of the research, the author found that there were 3 strategies that teachers used to improve students' pronunciation and the author also found out how teachers applied them during the learning process in class XI MA Hidayatullah. Three strategies that teachers use to improve students are

Drilling, feedback and songs. The third strategy is expected to improve students' pronunciation because many students ignore their pronunciation even though pronunciation is very important to be able to speak English fluently, so using several strategies is considered to have a positive impact on the teaching and learning process, especially on pronunciation.

1. Drilling

The first strategy that the author discovered during the research was drilling, more precisely repetition drill. According to Baroroh (2022) drilling is a pronunciation strategy that is carried out by asking students to listen and follow what the teacher says, which can be in the form of vocabulary or sentences in English. Baroroh also said that the purpose of using the drilling method is to make it easier for students to pronounce because they can directly hear how the teacher pronounces vocabulary and drilling can also make it easier for students to remember new vocabulary. Based on the results of observations and interviews, the author can conclude that teachers use repetition drill as a strategy to improve student pronunciation. First, the teacher gives sentences or vocabulary, then the teacher asks students to listen and follow what the teacher says. During the learning process, the teacher can get results from repetition drill which can improve students' pronunciation.

2. Feedback

The second strategy that the author discovered during the research was feedback. According to Taheran (2015), there are many strategies

that can improve student pronunciation, one of which is by providing feedback. Taheran said that providing feedback to students can provide good benefits, such as increasing students' confidence when pronouncing vocabulary in English. He added that teachers can provide feedback to students by writing vocabulary on the blackboard and reading it with loud intonation so that students can hear it. During the observation and interview process, researchers found that the teacher provided feedback in the form of writing English vocabulary on the blackboard. The teacher asks the students for words that are difficult for the students to pronounce, then the teacher will write the words the students say on the board, then the teacher will give examples of the correct pronunciation.

3. song

The last strategy found by the author is song. Song is one method that is suitable for the teaching and learning process, especially pronunciation songs which are also very popular with students. based on observations and interviews, teachers use song strategies to improve student pronunciation. Baroroh (2022:16) said that using songs in the learning process can make students more enthusiastic in learning so students don't get bored easily, he added that by using songs students can learn pronunciation from listening to songs and following them according to the lyrics they sing. Researcher found that teacher gave students a piece of paper containing song verses and then introduced them. The teacher asks the students to read each verse of the song. From listening to

the students reading the verses of the song, the teacher can find out which vocabulary is wrong and will correct the students' wrong pronunciation. After several attempts the student's pronunciation became better.

From the explanation above, it can be concluded that the three strategies used by teachers are proven to improve student pronunciation, but from observations and interviews researchers found that teachers more often use drilling as a strategy to improve student pronunciation. It is proven that by using drilling students are more active and pay more attention to the teacher because students are immediately told to follow what the teacher says, increasing students' vocabulary, students practice pronouncing words and improve students' pronunciation skills.