

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussion. The findings design to answer the research problem. This section covered the techniques that the lecturer used during teaching and learning activity in the classroom and the process, the application of the techniques in teaching pronunciation, and students' responses toward the techniques. The discussion designed to discuss the findings which were also about research problem.

A. Findings

There are three statements of problems that have to be answered on this research. The first problem is what kinds of techniques does the lecturer apply in teaching pronunciation. The second problem is how does the lecture apply the techniques in teaching pronunciation. The third problem is how are the students' responses toward lecturer's techniques in teaching pronunciation. The researcher used four instruments to collected the data, i.e. observation, documentary, questionnaire, and interview for gathering all information.

The subject of this research is a lecturer who teaches pronunciation at the second semester of English department of IAIN Antasari Banjarmasin. Her name is Alfa Nur Rahmah, SS, M. Pd. She graduated from Malang University. She teaches some courses on English department, one of them is pronunciation.

Moreover, on this data presentation, the writer describes about kinds of techniques are applied in teaching pronunciation, the application of those techniques, and the students' responses toward lecturer's techniques.

1. The Teacher Activities in Teaching Learning Writing

To make the readers understand, the writer will describe the lecturer's activities in teaching-learning process in the classroom from the first observation until the last observation. The writer conducted the research at the second semester at class C and D. Three activities that the lecturer did in teaching pronunciation they are, pre-activities, while-activities and post-activities.

a. The first observations

The writer did the first observation on Wednesday April, 27th, 2016 which was held at class D, The class started at 14.00 pm until 15.40 pm. The class consists of 26 female students and 4 male students. In this meeting, before the lecturer came to the class, many students were busy talking with their friends and walk around the class. After the lecturer and the writer came to the class, they were in control during the teaching and learning activity.

In the pre-activities, when the lecturer came to the class all of the students stop talking and they took their book and pen. Then, the lecturer opened the class by greeting the students in form of *salam*. She said *Assalamu'alaikum warahmatullahi wabarrakatuh*, followed by saying "good afternoon" and "how are you" which was responded by all of the

students. After that, the lecturer gave absent list to the students. Next, while the students signed the absent list one by one, the lecturer start the lesson.

In while activity, first, the lecturer wrote phonetic symbol on whiteboard /f/, /z/, /dʒ/, and /ʃ/. Next, she asked the students whether they know the way to pronounce it or not, some students said yes and no, then others did not said anything. Then, the lecturer pointing the phonetic symbols and modeling how to pronounce it three times, some students repeat it and others not. After that, the lecturer gave some copy of words paper to the students, on those paper there are 8 words for each those phonetic symbols. Next, she take a seat in the middle of class, because the students seat is in circle fom. Then, She asked the students to look and paid attention to the paper. After that, she asked the students to listen and repeat what the lecturer said, and all of the students repeat it. She also modeling how the shape of mouth when pronounce the words. She said the words with correct stress till the students can repeat it. Sometimes, she made a joke just for students were not bored and tired to pronounce the words. She also gave the students opportunity, in case they had question.

After the lecturer modeling all the words on the paper, she asked the students to read one by one, and the students read it. If the students made mistake when they pronounced the words, the lecture would correct it and said the words fluently and showed the shape of mouth when pronounce the words. Then, the students had to repeat it until he or she can said it.

In the post-activity, because running of the time, she closed the lesson and ended the class by reciting hamdallah together. But, before she closed the lesson, she gave suggestion and motivation to the students so that the students had interesting in learning pronunciation. Finally the teacher greeted *salam*, “*Wassalamu’alaikum*”.

During the class room activity, the technique that she used in teaching English was drilling. She applied it by giving a copy of words paper and modeling how to pronounce the words, then all of the students have to repeat it.

b. The second observation

The writer did the second observation on Thursday April 28th, 2016 at Class C. There are 27 female and 3 male at the class. The class started at 14.00 pm until 15.40 pm. The students did the same activities like the first observation at class D. In this meeting before the teacher came to the class, the students were busy talking with their friends, eating something, walking around the class, etc. the writer come to the class earlier from the teacher. When the writer came to the class, the students are friendly, they gave a seat for the writer. The writer did little interview with some students. A moment later, the lecturer came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the first observation. When the lecturrer came to the class, she opened the class by greeting the students in form of *salam*. She said “*Assalamu’alaikum warahmatullahi*

wabarrakatuh, followed by saying “good afternoon” and “how are you” which was responded by all of the students. After that the lecturer gave absent list, while the students signed the absent list one by one the lecturer start the lesson.

In while activity, first, the lecturer asked the students about Oxford dictionary, whether they had it or not. All of the students have the dictionary, whether pdf or real book and the students showed it to the lecturer. Then, the lecturer wrote the words “Shy, azure, judge, and chide. Next, she asked the students to read the words one by one. Some of them corrected in pronouncing the words, but others did not. After that, the lecturer asked the students to open their dictionary, how were the transcriptions and how to pronounce them. The students opened the dictionary and looked at the transcription, they pronounced the words alone and slowly because they were understand just now.

Then, the teacher gave some copies of paper words, there are four phonetic symbols there, and every phonetic symbol has 8 words there. After the students got the paper, the lecturer asked the students to look and pay attention to the paper. The lecturer said the words three times and the students have to repeat it. If some students did not said the words, the lecturer would said the words again till all of the students repeat her. She also explained how the shape of mouth when pronounce the words. Then, the students followed what the lecturer said.

After the lecturer finish modeling how to pronounce the words, she gave opportunity to the students in case they have question. Then, she asked the students to read the words in group, there are 3 persons in one group. When the students made mistake in pronouncing the words, the lecturer corrected their pronunciation directly by saying the same words with the correct pronunciation. She said it twice because the students still cannot pronounce the words correctly. After the students can pronounce it, the students continued their reading.

In the post-activity, before the lecturer closed the lesson, the lecturer gave feedback to the students, she said some correction on their pronunciation and she suggested to the students to practice their pronunciation in the front of mirror. She also suggested that when the students watched the English movie the students can repeat what the actor said. Finally, the lecturer was ready to close the lesson and asked the students whether they have question or not. She closed the lesson by saying *salam. Assalamu'alaikumwarahmatullahi wabarrakatuh.*"

During the classroom activity, the techniques that she used in teaching Pronunciation were drilling and giving feedback. She applied it by giving the copy of materials which consists of words, then she modeling how to pronounce the word and she made correction on students' mistake in pronouncing the words. She also gave some suggestion to the students how to practice their pronunciation.

c. The third observation

The writer did the third observation on Wednesday, May, 04th, 2016 which was held at class D. The class started at 14.00 pm until 15.40 pm. They did the same activity like in the first and second observation. In this meeting before the lecturer came to the class, the students were busy talking with their friends, go out from the class. After the lecturer and the writer came to the class, they were in control during the teaching and learning activity.

The pre-activities were same as the first and second activity in the first and second observation. When the lecturer came to the class, she greeted the students in form of *salam*, she said “*Assalamu’alaikum warahmatullahi wabarrakatuh*” and followed by saying “good afternoon” and “how are you” which was responded by all of the students. After that the lecturer gave absent list to the students, while the students signed the absent list the lecturer start the lesson.

In while activity, first, the teacher asked the students to remember last material that they learnt, she wrote on whiteboard some phonetic symbol that they have learnt before, like /ʃ/, /ʒ/, /dʒ/, and /tʃ/. Next, she asked the students whether they still remember or not, all of the students said the phonetic symbols enthusiastic. Then, she gave compliment by saying good to the students because the students still remember how to pronounce them.

After that, the lecturer asked the students to count one till five. Next, the lecturer gave copies of paper, there are five conversations there. The lecturer asked the students to work in pairs with their friends that got the same number. Then, she said to the students to paid attention to the paper, and repeat what the lecturer said. The lecturer said the sentences with the correct pronunciation and intonation. But, the lecturer did not said long sentences directly. She separate the sentence in certain parts. For example on conversation one the lecturer said “Well - I can’t compare to you - I got a 3.1- in English 101. That means - if you got a lower grade - in English 201- it must be harder” after the lecturer separate the sentences, she gradually building up the sentences like” Well, I can’t compare to you. I got a 3.1 in English 101. That means if you got a lower grade in English 201, it must be harder”. If the students cannot repeat it, the lecturer would separate it again and said slowly till the students can said it correctly. The lecturer modeling all of the conversations that she gave. She also modeling the differences of intonation in English language between Indonesia language.

Then, because of tomorrow is holiday, so, she asked the students to record their conversations, and collect it next week. The lecturer also gave recording of native speaker conversation so that the students can learn at home by listening that recording. While the lecture copy the recording, the lecturer asked the students whether they have question or not.

In the post-activity, because running of the time, she closed the lesson and she suggested the students to practice their conversations before they record it. Then, the lecturer ended the class by reciting *hamdallah* together. Then she greeted *salam*: “*Wassalamu’alaikum warahmatullahi wabararakatuh*”.

During the class room activity, the techniques that she used in teaching pronunciation were chaining and taping students’ English. She applied it by modeling the sentence, but the lecturer separate the sentence first, and asked the students to repeat it. Then she building the sentence till complete, and the students repeat it too. When the students cannot repeat the sentence because too long or too fast, the lecture would said the sentences again slowly till the students can repeat it. And the application of taping students’ English techniques are after the students read all of the conversation, the lecturer asked the students to record their conversation, and gave time a week to record their conversation.

d. The fourth observation

The writer did the fourth observation on Wednesday, May, 11st, 2016 which was held at class D. The class started at 14.00 pm until 15.40 pm. They did the same activity like in the first and second observation. In this meeting before the lecturer came to the class, the students were being collecting their recording to the chief of class, some of them were busy talking with their friends, go out from the class, After the lecturer and the

writer came to the class, they were in control during the teaching and learning activity.

The pre-activities were same as the first and second activity in the first and second observation. When the lecturer came to the class, she greeted the students in form of *salam*, she said “*Assalamu’alaikum warahmatullahi wabarrakatuh*” and followed by saying “good afternoon” and “how are you” which was responded by all of the students. After that the lecturer gave absent list to the students, while the students signed the absent list the lecturer start the lesson.

In while activity, first, she asked the students to collect their recording. Then, the chief of class collected the recording. After that, she played audio loudly and she asked the students to pay attention to the recording, and give comment to the their friends’ pronunciation. All of students pay attention to the recording, sometimes they laugh because their friends spoke like Banjarese intonation, not like English. After the lecturer played the audio, she asked the students who’s pair there. Then, two students raised their hands and said it is their recording. After that, she asked the students how many times that the students practice the conversation before they recorded it. Next, the students said they did not practice before, they read and record their conversation just now before the class is started. The lecturer seemed disappointed with the students but she did not show it. Then, she played audio again, one by one. In this part,

some students seems bored, so they talk with their friends and did not pay attention to the audio.

After the lecturer played five audios, and she asked how many they practice before they record their conversation. Many students said one, twice, three times, and nothing, the lecturer disappointed with their recording because many students still make mistakes in pronouncing the words and intonation. She asked the students whether they listen the native conversation audio or not, some students said yes and others no. Next, the students said that the native's conversation it is too fast, it is difficult to follow. So, they were hard to learn from it.

After that, the lecturer gave audio to the students, that is the lecturer's voice modeling the conversation so that the students can learn from it, the audio is not too fast and not too hard to follow. She expected that the students can repair their pronunciation.

Then, after she gave the audio, she asked the students to practice their conversation again. And if they want to correct their pronunciation, they meet her out of class by making a promise when and where they can meet so that the lecturer can give feedback deeply to the students.

In the post-activity, because running of the time, she closed the lesson and she suggested the students to practice their conversations before they meet her. Then, the lecturer said that next week they would not have a class, because the lecturer had another assignment. After that, the lecturer

ended the class by reciting *hamdallah* together. Then she greeted *salam*: “*Wassalamu’alaikum warahmatullahi wabararakatuh*”.

During the class room activity, the techniques that she used in teaching pronunciation is giving feedback. She applied it by saying some correctness and suggestion to the students. She suggested that before they record their conversation they had to practice many times before so that their conversation better than now. She also gave time out of class, in case the students want to know their mistakes and correct their pronunciation.

e. The fifth observation

The writer did the fifth observation on Wednesday, May, 12nd, 2016 which was held at class C. The class started at 14.00 pm until 15.40 pm. They did the same activity like in the first and second observation. In this meeting before the lecturer came to the class, the students were busy talking with their friends, go out from the class. After the lecturer and the writer came to the class, they were in control during the teaching and learning activity.

The pre-activities were same as the first till the fourth observation. When the lecturer came to the class, she greeted the students in form of *salam*, she said “*Assalamu’alaikum warahmatullahi wabararakatuh*” and followed by saying “good afternoon” and “how are you” which was responded by all of the students. After that she made some small talk with the students, she asked how was their holiday, what the students did. And some students said they just stayed at home, some of them said travelling,

and others did not said anything. Then, the lecturer gave absent list to the students, while the students signed the absent list the lecturer start the lesson.

In while activity, first, the lecturer gave copies of paper, there are five conversations there. Next, the lecturer asked the students to count one till five. The lecturer asked the students to work in pairs with their friends that got the same number. Then, she explained that they would got assignment to record their conversation, the conversation based on their number. She gave a week to record their recording. After that, she asked whether the students had question or not. Then, because there are no students asked her, she continued the lesson. Next, she said to the students to paid attention to the paper, and repeat what the lecturer said. The lecturer said the sentences with the correct pronunciation and intonation. But, the lecturer did not said long sentences directly. She separate the sentence in certain parts. For example on conversation one the lecturer said “Well - I can’t compare to you - I got a 3.1- in English 101. That means - if you got a lower grade - in English 201- it must be harder” after the lecturer separate the sentences, she gradually building up the sentences like” Well, I can’t compare to you. I got a 3.1 in English 101. That means if you got a lower grade in English 201, it must be harder”. If the students cannot repeat it, the lecturer would separate it again and said slowly till the students can said it correctly. The lecturer modeling all of the

conversations that she gave. She also modeling the differences of intonation in English language between Indonesia language.

In the post-activity, because running of the time, she closed the lesson and she suggested the students to practice their conversations before they record it. Then, the lecturer ended the class by reciting *hamdallah* together. Then she greeted *salam*: “*Wassalamu’alaikum warahmatullahi wabararakatuh*”.

During the class room activity, the techniques that the lecturer applied in teaching pronunciation were chaining and taping students’ English. She applied it by modeling the sentence, but the lecturer separate the sentence first, and asked the students to repeat it. Then she building the sentence till complete, and the students repeat it too. When the students cannot repeat the sentence because too long or too fast, the lecture would said the sentences again slowly till the students can repeat it. And the application of taping students’ English techniques are after the students read all of the conversation, the lecturer asked the students to record their conversation, and gave time a week to record their conversation.

f. The sixth observation

The writer did the first observation on Thursday, May, 19th, 2016 which was held at class C. Actually, the class started at 14.00 pm until 15.40 pm. But, in this meeting, the lecturer came late, she came at 14.53 pm. At the time, the students did the same activity like in the first till the fifth observation. The students were busy talking with their friends, go out

from the class, After the lecturer and the writer came to the class, they were in control during the teaching and learning activity.

The pre-activities were same as the first till the fifth activity in the first and fifth observation. When the lecturer came to the class, she greeted the students in form of *salam*, she said “*Assalamu’alaikum warahmatullahi wabarrakatuh*” and followed by saying “good afternoon” and “how are you” which was responded by all of the students. After that the lecturer gave absent list to the students, while the students signed the absent list the lecturer start the lesson.

In while activity, first, she asked the students to collect their recording. Then, the chief of class did not collect it, because he did not know if the lecturer wanted to collect the audio to chief of class. Then, the lecturer disappointed with the students, she gave 20 minutes to collect their audio to chief of class. Next, while she waited they send their assignment to chief of class, she went out of class. After that, the students were busy talking with their friend while sent their assignment.

Twenty minutes later, the lecturer came back, and she asked the students whether they have finished to collect their audio or not. Then, the students said yes. Next, the lecturer asked the students how many times that the students practice the conversation before they recorded it. Some students said one time, twice, and three times. Their answer seemed like the class D.

Then, The lecturer asked whether they had difficulties when they listened and followed the native speakers audio. Then, the students said they difficult to follow the native speaker because of the speed, the native speaker said the sentence too fast. So, the lecturer gave their recording to the students. the recording contains the lecturer's voice when modeling the conversation so that they can learn from it. The audio is not too fast and not to hard to follow. She expected that the students can repair their pronunciation.

Then, after she gave the audio, she asked the students to practice their conversation again. And if they want to correct their pronunciation, they meet her out of class by making a promise when and where they can meet so that the lecturer can give feedback deeply to the students.

In the post-activity, because running of the time, she closed the lesson and she suggested the students to practice their conversations before they meet her. Then, the lecturer said that next week they would not have a class, because the lecturer had another assignment. After that, the lecturer ended the class by reciting *hamdallah* together. Then she greeted *salam*: "*Wassalamu'alaikum warahmatullahi wabararakatuh*".

During the class room activity, the techniques that she used in teaching pronunciation is giving feedback. She applied it giving suggestion to the students. She suggested that before they record their conversation they had to practice many times before so that their conversation better

than now. She also gave time out of class, in case the students want to know their mistakes and correct their pronunciation.

2. Kinds of Techniques that The Lecturer Apply in Teaching

Pronunciation

There are two classes of pronunciation that is taught by Miss Nur Alfa Rahmah, SS. M. Pd. It is attended by 60 people. The writer came and observed the class six times on April 27th, 28th and May 4th, 11st, 12nd, 19th 2016 on Wednesday and Thursday at 14:00 – 15:40 pm.

Based on the problem of statements in this research, they are: what kinds of techniques are used in teaching pronunciation and how does the teacher apply the techniques, how the students' responses toward the techniques, so from the research result that had been done through interview and observation, the writer found that there are four techniques that the lecturer used in teaching pronunciation at the second semester of English Department of IAIN Antasari Banjarmasin. They are:

- a. Drilling
- b. Chaining
- c. Giving Feedback
- d. Taping Students' English.

3. Description of Techniques which lecture Apply in Teaching

Pronunciation

Based on the observation, interview, and documentary that the writer conducted at the second semester students of English department IAIN

Antasari Banjarmasin. The researcher aims to look at the techniques that lecturer used in teaching pronunciation. And the writer gets some techniques that the lecturer apply in teaching pronunciation.

a. Drilling

In this technique, the lecture came to the class and opened the lesson. Then, the lecturer gave some words which contain phonetic sounds like /ʃ/, /ʒ/, /dʒ/, and /tʃ/, etc. Such as shy, azure, judge, chide, and so on. The lecturer said the words accurately and fluently, and all of the students have to repeat it. The lecture modeling how the shape of mouth when pronounce the word. Because English has the unique sound, the students may not shy to shape their mouth correctly so that they can pronounce the word fluently.

Sometimes there are some students busy alone, they pronounce the words enthusiasm although the teacher have stopped said the words. They always said the word until they memorize the sound. It is good for students, if they practice it every day and everywhere, they may improve their pronunciation.

Then, if the lecturer had enough time she asked the students to pronounced the words one by one. Sometimes, if the lecturer did not provide certain words or copy of paper words when she came to the class, she would said the word that she has seen, like the words that had been written on whiteboard, the words on the wall, the words that students said, and so on. The lecturer said them with correct stress and intonation, and the

students have to repeat it. The lecture also gave opportunity to the students, in case they have a question about the lesson.

b. Chaining

This technique helps students to learn how to said sentence accurately and fluently. In this technique, the lecturer provided paper of conversation, there are five conversations. The students counted from one till five. Then, the lecturer asked students to work in pairs with a person that has same number. One pair got one conversation. The conversation based on number that they got. The lecturer asked students to look on their paper. And, the lecturer asked students to pay attention to the paper. Then, the lecturer isolated certain parts of sentence, modelling them separately for students to repeat, and gradually building the sentence up until it is complete.

When the teacher modeling the conversation, sometimes students can not repeat it, because English has unique intonation may rise, or down, sometimes fast or slow. It makes students difficult to said the sentence. Students in the class had different education background. Especially, the students from school of quite village, they seldom practice English. In this case, the lecturer would said the sentences till the students can repeat it. If the students can repeat it, the teacher would continue to said the next part of sentence.

c. Giving Feedback

Based on observation, in this technique, the teacher came to the class and she played audio of students' conversation that they recorded loudly so

that the students can listen it. Then, the students pay attention to it. After that, the lecturer and students checked the students' pronunciation in audio. Many students make some mistakes in their pronunciation, like stress, intonation, and sounds. Actually, the lecturer gave native's audio conversation to students so that they can learn from it, but in fact, they can not imitate the native because they think it is too fast. So, the lecturer decided, to record her voice and gave the recording to the students so that the students can repair their pronunciation.

Then, the lecturer spent her time for students so that the students can meet and repaired their pronunciation out of the class directly. By giving feedback to their students, the students actually can reduce their error and they feel more confident when they pronounce the word. On the other hand, when the lecturer gave feedback to their students in an insensitive way, it can upset the students and reduce their confidence.

d. Taping Students' English

This is a technique used to record student-generated language as well as give the opportunity for community learning come about. In this case, the lecturer gave some conversation to the students, then the students have to work in pairs. Lecturer asked the students to record their conversation. She gave one week for students to record their conversation. After recording, the lecturer played the students' audio of conversation in the class, and other students have to pay attention to it.

4. Students' Responses Toward Lecturer's Techniques in Teaching Pronunciation

This research also intended to find the students' responses toward lecturer's techniques. When the lecturer presented the lesson, students should pay attention and respond what the lecturer asked. There are two classes attended by 60 students. The researcher has given the students questionnaire to know how their responses about the learning process. The writer categorize the data based on the questions are asked.

Table 4.1 The students' feeling toward the techniques

No	Category	Frequency	Percentage
1.	Happy	60	100%
2.	Not really happy	-	-
3.	Not happy	-	-
Total		60	100%

The table above indicates that the students who feeling happy with the techniques are 60 students (100 %) said happy.

Table 4.2 The students' opinion toward the techniques

No	Category	Frequency	Percentage
1.	Yes	37	62%
2.	Not really	23	38%
3.	No	-	-
Total		60	100%

The table shows that, the response about whether the lecturer used interesting techniques in teaching pronunciation or not, 37 students (62%) said yes, 23 students (38%) said not really, and no students opine the lecturer did not use interesting techniques.

Table 4.3 The students' response in variation techniques which lecture used in every meeting

No	Category	Frequency	Percentage
1.	Always	32	53%
2.	Sometimes	28	47%
3.	Never	-	-
Total		60	100%

According to the table, it shows that the response about whether the lecturer used different techniques in every meeting, 32 students (53%) said always, 28 students (47%) said sometimes, and no students opine the lecturer did not use different techniques in every meeting.

Table 4.4 The students' feeling to the subject

No	Category	Frequency	Percentage
1.	Like	60	100%
2.	Not really like	-	-
3.	Not like	-	-
Total		60	100%

Based on the table, it can be seen that students' response about whether they like pronunciation subject or not, 60 students (100%) said yes, no students opine not really and not like.

Table 4.5 The students' response about the understanding lesson

No	Category	Frequency	Percentage
1.	Understand	42	70%
2.	Not really understand	18	30%
3.	Not understand	-	-
Total		60	100%

The table shows that response about students understand the lesson easily and quickly, 42 students (70%) said that they understood the lesson, 18 students (30%) said not really, and no students said can not understand the lesson easily and quickly.

Table 4.6 students' feeling about the fun class atmosphere

No	Category	Frequency	Percentage
1.	Yes	55	92%
2.	Sometimes	5	8%
3.	No	-	-
Total		60	100%

It can be seen that students' response about the class atmosphere, 55 students (92%) said that the lecturer can make the class is fun, 5 students (8%) said sometimes, and no students notes the lecturer can not make class is fun.

Table 4.7 student's confidence to speak English

No	Category	Frequency	Percentage
1.	Yes	28	47%
2.	Not really	30	50%
3.	No	2	3%

Total	60	100%
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Based on the table above, students' response in confidence to speak English after taken pronunciation class, 28 students (47%) said yes, 30 students (50%) said not really, and there was 3 students (2%) said not confident.

Table 4.8 Students' response toward lecture's motivation

No	Category	Frequency	Percentage
1.	Always	52	87%
2.	Sometimes	8	13%
3.	Never	-	-
Total		60	100%

According to table, response about whether the lecturer always motivates the students or not, 52 students (87%) said always, 8 students (23%) said sometimes, and no one students said the lecturer did not motivate.

Table 4.9 Students' response of lecture's feedback

No	Category	Frequency	Percentage
1.	Yes	56	93%
2.	Sometimes	4	7%
3.	No	-	-
Total		60	100%

It shows that students' response of lecture's feedback if the students had a problem in pronunciation lesson, 93% students said yes, 7% said sometimes, and no one opine the lecturer did not give feedback.

Table 4.10 Students' response in favorite techniques that lecture applied

No	Category	Frequency	Percentage
1.	Drilling	15	25%
2.	Chaining	30	50%
3.	Giving Feedback	9	15%
4.	Taping Students' English	6	10%
Total		60	100%

Based on the explanation above, students' response about favorite techniques that the teacher applied, 15 students (25%) said drilling, 30 students (50%) said Chaining, 9 students (15%) said giving feedback, 6 students (10%) said taping students' English.

Based on the table, it can be conclude that the favorite techniques that the lecturer applied is chaining. 30 students choose chaining and the percentage is 50%. It is because the students feel suitable with the technique and they said that this technique is really interesting and effective to improve students' pronunciation. The procedures are the lecturer isolates certain parts of sentence, modeling them separately for students to repeat, and gradually building the sentence up until it is complete. It makes students easier to remember how to say the sentence accuracy and fluently.

B. Discussion

In the finding of the research the writer found some information from interview with the lecturer in teaching pronunciation. the writer also found some

information from observation about pronunciation teaching and learning process at the second semester of English Department of IAIN Antasari Banjarmasin . From this interview and do some observation the writer found the lecturer's techniques in teaching pronunciation.

The subject in this research is Nur Alfa Rahmah, SS, M. Pd. She said that she graduated from Universitas Malang (UM) S1 English Literature and S2 English Department. She taught pronunciation in 2 class (C & D). She never get training related the techniques in teaching pronunciation, but she ever read a book or literary about techniques in teaching pronunciation. Besides that, She have taught pronunciation for 3 years. So, teaching pronunciation is not new for her.

When the writer interviewed the lecturer about what the techniques are used in teaching pronunciation, she did not know more about it.. She still needs training in pronunciation. However, despite the lecturer did not know the name of the techniques, she always uses various techniques in teaching English not only in teaching pronunciation but also for other skills. Based on Holy Qur'an, Allah said in verse al –Baqarah: 124:

وَإِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ ۖ قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا ۚ قَالَ وَمِنْ ذُرِّيَّتِي ۖ قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ ﴿١٢٤﴾

From the verse above, Allah has told us about “*Imaman*” means “teacher” to be a good example for students in doing anything. Someone often hear that “Teacher as a model”. Teacher must a good model in front of the students in doing something.

According to the book *How to Teach* by Jeremy Harmer (1988, p. 2) a good teacher is teachers who cares more about their students' learning than they do about their own teaching, how to have good ability to control and inspire a class. Teaching experience is a factor that will influence the techniques of lecturer in the classroom. Lack of experience will cause the problems in a process of teaching and learning, such as lack of understanding the materials, lack of managing class, lack of techniques usage in the classroom, and others.

Sriyono (1992, p. 61) said that a teacher is demanded to be able in managing the class, such as how to manage the room, how to supervise the students, motivates students in learning, how to create a good atmosphere so that students feel convenient in study, and so on. Therefore, becoming a teacher is not easy, because the role of teacher is not only transferring the knowledge to the students, but how to be an inspiration and motivation for them in learning.

Based on observation about the lecturer's techniques in teaching pronunciation at the second semester of English Department of IAIN Antasari Banjarmasin. There are four the most frequent techniques used by the lecturer in teaching pronunciation. They are: drilling, chaining, giving feedback, and taping students' English. Techniques is very important to make students understand toward material that taught by lecturer.

After all the data obtained are presented, they need to be analyzed based on the order of issues that have introduced earlier in this research. In teaching learning process are going on students enjoy in the class.

In drilling technique, the lecturer said the words many times. Then, she asked the students to repeat what they said as similar as possible. According to Kelly (2001, p. 16) drilling simply involves the teacher saying a word, and getting the class to repeat it. In this technique, the lecturer activities appropriate with the theory.

In chaining technique, according to Kelly (2000, p. 16) chaining can be used for sentences which prove difficult for students to pronounce, either they are long, or because they include difficult words and sounds. In this techniques, the lecturer applied by modeling how to said the sentences by separating it in certain part, either back or front chain. Then, she asked the students to repeat her. Next, the lecturer gradually build the sentence till complete. After that, the students repeat what the students said.

In giving feedback, the lecturer gave some correctness and suggestion on students' pronunciation by informing their mistake and saying how to repair it. As Kenper (1991, p. 141) said that feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong. In this technique, the lecturer did not gave the time in the class to correct the students' pronunciation, but she also gave time out of class to correct the students' pronunciation by making promise with her.

In taping students' English technique, she asked the students to count one till five. Then, the students have to work in pairs with the students that got the same number. Next, the lecturer gave some conversation to the students and

asked them to record their conversation. Kelly (2000, p. 21) said that tapes can be made while students are engaged in language practice activities, and used for all manners of language difficulties.

The lecturer used various techniques in teaching pronunciation. It makes the students can learn pronunciation effectively and they can enjoy the learning process so that they did not bored at the class. The lecturer applied those techniques appropriately. She developed the techniques with add some activities but the techniques are good in applying by the lecturer.