

**TEACHING ENGLISH PRONUNCIATION AT THE SIXTH YEAR OF SD
NEGERI KAUMAN BLORA**



PUBLICATION ARTICLES

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by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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ACCEPTANCE

TEACHING ENGLISH PRONUNCIATION TO THE SIXTH YEAR STUDENT OF SD
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ABSTRACT

This article represents The component of teaching English Pronunciation at the sixth year of SD Negeri Kauman Blora and to describe the problems faced by the teacher in teaching English pronunciation,

The data of the study are the information found in teaching English pronunciation. The data include participants for, student, teacher, the process of teaching and learning, syllabus, and teacher plans. In this research is descriptive qualitative, the methods of collecting are observation and documentation.

The result shows that 1) The component of teaching English Pronunciation word at the sixth year of SD Negeri Kauman Blora are: syllabus, instruction materials, evaluation, technique of teaching pronunciation. 2) The problem faced by the teacher in teaching pronunciation are: Personality factor, Less capability of intonation, time management.

Keywords: Teaching English Pronunciation.

1. Introduction

Since people live in different places, they use different languages when they want to communicate with other people from different countries. The languages which many people choose differ based on their needs. Hence, people adopt English as an international language to communicate.

To master the language, people in Indonesia learn it formally at school in the process of learning, learning words, phrases, and grammatical features of language are not enough. Those elements will be useless if the learners themselves will not be able to produce them in a way which makes their utterances comprehensible. To be understood by others, they should pay attention to their pronunciation. According to Richard (1984: 296) pronunciation is stressed more on the way sounds are perceived by the hearer. Based on the fact, pronouncing English word correctly is very important for those who want to be able to speak English accurately and correctly.

Because of the importance of pronunciation, the teacher should teach students how to pronounce words correctly. Teaching English in Elementary school especially pronunciation is different from teaching to the higher level. Elementary school students are children who still like playing, talking about 'here and now' and understand meaning better when they see the object. Therefore in developing student's pronunciation mastery, the teacher is expected to be imaginative and creative. Talking about the difficulty in teaching pronunciation, the teacher must consider some aspects, because teaching pronunciation takes place if it is supported by many special components such as, the objectives, the material, the methods, and the technique.

The Problem statement of this research are What are the components of teaching English Pronunciation at the sixth year of SD Negeri Kauman Blora and

What problems are faced by the teacher in teaching pronunciation to the sixth year student of SD Negeri Kauman Blora.

The objective of the study are to describe the components of teaching English Pronunciation English word of SD Negeri Kauman Blora and the problems faced by the teacher in teaching English pronunciations to the sixth year student of SD Negeri Kauman Blora.

There is researchers who have conducted the teaching English pronunciation that analyzed different object. The first previous by *Mahadina (2005) entitled " A Study on English Pronunciation by the First Semester Students of English Department of Muhammadiyah University of Surakarta in 2004/2005 Academic Year"*. Her research concerns with the students' pronunciation in producing the vowel', consonant, and diphthong sounds. It focuses on how the first semester students of English department produce the English pronunciation. The data are an n alyzed by recording their English sounds and identifying the result of the recorded sounds. The result of her research indicates that there are shifts in the students' English pronunciation from the standard sounds of native speakers. There are six sounds friction of consonant and three sounds friction of vowel. In this research the writer does the similar research but in different scope in which the subject of the research is the sixth year student of SD Negeri Kauman Blora and the study focuses only in the students' difficulties in pronouncing English words. This research is done to complete research on English pronunciation.

2. Research Finding and discustion

1. The components of teaching English Pronunciation at the Sixth Year of SD Negeri Kauman Blora.

a. The Objective of Teaching English Pronunciation in SD Negeri Kauman Blora

SD Negeri Kauman Blora is one of schools which teach both common subjects like, Biology, Economics and religious educative to students. In this research, the writer only focuses on teaching English pronunciation.

This is comment of the teacher about pronunciation:

“Pronunciation needs bravery to practice. But most of students feel shy to develop their skill. Difficulty students' pronouncing English word is when they read is different with they says, the teacher asked students to imitate what the teacher said than asked them to pronounce the words pronunciation. In here the teacher used two languages to teaching English learning it is Indonesia and English language, and teacher used some strategy to can improve student's English skill”. (Mr Bambang, April 13, 2012)

Based on these data, the objectives of teaching English pronunciation are to improve: student pronunciation the teacher asked students to imitate what the teacher said than asked them to pronounce the words pronunciation, so the student can correct pronouncing

speech sound like consonant and vowel and make the student speak correctly and fluently.

b. Syllabus

Syllabus is description and material organization taught by the teacher in teaching-learning process. The teaching of SD Negeri Kauman Blora uses the syllabus made and arranged by all teachers of SD Negeri Kauman Blora. So the English teacher makes the syllabus of English.

This is a comment of the teacher about syllabus:

“Tentu saja syllabus itu sangat penting. Syllabus itu kan samahalnya dengan apa saja yang akan guru ajarkan. Jadi akan memudahkan dalam mengajar agar sesuai dengan waktu dan tema yang telah ditentukan. (of course it is very important. Syllabus consists of things to be taught by teacher. So, it makes teaching learning process easier in order it is suitable with time and theme that have been targeted)”.
(Mr. Bambang, April 13, 2012)

Mr. Bambang as the English teacher said that the details of the lesson, which are taught to the students, are not arranged based on the language skill but it is based on theme. Those themes are organized as the context in developing integrated language skill. It means the discussion of one theme involves most of the language skill and the language aspect. The language skills are listening, speaking, reading, and writing, while the language aspects are grammar, vocabulary, spelling and pronunciation.

The type of syllabus is functional syllabus. Syllabus is a guideline of teaching-learning process in order to make the teaching-learning process easier and appropriate with the materials that will be taught.

c. Instructional Materials

Materials refer to anything which is used by the teacher and learners to facilitate language learning (Tomlinson, 1998:2). The material used by the teacher is instructional material. Instructional material generally serve as receive and the language practice that occurs in the classroom.

In SD Negeri Kauman Blora, the English teaching-learning process has textbook of conversation. It contains the materials that have to be taught during the teaching-learning process. The instructional materials also facilitate the student in learning English. The students can read learn it easily, so that they know what will be discussed in every meeting. It also makes the teacher easily evaluate the students by giving assignment in textbook and the teacher look for the other sources to improve the students in pronouncing.

d. Evaluation

Evaluation cannot separated from teaching activity because the purpose of evaluation is to determine and measure whether the goal of

language programs have been attained or not and the student progress in the class can be known.

Conversation class is one of English lesson in SD Negeri Kauman Blora. The students get conversation class once a week for 2x35 minutes. The teacher uses the test and assignment to evaluate the materials that has been taught. The teacher knows the students ability and improvement to the English teaching-learning process. So the test applied to the student is oral test and written test.

e. Techniques of Teaching Pronunciation

The success of the process of teaching and learning may also depend on the degree to which the teacher can provide the content or create the condition for success in language learning. The teacher uses game and role-play and discussion, so the students enjoy the lesson. The writer observed with the following result.

1) Firstly Observation

Firstly, the teacher came into the classroom and greeted the students:

Teacher	: " Good afternoon, students?"
Students	: " Good afternoon, Mom!"
Teacher	: " How are you?"
Students	: " Fine. Thank you. And you?"
Teacher	: " I am fine, thank you."

Secondly, the teacher asked some questions about the topic to the students. It was used to know the student's interest and arouse their motivation to the materials, which would be taught, and then, the teacher explained the material about holiday by giving some illustrations to the students, such as: last Sunday I went to the zoo. I go to the zoo with my family, in there we can see Tiger, Peacock, Elephant, Buffalo, Bull, etc. we can to know more about animals. I enjoy my holiday last Sunday.

Teacher	: " Ricky, where will you go to holiday?"
Riky	: " I want go to the zoo Mr."
Teacher	: " What animal that you see. It's eating banana?"
Riky	: " monkey" (monkei)
Teacher	: "Riky, not [monkei] but manki [m^ηki]

The student is incorret the pronouncing of consonants are sounds. After the teacher gave all illustration to the students, most of them still had incorrect pronunciation. The students' comments pronounce the words correctly. To solve the problem, teacher responded riky's answear monkey /m^ηki/ so student know their mistake. The teacher pronounced the word in English and the students repeated it several times until they could pronounce the words correctly,

Teacher	: " monkey"
	(The teacher pronounces monkey)
Students	: " monkey"
	(The students repeat what the teacher says)

Teacher : "Once again, please!"
 (The teacher asks them to repeat once again)
 Students : "monkey"
 Teacher : "Deni, what is name of bird that can imitate a person says?"
 Deni : "parrot mr"
 Teacher : "How about deni pronouncing students? It is correct?"
 Students : "correct."
 Teacher : "well, parrot /'pærat/ and now come on spelling together [pi] [ei] [a:] [a:] [ou] [ti]"
 Students : " [pi] [ei] [a:] [a:] [ou] [ti]".
 Teacher : "O.K."

After the teacher gave feedback to the students, time is over.
 In the end of the meeting, the teacher said thanks to the students.

Teacher : "Thanks for your attention and participation in this meeting. You still have many tasks in the next meeting. OK, see you next time."
 Teacher : "Good bye, students"
 Students : "Good bye, Mr."

2) Second Meeting,

Firstly, the teacher came into the classroom and greeted the students:

Teacher : " Good afternoon, students?"
 Students : " Good afternoon, Mr!"
 Teacher : " How are you?"
 Students : " Fine. Thank you. And you?"
 Teacher : " I am fine, thank you."

Secondly, the teacher asked some questions about the topic to the students. It was used to know the student's interest and involved their motivation to the materials, which would be taught, than the teacher explained the material about vegetable by showing some pictures to the students, such as: potato, tomato, carrot, etc.

Teacher : "Adib, What vegetable that eaten by rabbit?"
 Adib : "carrot"(with low speak)
 Teacher : "Adib, not [carrot] but kaeret ['kærət]"

After the teacher showed all illustration to the students, most of them the words incorrectly. Student incorrect pronuncion.of length refers to both vowels and consonants are sound, because student voice is low and student pronouncing incorrect. teacher correct adib answeare carrot /'kærət/ so student know their mistake, teacher pronounced the word in English and the students repeated them several times until they could pronounce the words correctly,

Teacher : " carrot"
 (The teacher pronounces carrot)
 Students : " carrot"
 (The students repeat what the teacher says)
 Teacher : "Once again, please!"

(The teacher asks them to repeat once again)

Students : “carrot”

After pronouncing the words, the teacher asked the students to spell the words on the whiteboard. The teacher asked the students to spell the words on the whiteboard

Teacher : “Angga, please come in front of the class!”

Angga : “Yes, Mr.”

(Angga comes in front of the class)

Teacher : “write spelling of carrot”!

(Angga writes the spelling [si] [ei] [a:] [a:] [ou] [ti])

Teacher : “How about angga spelling, students? It is correct?”

Students : “the spelling is correctly Mr.”

Teacher :” came on spelling together [si] [ei] [a:] [a:] [ou] [ti]

Students : “[si] [ei] [a:] [a:] [ou] [ti]”.

Teacher : “well”.

Then to check whether the students could write the words of vocabulary correctly or not, the teacher asked them to prepare a paper to write 10 words about vegetable. The students do it individually. After that, the teacher gave the scores is by asking the students to read the words and translate them in Indonesian language.

In the end of the meeting, the teacher said thanks to the students.

Teacher : “Thanks for your attention and participation in this meeting. You still have many tasks in the next meeting. OK, see you next time.

3) Third observation

Firstly, the teacher came into the classroom and greeted the students:

Teacher : ” Good afternoon, students?”

Students : ” Good afternoon, Mr.!”

Teacher : ” How are you?”

Students : ” Fine. Thank you. And you?”

Teacher : ” I am fine, thank you.”

Secondly, the teacher asked some questions about the topic to the students. It was used to know the student’s interest and arouse their motivation to the materials, which would be taught, and the teacher explained the material about permission by giving some illustrations to the students, such as: may and can.

- May I borrow your pencil?
- Can I borrow your pencil?

May or can is modal that can be used to express or ask for permission.

Teacher : “Ayu, can you give other example please!

Ayu : “Can I borrow your book?”

Teacher : “good”.

After the teacher gives all illustration to the students, most of them still had incorrect pronunciation and material. To solve the problem, the teacher pronounced the word in English and the students repeated them several times until they could pronounce the words correctly,

Teacher : "can I borrow your book?"
"May I borrow your bag?"
(The teacher pronounces)
Students : "can I borrow your book?"
"May I borrow your bag?"

After the teachers tell about the material, teacher asks the students to make a group. One group containing two person. They can read the text.

Teacher : "Umi and Dina, reading the text please!
Umi : May I have an envelope, please?
Dina : OK, here it is
Umi : Thank you!
Teacher : "there is some word that umi and dina wrong to pronouncing, here /hIə(r)/.

After the teacher gives all illustration to the students, most of them still had incorrect pronunciation. The student pronounced the words incorrectly. To solve the problem, teacher responded dina answer here /hIə(r)/ so student know their mistake, the teacher pronounced the word in English and the students repeated them several times until they could pronounce the words correctly,

Teacher : "Come on imitate me to pronounce the words".
Teacher : "here".
Student : "here"
Teacher : "dika please write in the whiteboard spelling of envelope
Students : "Yes, Mr."
Teacher : envelope
Teacher : "Dika, write envelope spelling in whiteboard".
Dika : "Dika,writes the spelling of envelope by e – n – v – e – l – o – p – e"

Because the spelling was incorrect, the teacher asked to the other students who wanted to correct the spelling.

Teacher : "How about dika spelling, students? It is correct?"
Students : "Wrong."
Teacher : "O.K. Who wants to correct it?"
Gita : "I am, Mr!"
Teacher : "Gita, O.K, please, correct it!"
Gita : "[i] [en] [vi] [i] [el] [ou] [pi] [i]"

Then to check whether the student's pronunciation the teacher asked them to stand in front of the class one by one to practice student's dialogue. The teacher gave feedback to the students.

After that, the teacher gave homework to the students page 39, in the end of the meeting, the teacher said thanks to the students.

Teacher : “Thanks for your attention and participation in this meeting. You still have many tasks in the next meeting. OK, see you next time.

4) Fourth Observation

Teacher :” Good afternoon, students?”

Students :” Good afternoon, Mr!”

Teacher :” How are you?”

Students :” Fine. Thank you. And you?”

Teacher :” I am fine, thank you.”

The topic of the day is review of the last meeting. The teacher had corrected the students’ homework in order to know if they made mistakes. The teacher asked the students to answer the question page 39 the material about permission, which the goal is make the students ready. After that, the teacher asked students to come and answer the question, written on the whiteboard. He corrected the students answer by asking all the students in the class. Then the teacher used game to discuss the topic. Teacher had a topic and he said a sentence, for example: “I’m worried about my children” and guided students to make a sentence that has the same topic.

Teacher : “Aditya, make a sentence that the same topic!”

Aditya : “I’m worried about my fish”.

Aditya guided the other friends to make a sentence one by one. After all of the students got a chance, the teachers changed the topic and he guided students to make a sentence until all of students speak up. Before the teacher closed this class, he checked the student’s attendance. Finally the teacher said thanks to the students. For example:

Teacher : “Thanks for your attention and participation in this meeting. You still have many tasks in the next meeting. OK, see you next time.

Teacher : “Good bye, students”

Students : “Good bye, Mom.”

Based on the observation, the writer came to conclusion that the teacher used different techniques everyday, namely, demonstrating, practice, give homework, game, take score and answer question in the book.

2. The Problem Face by Teacher

In the teaching process of pronunciation in SD Kauman Blora, there are some problems faced by the teacher, such as;

a. Personality Factor.

Based on the data that the writer gets from the interview, on 13 April 2012, the writer found that :

“Permasalahan yang ada dalam mengajarkan pronunciation kepada siswa SD Negeri Kauman Blora tidak mudah, karena siswa mempunyai kemampuan dan sifat yang berbeda. Maka dari itu, tidak semua siswa dapat mengucapkan kata – kata dalam bahasa Inggris dengan baik. Sehingga beberapa siswa merasa kurang percaya diri”.

From the quotation above, the teacher said that the personality factor is one’s of the problem on teaching pronunciation. Because, the students had different characteristic and ability so, not all students could not enjoy pronouncing English words.

b. Less capability Factor.

The other problem faced by teacher was less capability of the students based on the interview, he said that:

“Permasalahan lain yang dihadapi oleh guru adalah perbedaan kemampuan yang dimiliki siswa dalam pengucapan bahasa inggris. Sehingga intonasi pengucapan siswa dalam bahasa inggris lebih seperti logat bahasa jawa.”

From the interview with the teacher, the writer knows’ that not all the students had some ability in pronunciation whether, the intonation of the students’ pronounce still used Javanese language intonation.

c. Time management

The last problem faced by the teacher is time management, based on the interview, he said that:

“Adapun permasalahan yang guru hadapi saat proses belajar mengajar dalam bahasa inggris adalah kurangnya waktu dalam pengajaran. Untuk meningkatkan potensi siswa dalam pengajaran bahasa inggris guru membutuhkan tambahan waktu, karena proses pengajaran bahasa inggris di SD Negeri Kauman Blora hanya 60 menit.

From the interview with the teacher, the writer knows’ that time is important for teaching learning process, the teacher pronunciation in SD Negeri Kauman Blora need extra time to improve teaching learning process, because teaching English learning processes in SD Negeri Kauman Blora only 2x35 minute.

1. The components of teaching English Pronunciation at the Sixth Year of SD Negeri Kauman Blora.

The components of teaching English pronunciation in SD Kauman Blora consist of five components.

a. The objective of teaching English pronunciation

Based on the observation, the writer concludes that the objective of teaching English pronunciation in SD Negeri Kauman is to increase students’ ability in spelling the words as well as pronouncing and memorizing the words correctly by giving treatment

to improve their pronunciations and make the students active in speaking English.

The different finding between the researches with the previous. Her research different with this research because her research more general in teaching learning pronunciation. In this research only focuses on the teaching pronunciation to the sixth year students.

The similar finding between the researches with the previous research finding is her research concerns with the students' pronunciation in producing the vowel and consonant.

b. The syllabus

The type of syllabus is functional syllabus. Syllabus is a guideline of teaching-learning process in order to make the teaching-learning process easier and appropriate with the materials that will be taught.

The writer found that the teacher in SD Kauman Blora use a functional syllabus to make the teaching learning process easier but in the previous research finding not attempted the syllabus use by the teacher in first semester student of English Muhammadiyah university of Surakarta.

c. Materials

Materials refers to anything which is used by the teacher and learners to facilitate language learning (Tomlinson,1998:2). The material used by the teacher is instructional material. Instructional material generally serve as receive and the language practice that occurs in the classroom. In SD Negeri kauman Blora In SD Negeri Kauman Blora, the English teaching-learning process has textbook of conversation. It contains the materials that have to be taught during the teaching-learning process. The instructional materials also facilitate the student in learning English. The students can read learn it easily, so that they know what will be discussed in every meeting.

In SD Negeri kauman Blora the writer found that the material used by the teacher is instructional materials have been appropriate with the characteristics of the teaching-learning process can be achieved used text book of conversation to make the student understand more. But in the previous research not mentioned the material used by the teacher.

d. Evaluation

Evaluation cannot separated from teaching activity because the purpose of evaluation is to determine and measure whether the goal of language programs have been attained or not and the student progress in the class can be known.

Conversation class is one of English lesson in SD Negeri Kauman Blora. The students get conversation class once a week for 60 minutes. The teacher uses the test and assignment to evaluate the

materials that has been taught. The teacher knows the students ability and improvement to the English teaching-learning process. So the test applied to the student is oral test and written test.

Based on the data that the writer gets from the observation, the writer found that the teacher of SD Negeri Kauman Blora used test and give an assignment to evaluate the student ability. In the previous research finding not mentioned before, about the evaluation used by the teacher.

e. Teaching Techniques

The success of the process of teaching and learning may also depend on the degree to which the teacher can provide the content or create the condition for success in language learning.

Based on the data that the writer gets from the observation, the writer found that the teacher of SD Negeri Kauman Blora used The teacher uses game and role-play and discussion, so the students enjoy the lesson. Therefore, the current research finding more specific than the previous research finding. So this research enrich the previous research finding.

2. The Problem Face by Teacher

a. The similar finding between the researches with the previous research study is her research found problem in the teaching process of pronunciation for student. Based on the research the writer found problem faced by the teacher in pronunciation is personality factor. More students still feel shy and not confident when they speak English.

b. Less capability Factor

The similar finding in the second research finding between previous studies is less capability student in teaching learning process. Student has different ability to learn English pronunciation.

c. Time management

The different finding in problem faced research paper between previous is about the time. Based on interview the writer knows' that the teacher pronunciation in SD Negeri Kauman Blora need extra time to improve teaching learning process, because teaching English learning processes in SD Negeri Kauman Blora only 2 x 35 minute. In the previous studies teaching learning processes in University of Muhammadiyah is more than 2 x 45 minute.

3. Conclusion and Suggestion

1. The component of teaching English Pronunciation

a. The objective of teaching English pronunciation

The writer concluding that the objective of teaching English pronunciation in SD Negeri Kauman is different finding between the

researches with the previous. Her research different with this research because her research more general in teaching learning pronunciation. In this research only focuses on the teaching pronunciation to the sixth year students

b. The syllabus

The writer concluding that the teacher in SD Kauman Blora use a functional syllabus to make the teaching learning process easier

c. Materials

In SD Negeri kauman Blora the writer concluding that the material used by the teacher is instructional materials have been appropriate with the characteristics of the teaching-learning process can be achieved used text book of conversation to make the student understand more.

d. Evaluation

Based on the data that the writer gets from the observation, the writer concluding that the teacher of SD Negeri Kauman Blora used test and give an assignment to evaluate the student ability.

e. Teaching Techniques

Based on the data that the writer gets from the observation, the writer concluding that the teacher of SD Negeri Kauman Blora used the teacher uses game and role-play and discussion, so the students enjoy the lesson.

2. Problem face by the teacher

a. Personality Factor.

The problem faced that the writer concluding in the teaching pronunciation from personality factor. The teacher said that students have different characteristic and ability

b. Less capability Factor.

The writer concluding that not all the students had same ability in pronunciation whether, the intonation of the students' pronounce still used Javanese language intonation.

c. Time management

The writer concluding that the teacher pronunciation in SD Negeri Kauman Blora need extra time to improve teaching learning process, because teaching English learning processes in SD Negeri Kauman Blora only 2 x 35 minute.

The writer would like to propose some suggestions to the teacher, the students at SD Kauman Negeri Blora and also the other researcher. The suggestions are as follows:

1. To the English teacher

- a. The teacher may use the various techniques not only discussion, game and role-play but also may use song
- b. The teacher should be fierce in order the students more respect to the teacher.

2. To the students

- a. The students should improve their pronunciation, vocabulary in order to speak correctly and fluently.
3. To the researcher
The writer realized that her research paper is far from being perfect. She hopes that the researcher views teaching pronunciation from different perspectives.

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