

**AN ANALYSIS TECHNIQUES FOR TEACHING PRONUNCIATION IN
ENGLISH CONVERSATION CLASS AT THE SEVENTH GRADE OF
MTS NEGERI SUKOHARJO IN 2018-2019 ACADEMIC YEAR**



**Arranged as one of the conditions for completing the Strata I Study Program at
Department of English Language Education, Faculty of Teacher Training and Education**

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APPROVAL

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PUBLICATION ARTICLE

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ACCEPTANCE

AN ANALYSIS ON TEACHING TECHNIQUES IN PRONUNCIATION ON SPEAKING SKILL AT THE SEVENTH GRADE OF MTS NEGERI SUKOHARJO IN 2018-2019 ACADEMIC YEAR

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AN ANALYSIS TECHNIQUES FOR TEACHING PRONUNCIATION IN ENGLISH CONVERSATION CLASS AT THE SEVENTH GRADE OF MTs NEGERI SUKOHARJO IN 2018-2019 ACADEMIC YEAR

Abstrak

Tujuan penelitian ini adalah: (1) mendiskripsikan teknik yang digunakan guru saat mengajar pronunciation, (2) mendiskripsikan respon siswa terhadap teknik tersebut, (3) mendiskripsikan kesulitan yang dihadapi oleh guru saat mengajar pronunciation. Data di sini dikumpulkan melalui wawancara dengan guru dan 6 siswa kelas tujuh MTs Negeri Sukoharjo. Selain itu, penelitian yang dilakukan pengamatan selama 3 kali untuk menyelidiki teknik guru untuk mengajar pronunciation. Penelitian ini bertujuan untuk mengetahui teknik mengajar pronunciation oleh guru kelas VII MTs Negeri Sukoharjo. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Hasil dari penelitian ini adalah: 1) teknik mengajar pronunciation dalam keterampilan berbicara oleh guru menggunakan teknik 'listen repeat', 'singing a song' and 'reading aloud', 2) respon siswa terhadap teknik yang digunakan oleh guru dalam mengajar pengucapan adalah respon positif dari menyanyikan teknik lagu dan respon negatif dari mendengarkan ulang. Tanggapan positif dari menyanyikan teknik lagu memiliki tiga poin yaitu 'menarik', 'menyenangkan' dan 'menarik'. Dan tanggapan negatif dari mendengarkan, ulangi, hanya satu tanggapan yang 'membosankan', 3) kesulitan yang dihadapi guru ketika mengajarkan pronunciation menggunakan teknik tersebut yaitu 'murid yang pasif', 'kurangnya waktu untuk mengajar', 'kelas yang tidak dapat dikendalikan', 'kurangnya percaya diri pada siswa'.

Kata kunci: teknik mengajar pronunciation

Abstract

The goal of this study were: (1) to describe the English teacher's technique in teaching pronunciation; (2) to describe the students responses to the techniques for teaching pronunciation; (3) to describe difficulties faced by teacher in teaching pronunciation. The data here collected through interview with the teacher and 6 students of seventh grade of MTs Negeri Sukoharjo. In addition, the study carried out observation for 3 times to investigate the teacher's technique for teaching pronunciation. This study aims at finding out the techniques for teaching pronunciation in classroom used by teacher of seventh grades at MTs Negeri Sukoharjo. The research is descriptive qualitative research. The results of this research are: 1) teaching techniques in pronunciation on applied by teacher are 'listen repeat', 'singing a song' and 'reading aloud'; 2) the students' response to the techniques used by the teachers in teaching pronunciation are positive responses from singing a song technique and negative responses from listen repeat. The positive responses from singing a song technique have three points are 'exciting', 'fun' and 'interesting'. And negative response from listen repeat just one respond is 'boring'; 3) difficulties faced by teacher when teacher taught pronunciation using the techniques are 'most students are passive', 'the time is limited', 'the students are difficult to control' and 'the students are lack of self-confidence'.

Keyword : teaching technique pronunciation

1. INRODUCTION

In learning English, we have to know four skills that are speaking, listening, reading and writing. And from the four skills we can apply in our environment including applying in a school environment or class, especially in applying speaking skill. Because speaking is the most important skill for students to learn, with speaking we can communicate with people.

In speaking skill, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices.

As we know learning language, especially English, the students have to be able to master all the aspects such as spelling, vocabulary, pronunciation, grammar and so on. Among the aspects, pronunciation is very important in communicating using English. Because of the different ways of pronunciation or only sound will change the meaning very far from the real meaning. Pronunciation itself is how to pronounce or make the correct sound when mentioning a word, to pronounce words, we push the air from our lungs through the throat and vocal cords, then through the mouth pass the tongue and the space between the teeth and the lips. Sometimes air also moves through our noses. And to change the sound made, we use the muscles of the mouth, tongue and lips to control the shape of the mouth and air flow. If we can control our mouth shape and air flow properly, so our pronunciation is clear and others understand us more easily. In reality, the researcher still find that many students in Junior Hight School still have difficulties in pronouncing words especially class VII. And these students have difficulties in pronouncing vowels, diphthongs, and consonants in English.

According to Yates and Zielinski (2009:11), “pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality). Although we often talk about these as if they were separated, they all work together in combination when we speak. So that difficulties in one area

may impact on others like the sound which spoken, and it is the combined result that makes someone's pronunciation easy or difficult to understand".

So, the pronunciation of English is not the same as the pronunciation of Indonesian. In Indonesian what is written is what is said, the example in the pronunciation of the letter U on the writing of Book read remains U, while U in English can be pronounced differently for example "cut" and "put". In English many words are similar but the pronunciation is different like the word Very with Ferry.

So, if wrong in pronunciation will be wrong in the conversation. It will make our interlocutor difficult to understand what we are talking about. If speaking in English with peer Indonesian people, may not be too many problems, because most of the pronunciation of our people were not considered. But this will be felt when talking with strangers, there may have been experienced even though it seems to have uttered the sentence correctly but our opponent does not understand what we say and ask to repeat again.

Based on the observation and interviews conducted by the researcher to the grade VII students of MTs Negeri Sukoharjo, some problems were still found in the students' abilities in English, especially in pronunciation ability on speaking skills. The students' speaking skills were relatively low. They still found difficulties in pronouncing English words. To be able to speak, rather than pronunciation, the richness of vocabulary was also important.

2. METHOD

The researcher uses descriptive qualitative research. This data of the research is teaching technique in pronunciation ability on speaking skills at the seventh grade of MTs Negeri Sukoharjo in 2018-2019 academic year. Method of collecting data is observation, interview. The technique for analyzing this research is:

- a. Observation → field note → reread → classify → reduce
redundant data → data display → conclusion
- b. Interview → interview transcript → reread → classify → reduce
redundant data → data display → conclusion

3. FINDING AND DISCUSSION

This chapter presents the research finding and discussion. The researcher analyzes teaching techniques in pronunciation on speaking skills at the seventh grade of MTs Negeri Sukoharjo in 2018-2019 academic year. In this research finding, there are some dimensions found in the field that need to be presented. The research finding are :

3.1 The English teacher's techniques in teaching pronunciation skill in English conversation class

3.1.1 The Use of 'Listen Repeat' Technique From First and Third Observation)

Based on observation using listen repeat in first and third meeting. The technique for teaching pronunciation happened in the main activity and communicating, as described in the following event.

1. First Observation

b) Pre activity

The teacher started the class by greeting and giving motivation to the student.

1. Opening Activity

The teacher opened the class by greeting the students.

T : Assalamualaikum. wr. wb

S : Waalaikumalam. Wr. Wb

T : Good afternoon class.

S : Good afternoon

2. Giving Motivation

The teacher gave a motivation the students in terms of learning issue.

S : (*ramai sendiri*)

(noisy)

T : *hayo jangan ramai-ramai. Sekarang pelajaran dulu. Nanti saya kasih nilai jelek hlo. Jangan sampai nilai kalian dapat jelek hlo.*
(Don't be noisy. Now, let's study. I give you all

bad scores if you all still noisy. I don't want you have bad scores).

2. Lesson Goal

The teacher told the lesson goal.

T : *Siang ini kita akan belajar tentang self-introducing atau memperkenalkan diri kalian sendiri.*

(This afternoon we will learn about self-introducing)

b) Main Activity

There were several steps, as follows:

1. Observing

The teacher began to gave example of self-intoducing and gave some explanation to the students.

T : *oke sekarang saya akan memberi contoh tentang self-introducing (sambil menulis di papan tulis)*
Oke, now I'll give you example about self-introducing (while writing on the whiteboard)

S : *Baik bu*
Yes Miss

T : *Nanti saya akan mengucapkan kalimat self-Introducing kalian ikuti ya.*
I will say sentence about self-introducing

and you follow my pronunciation.

S : *Ya Bu*

Yes Miss

T : Hay friends

S : Hay friends

T : My name is....

S : My name is.....

T : I live in.....

S : I live in....

T : *Bukan life tapi live*

Not life but live

S : I live in.....

2. Questioning

The teacher asked the students to make a sentence about self-introducing.

T : *Sekarang kalian latihan membuat kalimat tentang self- introducing yang berisi tentang nama kalian, alamat kalian, hobi kalian, cita-cita kalian, kalau mau di tambahi idola kalian juga boleh.*

Now, you practice making sentences about self-introducing which content about your name, your address, your hobby, your ideals, If you want to add your idol no problem.

S : *Yah, sulit bu*

It is difficult Miss

T : *Tidak sulit, kan kalian tadi sudah ibu beri contoh dan kalian boleh buka kamus*

No difficult, I have given you example and you can open your dictionary.

3. Associating

The teacher gave some explanation to the students.

T : *Sudah selesai semuanya?*

Have you done?

S : *Sudah bu*

Done Miss

T : *Oke sekarang ada yang mau maju duluan untuk membacakan hasil kerja kalian.*

Okay, now someone wants to come forward to read the results your work.

S : *Jangan saya bu*

Don't me miss

4. Experimenting

The teacher asks other students to come forward.

T : *Ayo jangan malu dan jangan takut salah nanti ibu bantu membenarkannya.*

Come on don't be shame and don't be afraid if you wrong, I will help you.

5. Communicating

The teacher asked students to come forward and read what the students had written.

T : *Kalau tidak ada yang mau maju saya akan panggil satu per satu secara acak.*

If no one want to go to forward I will call one by one randomly.

S : *(Semua siswa diam)*

All studens are silent

T : *Yoga tolong maju ke depan*

Yoga please come forward

S : *Bentar Miss*

Wait a minute miss

c) Clossing Activity

The teacher closed the class and remained the students.

T : *kalian semua sudah bagus, besok kalau maju kedepan jangan malu dan takut salah dan jangan lupa untuk belajar kosakata supaya saat melafalkan kata-kata Bahasa Inggris tidak ada yang salah seperti tadi.*

Good job all of you, tomorrow if you come forward, don't be shame and don't be afraid if you wrong and don't forget to learn vocabulary so that when you recite English words there is nothing wrong like that.

S : *Ya bu*

Yes Miss

T : Okay I think enough for today. Wassalamu'allaikum wr. Wb.

S : Wa'alaikum salam wr.wb

T : See you

S : See you

Based on the observation from main activity the teacher used listen repeat technique for teaching pronunciation.

(Adopted from observation on Thursday, September 13th 2018).

2. Third Observation

a) Pre activity

The teacher started the class by greeting and giving motivation to the student.

1. Opening Activity

The teacher opened the class by greeting the students.

T : Assalamualaikum. wr. wb

S : Waalaikumalam. Wr. Wb

T : Good afternoon class.

S : Good afternoon

2. Giving Motivation

The teacher gave a motivation to the students in terms of learning issue.

S : *(ramai sendiri)*
(noisy)

T : *hayo jangan ramai-ramai. Sekarang pelajaran dulu. Nanti saya kasih nilai jelek hlo. Jangan sampai nilai kalian dapat jelek hlo.*
(Don't be noisy. Now, let's study. I give you all bad scores if you all still noisy. I don't want you have bad scores).

3. Lesson Goal

The teacher told the lesson goal.

T : *Siang ini kita akan belajar tentang self-introducing atau memperkenalkan diri kalian sendiri.*

(This afternoon we will learn about self-introducing)

b) Main Activity

There were several steps, as follows:

1. Observing

The teacher began to gave example of self-intoducing and gave some explanation to the students.

T : *oke sekarang saya akan memberi contoh tentang self-introducing (sambil menulis di papan tulis)*

Oke, now I'll give you example about self-introducing (while writing on the whiteboard)

S : *Baik bu*
Yes Miss

T : *Nanti saya akan mengucapkan kalimat self-introducing kalian ikuti ya.*

I will say sentence about self-introducing and you follow my pronunciation.

S : *Ya Bu*

Yes Miss

T : Hay friends

S : Hay friends

T : My name is.....

S : My name is.....

T : I live in.....

S : I live in....

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Not life but live

S : I live in.....

2. Questioning

The teacher asked the students to make a sentence about self-introducing.

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No difficult, I have given you example and you can open your dictionary.

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T : *Sudah selesai semuanya?*

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Done Miss

T : *Oke sekarang ada yang mau maju duluan untuk membacakan hasil kerja kalian.*
Okay, now someone wants to come forward to read the results your work.

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Don't me miss

4. Experimenting

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Come on don't be shame and don't be afraid if you wrong, I will help you.

5. Communicating

The teacher asked students to come forward and read what the students had written.

T : *Kalau tidak ada yang mau maju saya akan panggil satu per satu secara acak.*
If no one want to go to forward I will call one by one randomly.

S : *(Semua siswa diam)*
All studens are silent

T : *Bagus tolong maju ke depan*
Bagus please come forward

S : *Bentar Miss*
Wait a minute miss

c) Clossing Activity

The teacher closed the class and remained the students

T : *kalian semua sudah bagus, besok kalau maju kedepan jangan malu dan takut salah dan jangan lupa untuk*

belajar kosakata supaya saat melafalkan kata-kata Bahasa Inggris tidak ada yang salah seperti tadi.

Good job all of you, tomorrow if you come forward, don't be shame and don't be afraid if you wrong and don't forget to learn vocabulary so that when you recite English words there is nothing wrong like that.

S : *Ya bu*

Yes Miss

T : Okay I think enough for today.

Wassalamu'allaikum wr. Wb.

S : Wa'alaikum salam wr.wb

T : See you

S : See you

Based on the observation from main activity the teacher used listen repeat technique for teaching pronunciation.

(Adopted from observation on Monday, September 17th 2018).

So, from first meeting and third meeting the teacher using same technique, that is listen repeat technique for teaching pronunciation.

3.1.2 The Use of 'Singing a Song' Technique (From Second Observation)

Based on observation using singing a song in second meeting. The teaching of pronunciation happened in the main activity, as described in the following event.

1. Second Observation

a) Pre Activity

The teacher started the class by greeting, giving motivation, and reviewed previous material.

1. Opening Activity

The teacher opened the class by greeting the students.

T : Assalamualaikum. wr. wb

S : Waalaikumalam. Wr. Wb

T : Good afternoon class.

S : Good afternoon

2. Giving Motivation

The teacher gave a motivation the students in terms of learning issue.

T : *Ayo yang semangat jangan loyo walaupun sudah siang. Kalian sudah makan siang kan?*

Come on, you have to be spirit don't be lackluster even though it's already noon. You have lunch, right

S : *Ya bu*

Yes Miss

3. Lesson Goal

The teacher told about the lesson goal.

T : *Hari ini kita akan praktek speaking menggunakan singing a song ya*

Today we will practice speaking using singing a song.

S : *Singing a song apa ya bu?*

What will be the singing a song be about Miss?

T : *Singing a song yaitu menyanyi menggunakan lagu Bahasa Inggris*

Singing a song is sing using English

S : *O.....*

Owh.....

b) Main Activity

There were several steps, s like:

1. Observing

The teacher asks the students to prepare song lyric that were reminded by the teacher yesterday.

T : *Kalian sudah membawa lirik lagu yang saya suruh kemarin kan?*

4. CONCLUSION

From the research findings and discussion, there are some conclusions which can be drawn. The researcher presented some conclusions on several point views.

It can be concluded that:

- A. The techniques used by teacher at MTs Negeri Sukoharjo in teaching pronunciation in English conversation are 'listen repeat', 'singing a song' and 'reading aloud'.
- B. The students' response to the techniques used by the teachers in teaching pronunciation are positive responses from singing a song technique and negative responses from listen repeat. The positive responses from singing a song technique have three points are 'exciting', 'fun' and 'interesting'. And negative response from listen repeat just one respond is 'boring'.
- C. Difficulties faced by teacher when teacher taught pronunciation using the technique are 'most student are passive', 'the time is limited', 'the students are difficult to control', 'the students are lack of self- Confidence'.

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