

TEACHING PRONUNCIATION IN EFL CLASSROOM IN INDONESIA: EXPLORING THE IMPLEMENTATION, CHALLENGES, AND SOLUTION

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Abstrak

Kemampuan pelafalan bahasa Inggris merupakan aspek pengucapan kata atau bunyi yang tidak dapat diabaikan karena dengan melakukan pelafalan yang baik, maka lawan bicara dapat dimengerti dengan baik. Namun, dalam pengajaran guru di kelas terdapat kendala yang muncul, terutama pengajaran pelafalan. Penelitian ini bertujuan untuk mengeksplorasi pembelajaran dengan berbagai cara dapat meningkatkan kemampuan pelafalan siswa di SMA N 1 Teras mengenai strategi guru dalam menggunakan berbagai gaya belajar dengan implementasi, masalah dan solusinya. Analisis penelitian ini memilih pendekatan deskriptif kualitatif dengan dukungan dalam metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi Hasil penelitian menunjukkan bahwa strategi pendekatan proaktif guru SMA N 1 Teras, yang meliputi metode pembelajaran inovatif, media teknologi, pelatihan guru dalam MGMP, penyesuaian kurikulum yang up-to-date, pemilihan sumber daya dan pemberian umpan balik kepada guru dengan siswa. Hal ini telah menghasilkan penerapan berbagai strategi dalam metode pembelajaran, media pembelajaran yang menarik, dan kemampuan pengucapan yang baik. Selain itu, sekolah telah menyediakan lingkungan belajar yang nyaman dan menyenangkan yang memenuhi kebutuhan para siswa dalam mengajarkan keterampilan pengucapan terbaik secara akademis.

Kata Kunci: Pengajaran Pelafalan, Pelafalan, Ruang Kelas Bahasa Inggris

Abstract

English pronunciation ability is an aspect of pronunciation of words or sounds that cannot be ignored because by doing good pronunciation, the interlocutor can be understood properly. However, in classroom teaching, there are obstacles that arise, especially teaching pronunciation. This study aims to explore learning in various ways can improve students' pronunciation skills at Senior High School 1 Teras regarding teachers' strategies in using various learning styles with implementation, problems and solutions. The analysis of this study chose a qualitative descriptive approach with support in data collection methods used are observation, interviews, and documentation. The results showed that Senior High School 1 Teras teachers' proactive approach strategies, which include innovative learning methods, technological media, teacher training in MGMP, up-to-date curriculum adjustment, resource selection and providing feedback to teachers with students. This has resulted in the application of various strategies in learning methods, interesting learning media and good pronunciation skills. In addition, the school has provided a comfortable and pleasant learning environment that meets the needs of the students in teaching the best pronunciation skills academically.

Keywords: Teaching Pronunciation, Pronunciation, EFL Classroom

1. INTRODUCTION

Learning pronunciation is so that students are able to pronounce a word like a native accent. But in simple terms, so that students are able to pronounce words accurately enough so that they can be more easily understood by the person they are talking to. The main reason it is important to learn pronunciation is to avoid misunderstandings in interpreting a word. To improve your ability in pronunciation, you must learn through various effective methods, including: 1) Learning Pronunciation from Native Speakers; 2) Learn Pronunciation Through Technology; 3) Learn Pronunciation from YouTube or Media. There are several elements in pronunciation that you need to know, starting from vowels, consonants, pop sounds, final sounds, syllables, and stresses (Guo li et al., 2023).

A brief description of the approaches to teaching pronunciation starts with the articulation of sounds and phonetic symbols on the basis of rhythm, pitch, and intonation. According to Siregar & Lismay (2023) that it is based on the idea that if segmentals are taught, suprasegmentals will then be acquired, while the next approach is traditional with isolated sounds and pronunciation like native speaker examples emphasized. Learning methods are the strategic approaches used by the Ministry of Education or Education. The purpose of this is to convey teaching material which facilitates the classroom as a facility for the student learning process. There are many methods that are applied in each school and have their own learning styles, here are the types of learning methods; Reflective Learning, Active Learning, Cooperative Learning, Technology-based Learning, Skills-based Learning, Project-based Learning, Differentiated Learning, Direct Learning, Inquiry Learning, and others (Roswita, 2023).

The research is interested in to identifying the implementation used by EFL teachers at Senior High School 1 Teras for teaching pronunciation to students, to analyzing the problem faced by EFL teacher when teaching pronunciation to students and assess how they address these problems in their teaching strategies, and to find out the solution by taking teacher. This researcher will provide an exploration of how to identify the implementation, challenges, and solutions which contribute to conducting interviews with teachers at Senior High School 1 Teras.

This research has some similarity aforementioned research, in the implementasion specific method in teaching pronunciation (Grandyna, 2018; Haris et al., 2023; Moedjito, 2016; Tahereen, 2015; Ahmad, 2019). However, this research has differences with previous researchers with the existence of problems in varied teaching and development in the present era. While the existing research explores a wide range of aspects such as improving pronunciation, teaching tools, and this research focuses on the implementation, challenges and solutions as well as the advantages of applying various strategic approaches in improving the understanding of pronunciation skills in the context of education. Thus, this study aims to add broad insights that are culturally appropriate for EFL learners, providing a broader perspective of Language Education research in pronunciation.

2. METHOD

In this researcher selected descriptive qualitative because the layout of this observes. The qualitative studies specialize in Teaching pronunciation in Classroom. Qualitative research also can be interpreted as descriptive studies and then analyzed with an inductive technique. Qualitative studies have the meaning of exploring and knowledge individuals or corporations characterized by using social or human troubles. Researchers use qualitative case studies. A case observe is research that explores a phenomenon in its context and is demonstrated as a supply of data. based totally on this, case studies are generally performed in a query-and-solution session with the interviewees with an excellent interview guide and may be spoke back through an incident (Fiantika, 2022).

The research was carried out at Senior High School 1 Teras because the researcher was wanted to explorize the location of the research is to provide in-depth insight into English pronunciation learning in the current era which affects the improvement of pronunciation in research that focuses on the influence of techniques in various methods, media and problems with solutions to achieve optimal results with the support of observation, interviews, and documents. This research is related to the teaching of English pronunciation in schools, the researcher has opted to use purposive sampling, which involves selecting data sources from which subjects with specialized knowledge and experience in teaching pronunciation are already known. This approach will facilitate the exploration of the research needs and situation under investigation that 3 teachers. They provide a comprehensive framework for understanding how teachers use Pronunciation Learning Implementation in EFL Classroom Teaching and how students engage with this instructional approach in a school-specific context.

3. RESULT AND DISCUSSION

3.1 Findings

This research found in the context of classroom pronunciation skills provides information from the results obtained from the viewpoints and experiences by educators. It explores the difficulties faced and the methods used in improving the quality of teaching students' pronunciation skills. This research explores student engagement, media, methods, assessment, and through interviews and discussions by teachers. These factors are very supportive in shaping successful pronunciation skills teaching in EFL.

1. The Implementation of Strategies Teachers at Senior High School 1 Teras for Teaching Pronunciation to Student

This research has found various information on the results of interviews with teachers at Senior High School 1 teras such as the use of pronunciation learning methods, the media used, the learning model that suits teachers to students, and finally on the impact produced by the teacher's strategy.

a) Methods Used in Teaching Pronunciation Skills

The effectiveness of passing discussions between students and students related to learning speaking materials is in various important aspects, especially learning in teaching pronunciation at Senior High School 1 Teras which is ignored by all students because it hinders the interlocutor's hearing. The methods used are drilling, role play, communication using IPA (repeat after me/listen and speak), movie and song, tongue twister, and feedback.

b) The Media in Teaching Pronunciation Skills

Teacher media that is implemented in the classroom to facilitate learning in various methods that support teacher teaching facilities at Senior High School 1 Teras such as using handbooks or material books, audiovisual with various media (LCD, music box, power point, youtube song or movie) and social media (Whatsapp).

c) The Learning Model in Teaching Pronunciation

Teachers implement project-based learning which makes video projects to train students to encourage speaking skills in good pronunciation. Teaching through the project-based learning model shows that this approach is very beneficial in which students create videos and products as a method to improve students' pronunciation skills, students are instructed to include elements such as transcripts which they then record with good pronunciation. This assignment should be under supervision and consultation regarding accurate pronunciation prior to the recording process, in addition to providing opportunities for students to practice pronunciation in a contextualized manner and feedback that is useful in practice.

d) The Impact of Implementing in Teaching Pronunciation

The Ministry of Education and Culture is a source of activities that raise student achievement in order to motivate themselves more and make students creative in terms of everything. when there is a competition between schools, whether at the regional, district / city, provincial, national or even international level, of course, students who have excelled in the field that is the object of competition are selected. Of course, when we win, we will make our school or region proud. Senior High School 1 Teras teachers encourage student motivation to be more active and by being an outstanding student, the chances of a bright future are very high. This is

due to the ability to increase the power to produce a high level of creativity. In the implementation of various methods and media taught in class, this has an impact in significant competitions on student achievement where students achieve championships and achievements showing that effective pronunciation teaching can improve students' overall speaking ability especially in pronunciation.

2. The Problem Faced Teachers When Teaching Pronunciation to Student at Senior High School 1 Teras

In this study, the researcher focuses on the challenges faced by teachers in teaching pronunciation at Senior High School 1 Teras which has found the problem of differences in student learning styles to be an important factor in influencing teaching success and the second problem is highlighting teachers' understanding of effective teaching methods in the classroom in utilizing technology such as TikTok as a support of teaching.

3. Teacher Efforts to Overcome the Challenges of Implementation of Teaching Pronunciation to Student Senior High School 1 Teras

In this section, the researcher focuses on the teacher's efforts in solving the problems encountered in teaching pronunciation which overcomes the challenge by applying various innovative learning styles in learning according to the needs of students in the classroom such as, the most motivating and interesting is using the Tongue Twister method, Tiktok media and Youtube music or movie media. Therefore, the effective results in the classroom in learning are that the teacher implements role play with feedback in improving deep pronunciation understanding. The second problem highlights the importance of teacher participation in workshop activities in developing teaching methods such as subject teacher meetings (MGMP).

3.2 Discussion

Based on the results of the above research, a very innovative approach with several techniques was found to be implemented by teachers in teaching pronunciation skills in English as an International Language (L2) or English Foreign Learning (EFL) classrooms. This discussion can be found a variety of ways to implement the strategies, challenges faced, and solutions. This discovery is from the teacher's experience while teaching at school in using various ways which from strategies, media, and learning models. By utilizing a variety of ways can create a different environment by improving pronunciation skills in the teacher's point of view.

This research expects to gain actual knowledge and real practice from this research will support teaching approaches especially in pronunciation skills with effectiveness and adaptability according to the needs of English Foreign Learning (EFL) students.

1. The Implementation of Strategies Teachers at Senior High School 1 Teras for Teaching Pronunciation to Student

This research is based on the suitability of the teacher's strategy at Senior High School 1 Teras using what the teacher implements the strategy method in class, the teacher's learning style adapts to the developing era with the existence of many methods. In addition, this study expects the identification implemented by the teacher in improving pronunciation skills in students which is the goal of one of the ways that can be achieved by the existence of strategic methods in class according to the existing curriculum. To find out the various ways of implementing in the methods, media, and learning models.

The drilling technique is the teaching of pronunciation which is one way of learning English that refers to the student approach in this technique students are emphasized to do more exercises that are sufficient for them. By applying this technique, Senior High School 1 Teras teachers get used to using this technique and students get used to pronouncing words correctly and pleasantly in the material taught. Drilling can direct students' attention to make hearing and understanding their speech every day and can help improve English pronunciation (Ma'sa & Hermansyah, 2022).

This game is started before teaching the core activities in class, tongue twister is a fun activity as teaching pronunciation in ice breaking activities. Students also enjoy the tongue twister activity without fear of making mistakes because students feel free to practice and this activity is considered a funny thing when they do slip of tongue. This activity is the basis that is implemented in the English class by having fun which actively participates in the teaching process that will take place (Dewi et al, 2017).

The use of song can see and understand every content of the song with the lyrics, pictures, and sound. Teachers use this technique to optimally motivate students to concentrate on English pronunciation skills so that students are more active in communicating and sharing knowledge between students and teachers (Yuhariah, 2023). Movies are applied to teach students' pronunciation skills to actively participate in learning with movies so that they can find sentences and vocabulary that will add to students' knowledge. In this case, students can provide opportunities to practice pronunciation using movies or movies on YouTube (Rizal et al., 2020).

While on Feedback shows explicit correction in the form of correcting student errors directly corrected by the teacher. In addition, repetition aims to make students aware that there are errors in pronunciation and can be more correct (Agustina et al., 2019).

On Technique role play can help students improve learning where they are not able to pronounce English correctly, this strategy can practice writing and pronunciation skills in English in a guided and prepared manner by teachers (Salim Keezhatta, 2020).

Students know basic vocabulary such as “tired, yes or no, happy, angry, sad”, the use of tiktok has an influence on students who understand enough to express happy feelings can use words which are pronounced correctly such as “enthusiastic, energetic, aesthetic, and others” (Khikmah et al., 2024).

This modification occurs no longer most effective among American and British English, but also among non-local speakers. Its affect extends to communication practices, formal and casual settings, which function numerous pronunciation patterns formed by means of character backgrounds and contextual impacts. the second element covers various factors of sound articulation, consisting of phrase stress, rhythm, intonation and phonetic symbols. According to Kinanti et al (2024) that underscores their function in converting word meanings, poetic meter, speech patterns, and emotional expressions, therefore shaping communicate and message shipping. in the end, English phonetic symbols are categorized and exemplified, presenting brief vowels, lengthy vowels, diphthongs, fricative, explosive, affricate, and nasal consonants. each class functions symbols and examples that illustrate the style of phonetic sounds in English.

Using project-based learning is the main learning method applied because it can help overcome misunderstandings, increase student learning motivation, rapid knowledge. Students can increase creativity by producing a project which makes a video with correct pronunciation, this method is very fun than the conventional method (Widiyati & Pangesti, 2022).

Strategies from various methods and media that are implemented can change the situation and atmosphere in different schools, this is with the efforts of teachers at Senior High School 1 Teras school have improved in terms of aspects of motivation and pronunciation of students who get the opportunity to compete by exploring good potential (Grandyna, 2018).

2. The Problem Faced Teachers When Teaching Pronunciation to Student at Senior High School 1 Teras

This research was found the problems faced by teachers where students can improve pronunciation skills as expected by teachers based on curriculum policies and the Ministry of Education and Culture. Learning strategies have a variety of learning styles at school, there are challenges. One of them is from the habit of students who do not practice English pronunciation in everyday life because students are only applied at school (Jum’ati Praistiana et al., 2020).

The following is the first problem, namely the lack of motivation in learning active pronunciation so that the teaching method applied by the teacher which is not suitable is always suitable for the needs of students who are more effective in class on direct learning. According to (Grandyna, 2018) stated

in overcoming supported teachers to overcome the challenges that are implemented must be evaluated. Teacher innovation to develop quality power in strategies and learning that is comfortable or fun, so that a proactive approach to various obstacles is needed (Amelia et al., 2022).

Pronunciation are deep in the motivational factors in the students themselves who learn English and students who influence them in learning english where students want to learn and give maximum time opportunities (Lestari et al., 2020). According to Hilman et al (2023) states English education can expand the development of the times because of technology which follows the world of technology in the use in teaching English. Especially in the field of pronunciation, many teachers are not up to the modern era where teachers do not want to learn technology but at the school site at Senior High School 1 Teras uses a base that achieves quality improvement at school. Therefore, effective English teaching with effective technology such as tiktok media that matches students who know the latest technology sources and approaches that suit students' needs.

3. Teacher Efforts to Overcome the Challenges of Implementation of Teaching Pronunciation to Student Senior High School 1 Teras

Participating in competitions for students is one way to improve English speaking, especially good pronunciation, and motivate self-confidence in adding students' insights or experiences about English vocabulary that have not been known before by student's trough Tongue Twister & Film and Song. Fostering good and fluent communication in English so as to improve vocabulary, grammar, and pronunciation. Therefore, participating in competitions is a good way to improve the achievements of schools and students who learn to improve their English skills (Endang et al., 2022).

In this overview of what makes students maintain progress in learning pronunciation by showing that teachers combine strategies and methods, such as students learning pronunciation over time can affect confidence and develop, so that it can advance the improvement of English pronunciation skills (Sardegna, 2011). In the interesting and interactive nature that motivates students in English learning, teachers have the opportunity and produce which can increase enthusiasm with student involvement both among students and students and teachers in improving English pronunciation skills by using technique role play and feedback (Pradnyana et al., 2022).

This research was one way to found out the efforts of teachers to be achieved according to how to take a variety of solutions that exist in the classroom. According to Mayuni et al (2022) that the existence of the Subject Teacher Conference (MGMP), especially English can successfully improve teachers' skills and knowledge in using learning methods to design innovative with the help of technology, various solutions in the form of problems at school, and this improvement collaborates with increasing motivation and involvement among students, collaboration with students, and preparing to overcome solutions. Therefore, this activity increases access and infrastructure in various

kinds, such as technology, training programs, close cooperation between English teachers both in schools and in the district (Rofi'i et al., 2023).

Overcoming the problems faced by Senior High School 1 Teras teachers in applying pronunciation teaching methods in overcoming various problems that several strategies applied in understanding require comprehensive in interactive students, various interesting learning style creations and technology so that they can modify and innovate the needs of different EFL students. Senior High School 1 Teras has successfully implemented various strategies applied in learning students' pronunciation skills in the United Kingdom class because of various strategies combined with teacher training, in today's learning technology, easy learning methods, and collaborative between teachers and teachers. Broad insights are relevant as valuable guidelines for educators who want to improve real practices by teachers in the same context.

4. CLOSING

The research at Senior High School 1 Teras has provided very important information in a comprehensive understanding of how to implement various strategies, challenges faced by teachers, and achievement solutions in implementing teaching pronunciation skills. The various strategies implemented an identification is the suitability of students with different methods on the material, it is the importance of meeting learning styles and individuals for the potential development of effectiveness in teaching methods.

First of the research question, responding to Senior High School 1 Teras strategy is a wide variety of methods which use the learning style methods of each student's needs are concluded such as, Drilling, Role play, Phonetic symbol (Translate), Tongue Twister, Film & Song, and feedback. This is very much included in the needs of students which can improve pronunciation skills comprehensively in dealing with certain problems. In terms of technology improvement, it aims to streamline the methods applied and the school also strives for all the diverse media needs such as material books, audiovisuals, social media with tiktok & whatsapp. teachers at Senior High School 1 Teras use Problem-based learning as a reference for assignments and in-depth study where students must improve English pronunciation by creating video-based actively and feedback from the teacher. Therefore, all methods and media and learning models used achieve success in improving pronunciation such as participating in competitions which can explore deeper potential, hone abilities in self-confidence, and especially success in honing English language skills in the field of pronunciation aspects.

For the challenge itself, Senior High School 1 Teras has taken proactive measures aimed at improving the quality of teaching in pronunciation skills. This can include a variety of strategies being implemented so that the needs of students can be met with different learning styles and teachers in

this challenge strive for continuous improvement in students' understanding of the pronunciation material. And the results expressed above such as using fun methods so that the material to be discussed is as expected for example tongue twisters and songs or movies according to what will be taught, so for this challenge it is successful in seeking students' understanding and needs which uses role play and feedback in class.

In addition, aspects of the success of Senior High School 1 Teras create interesting and innovative learning materials that are implemented in the classroom so that students can understand and choose in each session the teacher's method. Not only that, the teacher's solution in striving for every challenge is supported by the Ministry of Education and Culture in optimizing learning in line with the Merdeka curriculum, the existence of Subject Teacher Conference (MGMP) activities is one that teachers use to improve real learning experiences and make a significant contribution to students' skills and understanding of English pronunciation. This was found by teachers using media and sources from technology such as tiktok, which learns about methods and media that use technology in the present era.

In conclusion, the proactive approach strategy of Senior High School 1 Teras teachers, which includes innovative learning methods, technological media, teacher training in MGMP, up-to-date curriculum adjustments, selection of resources and providing feedback to teachers with students. This has resulted in the implementation of various strategies in learning methods, interesting teaching media, and successful pronunciation skills. In addition, the school has provided a comfortable and enjoyable learning environment which fulfills the needs of the students in teaching the best pronunciation skills academically.

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