

A STUDY ON TEACHING ENGLISH PRONUNCIATION IN VOCATIONAL SCHOOL BANJARBARU

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ABSTRACT

The purpose of this study is: to determine the opinion of vocational teachers. Regarding the application of learning strategies, methods, techniques and what media are used in pronunciation learning. The subject of this research is the English teacher of SMKN 1 Banjarbaru. This study uses a qualitative method. This research was conducted in 2 stages, the first stage of observation and the second stage of interviews. Observations were made at PLP 1. However, constrained by the current situation due to the Covid'19 pandemic, interviews were conducted online or via the WhatsApp application for interviews with teachers. To analyze qualitative data, data were obtained from observations and interviews with both subjects, which were then collected in a narrative form.

Meanwhile, the results of interviews with students indicated that they liked and strongly supported the learning strategy using this film media. Based on the research results, it is suggested that teachers use the right method in implementing this learning strategy, so that students can easily follow the course of learning.

Keyword : *Perception, Teachers, Strategies, Method, Technique, Media, English, Qualitative, Interview, Teacher, Learning, Observation*

ABSTRAK

Tujuan penelitian ini adalah: untuk mengetahui pendapat guru SMK. Mengenai penerapan strategi pembelajaran, metode, teknik dan media apa yang digunakan dalam pembelajaran pengucapan. Subjek penelitian ini adalah guru Bahasa Inggris SMKN 1 Banjarbaru. Penelitian ini menggunakan metode kualitatif. Penelitian ini dilakukan dalam 2 tahap, tahap pertama observasi dan tahap kedua wawancara. Pengamatan dilakukan di PLP 1. Namun terkendala dengan situasi terkini akibat pandemi Covid'19, wawancara dilakukan secara online atau melalui aplikasi WhatsApp untuk wawancara dengan guru. Untuk menganalisis data kualitatif, data diperoleh dari observasi dan wawancara dengan kedua subjek, yang kemudian dikumpulkan dalam bentuk naratif.

Sedangkan hasil wawancara dengan siswa menunjukkan bahwa mereka menyukai dan sangat mendukung strategi pembelajaran dengan menggunakan media film ini. Berdasarkan hasil penelitian disarankan agar guru menggunakan metode yang tepat dalam melaksanakan strategi pembelajaran ini, agar siswa dapat dengan mudah mengikuti jalannya pembelajaran.

Kata Kunci: *Persepsi, Guru, Strategi, Metode, Teknik, Media, Bahasa Inggris, Kualitatif, Wawancara, Guru, Pembelajaran, Observasi*

INTRODUCTION

In Indonesia, English teaching generally emphasizes the ability to memorize words rather than understanding. This learning is less useful for someone to apply or use it in daily life such as conducting conversations with others. Learning English in Indonesia so far has not been able to shape the ability of students to master English in the practice. In schools only

teach memorization, grammar and tenses that confuse students without reinforced speaking. Even today with the 2013 curriculum no longer incorporating English into subjects at the elementary school, this will further aggravate the situation. At the elementary school level the basic things become so important to instill the foundation of language knowledge. The application of an appropriate English learning

system will produce graduates who own. In general, the success of the ability or mastery of English requires three supporting factors, namely the environment, listen more, practice and speak more. This condition has not yet been fully created in Indonesian schools.

Conditions that are not much different from learning English in Banjarbaru, in general the learning system especially in English is also experienced by almost all schools in Banjarbaru even though this area has been promoted as a student city. The learning model developed in English still does not present enjoyable learning. Still emphasizing theory alone so that it ignores the practice of language, even though language is essentially a skill. With such a system of teaching English in urban areas such as in Banjarbaru, the community prefers to send their children to language courses which are considered more successful in producing competent students in the language.

There are two basics in teaching pronunciation.. First, it examines the purpose and scope of the contents of the Pronunciation learning. Learning pronunciation has two objectives, namely to achieve the ability to produce language sounds close to the quality of native speakers and to be able to produce language that can be understood easily and correctly even though the accent is not so perfect. A similar opinion was also conveyed by Paulston and Brother (1976: 82) stated the purpose of Pronunciation learning is the ability to produce sounds of a second language or a foreign language that does not hamper the course of communication, both from the speaker side and from the listener's side. Pronunciation problems are caused by differences in the sound system of the target language and the first language. Between English and Indonesian there are differences in:

- a. There are some English consonants that are not in Indonesian.
- b. Some English consonants are in Indonesian but their nature is different.
- c. Differences also occur in vocals and diphthongs.

So the problem of pronunciation is segmental pronunciation consisting of consonants and vowels including pure vowels and diphthongs. Students often make mistakes in saying words in English, this is because of the difficulties experienced namely;

- a. Difficulty associated with hearing, because people have different hearing sensitivities.
- b. Difficulty learning how foreign sounds with our own speech organs.
- c. Difficulty in knowing and remembering, which is the sound distribution which is the right sound to say.
- d. Difficulties related to certain aspects that sounds are interrelated with one another.
- e. The difficulty associated with fluency is the ability to pronounce the whole series of sounds easily and precisely.
- f. Difficulty with the relationship between pronunciation and conventional spelling.

For that reason, I will conduct research related to efforts to overcome the difficulties encountered in learning pronunciation. By using the interview method for teachers in Banjarbaru vocational high schools, so that I know the perceptions of each teacher in the process of learning pronunciation.

METHOD OF RESEARCH

The research used qualitative research design. The type is research is interview design. Qualitative techniques are used to analyze qualitative data which includes observation data, interviews, and documentation. In a qualitative research process data analysis takes place before the researcher goes to the field, then during field and after on the field, then during field, as revealed by Nasution (1988) in sugiyono (2015,p. 245) that “the analysis has begun since formulate and explain the problem, before plunging into the field, and continued until the writing of the results of research”.

FINDINGS AND DISCUSSION

A. Description of the research results

1. **The strategies are used by the teacher in teaching pronunciation to the students.**

- a. The first is related to the teacher's strategic role in pronunciation learning. Teaching strategy is a way of making decisions about courses, individual classes, or even the entire curriculum, starting with an analysis of student characteristics, learning objectives, and instructional preferences. Each teacher interviewed has a different method or strategy.

The Informant said :

"I use vocabulary that the students can't pronounce, but they already know the meaning, because it's so easy for them to remember"

- b. The second relates states that role playing is a learning model that requires students to perform character roles based on a scenario that has been made. The main mission of role playing is to achieve the basic competencies specified in learning. By using this strategy, it is hoped that the teaching objectives can be achieved.

The Informant said :

"Through role playing or role playing, examples of short dialog demonstrations can attract students' attention in pronunciation learning"

- c. The third is related to one of the teaching methods that have been developed and proven to increase motivation and learning outcomes is the association method. The association method, also known as the mnemonic method or donkey bridge, is used to memorize important concepts in all subjects. The method of association is the connection between one response and another in our soul. and one of them is the drill method, which is a learning method

that emphasizes training activities that are carried out repeatedly and continuously to master certain abilities or skills. Based on the opinion of Roestiyah NK (2001: 125) the drill method is a technique that can be interpreted as an educational method in which students carry out training activities so that students have higher skills than what is learned. From the results of the interview there were 2 teachers who had the same opinion.

The Informant said :

"In my opinion, word association and drilling are suitable for teaching pronunciation strategies, because it emphasizes students on repeated exercises that are repeated continuously."

2. The method used by the teacher in teaching pronunciation to students.

- a. The first is related to the learning method or model in teaching pronunciation. Learning method or model which is the whole series of teaching material presentation that includes all aspects before and after learning by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process. Each teacher who was interviewed had a different method or model.

The informant said :

"By using question and answer, or two-way interaction, namely teacher and student"

- b. The second relationship states that the direct method is a direct teaching model, which is sometimes called the natural method, and is often used in teaching foreign languages, not using the students' mother tongue and only using the target language. In the interview results, there were several teachers who used the direct method.

The Informant said :

“Using the direct method is the most common way that teachers teach pronunciation”

- c. The third is related to the audio lingual method, which is a method of teaching foreign languages that emphasizes listening, speaking, reading and writing. This method is based on a behaviorist theory. Namely the theory of changes in behavior that comes from experience. in teaching pronunciation. Some teachers use this method.

The informant said :

“I think using audio-linguals fits perfectly with pronunciation learning because it emphasizes listening comprehension”.

3. The technique is used by the teacher in teaching pronunciation to the students.

- a. The first is related to pronunciation teaching techniques. Reading aloud is a learning practice in which teachers, parents, and caregivers read text aloud to children. Readers input variations in pitch, pitch, speed, volume, pauses, eye contact, questions, and comments for a smooth and fun delivery. this technique is very suitable in teaching pronunciation.

The Informant said :

“I really like teaching using reading a load, because it fits perfectly with the pronunciation that I have to practice reading aloud.”

- b. The first is related to the teacher's technique of learning pronunciation. Pronunciation teaching can use the mind mapping technique in pairs. Mind Mapping is a method to maximize the potential of the human mind by using the right brain and left brain simultaneously. Some of the teachers in the interview used techniques like this.

The Informant said :

“In pairs students retell stories or information they have heard either

from the teacher or video by making notes in books as they listen to the stories or information they get.”

- c. The third is related to the question and answer technique or lecture. This technique is most often used by teachers in teaching pronunciation. Lectures where the role model can be the teacher or student for question and answer and the teacher as a facilitator, while the discussion where the teacher and students play a role together and for demonstrations, can the teacher be the center or the student.

The Informant said :

“I prefer to use lecture and question and answer techniques because they are easier for students to understand.”

4. The media is used by teachers in teaching pronunciation to students.

Media is every tool to convey information or messages from one place to another. The teaching-learning process also uses audio media to be rotated and then students say what they hear. Textbook is used for reading aloud to make the process run effectively and interestingly. As for the definition of teaching, media means all the tools that can be used by the teacher to deliver teaching material to students in the teaching-learning process to achieve certain learning goals. Researchers interviewed informants to get information about how to apply media in the learning process.

- a. The first is related to the media used by the teacher in learning pronunciation. From the research results, many teachers use audio or music media in pronunciation learning. Because it makes it easier for students to pronounce and makes learning not boring.

The informan said :

“Pronunciation learning is easier when using music, because besides being easy to pronounce in song lyrics, it is also not boring.”

The second is by using textbook media or worksheets containing dialogue, in the results of the interviews several teachers use the same media in the pronunciation learning process.

The informan said :

“This is an old way of learning pronunciation, namely by using a worksheet that contains dialogue.”

5. Teaching Assessment to Develop Students Speaking

In planning the assessment of learning it is necessary to understand the teacher that learning educates contains two key words namely, learning and educating. The word learning has an active connotation because students actively carry out learning activities in learning situations designed by the teacher, while the word educate contains connotations of the process of becoming a student comprehensively, both pedagogically (academically) and personally (personality), professional (vocational), and socially (citizenship). Assessment is an application and use of various ways and tools to get a series of information about learning outcomes and the achievement of competencies of students. Assessment should be regarded as an integral part of the teaching and learning process, meaning that teaching methods and assessment practices have to be following the learning objectives (Brown, et al., 1997; Heywood, 2000). Likewise, learners should be actively involved and play an active role in the process of learning and assessment. For the

assessment tasks to be meaningful and authentic, students should also participate in their development, as well as document their learning through reflections. Based on the results of an interview with the informant as an English teacher at SMK N 1 Banjarbaru.

B. DISCUSSION

1. The strategies are used by the teacher in teaching pronunciation to the students

English pronunciation is very difficult for foreign learners and it is due to the fact that spelling and pronunciation are two different matters. On the top of it, speech sounds of English are unlikely to be identical to the speech sounds of the mother tongue of the learners. There might be differences in placement of word stress, quality and intensity of syllables, speech rhythm, intonation, etc. It is quite common to assimilate English sounds to the mother tongue sounds and to apply other suprasegmental features of the native language to pronunciation of English. However, in teaching English pronunciation, such assimilation should be avoided and learners need to be taught correct segmental and suprasegmental features of pronunciation. According to Gilakjani (2011) those who start learning English after their school years have greater difficulties in acquiring intelligible pronunciation and the degree of difficulty increases with age. However, Králová (2010) claims that learners of any age are able to create additional phonetic categories for new language sounds which do not correspond to the mother tongue sounds. The fact is that there are learners of English at all ages and that teaching pronunciation should not be

concerning only children but also adults. Role of teaching pronunciation in schools is very unfavourable next to teaching grammar or vocabulary. This is a problem of English teaching in many countries. Experienced teachers are not keen to teach pronunciation and they claim that there is not clear guidance in textbooks and that the isolated exercises do not bring the wanted effect (Griffiths, 2011). Teachers often claim that there is not enough time for teaching pronunciation in their classes (Gilbert, 2008) and they are more confident to teach grammar and vocabulary (Datko, 2013). Teachers also complain that they do not receive enough training in methodology of teaching pronunciation. For the fact how difficult the English pronunciation is, there is very little attention paid to teaching and developing it. According to Haycraft (1978) foreign teachers of English ignore teaching pronunciation because they themselves do not have enough confidence. However, teaching pronunciation is inevitable in ELT and it needs to be integrated right from the beginning, taught regularly and included in to daily classroom procedures.

2. Direct method and Audio lingual method is used by the teacher in teaching to the students.

Proponents of the Direct Method are of the opinion that “language consists - except for lexicographers - not of words, but of sentences” (Vietor 1882, s.4) which will enable the students to learn speech earlier. In the Direct Method language is learnt for communication, as Larsen-Freeman (2000) states language is primarily speech.

Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique (Stern, 1983). The Direct Method has been useful in that it “provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign tongue, particularly at the early stages.” (Rivers, 1968, s.20). The Direct Method received strong criticism in that it required teachers speak with a native-like fluency (Richards and Rodgers, 2007).

3. The technique is used by the teacher in teaching pronunciation to the students.

The Common European Framework for Languages (2001) recommends teaching pronunciation right from the beginning of foreign language learning. According to the CEFR, pronunciation should be developed via contact with authentic spoken language. The recommended techniques are listening and repeating, drilling, minimal pair drills, ear training, phonetic training, reading aloud, imitation, tongue

twisters, sound-colour charts, phonics, songs/rhymes, recording learners' pronunciation, etc. Also clapping, clicking, tapping, gestures, mirrors, visual aids, etc. can be used for teaching pronunciation. It is advised to combine different teaching techniques. Most popular and common pronunciation teaching techniques recommended by AMEP (2002), Celce-Murcia, Brinton, Goodwin (2002), Reid (2014), Morley (1991), O'Connor (1993), Baker (2006), Hancock (1995), Hudson (2012) with the focus on age suitability are analysed below.

4. The media is used by teachers in teaching pronunciation to students.

The term of media comes from the Latin of language and is the plural of the word "Medium". Literally media can be understood as central, intermediate, or introduction. In this case the medium is the medium to convey the message. Thus, in a simple media can be understood as any form or conduit used to convey messages / information to the other. Gagne (1970) states that the learning media are different types of components in the environment of the learners who can motivate students to learn. Learning media can be understood as well as everything that can be used to deliver messages from the teacher to the students so as to stimulate their thoughts, feelings, interests, and attention of students to the learning process can take place effectively. Learning media can also be understood as a means, methods, techniques used in order to further streamline the communication in the learning process (Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain, 1995 : 120). The media as a tool in the

learning process is a reality that cannot be denied. Because it is the teacher who is willing to assist the teacher in delivering the message of the lesson material provided by the teacher to the students. (Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain, 1995 : 121) Teachers are aware that without the help of the media, then the lesson material is difficult to digest and understood by all students, especially teaching materials that complicated or complex.

5. Teaching Assessment to Develop Students Speaking

Assessment should be regarded as an integral part of the teaching and learning process, meaning that teaching methods and assessment practices have to be in accordance with the learning objectives (Brown, et al., 1997; Heywood, 2000). Likewise, learners should be actively involved and play an active role in the process of learning and assessment. In order for the assessment tasks to be meaningful and authentic, students should also participate in their development, as well as document their learning through reflections. There have been promising indications that, by providing the student with both internal (self-comparison) and external (assessor provided) feedback, formative assessment can enhance their language performance learning outcomes. Formative feedback given to the students also means that they are taught relevant oral presentation criteria by which they can judge their own performance and progress. Several benefits of formative assessment have been pointed out by Black and William (1998, p. 141), such as (a) empowering learners to recognize the areas in which they can

improve themselves, (b) improving learner motivation, and (c) raising a level of awareness for both learner and teacher during the learning process. Additional studies have shown that formative assessments help teachers identify the needs of the student and foster learning in the classroom environment. One type of formative assessment involves self-assessment by individual learners. It is not commonly used in schools and at universities, but with new technologies being available, computer-based self-assessment in which students can compare their performance to the responses of others, ideally native speakers, is today another viable option. It can be helpful in assisting the student to gain insights to their own progress or the lack of progress, and can increase learning outcomes (Butler & Jiyoon, 2010). Correctly implemented, self-assessment can promote intrinsic motivation, internally controlled effort, mastery goal orientation and more meaningful learning (McMillan & Hearn, 2008). Self- and peer-assessment can aid the teacher in the classroom by reducing their marking load and helping them provide a more objective grade, assuming that students are trained properly. When asked about concerns related to peer- and self-assessment (Ross, 2006), teachers reported the fear of lowering the standards of grading, inability of students to comprehend and use assessment correctly, inability of parents to appreciate the process, preparation of criteria and feedback that may not be included in the course grade, and building the classroom environment of trust and positivity with the emphasis on improving what students ultimately

learn. To answer these concerns, the teacher has to spend time training students on assessment and providing adequate assessment criteria.

CLOSURE

The conclusions are presented based on the findings and discussion of chapter IV, the following results are shown below:

1. English teachers at SMK N 1 Banjarbaru use learning strategies as learning strategies, the teacher also uses a variety of strategies so that students do not feel bored when learning takes place the strategies used by the teacher play a role. Because this is the main goal in learning English, which is to make English subjects liked by students and reduce students' embarrassment when speaking in English either classmates or teachers.
2. Based on the findings, the researcher summarizes several parts namely the method, the English teacher at SMK N 1 Banjarbaru uses the scientific approach method by using it such as observing, asking questions, gathering facts to be communicated. So students play an active role in the learning process in class.
3. Researchers find techniques used by English teachers in learning to speak, namely question and answer techniques about how to use the material just taught, asked to be questioned both verbally and in writing in the form of evaluation. This method is the teacher's favorite way because students must be prepared with questions given by the teacher, also train students to hear about English vocabulary.
4. In the process of learning the media is very helpful for teachers when teaching pronunciation, the English teacher at SMK N 1 Banjarbaru uses two media, namely, real objects, audio and textbooks. Because the teacher's goal to

use real object media is to make teaching and learning meaningful because students can experience it directly by touching, seeing, listening, and can stimulate the learning process. Use flashcard media to stimulate the imagination and students can find new vocabulary.

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