

**AN ANALYSIS OF LECTURERS' STRATEGY IN TEACHING
PRONUNCIATION AT THE THIRD SEMESTER OF THE ENGLISH
DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC
YEAR 2022/2023**

ATHESIS



**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2022/2023**

**AN ANALYSIS OF LECTURERS' STRATEGY IN TEACHING
PRONUNCIATION AT THE THIRD SEMESTER OF THE ENGLISH
DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

A THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2022 / 2023**

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To :
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At -
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OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh.

After guiding, analyzing, briefing, and correcting, the writing of Friska Deni Oktrisya's thesis (the student's number is 1910203017) entitled : "An Analysis Of Lecturers' Strategy in Teaching Pronunciation At the Third Semester Of the English Department State Islamic Institute of Kerinci Academic Year 2022/2023", we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “An Analysis Of Lecturers’ Strategy In Teaching Pronunciation At The Third Semester Of The English Department State Islamic Institute of Kerinci Academic Year 2022/2023” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational instutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE


This thesis which entitled of AN ANALYSIS OF LECTURERS' STRATEGY IN TEACHING PRONUNCIATION AT THE THIRD SEMESTER OF THE ENGLISH DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023 by Friska Deni Oktrisya with students' number 1910203017 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2023 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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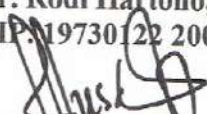
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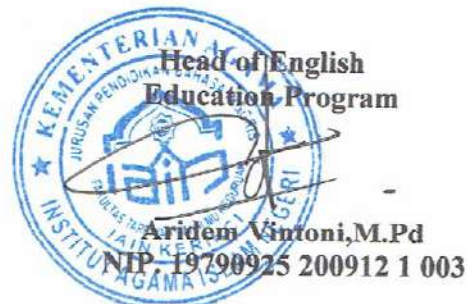
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ABSTRACT

Friska Deni Oktrisya, 2023 : **An Analysis Of Lecturers' Strategy In Teaching Pronunciation At The Third Semester Of The English Department State Islamic Institute Of Kerinci Academic Year 2022/2023**

Advisors : **1. Dr. Rodi Hartoni, M.Pd.**
2. Musdizal, M.Pd.

Key words : *Teaching English Pronunciation Strategy, Challenges, Qualitative Research.*

Some students have a lot of problems in pronunciation English. Firstly, some students feel difficult when they differentiate voiced and voice less. Secondly, most of students also neglect about stressing words. Thirdly, they also feel difficult in differentiating long vowel and short vowel. Based on the problems, pronunciation is very important for students, so the lecture must efforts to increase student English pronunciation. The aims of this research is to find out what strategies are used by lecturers in teaching pronunciation and also what challenges are faced in implementing these strategies, in English Department, State Islamic Institute of Kerinci. In this research, researchers used descriptive qualitative methods. In collecting data, the researcher used interviews, where the researcher interviewed two informants, these informants were selected based on the research limitations, namely lecturers who teach pronunciation courses, apart from interviews the researchers also used documentation as a data collection tool, the documentation data in this research were 1. What strategies are used by the lecture in teaching pronunciation?, 2. What challenges are faced by the English lecturer in implementing strategy in teaching pronunciation?. There are several ways researchers analyze data, starting from data collection, then reducing data, presenting data and drawing conclusions. From the analysis of the data the researcher found that the strategy used by the lecturers in teaching pronunciation was using drilling and audiovisual media (using the Oxford Dictionary application and the IPA Phonetic web) and the biggest challenge they faced was the influence of the mother tongue and the different abilities of students.

ABSTRAK

Friska Deni Oktrisya, 2023

: Analisis strategi dosen bahasa Inggris dalam mengajar mata kuliah pengucapan di semester tiga tadris bahasa Inggris Institute Agama Islam Negeri Kerinci tahun ajar 2022/2023

Pembimbing

**: 1. Dr. Rodi Hartono, M.Pd.
2. Musdizal, M.Pd.**

Kata Kunci

: Strategi pengajaran pengucapan, tantangan, penelitian kualitatif.

Beberapa mahasiswa mempunyai banyak masalah dalam pengucapan bahasa Inggris. Pertama, beberapa siswa merasa kesulitan ketika mereka membedakan voiced dan voiceless. Kedua, sebagian besar siswa juga mengabaikan kata-kata yang memberi tekanan. Ketiga, mereka juga kesulitan membedakan vocal panjang dan vocal pendek. Tujuan penelitian ini yaitu untuk mengetahui strategi apa yang digunakan dosen dalam mengajar pengucapan dan juga apa tantangan yang dihadapi dalam mengimplementasikan strategi tersebut, di Tadris Bahasa Inggris, Institut Agama Islam Negeri Kerinci. Pada penelitian ini peneliti menggunakan metode kualitatif deskriptif. Dalam mengumpulkan data, peneliti menggunakan wawancara, dimana peneliti mewawancarai dua orang informan, informan ini dipilih berdasarkan batasan penelitian yaitu dosen yang mengajarkan mata kuliah pengucapan, selain wawancara peneliti juga menggunakan dokumentasi sebagai alat pengumpulan data, data dokumentasi dalam penelitian ini yaitu 1. Strategi apa yang digunakan dosen dalam mengajarkan pengucapan ?, 2. Apa tantangan yang dihadapi dosen dalam mengimplementasikan strategi tersebut ?. Ada beberapa cara peneliti menganalisis data yaitu mulai dari pengumpulan data, seterusnya mereduksi data, penyajian data dan menarik kesimpulan. Dari analisis data peneliti menemukan bahwa strategi yang dosen gunakan dalam mengajar pengucapan yaitu menggunakan drilling dan audiovisual media (menggunakan aplikasi Oxford Dictionary dan web IPA Phonetic) serta tantangan terbesar yang dihadapinya yaitu pengaruh dari bahasa ibu dan kemampuan mahasiswa yang berbeda-beda.

DEDICATION

I dedicated this thesis for

My beloved Allah SWT and prophet Muhammad SAW.

My great super hero, my father (Defrizon) and my mother (Ika Harleni) who always supporting me every times and praying for me for my great future.

My younger brother (Faiz Alghifary) who always gives me more cheerful life.

All my relatives, friends, and everybody whom I cannot mentioned that always color my life become very bright

May Allah bless them all.

And offcourse last but not least for my self, I'm grateful for all the little accomplishments I make everyday. You're doing great Friska! You've worked really hard!

MOTTO

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۚ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Meaning :

But maybe you don't like something, even though it's good for you, and you like something, even though it's not good for you. Allah knows, while you do not know.

INSTITUT AGAMA ISLAM NEGERI

Artinya :

Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi pula kamu menyukai sesuatu, padahal ia amat buruk bagimu; Allah mengetahui, sedang kamu tidak mengetahui.

(Q.S Al-Baqarah : 216)

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الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ
عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

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Sungai Penuh, 15 February 2023



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TABLE OF CONTENTS

PAGE OF TITLE.....	i
OFFICIAL NOTE.....	ii
CERTIFICATE OR ORIGINALITY	iii
APPROVAL AND ACCEPTANCE	iv
ABSTRACT	v
ABSTRAK.....	vi
DEDICATION AND MOTTO	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	xi
LIST OF APPENDICES.....	xiii
CHAPTER 1 INTRODUCTION	
A. Background of the Problems	1
B. Identification of the Problems	5
C. Limitation of the Problems	6
D. Research Questions	6
E. Purposes of the Research.....	7
F. Significances of the Research.....	7
G. Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Related Theory.....	10
1. Pronunciation	10
a. Definition of Pronunciation.....	10
b. Component of Pronunciation.....	12
2. Teaching Pronunciation.....	13
a. Aims of Teaching Pronunciation.....	15
b. Strategy in Teaching Pronunciation	16
c. Challenges in Teaching Pronunciation	27
B. Review of Related Findings	28
C. Conceptual Framework	32

CHAPTER III RESEARCH METHOD

A. Research Design 34

B. Setting and Informant of the Research..... 35

C. Instrument of the Research..... 36

D. Data Collection Technique 36

E. Data Analysis Technique..... 38

F. Trustworthiness..... 40

CHAPTER IV FINDING AND DISCUSSION

A. Finding 41

B. Discussion..... 48

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion..... 54

B. Suggestions..... 54

BIBLIOGRAPHY..... 56

APPENDIX 59



LIST OF APPENDICES

Appendix I (<i>Interview Question</i>).....	60
Appendix II (<i>Transkrip Interview</i>).....	63
Appendix III (<i>Data Reduction of Interview</i>).....	76
Appendix IV (<i>Documantation</i>).....	80
Appendix V (<i>Lesson Plan and Syllabus</i>).....	81
Appendix VI (<i>Curriculum Vitae</i>).....	85
Appendix VII (<i>SK Izin Penelitian</i>).....	86
Appendix VIII (<i>SK Selesai Penelitian</i>).....	87



CHAPTER I

INTRODUCTION

A. Background of the Problems

Pronunciation is a very important part of mastering any foreign language, including English language. It is related to speaking, listening and reading. Bad pronunciation can make a bad effect to those skills. However, with a good pronunciation people can have a good communication with other, and we can inform our purpose to other, and they can understand what we want to say.

Students must learn about the relationship between the sound system and the writing system. Students sometimes make mistakes when pronouncing English. The error is caused by some differences in letters and sounds. In mastering the skills to pronounce sounds correctly, students should pay more attention to speaking and listening. In pronunciation learning it is also important to learn about international phonetic alphabets, vowel, consonants, cluster, phoneme, and other aspect which support to quality of English pronunciation.

The thing to be aware of learning English pronunciation is our listening sensitivity to English foreign sounds. In general, Indonesian people only have two sound systems, the sound of vocals and consonant sound, while in English has more than 2 sound systems, namely vowel (monophthong, diphthong, triphthong), consonants and clusters. In the difference of the sound system makes it difficult for someone to pronounce

every word of English correctly. English pronunciation is one of the most difficult skills to learn and learners have to spend a lot of time to enhance their pronunciation skill. (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhasein Gilakjani, 2016). If someone can overcome the difficulties pronunciation English then it will be easy to learn English. Good pronunciation for learners will have an effect on good learning, whereas if poor pronunciation will lead to difficulties in language teaching (Pourhosein Gilakjani, 2012).

According to Butler-Pascoe and Wiburg (2003), the goals of teaching pronunciation are to develop English that is easy to understand and not confusing to the listener, develop English that meets persons' needs and that results in communicative competence, help learners feel more comfortable in using English, develop a positive self-awareness as non-native speaker in oral communication, develop speech consciousness, personal speech monitoring skills and speech adjustment strategies that help learners develop in and out of the class. (Butler-Pascoe M. E & Wiburg, 2003)

Some students in the third semester of IAIN Kerinci feel difficult when they differentiate voiced and voice less sounds such as “laugh” and “love”. The word “laugh/la:f/” has consonant “f” in the end of sound while “love/lʌv/” has consonant “v” in the end of the sound. It will be misunderstood by the hearer if the speaker cannot differentiate between consonant “f” and “v”. Most of students also neglect about stressing words

such as stressing sound “d”, for example “and”, “send”, “land”. They just say it without any stressing to the consonant “d”. Whereas, stressing sound “d” is very important in speaking activity. Just take example to the words “land” and “lent”. It will make ambiguity if there is no stressing in sound “d”. The hearers can misinterpret in differentiating between “land” and “lent”. They also feel difficult in differentiating long vowel and short vowel such as in the word “leave” and “live”. Most of them speak in the same vowel /ɪ/, it is absolutely wrong, because the word /leave/ uses long vowel /li:v/ while word “live” uses short vowel /lɪv/. By the mistakes, absolutely the hearers will misunderstand and misinterpret with what the speakers means.

There are some factors of learners’ difficulties in pronouncing words, such as they so not know the new words’ pronunciation. This is common problem faced by some learners. Usually they feel strange with the words that they hear at the first time, so that’s why, they do mistakes in pronounce it. It will be more complicated problem when the native speaker says the new word in the sentence. It makes the learners misunderstand with what the native speaker said. Then, when they hear native speaker to pronounce the words, they cannot focus on catching the word’s pronunciation one by one because most of English learners in IAIN Kerinci especially in the third semester is not familiar with native’s accent. They feel weird when they hear some words said by native speaker because for some native speakers have different accent.

Based on explanation above, pronunciation ability is an important skill which needs to be learned by students because it is related to spoken communication. There are many factors mention, one of them is lecture strategy in teaching pronunciation. Teachers need to assist the students in learning how to pronounce language because it can give positive impact on student's pronunciation ability. One of some teacher efforts is attention strategy in teaching pronunciation.

According to Oxford Dictionary strategy is a plan of action or policy designed to achieve a major or overall aim. Meanwhile, according to Indonesian Dictionary strategy : (1) The science and art of using all the resources of nations to carry out certain policies in war and peace; (2) knowledge and the art of leading armies against enemies war, for get favorable conditions; (3) careful planning regarding activities to achieve specific goals; (4) a good place according to the stratagem war.

Based on several definitions of strategy according to the meaning of the language used it can be concluded. Strategy is a long term planning structured to deliver on an achievement of goals and objectives certain.

According to Jauch and Glueck (2000) states that strategy is a unified, comprehensive and integrated plan linking excellence companies with environmental challenges and designed to ensure that the main objectives of the company can be achieved through proper implementation bycompany.

According to Hamel and Prahalad (2002) “Strategy is a tool to achieve company goals in relation to goals long term, follow-up programs, and resource allocation priorities. Strategy is any of wide variety of exercise, activities, or tasks used in language classroom for realizing lesson objective (Suyanto, 2010).

Based on various definitions of strategy put forward by experts it can be concluded that the strategy is the formulation of planning to achieve long-term goals through the integration of excellence and allocation of existing resources in the company.

Therefore, the lecturer should have effective strategy when they teaches their students about pronunciation. By the suitable strategy, students will feel enjoyable in studying pronunciation and also it can build students’ confidence in pronouncing words. The fluent speaking is built from a good ability in pronunciation.

From these reasons the researcher decides to research about “An Analysis of Lecturers’ Strategy in Teaching Pronunciation at The Third Semester of The English Department State Islamic Institute of Kerinci Academic Year 2022/2023”.

B. Identification of the Problems

Based on the research background, it can be identified problems regarding the analysis of lecturer strategy in teaching pronunciation at English department state Islamic institute of kerinci. There were firstly, some students feel difficult when they differentiate voiced and voice

less. Secondly, most of students also neglect about stressing words. Thirdly, they also feel difficult in differentiating long vowel and short vowel. Based on the problems, pronunciation is very important for students, so the lecture must efforts to increase students' English pronunciation. One of some lecture efforts is attention strategy in teaching pronunciation. Because of that reasons, the researcher want to know more about the lecturers strategy in teaching pronunciation and the challenges they faced in implementing that strategy.

C. Limitation of the Problems

Based on the identification above, the researcher limited this research about analysis lecturers' strategy in teaching pronunciation at the third semester students of English Department IAIN Kerinci, academic year 2022/2023. It aimed to make students enjoy in English pronunciation and get minimal false of students in English pronunciation.

D. Research Questions

Based on limitations of the problems, the research question on this research are:

1. What strategies are used by the lecturer in teaching pronunciation at the third semester students of English Department IAIN Kerinci Academic Year 2022/2023?
2. What challenges are faced by the English lecturers in implementing strategy in teaching pronunciation at the third semester students of English Department IAIN Kerinci Academic Year 2022/2023?

E. Purposes of the Research

Based on the research questions, the purposes of this research are:

1. To know the strategies used by lecturer in teaching pronunciation at the third semester students of English Department IAIN Kerinci Academic Year 2022/2023?
2. To know the challenges are faced by the English lecturer in implementing strategy in teaching pronunciation at the third semester students of English Department IAIN Kerinci Academic Year 2022/2023?

F. Significances of the Research

By doing this study, hopefully the results can give positive contributions for word of public education. The significant of the study is theoretically and practically.

1. Theoretically

The research's findings are important as a component of the learning process for English. Additionally, it is hoped that this research will help in understanding how to teach English pronunciation. As a result, this work can be used information or a reference.

2. Practically

a. For researches

The results of this research are used to improve knowledge about the strategies in teaching pronunciation, and could be used as reference to do further research.

b. For lecturers

This research hopefully could be taken into consideration for insight English lecturer in providing attention and how to motivate students who are struggling with their pronunciation and students' achievement better and higher quality.

G. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions are put forward:

1. Analysis

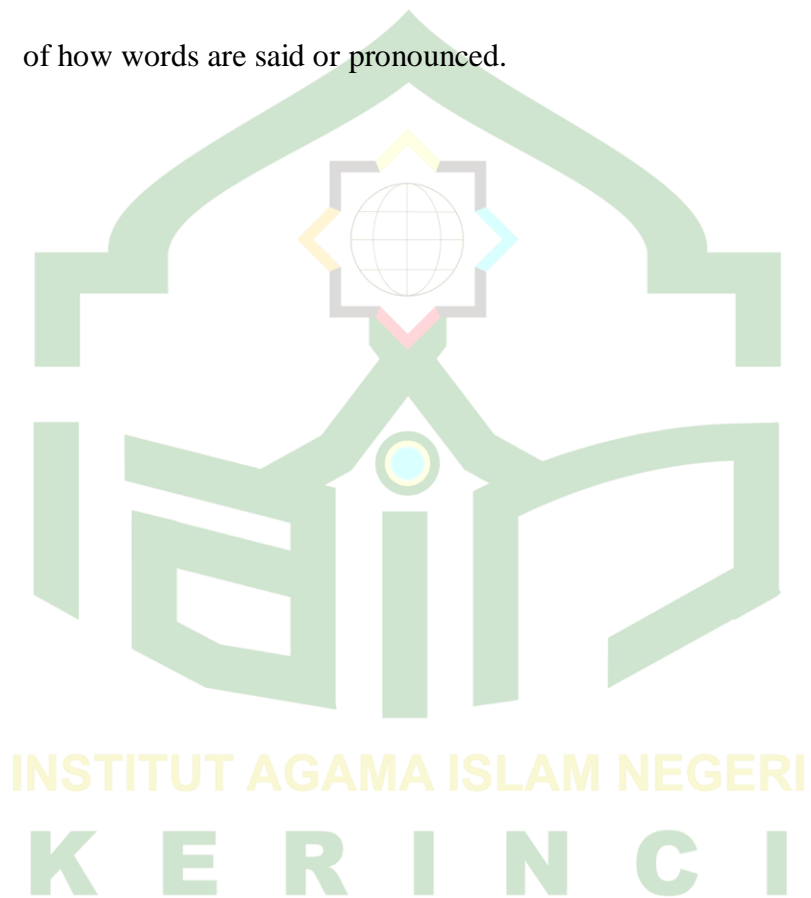
The definition of analysis is breaking or breaking down a unit into the smallest units (Azwar, 2019). From the above opinion it can be concluded that analysis is an activity of thinking to describe or solve a problem from the unit to the smallest unit. According Oxford Learner's Dictionary Analysis is the detailed study or examination of something in order to understand more about it; the result of the study statistical analysis The book is an analysis of poverty and its causes.

2. Strategy

According Oxford English Dictionary "strategy" is a plan of action or policy designed to achieve a major or overall aim. Strategy is a chosen way to convey learning objectives in a particular learning environment (Gerlach and Elly-1989).

3. Pronunciation

According Cambridge Advance Learners Dictionary third edition, *Pronunciation is the study of how words are pronounced.* Similarly, Concise Oxford Advance Learner's Dictionary eighth edition explains that *pronunciation is the way in which the word is pronounced.* Therefore, pronunciation might be defined as the science of how words are said or pronounced.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theory

Some opinions from the experts related to the following research are presented to strengthen the arguments submitted by the researcher.

1. Pronunciation

a. Definition of Pronunciation

There are many definitions of pronunciation that might be used to strengthen the writing. According to Oxford Learner's Dictionary, pronunciation is a person way to speaking a language or word of a language and way in which a word is pronounced.

Sound, stress, and intonation are the three components that make up proper pronunciation. The act of pronouncing words with articulation, the act of giving the proper sound and accent, and other statements that pronunciation is the act of uttering with these characteristics, such as the pronunciation is the act of uttering with these characteristics, such as the pronunciation of syllables of words, distinct or indistinct pronunciation, are all examples of pronunciation (Lincoln, 2000).

Pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby, 1987:497).

Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound 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 individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality).

Gilakjani (2012:119) assumes that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. On the other hand, Dalton in Hassan (2014:32) defines the pronunciation as production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use.

From the explanation previously, the researcher concludes that pronunciation is the way person utters a word or language.

The production of sounds used to convey meaning is referred to as pronunciation. In its broadest sense, it includes paying attention to gestures and expressions that are closely related to the way we speak a language. This includes aspects of speech that go beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental

aspects). How the voice is projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Mcneil, 1987).

It can be concluded that pronunciation is the way of producing sounds in speaking activity by noticing the symbol that representing the various sound.

b. Component of Pronunciation

In teaching English language, pronunciation is a crucial aspect of learning. Pronunciation in English language is difficult to teach to children, unlike the pronunciation in Indonesian language, so more emphasis should be placed on studying pronunciation.

According to the Oxford Dictionary, pronunciation refers to the way a language's spoken words sound when spoken aloud. As previously said, "Pronunciation is a manner of language, spoken or sound." There are three guiding principles of pronunciation instruction are as follows:

a. Sounds

To write using phonetic symbols, a language learner must be able to recognize and specify the sound of the target language.

Depending on the accent, several symbols are used in English (British, Australian or American). Vowels and consonants, which are segmental traits, make up these sounds.

b. Rhythm

English words' rhythm is specified or depends on consistency of tone (word or group of words containing a subject pressed syllable). For example peter said come here, please! Can be divided into two complete phrases: Peter, come. Please come here. Where Peter is highlighted first and the second word in here.

c. Intonation

Rising and falling tones are known as intonation. This has a significant impact on tone and meaning. Such as the term fire! Which, when spoken with rising intonation, can be understood to mean "on flame or fire", whereas when spoken with declining intonation, it can be understood to mean "no the fire". Every learner of English should be able to recognize and differentiate between sounds, especially in speaking and listening materials (Rony, 2005).

2. Teaching Pronunciation

Learning pronunciation is a really challenging task. The process of learning pronunciation can be facilitated if the task is structured. Both of the role of the teacher and the role of the student are important in this process. The teacher's job is to assist students in hearing and producing sounds. The pronunciation teacher should be a good model to the students. Teacher should produce the accurate

sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced, and teacher need to check what the sounds that learners get and hear. New sounds can be imitated by learners. However, if they are unable to, teachers assist them by using a sign that will enable them to produce the new sound. Students only react to question from teachers during the teaching learning process. The improvement of the learners is low if they do not take action and do not try to fulfill their effort.

As previously stated, teaching pronunciation has plans. First, teachers need to be aware of which first language groups their students are struggling with and plan activities accordingly. Second, the teacher assessed the students' pronunciation issues and provided some exercises that focused on them. Last, teachers decided which component can be used to a specific pronunciation area. (Hewings, 2004)

Different perspective language from other language skill has always been related to teaching pronunciation, and learning native tongue has a greater impact on pronunciation than learning morphology and syntax.

It can be concluded that teaching English pronunciation is the way in guiding the students to understand the sounds produced by native speaker and also make the students to master pronunciation well. So, that they can improve their skill of English communication.

a. Aims of Teaching Pronunciation

According to Ur (1996: 52), the purpose of learning pronunciation is in order students are able to pronounce a words like a native accent. But simply so that students can pronounce words accurately enough so that bias more easily understood by the opponent talk. By studying pronunciation students will know how correct pronunciation of a word. It is intended for make students understand how how to pronounce words in a foreign language to avoid speech errors or read.

Learning how to pronounce a words in English is really important, because wrong English word pronunciation can fatal.

Mispronounced one consonants or vowels only in a word can make a mistake in meaning.

If learners have a good skill in pronunciation, they can convey their meaning properly. It is make pronunciation is one of the most crucial aspects of learning the English language. Learning pronunciation is not just a battle of sounds and sounds' features, but also can improve their speaking ability (Harmer, 2001).

Many students, including teachers, claim that studying pronunciation is unnecessary and waste of time. They claim that communicating in English is enough and when they are understood, and sounding like a native speaker is not their aim. However, they must have pronunciation that is understandable in

every situation. It is different for students who want to teach English; they must have pronunciation that sounds like a native accent (Harmer, 2001).

The ability to communicate clearly with native or non-native speakers and to make learners feel more comfortable when speaking are other goals of teaching pronunciation. If necessary, a good pronunciation also improve our productivity at work (Miller, 2006). It will support us when we looking for job.

b. Strategy in Teaching Pronunciation

In teaching pronunciation, the teacher does not directly teach about pronunciation specifically. However, for example while teaching a text or story, the teacher introduces pronunciation learning while the students are still studying. The teacher will attempt to teach each word's pronunciation using a variety of strategies.

Teaching pronunciation is not easy, because English is not a native language in Indonesia. Basically, people have many difficulties to learn it. That is happened because their environments do not speak English (Laksana, 2016). To achieve the great specific purposes, it needs to apply some strategies in a classroom.

There are some strategies that teachers might employ to teach pronunciation. The teacher should base their teaching pronunciation on the strategies currently used.

1. Teaching by Games

Game is the activity which has a specific rule that must be obeyed by participants to achieve the target of the game (Smaldino, Russel, Heinic, & Molenda (in Nurhayati, 2015)). Games are fun activity in teaching and learning activity especially in English pronunciation. It is supported by (Nurhayati, 2015) who states that in a game, the learners are attracted in the competition situation and the learners are interacted to be the winner. So, it can be said that by the game, the learners are asked to be active in every section because the learners are encouraged to take active role in learning process. The learners focus on the activities with pronunciation as the topic of the games.

As a result, games provide learners with a chance to take their own learning. By using games, the lecturers can create contexts which enable unconscious learning because learners' attention is on the message, not on the pronunciation itself. Therefore, when they completely focus on a game as an activity, students acquire English pronunciation in the same way that they acquire their pronunciation in their mother tongue (Cross, 2000).

Moreover, game can help the learners to increase their inner skill, it can make the learners express their creativity

confidently (Sudiargo et al. (in Nurhayati, 2015)). So that's way, games can bring real-life situations to the direct simulation in the classroom which provides learners with an opportunity to use the pronunciation.

Celce-Murcia (in Kurniati, 2016) argues that in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they maybe. To state this differently, by putting learners in real life situations, games make a connection with there all usage of English pronunciation. There are many advantages of games such as follows:

- a. Focus on students' attention on specific structures, grammatical patterns, and vocabulary items.
- b. It can function as reinforcement, review and enrichment.
- c. It can involve equal participation from both slow and fast learners.
- d. It can be adjusted to suit the individual age and language levels of the students.
- e. It contributes to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in an on-stressful situation.
- f. It can be used in any language teaching situations and with all skill areas(reading, writing, speaking or listening).

g. It provides immediate feedback for the lecturer. h. It ensures maximum students' participation for a minimum of lecturer preparation.

So, by using game, the lecturer can create many advantages for students' cognitive and psychomotoric skill and also for the lecturer him/herself. The game is very helpful for the lecturer to observe students' pronunciation mastery.

2. Teaching by Audiovisual Media

Audiovisual is the teaching language method using tools such as short video, television, etc. So that the teaching is being attractive (Iskandarwassid and Sunendar, 2013). While Munadi (in Kurniati, 2016) audiovisual media is media that involves the senses of hearing and vision at the same time in one process. Munadi (in Kurniati, 2016) also said that there are two types of audiovisual media. The first type is Pure Audio Visual Method, in this type is equipped with sound and image equipment functions in a single unit, such as movies, television and video. The second is Impurely Audio Visual Media. It is familiar with slides, opaque, and other visual equipment when given the sound elements of the recording tapes are used simultaneously in one time or the learning process.

In teaching English foreign language for high levels of students is not easy. The lecturers should provide pleasant

atmosphere to invite the motivation and interest of the students. The motivation and interest of students are very important in learning achievement. So that is why, the lecturer need motivational and interesting media in teaching English.

It is also supported by Hemei (in Kurniati, 2016) who states that students like audiovisual media because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for the lecturers that make it more interesting and enjoyable because it helps to promote comprehension. For the first things that students should know in learning English is pronunciation. Knowing it's pronunciation also covers the knowing of it's spelling, stressing and how to speak correctly and fluently in communication.

So that is why, using audiovisual can help students to learn English pronunciation easily and enjoyable. The students not only hear the sound but also see some interesting sights simultaneously. This method gives real experience to the learners because the learners learn the lesson by seeing, listening, observing, and analysing directly. The lecturer can use many kinds of audiovisual to teach students in the class;

such as Video Cassette, Computer Program, Audio Book, or the teacher him/herself. The use of audiovisual itself is not only for addition, but also it has function as helping tools to create the learning situation more effective.

There are several steps in teaching by using audiovisual such as follows (Hamid, 1987):

1) The lesson is started by playing filmstrip and its tape. The tape recorder gives the dialogue arranged in the form of sound systematically. While the filmstrip shows the visualisation. So, the visualisation and oral record complete each other and make semantic unit.

2) The lecturer explains the lesson explicitly by showing the demonstration, listening selectively, and question answer activity. 3) The dialogue from recorder and filmstrip is repeated for several times.

4) For exploring step, the students are asked to remember the comments or even making modification scenario by using their own words and then it is applied to their friends by questioning and answering or roleplay. So, this method is very responsive and has high responsibility because it uses technology in learning activity. Nevertheless, this method has the difficulties in catching the implicit meaning. The students can make errors in interpreting the meaning in the dialogue.

3. Teaching by Drilling

Drilling is one of the strategy in teaching pronunciation in the classroom. This strategy commonly is used for increasing students' understanding about the material. Harmer (2007) states that drilling is mechanical ways in getting students to demonstrate and practice their ability to use specific language items in a controlled manner. While Richard and Schmidt (2002) state that drill is a technique commonly used in older methods of language teaching particularly the audiolingual method and used for practicing sounds or sentence pattern in a language based on guided repetition or practice. Drill is the lecturer asks the students to listen to his pronunciation carefully and then ask them to speak the word individually in higher class and collectively in lower class. By intensive drill can provide learners to practice of using the pronunciation of the spoken language (Patel and Jain, 2008). According to Kelly (2000) drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Drilling often follows on from the process, known as eliciting, of encouraging students to bring up a previously studied word, phrase or structures. The lecturer's main role in drilling is that providing a model of word, phrase or structure for the students to copy. learners can hear an example of drilling on the CD. Lecturers

generally drill “chorally” first of all, which means inviting the whole class to repeat the item in unison. Choral drilling can help to build confidence, and gives students the chance to practice pronouncing the drilled item relatively anonymously, without being put on the spot. It is typically followed by individual drilling, where students are invited one by one to repeat. This gives the teacher the chance to ascertain how well individuals are able to pronounce the item being drilled. lecturers usually select individuals more or less at random doing so is seen to help keep students on their toes.

From those definitions above, it can be concluded that the drilling is a way of standardising pronunciation of a language item and developing fluidity. So, it is purposed in order to the learner can produce the sounds as similar as with the native speaker. This technique can be applicated by repeating and imitating. Besides that, drilling is a technique that has been used in foreign language classroom which emphasis on repeating structural pattern through oral practice to demonstrate students’ ability in using language items in a controlled manner.

There are several types of drill, they are as follows
(Haycraft, 1978):

1) The repetition drills

The lecturer says models (it can be words or phrases) and the students repeat it.

Example:

Lecturer: It didn't rain, so I needn't have taken my umbrella

Students: It didn't rain, so I needn't have taken my umbrella

2) The substitution drills

Substitution drill can be used to practice different structure or vocabulary items (i.e. one word or more word is changed during the drill)

Example:

Lecturer: I go to school. He?

Students: He goes to school Lecturer: They?

Students: they go to school

3) The question and answer drill

The lecturer gives students practice with answering question. Students should answer the lecturer's question quickly. It also possible for the lecturer to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Lecturer: does he go to school? Yes?

Students: Yes, he does Lecturer: No?

Students: No, he does not

4) The transformation drills

The lecturer gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into negative sentence. Other example of transformation to ask of student are changing a statement in to question, active sentence into passive sentence, or direct speech into reported speech.

Example (positive into negative):

Lecturer: I clean the house

Students: I don't clean the house

Lecturer: she sings a song

Students: she doesn't sing a song

5) The chain drills

The lecturer begins the chain by greeting a particular student, or asking the question. That student responds, then turn to the students sitting next two him/ her. The first students greet or ask question of the second student and chain continues. A chain drill allows some controlled communication, eventhough it is limited. A chain drill also gives the lecturer an opportunity to check each students' speech.

Example:

Lecturer: What is the colour of sky?

The colour of sky is blue

What is the colour of banana?

Students A: the colour of banana is yellow

What is the colour of eyes?

Students B: the colour of eyes is black and white

6) The expansion drills

This drill is used when a long line dialogue is giving students trouble. The lecturer breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following lecturer's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Lecturer: My mother is a doctor

Students: my mother is a doctor

Lecturer: She work in the hospital

Students: She works in the hospital

Lecturer: My mother is a doctor. She works in the hospital

Students: My mother is a doctor. She works in the hospital

Lecturer: She take cares the patient

Students: She take cares the patient

Lecturer: My mother is a doctor. She works in the hospital.

She takes cares the patient

Students: My mother is a doctor. She works in the hospital.

She takes cares the patient.

c. **Challenges in Teaching Pronunciation**

According to Kelly (2000), there are two main problems in teaching pronunciation:

1. Pronunciation tends to be neglected

There are two reasons about pronunciation tends to be neglected. Firstly, the lecturers are lack interest to teach pronunciation. Secondly, the lecturers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory (Kelly, 2000). By those reasons, it can be concluded that teaching pronunciation is not easy. The lecturers must master all aspect of pronunciation skill and also how to teach pronunciation at beginner until advance level of English pronunciation learners.

2. When pronunciation is not neglected

It tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned (Kelly, 2000). The lecturers need to improve their practical skill in teaching pronunciation.

For addition, the students show considerable enthusiasm for pronunciation. The students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both lecturers and learners consider that pronunciation is very important in a language learning process.

So, it can be stated that the lecturer must be creative in teaching English pronunciation. The lecturer must prepare the strategy well in teaching activity and also the lecturer must be creative in creating fun activity along teaching and learning activity are going on. It because fun activity can increase students' interesting of the lesson.

B. Review of Related Findings

In this section, the researcher present some previous research. The researcher needs to review previous researchs of the similar topic so that can find out the similarities and differences between the previous and this research. There are five previous research used by researcher.

The first research (Ahmad, 2019) conducted a research with the title entitled *“Problem and Strategies in Teaching Pronunciation on English Department Students”*. This study aims to investigate problems and strategies in solving incorrect pronunciation in English education students. This study uses a descriptive method. The subjects of this research were 6 students department of English education. Understanding students' problems and interviews were conducted to re-check the information and data obtained. The results of this study were the problem of English pronunciation caused by differences in the language system between English and Indonesian. The strategy to overcome this problem was to use audio visual media. The lecturer gave verbal feedback corrective feedback for students who get errors in pronunciation. This research is the same as investigating lecturer strategies and using the descriptive method. However, this research also examines the problems faced by students in learning pronunciation, while the researcher examines the challenges faced by lecturers in implementing the strategies used.

The second research (Grandyna, 2018) conducted a research with the title entitled *“A University EFL Teacher's Strategies in Solving the Teaching Pronunciation Problems”*. This study aims to discuss the experience of a university teacher in teaching pronunciation, especially on the problems faced by the teacher and the strategies used in solving problems in teaching pronunciation. The technique used is an interview with a teacher named Lily. The data collected was obtained from a

narrative inquiry design with a qualitative method. The results of the study found that the problems Lily faced in teaching pronunciation were getting used to different sounds, timing, and side problems of students. improve the quality of teaching, the introduction of pronunciation rules, and the use of various teaching techniques and classroom activities into strategies for solving pronunciation teaching problems. This research both uses the qualitative method and examines the strategies used by lecturers but in this research examines the strategies used by lecturers in dealing with problems learning pronunciation while the researcher research examines the strategies used by lecturers and the challenges faced in implementing these strategies.

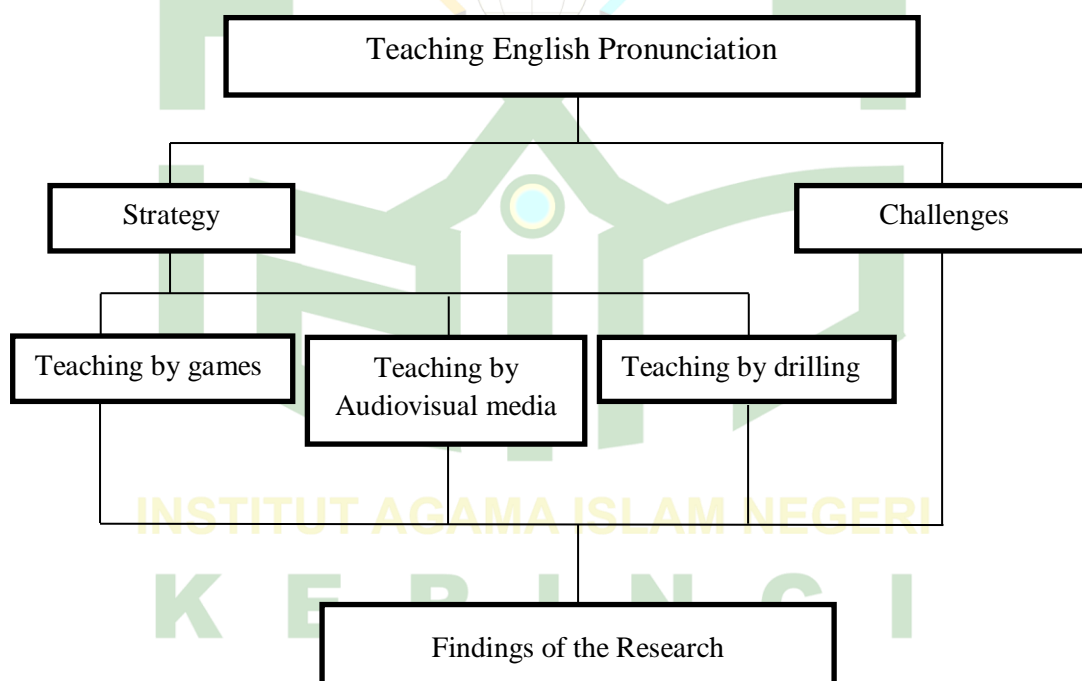
The third research, a research (Nicky Dwiningrum, 2016) about *“The Teaching of English Pronunciation to Young Learners (A Case Study of The Sixth Grade Students of SDN 6 Ciputat”*, a research of Syarif Hidayatullah State Islamic University. The objective of the research was to obtain the techniques that teacher used in teaching pronunciation to young learners. The researcher used descriptive qualitative which is the data derived from document, observation and interview. The writer found that the teachers in SDN 06 Ciputat use drill and visual aids technique in teaching pronunciation. This research both uses the qualitative method and examines the strategies used in teaching pronunciation but this research focuses on young learners while the researchers focus on college students.

The fourth research (Rahmah & Rosyid, 2018). conducted a research with the title entitled "*Learners Strategies in Learning English Pronunciation*". This study aims to determine the strategies applied by students in learning English pronunciation. The subjects of this study were 30 students who are still in the second semester of the English Education Study Program at Pakuan University. Data was collected through classroom observations, questionnaires, and documentation in the form of audio recordings, and indepth interviews with six representative participants. The results of this study are: (1) the strategy adopted by the participants of this study is based on the strategy proposed by Calka (2001). Of the six strategies, the cognitive strategy is the strategy with the most tactics applied by the participants. (2) There is a good impact of pronunciation strategy towards learning pronunciation. The impact is in the form of facilitating the learning process and developing pronunciation skills and achievements. This research is the same as investigated about strategy, the difference is that this research examines student strategies while researcher research is examine lecturer strategies.

The last relevant study by (Anjani Putra, 2013) concerning teachers' strategies entitled "*Teacher's Strategies in Teaching Speaking to Students at the Secondary Level*". This study is aimed at portraying teacher's strategies in teaching speaking to students at the secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data,

classroom observation and interviews were conducted to identify the strategies of teaching speaking, and a set of questionnaires was administered to students to gain the data about their responses towards the strategies under the umbrella of descriptive research. This research both examines the strategies used to teach pronunciation and uses the qualitative method, but this research focuses on the strategies used to teach students at secondary level, while the researcher research is focus on the strategies used in the university.

C. Conceptual Framework



This research is conducted to analysis the strategy the lecturers' employs to teach English pronunciation. In teaching English pronunciation there are several kinds of strategies that can be use, includingteaching by

games, teaching by audiovisual media, teaching by drilling, which are frequently used to teach pronunciation. Then the researcher want to know what the challenges are faced by the lecturer while implementing that strategy.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was qualitative research. Qualitative research is involving an interpretative, naturalistic approach to its subject matter. This means that qualitative research study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study personal experience, introspective, life story, interview, observational, historical, and visual texts that describe routine and problematic moments and meaning in individuals lives (Creswell, 1998).

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998).

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural settingsensitive to the people and places under study, and data analysis that

is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (Creswell, 1998).

The type of this research approach was descriptive research, descriptive research that seeks to describe current problem solving based on data. The type of qualitative descriptive research used in this study intended to obtain information about the strategy of English lecturers in teaching pronunciation at the third semester of English Department of State Islamic Institute of Kerinci.

B. Setting and Informant of The Research

1. Location

This research carried out at State Islamic Institute of Kerinci who located in Sungai Penuh town, Sungai Liuk. Especially at English Department, Faculty of Education and Teacher Training.

2. Informant

The informants of this research were English pronunciation lecturers' at the third semester of English Department of State Islamic Institute of Kerinci. There are two informants of this research.

C. Instrument of The Research

Instrument of the research was a tool to use to collect data in a research. In this research there are three instruments will be use, those are Documentation Guides, Interview Questions.

1. Documentation Guides

In this research, the documentation guideline was lesson plan and also syllabus from English pronunciation lecturers', English Department, State Islamic Institute of Kerinci. (Appendix V, P 81-85)

2. Interview Questions

In this section, the researcher used an instrument of interview that is records equipment. In the process the researcher interviewed informants, they were English pronunciation lecturers. The researcher asked some questions about strategy in teaching pronunciation and the challenges were faced by the English pronunciation lecturers in implementing the strategy. (Appendix II, P 63-75)

D. Data Collection Technique

There were two methods to collect data on this research, it was documentation and interview.

1. Documentation

Documents are records of events that have passed. Documents are usually in the form of writing, pictures or monumental works of someone. Documents in the form of writing such as diary, life histories, biographies, regulations and policies. While documentation in

the form of images such as photo, live images, sketches, and others. And also documents in the form of works such as works of art, it is like pictures, statues, films and others (Sugiyono, 2020).

On this research the data collecting of documentations were lesson plan and syllabus, the researcher collected from English Department pronunciation lecturers of State Islamic Institute of Kerinci.

2. Interview

An interview is considered to be a social interaction based on a conversation, the qualitative research interview refers to further described as attempts to understand the world from the subjects' point of view, to unfold the meaning of their experience, to uncover their lived world. (Creswell, et al., 2018)

In this research, the type of interview that used was semi structured. This type of interview was included in the in-dept interview category, which was more free in its implementation compared to structured interviews. The purposes of this type of interview is to find problems more openly, where the participants invited to the interview are asked for their opinions and ideas. In conducting interviews, researcher need to listen carefully and record what the informants find. (Sugiyono, 2020)

In the interview process, the question previously made by the researcher can be added based on the answers from the informants,

where the serves to find out more in-depth and detailed information, in other words the list of interviews that have been made previously can be added according to informant needs, what you want to get during the interview process.

E. Data Analysis Technique

In this research there were four ways to analyze data, it was Data Collecting, Data reduction, Data Display and Conclusion / Verification :

1. Data Collection

Data collection is the main activity of data analysis. Data collection activities in this research use documentation and interviews, where the documentation of this research was lesson plan and syllabus while the interview willused in this research was semi sructured interviews.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs continously throughout the life of any qualitatively oriented project. (Milles, et al., 1994) Reducting carried out since data collection, starting with making summaries, coding, tracing themes, writing memos, and so on, with the intention of setting aside irrelevant data then the data is verified.

The researcher choose relevant data that useful later for research data. Researcher reduced the data of documentation in the form of syllabus and lesson plan and also the researcher reduced the results of data interviews with several informants they were English pronunciation lecturers of English department of State Islamic Institute of Kerinci. reduction was carried out since data collection, start with making summary, coding and completing the informations are deemed irrelevant.

3. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. Display vary from gasoline gauges to newspaper to computer screens to factor analysis printouts, display helps us to understand what is happening and to do something either analyze further or take action based on that understanding. (Milles, et al., 1994 p. 11) The researcher described the data that has been reduced to a description in which the data presented in the form of narrative text.

4. Conclusion / Verification

Form the start of data collection, the qualitative analyst is beginning to decide what things mean is noting regulaties, patterns, explanations, posible configurations, casual flows, and propositions.

(Milles, et al., 1994) The researcher drew conclusions based on the findings data that have been obtained previously.

F. Trustworthiness

In this research, the researcher employed method triangulation. Triangulation is an information obtained from several sources is cross-checked and between interview data, documents and also observation. As well as examining data from various informants. According Moleong Triangulation is a technique of checking the validity of the data that can take advantage of the other sources than the data for checking purposes or as a comparison to the data obtained data collection techniques (Salim, 2012). Triangulation is make us more confident that we have the meaning right, or it make us confident that we need to examine different to see important multiple meanings (Robbert, 2010).

There are four types of triangulation: (a) method triangulation, (b) inter-researcher triangulation, (c) theory triangulation, and (d) data source triangulation (Denzin, 1978 and Patton, 1999). The type of triangulation that used by researcher in this study was source triangulation, where the researcher will check the validity of the data by comparing some of data has been obtained from previous data collection, researcher compared the informant's documentation and also the results of informant's interviews.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

As previously stated in chapter I, this research meant to explain the Lecturers' Strategy in teaching pronunciation : a study at English department state Islamic institute of kerinci. This research was done by interviewed pronunciation lecturers' of English department to collected the data and take documentation (lesson plan and syllabus).

From the interviewed, the researcher found some strategy that the lecturers used in teaching pronunciation and also the challenges are faced by the lecturers in implementing those strategies. In this research there were two informants who had interviewed, and it was English pronunciation lecturers.

1. The strategies are used by the lecturer in teaching pronunciation at the third semester of English Department IAIN Kerinci Academic Year 2022/2023

Pronunciation is an important form of learning in English language teaching. Unlike the Indonesian language, teaching English has aphoneme (sound of the word) and the pronunciation is difficult to teach children hence, learning pronunciation should be give nearly. So the pronunciation lecture should use good strategy to help teach students and make the students easy in learning pronunciation. Exactly, there were some strategies to learn pronunciation. Some

strategies such as teaching by games, teaching by audiovisual media and also teaching by drilling.

The result of researcher interviewed on January 3rd until 10th 2023 found that same strategy used of pronunciation lecturers at third semester students of English Department IAIN Kerinci. The strategy used in class A and B was teaching by drilling and also teaching by audiovisual media.

The lecture on Class A said :

L I (Lecture I) “pertama dalam mengajar pronunciation itu kita perkenalkan cara penyebutan huruf, misalnya dari huruf-huruf yang ringan-ringan dulu seperti konsonan. Konsonan juga ada beberapa yang harus kita ajarkan kepada mahasiswa dulu yang ada didalam diagram konsonan, yang kita namakan manner of articulation.....

(The first one in teaching pronunciation is we have to introduce how to spell alphabets, the basic alphabets first like consonants we have to teach to students in consonants diagram, we called manner of articulation.....)

..... Langkah berikutnya saya tulis katanya itu terlebih dahulu kemudian ada sound-sound tertentu yang menjadi target saya misalnya seperti cara mem-pronoun s tadi.

(.....The next step I write the word and then some sounds who be my target for example like how to pronounce the s before)

..... Ada lagi cara lain, saya sekarang ini sudah mulai menggunakan aplikasi untuk mengajar bahasa Inggris, aplikasi itu saya perkenalkan kepada mahasiswa kemarin dan juga itu saya bawa ketika mempresentasikan menjadi pembicara utama di UHAMKA di konferensi internasional, itu penggunaan aplikasi HP dalam pengajaran pronunciation. Misalnya seperti ini ketika kita ketik di aplikasi ini 'Oxford Dictionary', nanti dia akan mengeluarkan suara ketika kita ketik kata.

(.....It has the other ways, I have used the application in teaching English, the application I shown to students yesterday and I bring it when I was in international conferation as a main speaker, it is smartphone used in teaching pronunciation, for example like this, when we type in application the word 'Oxford Dictionary', then it will sounding voice when we write word.)

The other informants also has the same statement with the first informant about the strategy that they used in teaching pronunciation.

The lecture on class B said :

L II (Lecture II) “saya menggunakan media, media pembelajaran saya menggunakan web yang digunakan untuk mentranslate kan atau melafalkan pronunciation secara online. Selain itu saya juga menggunakan IPA Phonetic yang menggunakan charge, menggunakan sound juga untuk memperkenalkan bagaimana

pelafalan atau bunyi-bunyi konsonan didalam bahasa inggris dan juga vocal dalam bahasa inggris

(The teaching media I used is web, it used for translate or recite the pronunciation in online, besides that I also use IPA Phonetic who use charge, using sound too for introduce how recite or consonant sounds in English and also vocal in English.....)

..... “saya juga menggunakan metode drilling. Tapi menurut saya akan lebih efektif ketika saya memberikan contoh langsung melalui media yang menurut saya valid yaitu media itu tadi, dibandingkan saya men-contohkan langsung karna menurut saya media itu akan lebih bagus pelafalannya dibandingkan dengan kita yang bukan native.”

(..... Actually, I also use drilling method, but I think more effective when I gave an example immediately by media, the valid media according me is I told before, compered when I gave an example immediately which is we are not native speaker)

Class A and B lecturers use variations/combinations of strategies in teaching pronunciation, in which they use the strategy of teaching by drilling and teaching by audiovisual media (class A uses the 'Oxford Dictionary' while class B uses the web 'IPA Phonetic'). According to the class A lecturer, the variation/combination is intended to make it more convincing for students how to pronounce letters correctly like a native

speaker. Meanwhile, according to the class B lecturer, this was done so that students would not get bored in the class.

The preparation for class A lecturers in implementing these strategies is by conveying at the beginning of the lecture that students must bring cellphones related to lectures and asking them to download the application used during the introduction to the course, while class B lecturers prepare media such as audio speakers a week before the lecture starts and also ask students to read the material to be studied next week so that they are well prepared and they can more easily learn the material to be studied.

Based on the some results interview, the researcher conclude that lecture strategy in teaching pronunciation almost same but there are slight difference in each class. They were teaching by drilling and teaching by audiovisual media(class A uses the application 'Oxford Dictionary' while class B uses the web 'IPA Phonetic').

2. The challenges are faced by the lecturer in implementing the strategy in teaching pronunciation at the third semester of the English Department IAIN Kerinci Academic Year 2022/2023

In implementing the strategy cannot be separated from challenges, finds challenges and these challenges are also faced by English lecturers at State Islamic Institute of Kerinci. The challenge in implementing strategy in teaching pronunciation at State Islamic Institute of Kerinci was usually because of their mother tongue, lack of practicing and also their anxiety when totry to pronounce some word.

L I (Lecture I) “besarnya pengaruh dari bahasa pertama terhadap pronunciation itu misalnya ketika mereka mem-pronounce huruf vocal. Vocal itu sering terbawa atau terpengaruh oleh vocal-vocal dari bahasa ibu, begitu juga untuk konsonan.

(so the main obstacle for our students especially and generally for Indonesian people it still effected from our first language to pronunciation, for example when we pronounce the vocal, the vocal sound is still effected by the mother language, same like consonants)

The other lecturer said:

L II (Lecture II) “di kelas ini tantangannya itu adalah lack of practicing nya, anak-anak ini masih agak malas untuk berlatih jadi saya sangat menyarankan kadang-kadang untuk membaca atau mendengar, menonton lebih biar gampang saya sarankan mereka menonton acara televisi atau film yang menggunakan bahasa inggris yang menurut mereka gampang untuk meniru atau mencontohkan bagaimana pronunciation yang benar dan baik dalam bahasa inggris

(the obstacle it is lack of practicing, they are still lazy to practice, so I recommended them sometimes to read or listen, watching to make more easy, I recommended the to watch tv show or film which is used English, according to them it is easy to copy how to pronounce correctly in English)

..... “tantangannya itu kemampuan mahasiswa yang berbeda-beda, ada yang sudah sangat bagus ada juga yang masih butuh banyak

perbaikan, kurang berlatihnya dirumah, kurang mendapatkan referensi yang bagus. nah itu tantangannya”.

(.....The challenge is the differences of students ability, there is students was good, and also there is students need more practice, it was challenge).

The challenge faced by class A lecturers is the large influence of the first language on pronunciation, overcoming this problem class A lecturers provide oral corrective feedback and to convince them even more the class A lecturer asks them to use the 'oxford dictionary' application. While the challenges faced by class B lecturers are the different abilities of students, some are already very good, some still need a lot of improvement, so class A lecturers use drilling to focus more on students who are still lagging behind so they can pronounce letters better and also lack of practicing so the lecture recommended the students to watch tv show or film which is used English according to them it is easy to copy how to pronounce correctly in English,.

Based on explanation above, the researcher concluded that some difficulties of lecture in implementing strategy in teaching pronunciation. Firstly, the magnitude of the influence of the first language on pronunciation, lack of practicing, the different abilities of students, especially the lack of practice at home and the lack of good references.

B. DISCUSSION

In this part the researcher explains the discussion of the analysis of lecturers' strategy in teaching pronunciation at State Islamic Institute of Kerinci. From the research, the researcher found the strategy that lecturers' use in teaching pronunciation and the challenges are faced by the lecturer in implementing that strategy at State Islamic Institute of Kerinci.

The background of this research was most students feel difficult when they differentiate voiced and voice less. Most of students also neglect about stressing words. They also feel difficult in differentiating long vowel and short vowel.

Based on the problems, the researcher think that the lecture need special strategy to increase students pronunciation. The result of researcher interview, the researcher found the same strategy used by the lecturers in teaching pronunciation, there were only slight differences in the media used.

In class A the lecture use drilling and audiovisual media as strategy which he used the 'Oxford Dictionary' app. From the interview with lecture class A , the researcher concluded that he used repetition drill because he asked students to repeat what he said and he used Oxford Dictionary application for further convince students how the correct pronunciation.

In the class B the lecture also used drilling which in here the lecture in the class B also used repetition drill and audiovisual media as a

strategy, but in class B the lecture used IPA Phonetic as an audio. It emphasized students practice and repeat pronounce by lecture spell. Repetition drill is the main way of pronunciation practice in classroom for students who are still behind. Basic form drilling involves teacher saying a word or structure, and getting students repeat it. Aim of drilling is to help them remember new item. Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase or structure as they study before. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

In this research, from the interview with the English pronunciation lecturers', the researcher found that there are some challenges are faced by the lecturer by implementing those strategies. It is the magnitude of the influence of the first language on pronunciation so it makes difficult for lecturers to teach the right pronunciation, lack of practicing so the lecture recommended the students to watch tv show or film which is used English according to them it is easy to copy how to pronounce correctly in English, the different abilities of students so the lecture used drilling to solve that problem.

Based on the findings that I got, I will compare with the theoretical findings of previous research. The first research (Ahmad, 2019) conducted a research with the title entitled "*Problem and strategies in Teaching Pronunciation on English Department Students*". Where the research findings are showed Englishpronunciation problems were caused by the

difference of language system between English and Bahasa, students had a lack of mastery of consonant and vowel in accordance with international Phonetics alphabet, the incompatibility of the placement place and manner of articulation. Strategies to overcome the problems of English pronunciation learning by using audio-visual media, the lecturer gave oral corrective feedback for those students who got the errors in pronunciation, students used the mobile phone application in supporting individually pronunciation learning and students had a lot of practicing in reading english texts were provided by lecturer. The findings of this research are the same as the findings of my research namely teaching by audiovisual media where they also use applications on mobile phone but this research does not use drilling as a their strategy meanwhile the lecturer gave oral corrective feedback for those who got errors in pronunciation.

The second research (Grandyna, 2018) conducted a research with the title entitled "*A University EFL Teacher's Strategies in Solving the Teaching Pronunciation Problems*". Where the research findings of the study discovered that problems faced by Lily in teaching pronunciation were familiarizing different sounds, timing, and students' side problems. Moreover, increasing teaching quality, introducing pronunciation rules, and using various teaching techniques and classroom activities became the strategies to solve teaching pronunciation problems. This research is different from the findings of the research that I got where this research

does not use the strategy of teaching by audiovisual media or teaching by drilling as a strategy.

The third research, a research (Dwiningrum, 2016) about “*The Teaching of English Pronunciation to Young Learners (A Case Study of The Sixth Grade Students of SDN 6 Ciputat)*”. From the result of data analysis, it is found that the teacher used two techniques in teaching English pronunciation; drill and visual aids techniques. In drill technique the teacher used repetition and chain drill, whereas in visual aids teacher use a realia. The fact is the teacher does not use a realia in teaching pronunciation during four meeting. Those techniques still effective young learners. However, this study gives suggestion to all teachers who teach pronunciation as reference and researchers to investigate the same research about teaching pronunciation. The results of this research are the same as the results of the researcher research in which the results of this research also use teaching by drilling and teaching by audiovisual media as strategies in teaching pronunciation.

The fourth research (Rahmah & Rosyid, 2018) conducted a research with the title entitled “*Learners Strategies in Learning English Pronunciation*”. The major findings of this study are: (1) the strategies applied by the participants of this study are based on the strategies proposed by Calka (2001). From six strategies, cognitive strategy is the strategy whose the tactics mostly applied by the participants. (2) There is a good impact of pronunciation strategies toward pronunciation learning.

The impacts are in a form of facilitating the process of learning and developing pronunciation ability and achievement. The findings of this research are different from the findings of the researcher research in which this research does not use teaching by drilling or teaching by audiovisual media as a strategy in teaching pronunciation.

The last relevant research by (Anjani Putra, 2013) concerning teachers' strategies entitled "*Teacher's Strategies in Teaching Speaking to Students at The Secondary Level*". The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. The findings from this research are the same as the findings from the researcher research, namely teaching by drilling, but this research does not use teaching by audiovisual media as a strategy, meanwhile the teachers uses cooperative activities, role play and creative tasks as a strategy in teaching pronunciation.

Based on the some findings of the related findings from previous research, the researcher conclude that There are several research that use the same strategy as the findings of researchers research, such as in Ahmad's 2019 research, Nicky Dwiningrum's 2016 research, and Anjani Putra's 2013 research which reselts from their research findings namely they also use the teaching by drilling and teaching by audiovisual mediaas

a strategies in teaching pronunciation. However, it is different from research by Grandyna's (2018) and Rahmah & Rosyid's (2018) where the findings of their research are the teachers do not use teaching by drilling or teaching by audiovisual media but instead they use teaching by games in teaching pronunciation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present conclusion and suggestion that are devided from the research findings.

A. CONCLUSIONS

After conducting the research and during data analysis, there were some conclusions which were drawn from the research problems,the first is the lecture strategy in teaching pronunciation was almost same in each class. There were teaching by drilling and audiovisual media, there were only slight differences in the media used. In class A the lecture used 'Oxford Dictionary' app besides in class B the lecture used web 'IPA Phonetic' as an audio.

The second was challenges faced by English pronunciation lecturers in implementing the strategy are because of their mother tongue, lack of practicing, the different abilities of students, especially lack of practice at home and the lack of good references.

B. SUGGESTIONS

Based on the findings at the previous chapter, the researcher would like to give some suggestions for the students, lecturers, institution and also for the other researcher as follow:

1. Suggestion for the students

Teacher students must realize the importance of knowing strategies in teaching and being serious about absorbing all the

material during learning. It must be realized that all material during lectures has a big contribution in efforts to foster sufficient competence to carry out partial field experiences.

2. Suggestion for the lecturers

The researcher hope the pronunciation lecture attention about students need in learning process and lecture can use various strategies.

The researcher hope the pronunciation lecture able to give more motivation for students in learning process.

3. Suggestion for the institution

Institution as a place for students to study, plays an important role in the development of social adjustment and increasing student academic achievement. State Islamic institute of kerinci as one of thw quality institutions, should always try to improve the academic achievement of its students. One way is to facilitate every need in the teaching and learning process, he facilities and infrastructure need to be improved again because it is an obligation for tertiary institutions and the rights of students, so that students are facilitated in one example in the work on their thesis.

4. Suggestion for the other researchers

The researcher suggests the next researchers will continue this research, make this research better and more valueable, the researcher hope the next researcher can analysis the other topic not just in the strategy of pronunciation.

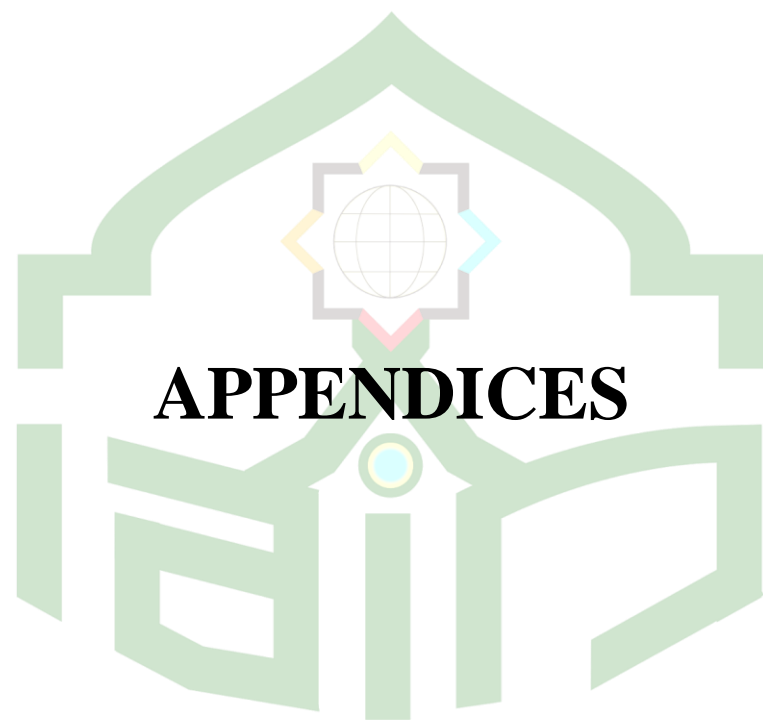
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APPENDICES

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix I

Interview Questions

Interview Questions List

(*Daftar Pertanyaan Wawancara*)

No	Aspects / Indicator	Sub-Indicator	Item No
1	Strategy (<i>Strategi</i>)	-Pronunciation	<p>1. How is your ways in teaching pronunciation? (<i>Bagaimana cara bapak dalam mengajar pronunciation?</i>)</p> <p>2. Why do you use that way ? (<i>Mengapa bapak menggunakan cara tersebut?</i>)</p> <p>3. Is there variation/combination of the strategies you usually use in teaching pronunciation? (<i>Adakah variasi/gabungan dari strategi yang biasa bapak gunakan dalam mengajar pronunciation?</i>)</p> <p>4. Why do you use variations/combinations of strategies in teaching pronunciation? (<i>Mengapa bapak menggunakan variasi/gabungan strategi dalam mengajar pronunciation?</i>)</p>

		<p>5. How is your preparation in applying these strategies in teaching pronunciation? <i>(Bagaimana persiapan bapak dalam mengaplikasikan strategi-strategi tersebut dalam mengajar pronunciation?)</i></p>
2	<p>Challenges <i>(Tantangan)</i></p>	<p>6. What challenges did you face in implementing that strategy? <i>(Apa tantangan yang bapak hadapi dalam menerapkan strategi tersebut?)</i></p> <p>7. What is your biggest challenge in implementing that strategy? <i>(Apa tantangan terbesar bapak dalam menerapkan strategi tersebut?)</i></p> <p>8. How do you handle / solve challenges in implementing that strategy? <i>(Bagaimana bapak mengatasi atau menyelesaikan tantangan tersebut dalam menerapkan strategi tersebut?)</i></p> <p>9. Have you ever can't solve the challenges in implementing that strategy? <i>(Pernahkah bapak tidak dapat</i></p>

			<i>mengatasi tantangan tersebut dalam menerapkan strategi tersebut?)</i>
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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix II

Interview Transcripts

R : Researcher

L : Informant (Lecturer)

Discourse Unit	Discourse
1.	R : Bagaimana cara bapak dalam mengajar pronunciation? <i>(How is your ways in teaching pronunciation?)</i>
2.	L I : yang pertama dalam mengajar pronunciation itu kita perkenalkan cara penyebutan huruf, misalnya dari huruf-huruf yang ringan-ringan dulu seperti konsonan. Konsonan juga ada beberapa yang harus kita ajarkan kepada mahasiswa dulu yang ada didalam diagram konsonan, yang kita namakan manner of articulation, ada afrikatif kemudian ada frikatif kemudian juga aspek-aspek lainnya bagaimana sound itu dihasilkan, seperti sound sh kemudian juga ada sound zh, trus adakh sound kemudian juga ada ch sound. Kemudian juga yang disitu perlu juga saya sampaikan juga bagaimana sound s itu dihasilkan. Misalnya ketika kita mempronoun sound s itu, misalnya kata mice (tikus) bisa juga kata s itu dari s itu sendiri. Jadi s itu bisa dihasilkan dari beberapa huruf, berbeda dengan bahasa Indonesia. Kemudian ada huruf k, k itu bisa dihasilkan dari huruf k itu sendiri. Kemudian c juga bisa dibaca k apabila dia berada di posisi tertentu. Kemudian dilanjutkan lagi dengan pengenalan vocal, ada beberapa sound vocal didalam bahasa inggris itu, vocal a,i,u,e,o sama dengan bahasa Indonesia, tetapi kalau secara sound bahasa Indonesia itu memiliki 5 vocal konsisten dengan huruf yang ada di bahasa Indonesia tetapi bahasa inggris itu tidak seperti itu. Bahasa inggris terdiri dari 5 sound, ada juga yang kita katakan dengan sub-vowels ada i kemudian ada juga yang kita baca antara i dan e misalnya back, terus juga ada yang

	<p>misalnya like first, trus ada juga yang dibaca dengan setengah o misalnya god itu antara a dan o. itu yang saya perkenalkan kepada mahasiswa terlebih dahulu sebelum masuk ke materi-materi yang saya berikan.</p> <p><i>The first one in teaching pronunciation is we have to introduce how to spell alphabets, the basic alphabets first, there are some consonants we have to teach to students in consonants diagram, we called manner of articulation, there are affricative and fricative and the the other aspects how sound is generated, like sound sh and sound zh, kh sound, and then ch sound, and then we have to say how was s generated, for example mice (tikus), the s can be from the s itself, so the s can generated from some alphabets, its different with bahasa Indonesia, and then there is k, the k is generated from the k itself, and then c can spell be k if it in the certain position. And then next is introduction of vocal, there are some vocals in English, it is a,i,u,e,o same like bahasa Indonesia, but for sound bahasa Indonesia has 5 consistent vocals with alphabets in bahasa Indonesia but English is different, English based on 5 sounds, there is say by sub-vowels, there is i and then there is between i and e , for example back, the other example is first, and then there is sound spell in half o for example god, it is between a and o, it was the first thing I told the students before I give the materials.</i></p>
<p>3.</p>	<p>R :jadi bapak memperkenalkannya itu dengan misalnya bapak menyebutkan kata/huruf terus bapak minta mahasiswa untuk mengulanginya apa begitu?</p> <p><i>So you introduce it, for example, you say the word/letter, then you ask the students to repeat it, is that it?</i></p>
<p>4.</p>	<p>L 1 :iya langkah pertama ya seperti itu. Langkah pertama saya tulis katanya itu terlebih dahulu kemudian ada sound-sound tertentu yang menjadi target saya misalnya seperti cara mem-pronoun s tadi.</p>

	<p>S kan bisa misalnya seperti huruf c yang berposisi ditengah seperti mice tadi kenapa tidak dibaca menjadi 'maik' itu dibaca 'mais'. Kemudian nice, terus tidak seluruh huruf c itu dibaca s, apabila diikuti oleh huruf konsonan misalnya like 'back' itu dia tidak dibaca s karena setelah itu diikuti oleh k. kemudian juga yang huruf k yang terletak pada awal kata seperti 'cat' dia tidak dibaca s. Jadi intinya huruf-huruf sekeliling itu turut berpengaruh terhadap bunyi.</p> <p><i>Yes, the first step is like that, the first step I write the word and then some sounds who be my target for example like how to pronounce the s before, the s is like c where is the position of it in the middle like mice, but why it didn't pronounce to be maik but it pronounce mais, and then nice, not all of c is pronounce s, if it following by consonant for example back, it was not pronounce s anymore becaice after it following by k, and then k in the first word like cat, it was not pronounce to be s, so the point is that the alphabets around it say influence the sound.</i></p>
5.	<p>R :Jadi nanti kalau bapak sudah menjelaskan backgroundnya misalnya kalau didepannya c kenapa tidak dibaca k dan ditengahnya c dibaca s, nah habis itu bapak menyampaikan cara mem-peronouns yang benar sama mahasiswa terus mereka mengikuti apa yang bapak bilang?</p> <p><i>So, if you have explained the background, for example, if in front is c, why not read k, and if c in the middle, read s, then you tell how the right way to pronounce that to your students and then they repeat that after you?</i></p>
6.	<p>L 1 :Ya.</p> <p><i>Yes</i></p>
7.	<p>R :Jadi mengapa bapak menggunakan cara-cara tersebut?</p> <p><i>So, why do you choose that way?</i></p>
8.	<p>L 1 : Itu ada lagi cara lain, saya sekarang ini sudah mulai</p>

menggunakan aplikasi untuk mengajar bahasa Inggris, aplikasi itu saya perkenalkan kepada mahasiswa kemarin dan juga itu saya bawa ketika mempresentasikan menjadi pembicara utama di UHAMKA di konferensi internasional, itu penggunaan aplikasi HP dalam pengajaran pronunciation. Misalnya seperti ini ketika kita ketik di aplikasi ini 'Oxford Dictionary', nanti dia akan mengeluarkan suara ketika kita ketik kata misalnya ketika kita membuat kata misalnya language. Aplikasi ini bisa kita gunakan juga bisa digunakan oleh siswa untuk mengecek benar atau tidak pronunciation yang ada atau untuk memperoleh pronunciation yang benar karena ini di pronoun oleh seorang yang native-nya seperti American language dan British language. Jadi dengan menggunakan aplikasi ini mahasiswa menjadi lebih yakin atau juga kadang-kadang masih banyak yang membaca language itu 'lengjuit' padahal itu salah. Kemudian juga ada huruf-huruf diam seperti island, s itu kan tidak dibaca, nah jadi untuk memastikan itu mahasiswa saya berikan aplikasi ini. Jadi aplikasi ini sangat-sangat efektif bisa dibawa kemana-mana, bisa dimasukkan ke saku dan juga bisa diakses dimana-mana sepanjang internet itu ada.

It has the other ways, I have used the application in teaching English, the application I shown to students yesterday and I bring it when I was in international conferation as a main speaker, it is smartphone used in teaching pronunciation, for example like this, when we type in application the word 'Oxford Dictionary', the it will sounding voice, for example when we write word 'language'. This app can used for students to check the correct pronunciation because it pronounce by native speaker, like American language or british language, so with using this app students to be more confident or sometimes there was some students pronounce the word language 'lengjuit' and it is wrong. And then there are silent sounds like island, the s is not to read, so for make sure students I

	<p><i>gave the application, this application is so affective to take it anywhere, you can bring it anywhere as long as in the internet connection.</i></p>
9.	<p>R :Jadi bisa dikatan bapak menggunakan variasi juga atau gabungan dalam mengajar pronunciation ini? <i>So, we can say that you also used variation/combination in teaching pronunciation?</i></p>
10.	<p>L 1: Ya. <i>Yes</i></p>
11.	<p>R :Mengapa bapak menggunakan variasi/gabungan itu? <i>Why do you used this variation / this combination?</i></p>
12.	<p>L 1 :Variasi/gabungan itu untuk lebih meyakinkan mahasiswa karena ini memang aplikasi ini di design itu di pronoun oleh orang-orang native speaker of English. <i>The variation or combined for make sure the students, because this application designed by native speakers.</i></p>
13.	<p>R :bagaimana persiapan bapak dalam mengaplikasikan strategi-strategi tersebut? <i>How did you prepare to apply these strategies?</i></p>
14.	<p>L 1 :Pertama, seperti yang saya sampaikan diawal tadi kalau untuk aplikasi ini saya berikan contoh aplikasi itu kepada mahasiswa itu, saya tunjukan. Jadi setiap belajar itu mahasiswa diwajibkan membawa hp yang kadang-kadang sering disalahgunakan oleh mahasiswa. Saya membuat hp itu bermanfaat untuk proses belajar mengajar. Jadi mereka tinggal men-download aplikasi tersebut melalui play store. Nah setelah itu langsung bisa digunakan oleh mahasiswa tersebut. <i>First, like I told before, I shown the students the example of this app, so in every meeting the students must be bring smartphone sometimes it was wrong function by students, so they just</i></p>

	<i>downloaded the application in playstor, after that it can be used by the students.</i>
15.	R :Apa tantangan yang bapak hadapi dalam menerapkan strategi itu? <i>What challenges did you faced in implementing that strategy?</i>
16.	L 1 :Khususnya dalam pronunciation ini saya juga banyak menulis mengenai pronunciation, umumnya artikel-artikel saya itu mengenai pronunciation. Jadi kendala utama mahasiswa kita khususnya dan secara umum untuk orang Indonesia itu masih besarnya pengaruh dari bahasa pertama terhadap pronunciation itu misalnya ketika mereka mem-pronounce huruf vocal. Vocal itu sering terbawa atau terpengaruh oleh vocal-vocal dari bahasa ibu, begitu juga untuk konsonan. Ketika memproduce antara a dan o tadi, kemudian juga ketika memproduce huruf antara a dan e misalnya 'back' nah mereka cenderung membaca biasa 'back' biasa padahal itu salah. Jadi intinya memang pengaruh dari bahasa ibu itu tadi bahasa pertama mereka itu sangat mempengaruhi mereka. <i>Especially in this pronunciation, I also write about it, my articles is about pronunciation, so the main obstacle for our students especially and generally for Indonesian people it still effected from our first language to pronunciation, for example when we pronounce the vocal, the vocal sound is still effected by the mother language, same like consonants, we are produce between a and e for example 'back', they tend pronounce back in wrong, so the main point is the effected from the mother language is so effected.</i>
17.	R :Bagaimana bapak mengatasi hal tersebut? <i>How do you handle that things?</i>
18.	L 1 :Mengatasi masalah tersebut ada yang dikatakan dengan corrective feedback. Oral corrective feedback itu ketika mahasiswa mempronounce kemudian saya koreksi langsung, ini bukan gini

	<p>cara bacanya. Misalnya 'back' itu tadi kemudian untuk lebih meyakinkan mereka saya suruh menggunakan aplikasi tadi.</p> <p><i>Resolve the problem, there is corrective feedback. Oral corrective feedback is when students pronounce then I correct it immediately, it is not like this to pronounce, for example 'back' then to make sure I order them to use the application I told before.</i></p>
19.	<p>R :apakah bapak pernah tidak bisa mengatasi itu?</p> <p><i>Have you ever can't solve that problems?</i></p>
20.	<p>L 1 :Tidak, Karena itu memang bidang saya. Alhamdulillah mahasiswa yang saya ajarkan sekarang ini benar mereka mempronouncenya karena saya latih terus dan juga mereka bisa menggunakan aplikasi tersebut.</p> <p><i>No, because it is my passion, Alhamdulillah the students I teach now it's true they mention it because I keep practicing and also they can use the application.</i></p>
21.	<p>R :Bagaimana cara bapak mengajar pronunciation?</p> <p><i>How is your way to teach pronunciation?</i></p>
22.	<p>L II :Kebetulan saya mengajar di semester 3 kelas B. 3B saya mengajar pronunciation pada awalnya saya menggunakan media, media pembelajaran saya menggunakan web yang digunakan untuk mentranslate kan atau melafalkan pronunciation secara online. Selain itu saya juga menggunakan IPA Phonetic yang menggunakan charge, menggunakan sound juga untuk memperkenalkan bagaimana pelafalan atau bunyi-bunyi konsonan didalam bahasa inggris dan juga vocal dalam bahasa inggris. Nah itu salah satu cara saya mengajarkan, memperkenalkan pronunciation/pelafalan bahasa inggris kepada mahasiswa-mahasiswa bahasa inggris semester 3.</p> <p><i>As it happens I teach in the third semester class b, the 3b i teach pronunciation, at the first I use media. The teaching media I used is</i></p>

	<p><i>web, it used for translate or recite the pronunciation in online, besides that I also use IPA Phonetic who use charge, using sound too for introduce how recite or consonant sounds in English and also vocal in English, that is the one of ways I show the pronunciation in English to English students the third semester.</i></p>
23.	<p>R :Mengapa bapak menggunakan cara tersebut? <i>Why do you use that way?</i></p>
24.	<p>L II :Sebenarnya saya juga menggunakan metode drilling. Tapi menurut saya akan lebih efektif ketika saya memberikan contoh langsung melalui media yang menurut saya valid yaitu media itu tadi, dibandingkan saya men-contohkan langsung karna menurut saya media itu akan lebih bagus pelafalannya dibandingkan dengan kita yang bukan native, menurut saya akan lebih bagus lagi kalau kita bisa mendatangkan native speaker di kelas pronunciation. <i>Actually, I also use drilling method, but I think more effective when I gave an example immediately by media, the valid media according me is I told before, compered when I gave an example immediately which is we are not native speaker, according to me better if we can invite the native speaker in pronunciation class.</i></p>
25.	<p>R :Berarti bapak juga menggunakan variasi/gabungan strategi dalam mengajar pronunciation. <i>So, we can say that you also used varistion/combination strategy in teaching pronunciation.</i></p>
26.	<p>L II :Iya, saya pikir setiap mata kuliah yang saya ajar saya harus tidak semerta-merta hanya menggunakan satu metode atau satu strategi dalam mengajar, harus ada kombinasi supaya tidak jenuh juga mahasiswa didalam perkuliahan. Makanya kadang-kadang drilling, kadang saya menggunakan audio, menggunakan seperti tadi IPA Phonetic untuk bunyi dan lain sebagainya. <i>Yes, I think every subjects I teach I have to not just use one method</i></p>

	<p><i>or one strategy in teaching process, it have to combination so students didn't feel boring in the class. So sometimes drilling, sometime I used audio, like IPA Phonetic for sound or something else.</i></p>
27.	<p>R :Bagaimana persiapan bapak dalam mengaplikasikan cara-cara tersebut ?</p> <p><i>How is your preparation in applying that way?</i></p>
28.	<p>L II : Persiapannya saya menggunakan audio speaker, menyiapkan media, misalkan minggu depan saya akan mengajarkan tentang speech sound atau vowel sound atau consonant sound di dalam bahasa inggris maka satu minggu sebelumnya saya sudah mempersiapkan apa-apa saja yang harus dibaca, apa-apa saja yang harus yang disiapkan oleh mahasiswa. Sehingga minggu depan ketika pertemuannya mereka sudah well prepare sudah mencoba mengakses contohnya tdi IPA phonetic (International Phonetic Alphabet) sounds sudah mereka coba, sudah dikulik-kulik terlebih dahulu sehingga ketika pertemuan selanjutnya mereka sudah terbiasa untuk mengenal atau sudah mengenal dan sudah mempelajari speech sound yang akan dipelajari pada pertemuan selanjutnya.</p> <p><i>The preparations, I used audio speaker, prepare media, for example the next week I will teach about speech sound or vowel sound or consonant sound in English so one week before it I have to prepare the items I have to read, what is students preparations, and then the next week when class started it has well prepare, have try to access IPA Phonetic I told before (international phonetic alphabet) sound has to they tried.</i></p>
29.	<p>R :Berarti materinya ya pak yang bapak persiapkan?</p> <p><i>So the materials that you prepared?</i></p>
30.	<p>L II :Iya.</p>

	<i>Yes</i>
31.	<p>R : Apa tantangan yang bapak hadapi dalam menerapkan cara-cara tersebut?</p> <p><i>What challenges did you faced in implementing that strategy?</i></p>
32.	<p>L II : Kebetulan di kelas ini tantangannya itu adalah lack of practicing nya, anak-anak ini masih agak malas untuk berlatih jadi saya sangat menyarankan kadang-kadang untuk membaca atau mendengar, menonton lebih biar gampang saya sarankan mereka menonton acara televisi atau film yang menggunakan bahasa inggris yang menurut mereka gampang untuk meniru atau mencontohkan bagaimana pronounciation yang benar dan baik dalam bahasa inggris.</p> <p><i>as it happens in this class the obstacle it is lack of practicing, they are still lazy to practice, so I recommended them sometimes to read or listen, watching to make more easy, I recommended the to watch tv show or film which is used English, according to them it is easy to copy how to pronounce correctly in English.</i></p>
33.	<p>R : Tantangan terbesar yang bapak hadapi?</p> <p><i>The biggest challenges that you faced?</i></p>
34.	<p>L II : Ya tantangannya itu kemampuan mahasiswa yang berbeda-beda, ada yang sudah sangat bagus ada juga yang masih butuh banyak perbaikan, nah itu tantangannya. Kadang kalau kita terlalu fokus kepada yang sudah bagus mereka yang tertinggal ini harus dapat treatment yang berbeda. Contohnya drilling itu tadi diulang-ulang, padahal sebagian sudah ada yang bagus tidak perlu butuh drilling lagi, harus mengenalkan pronounciation yang seperti tadi yang sudah advance. Mungkin itu tantangannya, terutama kurang berlatihnya dirumah, kurang mendapatkan referensi yang bagus. Seperti yang saya bilang tadi kalau untuk latihan yang bagus tentu saja dengan native speaker akan lebih bagus. Mungkin di semester</p>

	<p>ini saya belum berkesempatan untuk mendatangkan native speaker, kalau ada kelas-kelas selanjutnya itu mungkin akan sangat bagus sekali untuk mendatangkan native speaker.</p> <p><i>The challenge is the differences of students ability, there is students was good, and also there is students need more practice, it was challenge, sometime if we just focus on the good students, the students need more practice have to give the different treatment. For example repeat the drilling method, even though some of them are good and no need drilling anymore, we have to introduce pronounce like before for advance, maybe it is challenge, especially less practice at home, less get some good references, like I told before the best way to practice ofcourse with native speaker. Maybe in this semester I don't have opportunity to onvite native speaker, if there aere the other classes, it maybe will be good to invite native speaker.</i></p>
35.	<p>R :Bagaimana bapak mengatasi masalah-masalah tersebut? <i>How do you handle/solve that problems?</i></p>
36.	<p>L II : Nah itu dia, melakukan treatment yang berbeda untuk yang tertinggal, yang sebagian tadi yang saya anggap pronounciationnya yang belum bagus maka akan ada perlakuan khusus istilahnya untuk sebagian yang masih butuh pelajaran tambahan, maka saya akan ada drillingnya untuk-untuk yang belum seperti halnya banyak yang belum mengenal silent letter dalam bahasa inggris, masih dilafalkan juga huruf-huruf diam itu. Nah itu yang saya anggap harus ada treatment khusus untuk yang belum mengenal hal-hal tersebut. Memang silent letter itu bagian dari materi perkuliahan juga tapi masih banyak yang belum menguasai itu, maka untuk mengatasi itu seperti tadi saya bilang akan ada treatment khususnya dengan drilling maka itu akan lebih mudah untuk mereka menguasai materi contohnya tadi silent letter.</p>

	<p><i>That's it, doing the different treatment for lagging, half of them I think has not good pronunciation I will give special treatment, so I will drilling for students didn't know about silent letter in English, still sound the silent letter, I think have to a special treatment for students didn't know it before. The silent letter is part of teaching materials but there are some of students didn't know about it, so for resolve it, it have to a special treatment with drilling, it will be more easy for students understand the material, for example silent letter.</i></p>
37.	<p>R :Berarti untuk treatment khususnya itu tadi bapak meminta mereka untuk mengulangnya yang masih tertinggal? <i>So, for the special treatment you asked them to repeat what was left behind?</i></p>
38.	<p>L II :Iya. <i>Yes</i></p>
39.	<p>R :Pernahkah bapak tidak dapat mengatasi tantangan tersebut? <i>Have you ever can't solve that challenges?</i></p>
40.	<p>L II :Kita tidak tahu indikator teratasi atau tidaknya, tapi sejauh ini kita sudah melakukan usaha yang cukup, berlebih malahan untuk yang belum bisa pronunciation yang belum bagus. Tapi kalau ditanya teratasi atau tidak, masalah itu tidak ada indikatornya ya apa mereka masih tertinggal, tapi sejauh ini ketika ada kesalahan ketika kita perbaiki insya allah tidak terulang lagi kesalahan itu. Mungkin itu bisa dikatakan indikator masalahnya sudah teratasi. <i>We don't know the indicator resolved or not, but so far we have to enough effort, more then it for the students who have not be able to pronounce properly, if asked resolved or not, the problem was not have indicator which they still lagging behind. But so far when there is a mistake we fix it, inshaallah the error will not be repeated, maybe it can be said that the problem indicator has beed</i></p>

	<i>resolved.</i>
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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix III

Data Reduction of Interview

a. How is the lecture ways in teaching pronunciation?

L I “pertama dalam mengajar pronunciation itu kita perkenalkan cara penyebutan huruf, misalnya dari huruf-huruf yang ringan-ringan dulu seperti konsonan. Konsonan juga ada beberapa yang harus kita ajarkan kepada mahasiswa dulu yang ada didalam diagram konsonan, yang kita namakan manner of articulation.....

(The first one in teaching pronunciation is we have to introduce how to spell alphabets, the basic alphabets first like consonants we have to teach to students in consonants diagram, we called manner of articulation.....)

..... Langkah berikutnya saya tulis katanya itu terlebih dahulu kemudian ada sound-sound tertentu yang menjadi target saya misalnya seperti cara mem-pronoun s tadi.

(.....The next step I write the word and then some sounds who be my target for example like how to pronounce the s before)

..... Ada lagi cara lain, saya sekarang ini sudah mulai menggunakan aplikasi untuk mengajar bahasa inggris, aplikasi itu saya perkenalkan kepada mahasiswa kemaren dan juga itu saya bawa ketika mempresentasikan menjadi pembicara utama di uhamka di konferensi international, itu penggunaan aplikasi hp

dalam pengajaran pronunciation. Misalnya seperti ini ketika kita ketik di aplikasi ini 'oxford dictionary', nanti dia akan mengeluarkan suara ketika kita ketik kata.

(.....It has the other ways, I have used the application in teaching English, the application I shown to students yesterday and I bring it when I was in international conferation as a main speaker, it is smartphone used in teaching pronunciation, for example like this, when we type in application the word 'oxford dictionary', then it will sounding voice when we write word.)

L II “saya menggunakan media, media pembelajaran saya menggunakan web yang digunakan untuk mentranslate kan atau melafalkan pronunciation secara online. Selain itu saya juga menggunakan IPA Phonetic yang menggunakan charge, menggunakan sound juga untuk memperkenalkan bagaimana pelafalan atau bunyi-bunyi konsonan didalam bahasa inggris dan juga vocal dalam bahasa inggris

INSTITUT AGAMA ISLAM NEGERI

(The teaching media I used is web, it used for translate or recite the pronunciation in online, besides that I also use IPA Phonetic who use charge, using sound too for introduce how recite or consonant sounds in English and also vocal in English.....)

..... “saya juga menggunakan metode drilling. Tapi menurut saya akan lebih efektif ketika saya memberikan contoh langsung melalui media yang menurut saya valid yaitu media itu tadi, dibandingkan

saya men-contohkan langsung karna menurut saya media itu akan lebih bagus pelafalannya dibandingkan dengan kita yang bukan native.”

(..... Actually, I also use drilling method, but I think more effective when I gave an example immediately by media, the valid media according me is I told before, compered when I gave an example immediately which is we are not native speaker)

- b. What challenges are faced by the English lecturers in implementing these strategy?

L I “besarnya pengaruh dari bahasa pertama terhadap pronunciation itu misalnya ketika mereka mem-pronounce huruf vocal.Vocal itu sering terbawa atau terpengaruh oleh vocal-vocal dari bahasa ibu, begitu juga untuk konsonan.

(so the main obstacle for our students especially and generally for Indonesian people it still effected from our first language to pronunciation, for example when we pronounce the vocal, the vocal sound is still effected by the mother language, same like consonants)

L II “di kelas ini tantangannya itu adalah lack of practicing nya, anak-anak ini masih agak malas untuk berlatih jadi saya sangat menyarankan kadang-kadang untuk membaca atau mendengar, menonton lebih biar gampang saya sarankan mereka menonton acara televisi atau film yang menggunakan bahasa inggris yang

menurut mereka gampang untuk meniru atau mencontohkan bagaimana pronunciation yang benar dan baik dalam bahasa Inggris

(the obstacle it is lack of practicing, they are still lazy to practice, so I recommended them sometimes to read or listen, watching to make more easy, I recommended the to watch tv show or film which is used English, according to them it is easy to copy how to pronounce correctly in English)

..... “tantangannya itu kemampuan mahasiswa yang berbeda-beda, ada yang sudah sangat bagus ada juga yang masih butuh banyak perbaikan, kurang berlatihnya dirumah, kurang mendapatkan referensi yang bagus. nah itu tantangannya”.

(.....The challenge is the differences of students ability, there is students was good, and also there is students need more practice, it was challenge).

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix IV

Documentation of Photos



INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix V

 INSTITUT AGAMA ISLAM NEGERI KERINCI FAKULTAS TARBİYAH DAN ILMU KEGURUAN JURUSAN TADRIS BAHASA INGGRIS				Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER					
MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Pronunciation	TBI 62216	Mata kuliah Jurusan	2	II	Oktober 2019
OTORISASI	Dosen Pengembang RPS		Koordinator RMK	Ka PRODI	
				Rodi Hartono, M.Pd	
Capaian Pembelajaran (CP)	CPL-PRODI				
S9	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;				
P3	Mampu menguraikan metode pembelajaran Bahasa Inggris untuk tujuan tertentu				
KU1	Mampu memahami strategi berkomunikasi dalam bahasa Inggris dengan menggunakan kosakata dan tata bahasa yang sesuai, serta mampu menganalisis dan mengevaluasi secara tepat dan kritis beragam informasi dalam teks bahasa Inggris secara lisan dan tertulis dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post intermediate.				
KU9	Mampu menguasai konsep teoritis kebahasaan dan kesastraan secara mendalam dalam konteks pembelajaran Bahasa Inggris				
KK1	Mampu menggunakan bahasa Inggris untuk berkomunikasi baik dengan lisan maupun tertulis secara lancar, akurat, dan berterima				
CPMK					
CPMK1	Mahasiswa mampu menjelaskan berbagai konsep tentang <i>the basic skills English Pronunciation</i> (S9, P3, KU1, KU9, KK1)				
CPMK2	Mahasiswa mampu mempraktekkan <i>pronouncing the english sounds, stress, and intonation</i> (S9, P3, KU1, KU9, KK1)				
CPMK3	Mampu mengidentifikasi <i>the English words pronunciation</i> secara lisan dan tulisan (S9, P3, KU1, KU9, KK1)				
CPMK4	Mampu menganalisis <i>the English words pronunciation</i> secara tepat (S9, P3, KU1, KU9, KK1)				
CPMK5	mampu menerapkan pengetahuan tentang <i>the English words pronunciation</i> (S9, P3, KU1, KU9, KK1)				
Disripsi Singkat MK	Mata kuliah ini memberikan pengetahuan tentang the basic skills of English pronunciation; how to produce English sounds, stress and intonation				
Bahan Kajian	1. The speech mechanism				

(Materi pembelajaran)	2. Description and classification of speech sounds 3. English consonants 4. English vowels 5. Diphthongal vowels and glides 6. Strong form and weak form 7. Phonetic transcription 8. Syllables, words and sentences					
Pustaka	Utama: 1. Indriani, M.I., 2005, <i>English Pronunciation</i> , Jakarta : PT Gramedia Pustaka Utama. Pendukung: 2. Hancock, Mark. 2003. <i>English Pronunciation in Use</i> . UK: Cambridge University Press 3. Higher Education Language & Presentation Support (HELPS) . 2007. <i>Pronunciation: intensive Academic Program</i> . Sydney: University of Technology					
Media Pembelajaran	Perangkat lunak: Ms. Power Point, Pdf Reader		Perangkat keras : LCD & Projector, Infocus			
Dosen Pengampu	-					
Mata kuliah syarat	-					
Mg Ke-	Sub-CPMK (sbg kemampuan akhir yg diharapkan)	Indikator Penilaian	Kriteria & Bentuk Penilaian	Bentuk, Metode Pembelajaran & Penugasan [Estimasi Waktu]	Materi Pembelajaran [Pustaka / Sumber belajar]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	1. Mahasiswa mampu memahami tujuan dari mata kuliah (C2, A2)	• Keaktifan partisipasi dan	Kriteria: Pemahaman mahasiswa	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")]	• <i>RPS</i> • <i>Silabus</i> • <i>Kontrak perkuliahan</i>	5
2	2. Mahasiswa mampu menjelaskan <i>the speech mechanism</i> (C2, A2)	Ketepatan menjelaskan: <i>the speech mechanism</i>	Kriteria: Ketepatan penguasaan partisipasi	• Kuliah: <i>Discussion and explanation</i> [TM: 2x(2x50")] Tugas-1:	The speech mechanism [1]hal 1-7	5

			Bentuk non Test: Makalah Presentasi	<i>Making concept mapping of speech mechanism</i> [BT+BM:(1+1)x(2x60")]		
3	3. Mahasiswa mampu menjelaskan <i>Description and classification of speech sounds</i> [C2, A2]	Ketepatan menjelaskan <i>Description and classification of speech sounds</i>	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")] Tugas-2: <i>Making concept mapping of speech sound classification</i> [BT+BM:(1+1)x(2x60")]	Description and classification of speech sounds [1] hal 8-13	5
4,5, 6,7	4. Mahasiswa mampu menjelaskan dan mempraktekkan <i>pronouncing the english consonants</i> [C2,C3, A2,A5]	Ketepatan menjelaskan dan mempraktekkan <i>pronouncing the english consonants</i>	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi Bentuk test: Oral Practice to pronounce English consonants	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")]	English consonants • Bilabial plosive • Alveolar plosive • Velar plosive • Palato –alveolar affricates • Labio-dental fricatives • Dental fricatives • Palato-alveolar fricatives • Glottal fricative • Bilabial nasal • Alveolar nasal • Velar nasal • Lateral [1] hal 14-46 [3] hal 5-7	20

8 UTS / Evaluasi Tengah Semester						
9	5. Mahasiswa mampu menjelaskan dan mempraktekkan <i>pronouncing the english consonant</i> [C2,C3, A2,A5]	Ketepatan menjelaskan dan mempraktekkan <i>pronouncing the english consonant:</i> • Post-alveolar frictionless continuant • Unrounded palatal semi-vowel • Labio velar semi vowel	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi Bentuk test: Oral Practice to pronounce English consonants	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")]	English consonants • Post-alveolar frictionless continuant • Unrounded palatal semi-vowel • Labio velar semi vowel [1] hal 47-52	10
10,11	6. Mahasiswa mampu menjelaskan dan mempraktekkan <i>pronouncing the English vowels</i> [C2,C3, A2,A5]	Ketepatan menjelaskan dan mempraktekkan <i>pronouncing the English vowels</i>	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi Bentuk test: Oral Practice to pronounce English consonants	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")]	English vowels • Distinctive vowels • Vowel length • Description of the vowels • Short and long vowels [1] hal 53-75 [3]hal 8-10	15
12	7. Mampu menjelaskan dan	Ketepatan menjelaskan dan mengklasifikasikan	Kriteria: Ketepatan	• Kuliah: <i>Discussion and explanation</i>	Diphthongal vowels glides [1] hal 76-89	10

	mengklasifikasikan Diphthongal vowels glides [C2,C3, A2]	<i>Diphthongal vowels glides</i>	penguasaan partisipasi Bentuk non Test: Makalah Presentasi	[TM: 1x(2x50")]		
13	8. Mahasiswa mampu menjelaskan, mengidentifikasi dan mempraktekkan the pronouncing of Strong form and weak form [C2,C3, A2,A5]	Ketepatan dalam menjelaskan, mengidentifikasi dan mempraktekkan the pronouncing of Strong form and weak form	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")] Tugas-3: <i>Practice: record the pronouncing of Strong form and weak form of 10 words</i> • [BT+BM:{1+1}x(2x60")]	Strong form and weak form [1] hal 90-95	5
14	9. Mahasiswa mampu menjelaskan dan dan mempraktekkan Phonetic transcription [C2,C3, A2]	Ketepatan dalam menjelaskan dan dan mempraktekkan Phonetic transcription	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: Makalah Presentasi Bentuk test : witten Write the phonetic trnscription of words given	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")] Tugas-5: <i>Write phonetic transcription of sentences given</i> [BT+BM:{1+1}x(2x60")]	Phonethic transcription [1] hal 96-101	15
15	10. Mahasiswa mampu menjelaskan dan dan mempraktekkan the pronouncing of Syllables, words and sentences [C2,C3, A2]	Ketepatan menjelaskan dan dan mempraktekkan the pronouncing of Syllables, words and sentences	Kriteria: Ketepatan penguasaan partisipasi Bentuk non Test: • Makalah • Presentasi	• Kuliah: <i>Discussion and explanation</i> [TM: 1x(2x50")]	Syllables, words and sentences [2] hal 50-70	10
16	UAS / Evaluasi Akhir Semester: Melakukan validasi penilaian akhir dan menentukan kelulusan mahasiswa					

Silabus Singkat Mata Kuliah

	INSTITUT AGAMA ISLAM NEGERI KERINCI FAKULTAS TARBIYAH DAN ILMU KEGURUAN JURUSAN TADRIS BAHASA INGGRIS	
	SILABUS SINGKAT	
	MATA KULIAH	Nama Pronunciation Kode TBI 62216 Kredit 2 sks Semester II
	DESKRIPSI MATA KULIAH	
Mata kuliah ini memberikan pengetahuan tentang <i>the basic skills of English pronunciation; how to produce English sounds, stress and intonation</i>		
CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)		
1	Mahasiswa mampu menjelaskan berbagai konsep tentang <i>the basic skills English Pronunciation</i> (S9, P3, KU1, KU9)	
2	Mahasiswa mampu mempraktekkan <i>pronouncing the english sounds, stress, and intonation</i> (S9, P3, KU1, KU9)	
3	Mampu mengidentifikasi <i>the English words pronunciation</i> secara lisan dan tulisan (S9, P3, KU1, KU9)	
4	Mampu menganalisis <i>the English words pronunciation</i> secara tepat (S9, P3, KU1, KU9)	
5	mampu menerapkan pengetahuan tentang <i>the English words pronunciation</i> (S9, P3, KU1, KU9)	
SUB CAPAIAN PEMBELAJARAN MATA KULIAH (Sub-CPMK)		
1	mahasiswa mampu menjelaskan <i>the speech mechanism</i> (C2, A2]	
2	Mahasiswa mampu menjelaskan <i>Description and classification of speech sounds</i> [C2, A2]	
3	Mahasiswa mampu menjelaskan dan mempraktekkan <i>pronouncing the english consonant</i> [C2,C3, A2,A5]	
4	Mahasiswa mampu menjelaskan dan mempraktekkan <i>pronouncing the English vowels</i> [C2,C3, A2,A5]	
5	Mampu menjelaskan dan mengklasifikasikan <i>Difthongal vowels glides</i> [C2,C3, A2]	
6	Mahasiswa mampu menjelaskan, mengidentifikasi dan mempraktekkan the <i>pronouncing of Strong form and weak form</i> [C2,C3, A2,A5]	
7	Mahasiswa mampu menjelaskan dan dan mempraktekkan <i>Phonethic transcription</i> [C2,C3, A2]	
8	Mahasiswa mampu menjelaskan dan mempraktekkan the <i>pronouncing of Syllables, words and sentences</i> [C2,C3, A2]	
MATERI PEMBELAJARAN		
1	The speech mechanism	
2	Description and classification of speech sounds	
3	English consonants	
4	English vowels	
5	Difthongal vowels and glides	
6	Strong form and weak form	
7	Phonethic transcription	
8	Syllables, words and sentences	

PUSTAKA	
PUSTAKA UTAMA	
	1. Indriani, M.I, 2005, <i>English Pronunciation</i> , Jakarta : PT Gramedia Pustaka Utama.
PUSTAKA PENDUKUNG	
	2. Hancock, Mark. 2003. <i>English Pronunciation in Use</i> . UK: Cambridge University Press
	3. Higher Education Language & Presentation Support (HELPS) . 2007. <i>Pronunciation: intensive Academic Program</i> . Sydney: University of Technology
PRASYARAT (Jika ada)	

Appendix VI

Curriculum Vitae



Name : Friska Deni Oktrisya
Student's Number : 1910203017
Place/ Date of Birthday : Lolo Kecil, October 18th 2001
Sex : Female
Religious : Islam
Address : Lolo Kecil. District of Bukit Kerman, Kerinci Regency, Jambi Province
Social Media : **Instagram:** @friska.dn
Email: Friskadenioktrisya18@gmail.com

Educational Background

No	Name of School	Adress	Year of Graduation
1.	SDN 27/III Lolo Kecil	Lolo Kecil	2007-2013
2.	SMPN 1 Kerinci	Semurup	2013-2016
3.	SMAN 2 Kerinci	Semurup	2016-2019
4.	IAIN Kerinci	Sungai Penuh	2019-2023