

A Case Study of The Pronunciation Practice in A Senior High School

Alfi Septy Rahayu

English Department, Languages and Arts Faculty, State University of Surabaya
alfirahayu@mhs.unesa.ac.id

Ahmad Munir

English Department, Languages and Arts Faculty, State University of Surabaya
ahmadmunir@unesa.ac.id

Abstrak

Pengucapan atau pelafalan telah menerima kurang atensi dalam Pengajaran Bahasa Inggris. Saat ini, jarang ditemukan seorang guru bahasa Inggris yang masih memberikan latihan pengucapan terutama di tingkat sekolah menengah atas. Meskipun kurikulum 2013 menyatakan bahwa komponen bahasa Inggris harus diintegrasikan dengan keterampilan bahasa Inggris lainnya, komponen kecil ini tidak boleh diabaikan karena jika peserta didik tidak dapat bersuara atau berbicara bahasa Inggris dengan jelas dan benar, hal ini dapat menyebabkan kesalahpahaman atau komunikasi tidak akan pernah terjadi. Studi pendahuluan telah dilakukan di sebuah sekolah menengah atas di Mojokerto. Hasilnya menunjukkan bahwa hanya satu guru bahasa Inggris yang memberikan latihan pelafalan kepada muridnya. Dengan demikian, sebuah studi kasus dilakukan untuk menyelidiki guru bahasa Inggris yang memberikan praktik pelafalan siswa-siswanya dalam hal jenis latihan apa yang diberikan, kapan latihan itu diberikan, dan bagaimana latihan itu disampaikan. Metode yang digunakan adalah metode kualitatif dimana data diperoleh melalui pengamatan langsung dari enam kelas. Juga, pengamatan dilakukan pada tiga materi (Pengumuman, Narasi, dan Penghargaan Lagu) dalam enam minggu. Temuan menunjukkan bahwa guru menerapkan metode yang sama di semua kelas. Latihan pengucapan yang diberikan oleh guru adalah latihan kata-kata yang dilakukan di hampir semua pertemuan. Namun, latihan itu tidak dilakukan pada akhir pelajaran. Selain itu, teknik yang digunakan adalah teknik pengulangan yang mengikuti prosedur dan menggunakan media untuk mendukung aktivitas latihan pengucapan.

Kata Kunci: *pengucapan, praktik pengucapan, latihan pengucapan.*

Abstract

Pronunciation has received less attention in English Language Teaching. Nowadays, it was rare to find an English teacher who still provided pronunciation practice especially in senior high school level. Although 2013 curriculum stated that English components should be integrated with other English skills, this tiny component should not be neglected because if learners could not sound or speak English clearly and correctly, either this can lead to a misunderstanding or communication would never happen. A preliminary study has been conducted in a senior high school in Mojokerto. The result showed that only one English teacher provided pronunciation practice to his student. Thus, a case study was conducted to investigate the English teacher who provided his students pronunciation practice in terms of the kind of the practice, when the practice was given, and how it was delivered. The methods used was qualitative method in which the data was obtained through direct observation from six classes. Also, the observation was done at three materials (Announcement, Narrative, and Song Appreciation) in six weeks. The findings showed that the teacher applied the same method in all classes. The pronunciation practice given by the teacher was words practice which was done in almost all meetings. However, the practice was not done at the end of the lesson. Besides, the technique used was drilling technique that following the procedures and using media to support the pronunciation practice activity.

Keywords: *pronunciation, pronunciation teaching, pronunciation practice*

INTRODUCTION

English Language Teaching has been a concerned in education field. Basically, it aims to enable students to communicate well using English. They have to learn four language skills; listening, speaking, reading, and writing.

They are supposed to express their thoughts well using English. Therefore, in communicating, one of the crucial language skills that they have to learn is speaking. Speaking is a process of how speaker constructs meaning which includes creating and receiving information on an interactive way. The meaning and the form are delivered

to the hearer depending on the context which also includes the participants, physical environment, and purposes for the speaking. Speaking is used to show someone's feelings, thoughts, and even ideas to other people (Herman, 2016).

Speaking skill should be supported by some components such as grammar competence, vocabulary mastery, and good pronunciation. Among all the components, pronunciation is the component that should be paid attention. It is not only to enable students to distinguish sounds but also to improve their speaking skill (Harmer, 2001). Pronunciation is the way sounds are perceived by the hearers (Herman, 2016). This means that the speaker should say the sounds of words or sentences clearly so that the meaning will be received to the hearer. Therefore, this component is very important in English because when a speaker mispronounces some sounds, this can lead to a misunderstanding in the meaning of the utterances (Riadi, Rufinus, & Novita, 2014).

Fadloeli (2008) stated that to master sounds of English is a crucial goal of communicative competence both for teacher and students. However, the fact is that pronunciation has received less attention in English Language Teaching as it is mostly neglected in the classroom. This can be said that students may have no facilitator because the English teachers either simply neglect pronunciation since they have lack of knowledge or they are not aware of the importance of pronunciation (Gilbert, 2008).

As the consequences, many issues have occurred dealing with pronunciation. In communication, misunderstanding can be a serious issue when someone says some words improperly. Moreover, the utterances that are delivered may be mistaken to a negative meaning. For example, when someone mispronounces the sound of /ʃ/ in the word *sheet* as /s/, this would lead to negative meaning. Another example is when someone mistakenly pronounces *sheep* and *ship*, *fan* and *van*, and *full* and *fool*. The meaning is totally different. Thus, though someone's vocabulary and grammar are in advance level, but the pronunciation is still bad, communication will never happen.

The next issue is that since there are some phonemes that are absent in Bahasa which makes it hard for Indonesian to pronounce, learners are commonly overgeneralize some English sounds. For example, in the word *think*, the sound /θ/ in this word is not existed in Bahasa. Consequently, the students tend to pronounce it with /t/ sound instead of /θ/, because those two are similar. Besides, there is also a matter of the difference between the spelling and the pronunciation of words. For instance, the word *ginger* is often mistakenly

distinguished with the word *finger*. /dʒ/ sound in *ginger* is being over-generalized into the word *finger*. They tend to pronounce /fɪŋ.dʒər/ instead of /fɪŋ.gər/. It causes learners to think what they have considered right will be very difficult to fix.

Another issue is that during teaching-learning process, the learners tend to use their mother tongue in delivering idea or asking questions to the teacher. This is because the teacher also use the mother tongue frequently so that the learners consciously use it as well during English class (Harmer, 2001). This is very undeniable that this issue leads us to the question whether the teacher is competent enough to teach pronunciation because he or she should be competence in teaching English which includes all the skills and components (Fadloeli, 2008). When learners do not have someone to be the role model, they will never learn pronunciation. Though the issue looks simple but this can affect students' motivation in learning English especially in improving speaking skill. When they do not know how to pronounce certain words, they feel afraid to say a single word. As a result, they are afraid of making mistake and not willing to speak up (Kung, 2013).

Suwartono and Rafli (2015) found that pronunciation can be enhanced through integrated learning method. Another study by Ahangari, Rahbar, and Maleki (2015) also discovered that pronunciation can be taught hand in hand with listening. With similar study, James (2016), Wang (2017), and Eksi and Yesilcinar (2016) claimed that pronunciation can be improved through certain media. The studies above mostly use tools or integrated way to enhance learners' pronunciation. However, the studies above do not really mention whether pronunciation practice is given regularly in every lesson in the classroom. The results of the previous studies only mention how pronunciation can be enhanced without considering when the teacher provides the practice in the classroom.

In speaking, Apriyan and Purnawan (2017) found that speaking ability can be enhanced by using chain story. This study also confirmed that this strategy in English classroom is helpful to make students familiar with the words so that they could practice in pronouncing the words well. Otherwise, the practice of pronunciation is not clearly delivered and it is simply given to let students learn it by themselves. Another study by Mortini (2017) reported that by using sleep questionnaire, students speaking skill can be improved significantly. Although she realized that students are afraid of errors in language components including pronunciation, her study did not indicate any careful attention to the pronunciation errors and the technique was given simply to enhance

speaking ability. All of the previous studies above are implemented in curriculum of 2013.

In curriculum 2013, pronunciation is not taught separately as it is viewed as a sub-skill of speaking. Mostly, this component is taught by using tools or along with other language components. This kind of process is suitable with 2013 curriculum because this curriculum expects that English skills and components can be taught in integrated way. However, in Indonesia, this integrated way is still questionable because the teachers tend to think that pronunciation is not really important as long as learners can master all English skills which means learners are considered to be able to have good pronunciation.

A preliminary study has been conducted by the researcher in a senior high school in Mojokerto which focuses on whether the English teachers provide pronunciation practice in their classes. The results showed that only one teacher provide it in every lesson, while the rest only give correction and ask their students to repeat it. While this makes pronunciation simply seen whether as neglected component as many teachers might not aware that it is also important to enable students to speak English very well. Therefore, this study has investigated what kind of pronunciation practice that the English teacher include in the lesson, when he gives it in the course of the lesson and in what way he provides the pronunciation practice during the lesson in the classroom.

RESEARCH METHODS

As it is clearly stated that this study aimed to explain what kind of pronunciation practice is given in the classroom, when the English teacher gives it, and how he provide it, this study was a case study since it involved a particular teacher as the subject. A case study is a study which focuses on a single unit, in this case is an individual, to produce a rich and holistic in-depth description of a particular phenomenon (Ary, Jacobs, Sorensen, & Razavieh, 2010). It provides an instance of real people in real circumstances, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion, & Marrison, 2000).

Qualitative method was used since the data was in the form of words information (e.g., on instruments) in which richly described by the researcher in the field notes. Observation was conducted to get the details of what happened during the process of collecting data. The researcher was a complete observer that her presence was not noticeable and did not disturb the activities in the classroom. Then, an interview was also conducted to gain clearer interpretation and details. As observation and

interview is to get more convincing fact and details (Kothari, 2004).

This study worked with one English teacher who provided pronunciation practice in all of his classes. Other participants were 6 classes of tenth graders. Thus, the researcher worked with them by observing the process of teaching-learning process in all of these classes. The subject was not selected randomly since the subject should be qualified for two conditions. The first was the subject provided pronunciation practice in his or her classes and the second was the subject agreed to the presence of the researcher. The researcher has investigated all English teachers in one senior high school in Mojokerto which total number of seven English teachers. They were given the same question whether they provide pronunciation practice or not in the classroom. Among all seven English teachers, one teacher provides it in every lesson, three of them said sometimes, two of them said rarely provide it, and one teacher does not provide it. Therefore, this study focused on the only teacher who gave pronunciation practice in every lesson.

This study was conducted in a senior high school in Mojokerto. This school is well-known as one of the best senior high schools in Mojokerto in terms of English because this school was the first senior high school to achieve the title of RSBI school in Mojokerto. The facilities in the classroom were quite good to support the students in learning English. The students were very active during English class. Not only in the classroom, the students were also interested in English program as many of them joined some competition such as debate, news reading, speech, and many others, in national and international level. Therefore, the researcher decided to choose this school as the setting of the research.

To collect the data, the researcher used observation sheet to write down the activity happened during teaching-learning activities in the classroom. This research used two instruments. First, guided observation sheet was used to again all the data needed to address the research questions. It used guidelines from the theories that have been discussed to keep it stay in the issue discussed. And the second, the interview was done after all data needed was obtained by the researcher.

The data of this study was in the form of description of teacher's teaching process written in the observation sheet by the researcher. The researcher described as detailed as possible to get more valid data. Also, the teacher's recording from the interview was obtained after all observation was done. Several questions were given to gain clear details on the teacher's behaviour during teaching and learning process.

There were six weeks meetings that the researcher had following the schedule of the teacher in six classes of X grade. These six weeks meetings consist of two weeks meeting of Announcement chapter, three weeks meeting of Narrative chapter, and one week meeting of Song Appreciation chapter.

Stated before, the data of this study was obtained by observation and interview. The observation is employed to gain the data deals with behavioural sciences (Kothari, 2004). In this study, the behavioural data are the way the teacher gave pronunciation practice during the process in the classroom. To limit the scope of the study, the observation was done by having structured one which means that there was guidelines to lead the observation process so that the study would stay in focus. The observation was done in the whole process of teaching learning process. The researcher was a complete observer that her presence was not noticeable and did not disturb the activities in the classroom.

Instead of memorizing all process during observation, field note is needed to record all that happens in the teaching and learning process. In this study, the researcher used an observation sheet which consisted of the guidelines that helped the researcher to record the focus of the study in order to avoid inconsistency in collecting the data. The researcher described as detail as possible to gain way more detail data than other tools. The researcher reported all that happened during observation without any additional opinion of the researcher in order to minimize the subjectivity.

In addition that there might be data that could not be obtained during observation, the researcher also used interview. According to Kothari (2004), there are two kinds of interview. They are personal interview and telephone interview. In this study, the researcher used personal interview. To minimize any kind of manipulation, the researcher met face to face with the subject and conducted the interview in a certain area with no disturbance, in this case, it was administered in the school's library. The questions were prepared by the researcher and if the answer was not clear, the researcher was allowed to ask for further clarification to the subject.

Ary et al. (2010) pointed out that the steps of analyzing qualitative involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known. To analyze the data, three stages are used; familiarizing and organizing, coding and reducing, and interpreting and representing. Familiarizing and Organizing require the researcher to be familiar with the data that has been obtained by reading and re-reading all of the observation sheet and listening

and re-listening to the recording of the interview. After that, the researcher transcribed all the data so that it would be ready to be analyzed. The data that had been transcribed was read again to make sure there was no missing information in the transcription. Then, the data was organized due to the time of the observation done to ease the researcher in analyzing the data.

The coding process was done by labelling the observation result. In this study, the description written by the researcher in the observation sheet was labelled according to the theory. For example, the description which indicates the existing pronunciation practice was typed in bold and italic font. The code was also given by adding column on right side of the data and labelled it with one alphabet according to the researcher.

Interpreting means reflecting the data of observation with theory. In this study, the data that was reflected was the kind of pronunciation practice and the way the teacher provided pronunciation practice. In representing the data, the researcher created a simple table which had included all the data that had been analyzed which would be elaborated further in the results.

RESULTS AND DISCUSSION

Results

As stated before that this study followed the schedule of the teacher in six classes, after having the observation and analyzing the observation sheet, the results showed that the teacher taught all classes with the same materials and way of teaching. Therefore, the findings were simplified and each table represented all classes.

Pronunciation practice taught in the classroom

The findings of what pronunciation practice is taught in the classroom are presented in the following table.

Table 1. Practice types and Focus

No.	Materials	Meeting	Practice	Focus
1.	Announcement	1 2	Words Practice	Vocabulary related to announcement (Table 4.2)
2.	Narrative	3 4 5	Words Practice	Past form of regular verbs (suffix -d/-ed) and irregular verbs (Table 4.3)
3.	Song Appreciation	6	Words Practice	-

Table 1 showed the kind of practice which was given by the teacher in three different materials. First, in announcement materials, the teacher provided words practice type that pronunciation practice was done using some words related to announcement topic that was taken

from the book. In other words, the vocabulary used in the practice was still in line with the context. The vocabulary used were attention, Monday, ceremony, expected, ceremonial, prepared, proceed, official, schoolyard, accomplish, school lesson, well-informed, wallet, permit, and contact.

The 15 words above were used by the teacher in the pronunciation practice. During pronunciation practice in announcement, the vocabulary used for the practice was taken from the book because it was obviously related to announcement terms. Moreover, the vocabulary used in the practice was common words that mostly appear in announcement. The idea of words practice was the material used for practising pronunciation, in this case the vocabulary was given because it was related to what the teacher and the students were going to discuss on that day so that it would be easy for the students to learn the material.

Second, in narrative, the teacher also provided words practice in pronunciation practice. The practice was done by using some verbs in past tense form. As narrative deals with past tense, the teacher gave some regular and irregular verbs in past tense form. The regular verbs were added suffix -d/-ed in its past tense form, while the irregular verbs might have different form in its past tense form. The verbs used were lived, decided, named, started, walked, worked, wanted, thought, met, and sent.

The 10 words were used in pronunciation practice in narrative material. The vocabulary mentioned above are the past tense form that are commonly found in narrative text. Thus, the teacher provided these words in the pronunciation practice of narrative material. The words practice given was the same as announcement that is by using some vocabulary related to narrative. However, the focus was not only using common vocabulary used in narrative, but also the form of the vocabulary itself. This was proven by the type of the vocabulary given in this material which was past tense form of regular and irregular verbs as mentioned before. Narrative has the special language feature which is past tense. Why the teacher chose the past tense form of verbs was to remind the students about the tense used in narrative. Also, when the students were asked to read the verbs aloud together, lots of students pronounced it wrongly. Some pronounced the suffix -d/-ed, some did not. Therefore, the teacher believed that it was necessary to give the past tense form of verbs in to the students as the practice of pronunciation.

Third, in song appreciation, the teacher also used words in the practice of pronunciation. However, the vocabulary used in the practice of this material was not provided by the teacher. He let the students to look for

the words based on the song that they chose. The teacher did not give specific vocabulary in the pronunciation practice of song appreciation. This was because the teacher gave free time and chance to the students to practice it by themselves. Yet, this was still done in the classroom because in this part, the teacher let them to learn from the song how to pronounce the words correctly. Therefore, there was no specific vocabulary that the teacher provided during the practice of song appreciation material.

When pronunciation practice is given by the English teacher in the course of the lesson

The results of when the teacher provided pronunciation practice in the course of the lesson are presented in the following table.

Table 2. When Pronunciation practice is given

No.	Chapter	Meeting	Activities
1.	Announcement	1	In the beginning of the lesson
		2	After correcting some errors
2.	Narrative	3	-
		4	In the beginning of the lesson After finding the base form of the verb written on the board
		5	During drama presentation
3.	Song Appreciation	6	During the group discussion

As seen in Table 2, pronunciation practice was almost given in every meeting of the lesson. The teacher taught announcement material in 2 meetings. In the first meeting, pronunciation practice was given in the beginning of the lesson. The teacher administered the practice before he started to discuss the material on that day. Otherwise, in the second meeting, pronunciation practice was given after correcting students' errors. Based on the observation, in this meeting, the practice was done after the students performance and the rest was writing down the wrong pronunciation made by their friends.

On the other hand, narrative was taught in 3 meetings which the researcher decided to name it as meeting 3, meeting 4, and meeting 5. In meeting 3, the teacher did not give any pronunciation practice to the students. In this meeting, the teacher focused on the generic structure of narrative text, the purpose of

narrative text, and the types of narrative text. During the class, the researcher did not find that pronunciation practice was held. Thus, in Table 2 of meeting 3, the activity was left blank with a strip. While in meeting 4, the pronunciation practice was given in the beginning of the lesson and after the discussion of finding base form of the words on the board. The teacher provided the practice in the beginning of the lesson in which he started the class by writing some words on the whiteboard and asked the students to read it aloud without any guidance. Then, after discussing and explaining the language features of narrative, the teacher pointed out the same words on the board and read it aloud followed by the students. This showed that the practice was held in those activities. Besides, in meeting 5, the pronunciation practice was done during draa presentation because in this meeting, the students practiced through drama that they had prepared before.

The last meeting was about song appreciation. This material was taught in one meeting which was meeting 6. In this meeting, the pronunciation practice was done during the group discussion. However, the portion was very limited because the teacher did not give specific words or treatment to the students to practice. He gave the students chance to practice the words in the song that they chose. Yet, it was done in the discussion session of the group after the teacher explained what should be done in the group presentation.

How the English teacher provides pronunciation practice in the classroom

The results of how the teacher provides pronunciation practice in the classroom are presented in the following table.

Table 3. How Pronunciation Practice is Given

No.	Chapter	Meeting	Technique	Procedures	Media
1.	Announcement	1	Drilling ("Repeat after me")	Listening Awareness Control Practice	-
		2		Extension	
2.	Narrative	3	-	-	Board
		4		Listening Awareness Control Practice	
		5		Extension	
3.	Song Appreciation	6	Self-practice	Listening Practice	Cassette Player (Audio MP3)

In Table 3, the aspects in how pronunciation practice is delivered in the classroom involved three aspects, Techniques, Procedures, and Media. During announcement material, the teacher used drilling

technique in pronunciation practice. This was done because the teacher asked the students to listened carefully when he read the words and to repeat after him even twice. This condition occurred in the first and second meeting. Besides, the procedure of the practice involved all procedures from the development of listening section; in which the teacher read the words first, awareness; in which the teacher also used his hand in pronouncing the words, control; in which the teacher asks the students to repeat what he has done, and practice; in which the students were asked to use the words in context by making an announcement in meeting 1. While the extension procedure was held in meeting 2 during students presentation of the announcement text that they created in meeting 1.

In narrative, the technique used by the teacher was also drilling. This was proven in meeting 4 that the teacher asked the students to read aloud the words on the board and repeated the words after the teacher read it since in meeting 3, as stated before that pronunciation practice was not given. The procedure of the practice also involved all area of the development. In listening section, the students read words by words and heard the teacher read the words as well. This meant that the students listened to how the words were pronounced. In awareness and control, the teacher read the words and the students followed him. While in practice section, the teacher asked the students to read a text "Si Lidah Pahit" in the book. The text consisted of four paragraphs that one paragraph was read by one student. This showed that the practice was done by letting students to have it with context in which they had to be able to practice the similar words in the text. These four procedures were done in meeting 4. For the last procedure that is extension, the practice included drama performance of the students which showed that the extension of the practice was also done in this meeting.

However, in song appreciation, the technique used by the teacher was different. The students were divided into some groups and asked to choose one song to be presented. The teacher let the students to practice using the song that they chose. This was done because the teacher did not provide any specific words to be given or treatment in the practice. Therefore, the researcher named it as self-practice because the teacher did not guide them in pronunciation practice. The teacher asked the students to write down some words in the song they chose and let them practice it through the audio of their smartphone. This showed that the procedure done in the pronunciation practice was listening and then it jumped to practice where they practiced it by themselves through the audio in their smartphone. Also, this proved that the media used

was cassette player in this case was the audio player in students' cell phone.

Discussion

This section consists of the discussion of the findings. The first part is about what pronunciation practice given by the teacher in the classroom. Based on the findings, the kind of pronunciation practice given was words practice. Words practice means that pronunciation is taught in segmental and suprasegmental level (Kelly, 2001). Based on the results, the practice in announcement was suprasegmental features which focused on word stress. On the other hand, the practice in narrative included segmental features which focused on consonants sound (suffix -d/-ed). This is in line with the theory by Kelly (2001) that one of the type lesson that can be included in pronunciation is integrated lesson that pronunciation forms a required component of an analysis and planning process of the language, and the presentation and practice within the lesson, in this case the past form of regular verbs that the teacher should be able to explain the differences on how to pronounce it. Therefore, it can be stated that one material may have different features to another. Also, the features may be various in every lesson. The teacher claimed that it was because the vocabulary or words were related to the topic discussed. However, it was questionable that in song appreciation, the teacher did not provide the words in focus. He stated that it was a free activity in which the students were given chance to learn the words in the song since in one class, the song may be different from one to another. This can lead to a conclusion that the last material is easier than the other two because the students did not need teacher's assist to practice.

The result of this study is similar to the study by Shah, Othman, and Senom (2017) in terms of the focus on pronunciation practice. Through observation, the study by Shah et al. (2017) found that the participants, the English teachers observed, did not focus on any specific pronunciation features during lesson in the classroom. It was found that they did not only focus on suprasegmental aspects of pronunciation, but depending on what learners' need. While in this study, the results also showed that the pronunciation practice was based on what materials would be taught and it did not only focus on suprasegmental features, but segmental features as well.

The next finding is when the teacher provided pronunciation practice in the classroom. The findings show that the pronunciation practice was mostly done in all meetings. This was because the practice was not only about simply giving the students words to pronounce many times, but the extended practice which involved

further activity of the pronunciation practice. The practice was done continuously which means that in limited time, pronunciation practice was successfully attached in the teaching-learning process. As in announcement, pronunciation practice was given in the beginning of the lesson in the first meeting and after correcting some errors on students' performance in the second meeting as the continuity of the practice in the first meeting that the students should perform the announcement text they made in the first meeting. Also, in narrative, pronunciation practice was done in the beginning of the lesson and after finding the base form of the words in meeting 4. It was proven when the teacher gave some vocabulary to read aloud in pre-teaching activity and it was continued in while teaching as the teacher asked the students to read the text of "Si Lidah Pahit" in the book and the teacher asked them to repeat after him after pointing out some errors. This was done since the students might find the same or similar vocabulary there that it is hoped the students would not make the same mistake. While the continuity of the pronunciation practice was done during drama performance in meeting 5. Along with narrative, pronunciation practice in song appreciation was done during group discussion. This was proven when the teacher asked the students to have song appreciation presentation. All the practices were in sequence which means that it was integrated to one another.

The above findings are similar to the study by Abbas Pourhossein Gilakjani (2011). The study by Abbas Pourhossein Gilakjani (2011) was done to investigate when pronunciation should introduced to the students. He claimed that pronunciation should be given 5-10 minutes either at the end of the lesson or in the middle of the lesson when an errors occurred. He also claimed that teachers should encourage their students to learn pronunciation. However, because of the limited time that they have, pronunciation should be dictated by the context of the learning situation. Otherwise, he did not provide the details of the situation. While the results of the study showed that pronunciation should be provided in all meetings in the lesson. Mostly, it was done in the beginning of the lesson and in the middle of the lesson, but not in the end of the lesson. Yet, the time allocation of the practice is not limited. It was given not only when errors occurred, but it was consciously provided to improve students pronunciation although the application was done in short time.

However, during teaching-learning process, the researcher found that error correction was also a part of it. For instance, in announcement, before the students were asked to present their announcement text, the teacher ask the students to write down some errors done

by their friend. The teacher corrected the pronunciation errors after all the students finished their performance. Another example was in narrative. When the students were asked to read the text of “Si Lidah Pahit” which consists of four paragraphs, the teacher asked the students who did not read aloud to write down some pronunciation errors made by their friend and correct it right away. Based on the interview, the teacher explained that correcting pronunciation was also necessary in some times. However, it was not meant to threaten the students about their mistake, but to make them learn from their errors. Therefore, the teacher did it during the feedback of announcement performance and by giving other students chance to correct their friends mistake and learn together.

The last discussion was about how pronunciation practice was given by the teacher. Based on the finding, the technique used in announcement and narrative was drilling. This was proven when the teacher provided some vocabulary to the students and asked them to repeat after he read it aloud. It was considered in line with the theory of drilling technique that the idea is to involve the whole class to copy the words together in order to be able to recognize the mistake so that the teachers can control and repeat the words until all learners get the correct pronunciation (Kelly, 2001). The repetition in the activity and involving the whole class to repeat indicated that the teacher used drilling in it. Otherwise, the technique used in song appreciation’s pronunciation practice was totally different from announcement and narrative. Self-practicing was used because the teacher did not guide them but to let them practice by themselves during the group discussion. Based on the interview, the teacher claimed that it was done to let the students explore more about vocabulary and its pronunciation. He believed that the students would feel more confident in practicing pronunciation and the vocabulary of one song might be different from other song so that they were hoped to learn more. Therefore, this self-practicing was done since the teacher was sure that this material was a fun material for the students.

The procedure of pronunciation practice consisted of 5 areas of development; listening, awareness, control, practice, and extension (Yates & Zielinski, 2009). In announcement and narrative, all of the five stages were applied in practice of pronunciation. In listening stage, the idea is making learners listen to some words which means it has auditory mode in it. Based on the findings, in announcement and narrative, the students listen to the words through teacher’s voice, while in song appreciation, the students listen to the words through the song. In awareness and control stage, after having

learners listen to some words, English teachers use actions to match with stressed syllables in words such as hand gestures. Then, they do or repeat all that has been done by the teachers during awareness building. This was done in announcement and narrative pronunciation practice. It was proven that the teacher used his hand while reading the words aloud and asked the students to repeat after him. In practice stage, learners start practicing by using context. In announcement, this stage was done when the teacher asked the students to make an announcement. While in narrative, the students were asked to read the text of “Si Lidah Pahit”. They were practicing by focusing on the story of the text. In song appreciation, this stage was done when they started making analysis of the song they chose in terms of theme and meaning of the song. The last stage is extension which is to let learners use the words in structured activities in which they have to focus on other language aspects such as role play. Based on the observation, this stage was done in narrative and announcement. In announcement, the students were asked to present the announcement text as if they announce something in front of public, while in narrative, the students were asked to present drama performance and both of them got feedback from the teacher. However, the extension practice was not done in song appreciation because there was no certain activity that the researcher found in terms of roleplaying or something similar. The students were asked to have usual presentation about the song.

The media recommended by Underhill (2005) consist of three; board, cassette player, and phonetic chart. According to the observation, the media used by the teacher were board and audio player. The board was used in narrative when he wrote some vocabulary used in pronunciation practice. While the audio player was used in song appreciation when the teacher let the students to listen to the song through their cell phone. While in announcement, the teacher did not use any media except using his own voice in conducting pronunciation practice. This was because he stated that the vocabulary was easy and it could be found in daily terms so that it was not necessary to have any media.

The above findings are quite similar to a study by Wardani (2017) in terms of the complexity. The study by Wardani (2017) was done to find out the techniques used in teaching pronunciation in a vocational high school in Surabaya. Her study worked with an English teacher in that vocational high school and she observed the teacher’s techniques in the classroom. In her study, there are two main techniques used in teaching pronunciation. They were drilling and minimal pairs. In her study, she also mentioned that correcting students’ pronunciation errors spontaneously was also considered a technique.

However, it was not clear the difference between teaching pronunciation and only correcting pronunciation errors. Also, the procedure was not clearly explained in order to get clear understanding on the steps of how pronunciation was taught. Meanwhile, the results of this study is more complex because it involved not only the techniques used in pronunciation practice, but also the procedures and the media. Thus, this study explained more deeply on how pronunciation practice was delivered in the lesson.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, the pronunciation practice given by the teacher is words practice that is provided in almost all meetings in the lesson. In addition, the technique used in pronunciation practice is mostly drilling by following the procedures and using media to support it. From the above conclusion, it can be seen that the teacher's decision should be appreciated because he chose to be different from other teachers in terms of providing pronunciation practice. Moreover, he provided the practice continuously that can make the students improve their pronunciation.

Suggestion

For the suggestion, the teacher should apply new methods which is suitable with the current situation so that he can improve his teaching skill. In addition, it is suggested that the school should increase the number of English teachers who introduce English components such as pronunciation to the students. Other suggestion is for Association of English teachers in Indonesia (MGMP Bahasa Inggris). It is suggested that they could provide pronunciation practice in every lesson though it only has limited exposure. Also, they should be given a training to teach pronunciation. Therefore, integrating pronunciation practice with other skills and materials is strongly suggested to improve students' English pronunciation. Still, this study cannot be seen in one side. The researcher of this study suggests the next researcher to gain data not only from an English teacher who teaches tenth graders but also from an English teacher who teaches tenth, eleventh, and twelfth graders so that the data could be compared and be more complex.

REFERENCES

Ahangari, Saeideh, Rahbar, Samira, & Maleki, Saeideh Entezari. (2015). Pronunciation or Listening Enhancement: Two Birds with One Stone.

International Journal of Language and Applied Linguistics, 1(2), 13-19.

Apriyan, Siska, & Purnawan, Ari. (2017). Improving Students' Speaking Ability Using Chain Story Technique in Recount Text for Grade VIII SMPN 1 Wates in Academic Year 2016/2017. *E-Journal of State University of Yogyakarta*, 1(1), 1-5.

Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris, & Razavieh, Asghar. (2010). *Introduction to Research in Education* (8th ed.). Waswordth: Cengage Learning.

Cohen, Louis, Manion, Lawrence, & Marrison, Keith. (2000). *Research Methods in Education* (Fifth ed.). London: RoutledgeFalmer.

Eksi, Gonca Yangin, & Yesilcinar, Sabahattin. (2016). An Investigation of the Effectiveness of Online Text-to-Speech Tools in Improving EFL Teacher Trainees' Pronunciation. *English Language Teaching*, 9(2), 205-214.

Fadloeli, Odo. (2008). *The Teaching of Problematic English Sounds to the Indonesian Beginners Through Contrastive Analysis on Distinctive Phonological Features*. Paper presented at the SEAMEO Regional Language Centre Conference, Singapore.

Gilakjani, Abbas Pourhossein. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1-15.

Gilbert, Judy B. (2008). *Teaching Pronunciation : Using the Prosody Pyramid*. New York: Cambridge University Press.

Harmer, Jeremy. (2001). *The Practice of English Language Teaching 3rd Edition*. London: Longman.

Herman. (2016). Students' Difficulties in Pronouncing the English Labiodental Sounds. *Communication and Linguistics Studies*, 2(1), 1-5.

James, Ian. (2016). The Use of Web-Based Text-to-Speech Tool in Improving English Pronunciation and Changing Perception of Error Correction among Young Learners. *International Journal on E-Learning Practices*, 3, 103-114.

Kelly, Gerald. (2001). *How to Teach Pronunciation*. England: Pearson Educated Limited.

Kothari, C. R. (2004). *Research Methodology : Methods and Techniques* (2nd revised ed.). New Delhi: New Age International.

Kung, Fan-Wei. (2013). Rhythm and Pronunciation of American English : Jazzing Up EFL Teaching through Jazz Chants. *Asian EFL Journal*, 70, 4-27.

Mortini, Asti Veto. (2017). *Teaching Speaking through Sleep Questionnaire Strategy to the Eleventh Grade Students of Karya Ibu Senior High School of Palembang*. Paper presented at the International Conference and Language Teaching and Education, Jambi.

- Riadi, Agus, Rufinus, Albert, & Novita, Dewi. (2014). Students' Problems in Pronouncing Short and Long English Vowels. *Jurnal Pendidikan dan Pembelajaran*, 3(1), 2-13.
- Shah, Shanina Sharatol Ahmad, Othman, Juliana, & Senom, Fatiha. (2017). The Pronunciation Component in ESL Lessons: Teachers' Beliefs and Practices. *Indonesian Journal of Applied Linguistics*, 6(2), 193-203.
- Underhill, Adrian. (2005). *Sounds Foundations : Learning and Teaching Pronunciation*. Oxford: Macmillan.
- Wang, Kanghui. (2017). Status Quo and Prospective of WeChat in Improving Chinese English Learners' Pronunciation. *English Language Teaching*, 10(4), 140-149.
- Wardani, Citra Putri Pertiwi Kusuma. (2017). Teacher's Techniques in the Teaching of Pronunciation in a Vocational High School. *RETAIN*, 5(3), 71-80.
- Yates, Lynda, & Zielinski, Beth. (2009). *Give It a Go: Teaching Pronunciation to Adults*. Sydney: AMEP Research Centre.

