

CHAPTER IV

RESEARCH FINDING

This chapter presents data presentation and research finding of this research based on the data gathered during investigation. It covers of teaching English pronunciation by using some strategies such as drilling and audiovisual, the students' difficulties in English pronunciation, and factors affecting of students' difficulties in English pronunciation.

A. Data Presentation

In this data presentation, the researcher presented the data based on the result of observation and interview.

1. Teaching Strategy used by the lecturer

a. The Presentation data of Teaching English Pronunciation by Drilling

On Oktober 3th and 10th2017, the researcher conducted field observation in the classroom. It was related with teaching activity done by the lecturer (L1) in pronunciation practice class.

The first step done by the researcher was observation in the classroom. The researcher came to the class directly and sat in the back seat. By doing observation, the researcher knew the real condition in the classroom and about the teaching activity by using drilling method. The researcher observed the teaching strategy done by the lecturer in the classroom.

For the first, the lecturer played the recording. The recording was about native's pronunciation. The native speaker pronounced about twenty words. After the recording was over, the lecturer asked the students to write the words that was pronounced by native speaker.

After the students finished their writing, the lecturer instructed them to practice it together. To test students' pronunciation, the lecturer asked each student to pronounce the words one by one. If the student did the mistakes in pronouncing word, the lecturer corrected the student's pronunciation directly by giving the true pronunciation example and the student who did the mistakes was asked to imitate it until the student could pronounce the words correctly.

It was supported by interviewing the lecturer and the students about how the teaching activity was going on. These are some data related with interviewing the lecturer and the students.

Based on interview, the lecturer (L1) said that

“ I applied modelling system in the first step in teaching activity, the content was about native's pronunciation”.

To strengthen the data, the researcher also interviewed the students. the student (A 1) said that

“the lecturer used native's recording in delivering material”.

It was like what the lecturer (L1)stated

“after modelling, I asked the sudents to imitate it. Then, I used drilling, it means that the students were asked to pronounce several times in chorus and individual”.

b. The Presentation Data of Teaching English Pronunciation by Audiovisual

The next observation was held on November 22th2017. The researcher conducted observation in the classroom to observe the real condition in the classroom. The strategy was audiovisual. In teaching activity, the lecturer played the video about native's pronunciation or native's dialogue. It could be conversation among two people or a native who pronounced the words by themselves.

While the video was played, the lecturer asked the students to analyze the pronunciation pronounced by native. After the video was end, the lecturer asked the students to repeat native's pronunciation together. It was done by the lecturer to minimize students' nervousness. If there were any mistakes done by the students, the lecturer corrected it directly.

To check students' pronunciation skill, the lecturer called the students three by three to the front. For the first, the lecturer asked them to practice in pronouncing words together. Then, the lecturer asked the students one by one to practice the words' pronunciation. Before ending the class, the lecturer gave homework to find the words with phonetic transcriptions.

Then, the researcher conducted interview by asking to the lecturer about the strategy that was used in teaching English pronunciation. Besides that, the researcher also asked to the students about how was their lecturer taught English pronunciation in the classroom. The data interview were such as follow:

The lecturer (L2) stated that

“In teaching pronunciation class, I used video as the media in delivering material to the students”.

It was strengthened by the student (C 1) who stated that

“The lecturer taught us by using projector to show the video about native’s pronunciation. It could be conversation or monologue”.

The lecturer (L2) said that

“After the video was end, I asked the students to imitate about what native said.If there were any mistakes, I corrected it directly”.

It was strengthened by the student (C 4) also that

“the lecturer gave pronunciation correction to us if there were any mistakes in pronunciation”.

The lecturer (L2) said that

“In the last section, I called the students three by three to come forward. Then, I asked them to practice together. Then, I asked them to practice one by one. Besides that, I gave homework to find the words with the phonetic transcription”.

The student (C 6) also said that

“The lecturer asked us to come forward to test our pronunciation skill. Besides that, the lecturer gave duty to find the words with its phonetic transcription”.

Those explanation above about strategy used in teaching strategy used to teach English pronunciation answered research question number one.

2. The Presentation Data of Students' Difficulties in English Pronunciation

To answer research question number two, it would be explained in this following explanation about the students' difficulties in pronouncing words including consonant, vowel and diphthong. These data was gotten from observation in three classes. It could be explained such as follows:

a. The students' pronunciation difficulties in vowel

In this case, there were several pronunciation errors especially in vowel. For example, salad was pronounced by using vowel [ʌ] whereas the true pronunciation should be pronounced by using vowel [ə] [sæləd]; saw was pronounced by using vowel [ʌ] [sʌw], whereas the true pronunciation should be pronounced by using vowel [ɔ:] [sɔ:]; cache was pronounced by using vowel [ʌ] [tʃʌʃ], whereas the true pronunciation should be pronounced by using vowel [æ] [kæʃ]; than was pronounced by using vowel [e] [θen], whereas the true pronunciation should be pronounced by using vowel [æ] [ðæn]; pistachio was pronounced by using vowel [ʌ] [pɪs'tʌʃiəʊ], whereas the true pronunciation should be pronounced by using vowel [æ] [pɪs'tæʃiəʊ]; desert was pronounced by using vowel [ɪ] [dɪ'zə(r)t], whereas the true pronunciation should be pronounced by using vowel [ɜ] [dɜ'zə(r)t]; dessert was pronounced by using vowel [e] [dezə(r)t], whereas the true pronunciation should be pronounced by using vowel [ɪ] [dɪ'zɜ:(r)t]; women was pronounced by using vowel [ɔ] and [e] [wɔmen], whereas the true pronunciation should be pronounced by using vowel [ɪ] [wɪmɪn]; woman was pronounced by using vowel [ɔ] [wɔmən], whereas the true pronunciation should be pronounced by

using vowel [ʊ] [wʊmən]; cleanse was pronounced by using vowel [i:] [kli:ns], whereas the true pronunciation should be pronounced by using vowel [ɜ] [klɜnz]; breath was pronounced by using vowel [ə] [brəθ], whereas the true pronunciation should be pronounced by using vowel [ɜ] [brɜθ]; birth was pronounced by using vowel [ɪ] [bɪrθ], whereas the true pronunciation should be pronounced by using vowel [ɜ:] [bɜ:θ]; egg was pronounced by using vowel [e] [eg], whereas the true pronunciation should be pronounced by using vowel [ɜ] [wɜs] pronounced by using vowel [ɪ] [bɪrθ], whereas the true pronunciation should be pronounced by using vowel [ɜg]; also was pronounced by using vowel [ɑ:] [ɑ:lsə], whereas the true pronunciation should be pronounced by using vowel [ɔ] [ɔl.səʊ]; what was pronounced by using vowel [ɑ:] [wɑ:t], whereas the true pronunciation should be pronounced by using vowel [ɔ] [wɔt]; even was pronounced by using vowel [e] [evən], whereas the true pronunciation should be pronounced by using vowel [i:] [i:vən]; event was pronounced by using vowel [e:] and [ə] [e:vənt], whereas the true pronunciation should be pronounced by using vowel [ɪ] and [ɜ] [ɪvɜnt]; come was pronounced by using vowel [ɔ] [kɔm], whereas the true pronunciation should be pronounced by using vowel [ʌ] [kʌm]; Meet was pronounced by using vowel [ɜ] [mɜ:t], whereas the true pronunciation should be pronounced by using vowel [i:] [mi:t]; answer was pronounced by using vowel [ʌ] [ʌn.sə(r)], whereas the true pronunciation should be pronounced by using vowel [æ] [æn.sə(r)]; hut was pronounced by using vowel [ʊ] [hʊt], whereas the true pronunciation should be pronounced by using vowel [ʌ] [hʌt].

b. The students' pronunciation difficulties in diphthong

There were some students' errors in pronouncing words especially in diphthong. The errors would be explained in the following explanation below:

Students' pronunciation errors in diphthong /aɪ/ such as knife, it was pronounced by using vowel /ɪ/ [nɪf], whereas the true pronunciation should be pronounced by using diphthong /aɪ/ [naɪf]. Vice was pronounced by using vowel /ɪ/ [vɪs], whereas the true pronunciation should be pronounced by using diphthong /aɪ/ [vaɪs].

Students' pronunciation errors in diphthong /ɪə/ such as beer, it was pronounced by using vowel /i:/ [bi:(r)], whereas the true pronunciation should be pronounced by using diphthong /ɪə/ [bɪə(r)].

Students' pronunciation errors in diphthong /ɜə/ such as hair, it was pronounced by using diphthong /eɪ/ [heɪ(r)], whereas the true pronunciation should be pronounced by using diphthong /ɜə/ [hɜə]. Chair was pronounced by using diphthong /eɪ/ [tʃeɪ(r)], whereas the true pronunciation should be pronounced by using diphthong /ɜə/ [tʃɜə(r)].

Students' pronunciation errors in diphthong /əʊ/ such as go, it was pronounced by using vowel /ɒ/ [gɒ], whereas the true pronunciation should be pronounced by using diphthong /əʊ/ [gəʊ]. Also, it was pronounced by using vowel /ɒ/ [ɑ:lɒ], whereas the true pronunciation should be pronounced by using diphthong /əʊ/ [ɔl.səʊ].

Students' pronunciation errors in diphthong /aʊ/ such as loud, it was pronounced by using vowel /ɒ/ [ləʊd], whereas the true pronunciation should be pronounced by using diphthong /aʊ/ [laʊd].

Now was pronounced by using vowel /ɒ/ [nɒw], whereas the true pronunciation should be pronounced by using diphthong /aʊ/ [naʊ].

c. Students' pronunciation difficulties in consonant

In pronouncing words, the students had some errors in some consonants. The consonant errors would be explained below:

Students pronunciation errors in consonant /b/ and /p/, when the students listened to the recording, the students could not differentiate between consonant /b/ and /p/ because the sounds were little a bit same among /b/ and /p/ such as buy [baɪ] was pronounced by using /p/ [paɪ], pie [paɪ] was pronounced by using consonant /b/ [baɪ], bill [bɪl] was pronounced by using consonant /p/ [pɪl], pat [pæt] was pronounced by using consonant /b/ [bæt].

Students pronunciation errors in consonant /dʒ/ and /z/, the students could not differentiate between consonant /dʒ/ and /z/ such as zip [dʒɪp] was pronounced by using consonant /z/ [zɪp], ways [weɪz] was pronounced by using consonant /dʒ/ [weɪdʒ].

Students pronunciation errors in consonant /f/ and /v/, the students could not differentiate between consonant /f/ and /v/ such as laugh was pronounced by using consonant /v/ [la:v], whereas the true pronunciation should be pronounced by using consonant /f/ [la:f] and love was pronounced by using consonant /f/ [lʌf], whereas the true pronunciation should be pronounced by using consonant /v/ [lʌv].

Students pronunciation error in consonant /d/ such as and, send, and frightened were pronounced by neglecting consonant /d/ [ænd], [sɛn], and [f(r)aitn], whereas the true pronunciation should be

pronounced by using consonant /d/ in the end of sound [ænd], [sænd], and [f(r)airnd].

Students pronunciation errors in consonant /s/ and /z/, the students could not differentiate between consonant /s/ and /z/ such as cleans and watches were pronounced by using consonant /s/ [kli:ns] and [wɒtʃɪs], whereas the true pronunciation should be pronounced by using consonant /z/ [klɜnz] and [wɒtʃɪz], and the word writes was pronounced by using consonant /z/ [(r)airtʃ], whereas the true pronunciation should be pronounced by using consonant /s/ [(r)airts].

The students also felt difficult when pronouncing consonant /r/ because consonant /r/ sometimes was pronounced in unclear sound such as chair [tʃɜə(r)].

Students pronunciation errors in consonant /k/ such as catch was pronounced by using consonant /tʃ/ [tʃʌtʃ], whereas the true pronunciation should be pronounced by using consonant /k/ and /tʃ/ [kætʃ].

Students pronunciation errors in consonant /t/ such as night, light, pizza were pronounced by neglecting consonant /t/ [naɪg], [laɪg], [pi:zʌ], whereas the true pronunciation should be pronounced by using consonant /t/ [naɪt], [laɪt], [pi:tsə].

Students pronunciation errors in consonant /ð/ such as another was pronounced by using consonant /θ/ [ənʌθə(r)], whereas the true pronunciation should be pronounced by using consonant /ð/ [ənʌðə(r)].

Students pronunciation error in consonant /θ/ such as thing was pronounced by using consonant /t/ [ti:ŋ], whereas the true pronunciation should be pronounced by using consonant /θ/ [θi:ŋ].

In the next steps, the researcher interviewed the students and also the lecturers to get accurate data about students' difficulties in pronouncing words. They are such as follows:

For the first, the researcher interviewed the lecturers about students' difficulties in pronouncing words.

The lecturer (L1) said that

“based on my perception, the students felt difficult when they pronounced consonant /k/ and vowel /u:”

While the lecturer (L2) said that

“in my class, most of students felt difficult in pronouncing consonant /f/, /v/, /l/, /r/, /p/, /b/ kemudian vowel /e/, diphthong /ɪə/”.

The next statement was stated by student (A1) who said that

“I felt difficult when I pronounced consonant /z/, /s/ and vowel /æ/, /ʌ/.

Then, the student (A2) stated that

“usually, I ever mispronounced when I spoke the words that consisted consonant /d/, /r/ and vowel /æ/, /ʌ/.

While the student (B6) said that

“I felt difficult in pronouncing words consisting consonant /z/, /d/, /s/, /r/.

The next statement was stated by student (B9) who stated that

“I felt difficult when I pronounce the words that consisted consonant /f/, /v/, vowel /ʊ/, and diphthong /əʊ/”.

Then, the student (C4) stated that

“I thought that I felt difficult in consonant /z/, /s/, /k/ dan diphthong /ɜə/, /əʊ/”.

While the student (C7) said that

“I often felt difficult when I pronouncing words that consisted consonant /p/, /b/, dan diphthong /əʊ/, /aʊ/”.

Note: (to see the complete interview, just saw it in appendix 6).

3. The Presentation Data of Factors Affecting Students' Difficulties in English Pronunciation

To answer research question number three, it would be explained in these following explanations about factors affecting students' difficulties in English pronunciation.

The first thing done by the researcher was observation. From this observation, the researcher knew that there were some factors of students felt difficult in pronouncing words. Based on the data gotten from the field, researcher knew that the students taught by drilling and audiovisual had the similar difficulties among each other in pronunciation aspect. Because those strategies focused on listening and practicing section. It could be seen when the students practiced in pronouncing words. There were some errors when the learners pronounced English words.

The students' speech organs were fossilisation. It meant that the students could not pronounce some words because their speech organ such as the tongue was like to be awkward, for example when some students pronounced *pistachio*, probably, some students never knew the words before and the words liked strange for them, so that's why the students felt that their speech organ was been fossilisation. Then, the sound /k/ in English was different with sound /k/ in Indonesian because /k/ in English should be pronounced by plosive. In this case, the difficulties of students' pronunciation where they could not distinguish the pronunciation of similar words when they practiced it also.

In the next occasion, the researcher interviewed the students and also the lecturer to get the data. They were such as follows:

The lecturer (L1) said that

“The students felt difficult in pronouncing English words that had different pronunciation with their first language. For example, /k/ in English was different with /k/ in Indonesian”.

It was strengthened by student (C 1) who stated that

“I felt difficult in pronouncing words that had different way to pronounce it with Indonesian. For example, the word pistachio”.

The lecturer (L2) stated that

“Based on my perception, the students felt difficult to pronounce it the similar sounds, such as /p/ and /b/ in the words /buy/ and /pie/”.

It was strengthened by student (B 2) who stated that

“I had problem when I pronounced the similar sound. Such as in sound /v/ and /f/. I often got errors when I pronounced it”.

The lecturer (L2) said that

“Mostly, the students had problems in pronunciation because of low memory about phonetic transcription. It could be seen when I asked the students to pronounce the words, then, I asked them to write the phonetic transcription. There were failure about phonetic transcription of some words”.

It was strengthened by the student (C 7) who stated that

“I had difficulties in pronouncing some English words because I did not memorize the phonetic transcription”.

B. Research Finding

In research finding, the researcher presents the teaching English pronunciation by using some strategies such as drilling and audiovisual, also the researcher presents about factors affecting of students' difficulties in pronouncing words.

I. Findings on Teaching Strategy in Teaching Activity

a. Findings on teaching English pronunciation by drilling

In this data presented of teaching English pronunciation by using drilling. In this strategy, the lecturer taught the pronunciation material by drilled the students in order to minimize the students' pronunciation errors. The material taught by the lecturer was divided into three sections.

For the first section is listening section, in this section, the lecturer presented the material by using sound speaker and the lecturer asked the students to listen the material carefully. The second section is writing section. In this section, the students were asked by the lecturer to write the material listened. After finishing it, it moved to the third section, that was practicing section. In this section, the students were asked by the lecturer to practice together about pronunciation like in the material listened. In here, the lecturer drilled the students to practice the words for about three times for each word when they did the error pronunciation. After practicing together, the lecturer asked the students to practice one by one. In this section, the lecturer gave direct correction to the student who could not pronounce the words well. For example, the student mispronounced in the word *love*, one of the student pronounced it by /lɒv/. Because it was wrong pronunciation, so, the lecturer corrected it by pronouncing the true pronunciation, that was /lʌv/. Then the lecturer asked the students who did the error to repeat it until getting the correct pronunciation and so on.

b. Findings on teaching English pronunciation by using audiovisual

In this teaching strategy, the lecturer taught the students by using audiovisual media. In teaching activity, the lecturer used LCD to show the video about native speaker's pronunciation. It could be words, sentence, or conversation. While the video was played, the students analysed it about how was the good way or example of good pronunciation. The lecturer showed the video to the students in order to students was not bored in learning activity. After watching and listening the video, the students were asked by the lecturer to practice together. Here the lecturer as the guider had role to correct students' pronunciation, if there are some mistakes when the students pronounced the words, the lecturer corrected it directly and asked the students to repeat the correct pronunciation for several times. After practicing together, the lecturer asked the students to write down the words with phonetic symbol.

Sometimes the lecturer made pair discussion. In this pair discussion, the lecturer instructed the students to guess the vocabularies which were shown the phonetic symbol only. Then, to test students' skill in pronouncing words, the lecturer asked the students to practice to the front. So, the students were called three by three to come forward and practiced about words' pronunciation chosen by lecturer together. After that, the lecturer asked the student one by one from three students called to get practice and so on.

In the end of teaching and learning activity, the lecturer gave homework to the students. the homework was finding the new words and how to pronounce it. It was done by the lecturer in order to the students could enrich the knowledge about new words' pronunciation.

II. Findings on students' difficulties in pronouncing words

The data needed were taken from class observation and conducting interview. The researcher took the data related to the topic. Based on data presentation above, the students had difficulties in segmental aspects such as consonant /p/, /b/, /dʒ/, /z/, /f/, /v/, /d/, /s/, /r/, /k/, /ʃ/, /t/, /ð/, /θ/, vowel /ɔ/, /æ/, /e/, /ʊ/, /ɪ/, /ɜ/, /i:/, /ʌ/, and diphthong /aɪ/, /ɪə/, /ɜə/, /əʊ/, /aʊ/.

III. Findings on factors affecting students' difficulties in pronouncing words

There were several difficulties of students' pronunciation that would be explained below:

a. The students could not differentiate between the similar sound of the words

In spoken English pronunciation, there were many similar sounds of the words. It made students felt difficult in differentiating sounds when they did speaking activity. Such as differentiated sound /a/, it could be pronounced as /ʌ/ in the word [but], /æ/ in the word [bat], and so on.

b. The students had the problem in listening aspect

In teaching and learning activity, the students listened to the recording. In this case, the students felt difficult when they listened to the vocabularies in recording. So that is why the students did the errors when they pronounce some difficult words because what they heard were different with what they pronounced.

c. The students were not familiar with the new words

Generally, the students taught by using recording. On those process, absolutely the students got the new vocabularies that might be unfamiliar based on them. So, it made the students felt difficult to pronounce the unfamiliar words.

d. The students' speech organs were fossilisation

As local Indonesian learners, speaking English was difficult thing because their speech organs were fossilisation, then, their speech organ were unfamiliar in speaking English words. For example, in speaking sound /r/. The students felt difficult to speak it because /r/ in Indonesian was different with sound /r/ in English.

e. The students unmemorized the phonetic transcription of some specific words

The students did not memorize the phonetic transcription of some difficult words based on them. It made the students often did error when they pronounced English words. Every student had different memory capacity, so that's why the student who memorized phonetic transcription more would decrease their errors in pronouncing words.