

CHAPTER V

DISCUSSION

In this chapter contained the discussion of the research. In here, the researcher presented the ideas in discussing of the research finding.

A. Discussion

There were three research question proposed in this thesis. The discussion focused on the finding of the one proposed research question. The discussion were the lecturer strategies in teaching English pronunciation that were by using drilling and audiovisual and also students' difficulties in pronouncing words, and factors affecting it.

1. Discussion on Teaching Strategy Used by The Lecturers

a. Discussion on Teaching English Pronunciation by Drilling

Based on the result of interview and observation, it could be said that teaching by using drilling had some steps in applying material in the classroom such as the lecturer provided a record of native speaker, it could be called by modelling. Then, the students focused on listening activity. Students analysed about what native's said. While the students listened to the recording, they also wrote what native's said. After finishing these steps, the lecturer did his duty, that were imitating or pronouncing what native's said. Then, the lecturer asked the students to repeat it together for several times. It could be three times or more. Then the lecturer asked the students to pronounce the words one by one. If the students did the mistakes, the lecturer corrected it immediately. It was supported by Kelly (2000) saying that the lecturer's main role in drilling was providing a model of word, phrase or structure for the students to copy. The learners

could hear an example of drilling on the CD. Lecturers generally drilled chorally first of all, which meant inviting the whole class to repeat the item in unison. Moreover (Patel and Jain, 2008) explained that the lecturer asked the students to listen to his pronunciation carefully and then asked them to speak the word individually in higher class and collectively in lower class. By intensive drill, it could provide the learners to practice of using the pronunciation of the spoken language.

It seemed that the lecturer conducted the monotonous strategy in teaching English pronunciation. It was contradicted with the research of Nurhayati (2016) who found about redesigning curriculum. In this case, the lecturer could conduct redesigning curriculum considered with main items including students' need analysis and interest, need of class, the grade level, prior knowledge, the preference of learning style, interesting and enjoyable media. It could lead the lecturer to redesign the instructional media by accepting, discussing the students' need to find enjoyable media of learning English, practicing and drilling their pronunciation. The lecturer should understand young learners' characteristics and analyzed the learners' need.

b. Discussion on Teaching English Pronunciation by Audiovisual

Based on observation and interview, there were some steps in teaching by using audiovisual. For the first, the lecturer showed the video about native's dialogue or monologue. Then, students watched the video while listened the pronunciation spoken by native. After finishing this section, the lecturer explained what the material of dialogue or monologue about. In the following activity, the lecturer imitated native's dialogue or monologue and asked the students to repeat after her for several times. The first section, students repeated it together. Then, the lecturer asked students to practice the pronunciation individually. It was in line with (Iskandarwassid and Sunendar, 2011) that said audiovisual was the teaching language method using tools such as short video, television, etc. So that the teaching was been attractive. It was also supported by Munadi (in Kurniati, 2016) who said that audiovisual media was media that involved the senses of hearing and vision at the same time in one process. Moreover (Hamid, 1987) said that the steps of teaching by audiovisual were the lecturer gave material in the form of video, then, lecturer explained the material and spoke what native's said by good pronunciation. The last, the lecturer asked the students to repeat the pronunciation that was spoken.

Ur (In Nurhayati 2008)) stated that the learners had to know what a word sounded like and what it looked like. These were fairly obvious characteristic, and one or the other would be preserved by the learner when encountered the item for the first time in teaching. The lecturer needed to make sure these aspect were accurately presented and learned.

2. Discussion on Students' difficulties in English Pronunciation

Based on the result of interview and observation, the researcher knew the students' difficulties in pronouncing words and some factors affecting it. Segmental aspects had important role in English pronunciation. It was categorized into three parts, that were consonant, vowel, and diphthong (Kelly, 2000).

Consonant was classified into 24 kinds, they were [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w] (Kelly, 2000). In this research, the students made errors in consonant /p/, /b/, /dʒ/, /z/, /f/, /v/, /d/, /s/, /r/, /k/, /ʃ/, /t/, /ð/, /θ/.

There were 12 kinds of vowel such as [i:], [ɪ], [ʊ], [u:], [e], [ə], [ɜ:], [ɔ:], [æ], [ʌ], [ɑ:], [ɒ] (Kelly, 2000). In this case, the students did pronunciation errors in vowel /ɔ/, /æ/, /e/, /ʊ/, /ɪ/, /ɜ:/, /i:/, /ʌ/.

The last was diphthong, there are 8 kinds of diphthong, they were [ɪə], [ʊə], [eə], [eɪ], [ɔɪ], [aɪ], [əʊ], [aʊ] (Kelly, 2000). In this study, the students did pronunciation errors in diphthong /aɪ/, /ɪə/, /ɜə/, /əʊ/, /aʊ/.

3. Discussion on Factors Affecting The Students' difficulties in English Pronunciation

There were some factors affecting the students' difficulties in English pronunciation. Firstly, they could not differentiate the similar sound of the words like in the word /bat/, the underline alphabet was known by vowel. This vowel could be pronounced with /æ/, /ʌ/, and /eɪ/. Whereas the true pronunciation should be spoken by using /æ/, that was /bæt/. Secondly, students had problems in hearing English words. In this case, each student had different level of hearing sensitivity. So, the students with low level of hearing sensitivity felt difficult in catching information about native's

pronunciation. Thirdly, students were not familiar with the new words pronounced by native. It because the students did not know the words before. They never knew even heard about the new words spoken by native. So, it made students had a problem in pronouncing strange words. Fourthly, the students' speech organs were fossilisation. It was because some sounds of target language were totally different with their first language, such as consonant /r/ because this consonant must be spoken by approximant and consonant /p/ must be spoken by plosive. The last, the students did not memorize the phonetic transcription of some words, so that they were not sure in pronouncing words, nevertheless they just pronounced the words based on their feeling. As (Ramelan, 1999) said that there were three points in pronunciation problem. Firstly, the problem concerned with the identification of the foreign sounds. The Learners had to remember their acoustic qualities so that they were be able to directly identified them in an utterance. Secondly, the problem concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem was concerned with the production of suprasegmental features like stress, pitch, and intonation. It was also supported by (Susanto, 2012) who said that there were five matter of pronunciation such as matter of ear training, matter of characteristic of sound and syllables, matter with vocal organ, matter with memorizing, and matter with students' ability in pronouncing isolated sounds. Moreover (Harmer, 2007) said that there are three aspects that could affect students' pronunciation. The first, the problems appeared from what students could hear. The second, the problems appeared from what students could say, and the last, the problem was about intonation, students often neglected this

aspect whereas this aspect was important to make what they said to be meaningful and were not ambiguous.

Moreover in a study conducted by Nurhayati (2016) found the learners' speaking skill in learning English were also faced with number of problems such as their L1, social, environment and cognitive challenges related to Foreign Language Acquisition.