

**AN ANALYSIS ON THE ENGLISH TEACHERS STRATEGIES IN
TEACHING PRONUNCIATION AT THE SECOND GRADE
STUDENTS OF SMA NEGERI 10 OF PALEMBANG**

A THESIS

by

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LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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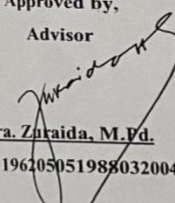
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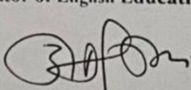
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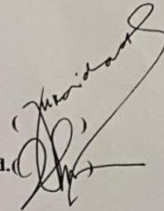
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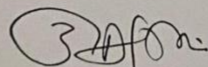
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DECLARATION

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Certify that thesis entitled "AN ANALYSIS ON THE ENGLISH TEACHERS STRATEGIES IN TEACHING PRONUNCIATION AT THE SECOND GRADE STUDENTS OF SMA NEGERI 10 OF PALEMBANG" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 16 July 2024

The Undersigned,



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DEDICATION

I dedicate this thesis to my parents, grandparents, cousins, and the rest of my family, who have always prayed for and supported me on this path. In addition, I dedicate my thesis to my advisor, who has provided me with counsel, support, encouragement, and guidance in order for me to complete this thesis, as well as to my lecturers, who gave me knowledge and guidance during the lecture session. In the end, I dedicate this thesis to my friends who have supported, accompanied, and comforted me throughout difficult times.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا { ٥ } إِنَّ مَعَ الْعُسْرِ يُسْرًا { ٦ }

Meaning: *So, surely with hardship comes ease. Surely with 'that' hardship comes 'more' ease. (QS. Ash-Sharh: 5-6)*

“Jika nasi sudah menjadi bubur, maka percayalah Tuhan telah menyiapkan ayam suwir beserta kuahnya”-unknown

“Jika rencana A gagal, maka gunakanlah 25 alfabet lainnya.”

“Be wise, be humble, and be a billionaire

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Bismillahirrahmanirrahim, I offer praise and thanks to the presence of Allah SWT. with His permission, I was able to complete the preparation of this thesis, and I offer prayers and greetings to the Prophet Muhammad SAW. This thesis is intended to fulfill the requirements for passing the Final Project course in English Education, Sriwijaya University.

It cannot be denied that it takes a lot of effort to complete this thesis. However, this work would not have been completed without the loved ones around me who supported and helped. My thanks go to:

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- g. Prof. Dr. Taufiq Marwa, SE, M. Si., as Rector of Sriwijaya University.
- h. Dr. Hartono, M.A., as Dean of the Faculty of Teacher Training and Education.
- i. Dr. Rita Inderawati, M.Pd., as Deputy Dean I for Academic Affairs.
- j. Nyimas Aisyah, M.Pd., Ph.D., as Deputy Dean II for General Affairs, Finance and Personnel.
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May all your kindness and assistance receive blessings from Allah SWT. and Finally I realized that this thesis is still far from perfection, because of the limited knowledge that I have. Therefore, I really hope for suggestions and constructive criticism from all parties for the completion of this research report.

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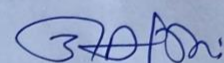
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ABSTRACT

English is an international language that widely used for communication and instruction in technology. Due to that, it is essential for students to learn English effectively. In addition, learn a new language also need to learn how to pronounce it since a good pronunciation can avoid misunderstanding between the speaker. However, the researcher found that most of second-grade students at SMA Negeri 10 Palembang have difficulty with English pronunciation. Due to that, this research aims to determine teachers' pronunciation strategies in teaching pronunciation to their students and to describe how teachers apply their pronunciation strategies to teach pronunciation. This research was conducted at SMA Negeri 10 Palembang. There were 50 participants in this study, including 2 English teachers and 48 second grade students. To answer research questions, the researcher used qualitative methods so that the results obtained were more detailed. The instruments used in this research were observation, and interview. In the research findings, there are several strategies used by teachers in teaching pronunciation, that are, modeling and repetition, explanations, tutorial sessions and self-study, as well as the use of technological assistance such as Google Translate. Meanwhile, pronunciation learning is integrated into other English skills, especially in reading and speaking skills. This research provides an in-depth explanation of strategies that teachers can use in teaching pronunciation at the high school level. Based on the results of interviews with students, it shows positive results, where the strategies above are very effective when used in teaching pronunciation. Since, that strategy is easy to understand and practical-especially for using Google Translate because students can practice their pronunciation anytime and anywhere.

Keyword: Teaching Pronunciation, Teachers' Strategies, High School Students

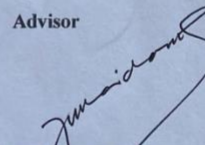
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CHAPTER I

INTRODUCTION

This chapter contains several main points dealing with the topic of the research. It includes background, research questions, research objectives, and research significance. The details of the point are elaborated in each section.

1.1 Background

Language is a social communication tool that takes the shape of a set of sound symbols derived from human speech. We, as social creatures, require a way to communicate with other humans in society. Language is necessary for social interaction. Language is an expression that has the goal of transferring information to another person. The listener can understand what the speaker intends to say because of the language he uses. In addition, without language, it is difficult to imagine how individuals can collaborate and get along with one another. So that is why communication has a crucial function in our life. We must know how to convey and explain our ideas to others. Furthermore, humans should learn how to communicate effectively. Communication will be easier if both the speaker and the listener understand the information being communicated. Therefore, language plays an important part in the school environment, especially in students' social and emotional development because it can help them learn all subjects at school.

In addition, English is one of the subjects studied at high school level in Indonesia. English is one of the international languages that is used almost all over the world. According to Sari (2019), English is an international language

commonly used by people to communicate throughout the world. Apart from being a medium of communication, English is also used as a language of instruction for technology. In the current era of globalization, English is very easy to find in everyday life, for example it can be found in various forms on the internet, films, games, various websites, and even YouTube content.

Despite the fact that English has become one of the language courses studied in schools from junior high to university level, it is still regarded as a foreign language in Indonesia. This is because people in Indonesia, especially students, rarely use English in their daily life. In addition, in the field there are still many students who experience difficulties in learning English. Those difficulties can be in the form of difficulty memorizing vocabulary, difficulty with pronunciation, difficulty understanding grammar, and so on.

According to AbdAlgane and Idris (2020) stated that correct English pronunciation brings success to EFL students in communication, whereas poor pronunciation hinders students' development of communicative skills necessary to connect speaker and listener. This is consistent with Thompson and Gaddes (2005), which argues that educators should focus on assisting students in improving their pronunciation as well as their abilities to monitor and correct themselves. They also mentioned that good pronunciation can boost students' self-confidence and enthusiasm to learn English. Therefore, a teacher needs the right strategy in teaching pronunciation according to the circumstances and abilities of his students.

In teaching language skills there is one essential thing called strategy. Strategy is a long-term plan prepared to lead to the achievement of certain goals and objectives. Alfian (2018) stated that a strategy is a comprehensive plan for delivering language material in an orderly manner, with no competing

components and everything based on the chosen approach. Meanwhile, according to Richards and Rodgers (2014) which stated strategies are techniques used in the teaching and learning process. So that is why any teacher is required to be able to create learning environments that challenge student creativity and activity while also motivating students to use multimedia, multiple methods, and many resources to attain the desired learning outcomes (Rusman, 2012).

The use of strategy is important for improving students' learning comprehension. Teaching strategy is defined as a method for reaching a goal throughout the teaching process. The teacher employed an appropriate method to meet the teaching plan's objectives. In addition, a variety of teaching strategies have been presented to English teachers in Indonesia which these strategies hope can assist the teacher in the teaching and learning processes. There are numerous strategies available, and a teacher must learn about them because those strategies will be used in class. Therefore, before the teacher applied it, a teacher must understand and know which method is most appropriate for the topic that will be taught.

However, in truth, it is difficult to teach pronunciation because (Tergujeff, 2012) the focus of pronunciation education has switched from individual sounds to supra-segmental qualities like intonation, rhythm, and stress. In Indonesia, teaching pronunciation is difficult because, first, English remains as foreign language. Second, because pronunciation education is concerned with articulation, emphasis, and intonation, the mother tongue (L1) can influence both teachers and students. So that is why teaching pronunciation, especially at a senior high level, is difficult. As a result, a teacher needs strategies that are appropriate to teach pronunciation.

There are many problems mentioned above in teaching language skills, especially English. The researcher assumes that teaching pronunciation at the high school level requires special attention from the teacher because good pronunciation can help students communicate confidently and also make the message easily received. According to those assumptions, the researcher is interested in conducting research using descriptive research methods. This research has purposes to analyze strategies that teachers use in teaching pronunciation and the researcher want to find out what strategies English teachers use and how English teachers apply those strategies in teaching pronunciation at the high school level by entitled *“An Analysis on the English Teachers Strategies in Teaching Pronunciation at the Second Grade Students of SMA Negeri 10 of Palembang”*.

1.2 Research Questions

Research questions for this research are:

1. What are the teacher's pronunciation strategies in teaching pronunciation to their students?
2. How to implement teachers' pronunciation strategies for teaching pronunciation at SMA Negeri 10 Palembang?

1.3 Research Objectives

Research objectives for this research are:

1. This research is used to find out the teacher's pronunciation strategies in teaching pronunciation to their students.
2. This research is used to describe how teachers implement their pronunciation strategies to teach pronunciation at SMA Negeri 10 Palembang.

1.4 Research Significance

1. Theoretical Significance

This research will provide useful information about teachers' pronunciation strategies for teaching pronunciation, particularly at the senior high school level. This study is designed to serve as a resource for the futures researcher who is conducting research on the English lesson. The researcher hopes that the findings of this research will be valuable to all readers, especially for English teachers and also pre-service English teachers. In conclusion, the results of this research can help teachers in choosing the strategies that they will use in teaching, especially in teaching pronunciation.

2. Practical Significance

The research findings can serve as a new reference for learning English, particularly pronunciation and this will be useful for students in learning pronunciation. They can learn about the many approaches to instruction used by teachers and choose one of them to learn pronunciation. In addition, the findings of this research are expected to provide useful contributions for teachers in choosing pronunciation teaching strategies. Considering that each student has

different abilities in learning language. Apart from that, the findings are hoped will provide information about the strategies that teachers use in teaching pronunciation especially at senior high school level in order for future researchers to dig more about these issues.

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