

## CHAPTER IV

### FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview and documentation which are discussed on the techniques of teaching pronunciation in IAIN Madura. This chapter covers the what are the techniques of teaching pronunciation used by lecturer in 2<sup>nd</sup> Semester Students of English Department at IAIN Madura.

#### A. Research Finding

In this research, the researcher is to show the finding of the study based on the research focus What are the techniques used by lecturers in teaching pronunciation for 2<sup>nd</sup> semester's students of English Department at IAIN Madura and What are the strengths and weaknesses and weaknesses of using the techniques in teaching pronunciation for 2<sup>nd</sup> semester's students of English Department at IAIN Madura.

The researcher conducted the research started from February 22<sup>nd</sup> 2020 until March 25<sup>th</sup> 2020 in TBI A-D class. In this part, the researcher used observation to collect a data that related and needed in this research. The researcher conducted the observation three times. The first observation was conducted at TBI-B, TBI-C, TBI-D on Tuesday March 2<sup>nd</sup> 2021, for TBI-A on Thursday March 4<sup>th</sup> 2020. The second observation was conducted at TBI-B, TBI-C, TBI-D on Tuesday 9<sup>th</sup> 2021, TBI-A on Friday 12<sup>th</sup> 2021. The third observation was conducted at TBI-B, TBI-C, TBI-D on Tuesday April 16, 2021 and TBI-A on Thursday April 18 2021.

In analyzing this research, the researcher not only did observation but also conducted an interview to get the data that the researcher needed. The researcher took all of the students in TBI A-D class as respondents. The researcher interviewed some

of the students at different time by using WhatsApp application, Telegram application and Google Meet Application.

### **1. The Techniques of Teaching Pronunciation Used by Lecturer in 2<sup>nd</sup> Semester Students of English Department at IAIN Madura.**

The researcher has found the techniques of teaching pronunciation used by the lecturer. In the previous chapter, there was a session about the techniques of teaching pronunciation by Gerald Kelly, namely Drilling Technique, chaining technique, substitution drilling technique, and listening activities. While the technique of teaching pronunciation by David Nunan, namely slow-motion speaking. Based on Abbas Pourhossein Gilakjani, conversation is also a technique for teaching pronunciation. The techniques of teaching pronunciation of reading activities were 71 data, listening activities were 58, Drilling were 50, song was 54 data and conversation were 45 data. (see **appendix 2**). So, from the data above the researcher knew that the techniques of teaching pronunciation used by the lecturer that used in the learning process.

#### a) Listening Activities

The lecturer use listening activities. On March 9<sup>th</sup>, 2021 there are three class namely TBI-B, TBI-C, TBI-D and on March 12<sup>th</sup>, 2021 there was one class namely TBI-A. The third observation was conducted at TBI-B, TBI-C, TBI-D on Tuesday April 16, 2021 and TBI-A on Thursday April 18 2021.

Based on the finding the first observation the lecturer gives a link to youtube <https://youtu.be/zuYMazylp68> the video about “The concept of English pronunciation” the video gives the comprehension of the lesson first after that there are words and sentence and how the pronoun that.

Words : **Talk**

**jump**

Sentence : **I can see**

**I can play**

The second observation, use Google Meet Application. The instruction is the lecturer will read 16 words and the students must listen carefully to what the lecturer said then if the students hear what the lecturer said, the students must write the words on paper. The lecturer read some words and the students must hear what the lecturer said also the student must write what the lecturer said.

<b>Sweet</b>	<b>Wash</b>	<b>Hanger</b>	<b>Heart</b>
<b>Thank</b>	<b>Jacket</b>	<b>Sing</b>	
<b>Idea</b>	<b>Cut</b>	<b>Outside</b>	
<b>Sweater</b>	<b>Drink</b>	<b>Pen</b>	
<b>Bed</b>	<b>Hot</b>	<b>Walk</b>	

The third observation use Telegram Application, the lecturer give link of YouTube [https://youtu.be/kLB2XtSg\\_1](https://youtu.be/kLB2XtSg_1) the video about “Place of Articulation (Part 1): Bilabial, Labiodental, Dental, Glottal” the video gives some example of bilabial, labiodental, dental and glottal.

**Bilabial sounds** : [p] – people [m] - middle  
[b] – bottle [w] – with

**Labiodental sounds** : [f] – fable  
[v] – movie

**Dental sounds** : [θ] – think, mother  
[ð] – either, there

b) Drilling technique

The lecturer read some words or sentence and after that the students must repeat what the lecturer said. On March 9<sup>th</sup>, 2021 there are three class namely TBI-B, TBI-C, TBI-D and on March 12<sup>th</sup>, 2021 there is one class namely TBI-A and use Google Meet Application. The instruction is the lecturer will reads 16 words and the student must repeat the lecturer said slowly.

1. The lecturer reads some words and then the students will repeat the words to give an example of how to pronounce these words

<b>Sweet</b>	<b>Wash</b>	<b>Hanger</b>	<b>Heart</b>
<b>Thank</b>	<b>Jacket</b>	<b>Sing</b>	
<b>Idea</b>	<b>Cut</b>	<b>Outside</b>	
<b>Sweater</b>	<b>Drink</b>	<b>Pen</b>	
<b>Bed</b>	<b>Hot</b>	<b>Walk</b>	

c) Reading Activities

The instruction was the lecturer give 10 words in group and students read the words and send by voice note in Telegram application group. On March 9<sup>th</sup>, 2021 there are three class namely TBI-B, TBI-C, TBI-D and on March 12<sup>th</sup>, 2021 there was one class namely TBI-A and use Google Meet Application. The third observation was conducted at TBI-B, TBI-C, TBI-D on Tuesday April 16, 2021 and TBI-A on Thursday April 18 2021.

The instruction was the lecturer show PowerPoint for students and the lecturer designate one by one to read some sentences and the lecturer will correct their pronunciation.

1. Lecturer gave words for the students and the students must pronounced these words' "**study, lecturer, house, people, read, rite, smart,**

**organization, hour, honest”** after that the students will send voice note by Telegram group application.

2. The lecturer gave sentence for students, the lecturer appoints some of the students to read the sentence alternately.

**a. I am going under and this time I fear there’s no one to save me**

**b. This all really got a way of driving me crazy**

**c. Well I found a woman, stronger than anyone I know**

**d. She shares my dreams, I hope that someday I’ll share her home**

3. Lecturer gave instruction that the students have to find three words that consist of bilabial sounds, labiodental sounds, dental sounds and glottal sounds. After that the students must send by voicenote in Telegram Application.

**Bilabial sounds: [p] – pat, put, pay**

**Labiodental sounds: [f] – fat, funny, first**

**Dental sounds: [θ] – thanks, think, three**

**Glottal sounds: [h] – heere, hello, house**

d) Song

On March 9<sup>th</sup>, 2021 there are three class namely TBI-B, TBI-C, TBI-D and on March 12<sup>th</sup>, 2021 there is one class namely TBI-A and use Google Meet Application. The lecturer gave and showed the lyrics of the songs and the students read the lyrics first without the music, in the end of the class, the lecturer displayed the song lyrics with the music.

1. The lecturer instruct to sing a favourite song for students and then send it to the lecturer by voice note

2. Lecturer gave the lyrics some song and the students must read the lyrics of the songs:

- a. **A thousand years by Christina Perri**
- b. **Yesterday once more by The Carpenters**
- c. **Someone you loved by Lewis Capaldi**

e) Conversation

The lecturer makes conversation with the students in pronunciation by Telegram and Google Meet Application, for example:

- 1. Lecturer : **what did we learn at the previous meeting?**
  - Student 1 : **we can learn phonetics transcription**
  - Student 2 : **How to pronounce some words**
- 2. Lecturer : **what are part of body that use for speech organ?**
  - Student 1 : **mouth, teeth**
  - Student 2 : **tongue**
  - Students 3 : **how about lips?**
  - Lecturer : **yes lips is also part of speech organ**

## **2. The strengths and weaknesses and weaknesses of Using the Techniques in Teaching Pronunciation for 2<sup>nd</sup> Semester's Students of English Department at IAIN Madura.**

This section, the researcher would like to know the strengths and weaknesses and weaknesses of using the techniques in teaching pronunciation. The researcher did interview to the students in English for pronunciation class that focused on English department at second semester TBI A-TBI D class. For TBI-A there were twenty-eight students, TBI-B, there were twenty-eight students, TBI-C there were

twenty-five students, TBI-D there were twenty-five students. There are one hundred and six students to be interviewed.

The researcher presented some results of the strengths and weaknesses of using the techniques in teaching pronunciation in the second semester. In this case, the researcher explain the strengths and weaknesses and weaknesses of techniques of teaching pronunciation, there were five techniques namely reading activities, listening activities, drilling, song and conversation The following are the techniques of teaching pronunciation.

## **1. Reading activities**

### **a. Strengths**

”I like reading Activities because it helps me to pronounce words that are difficult to pronounce”<sup>1</sup>

“to practice my Pronunciation, I use reading activities. When I read words, sentences and others I read aloud and my mouth gaped because when we alyws practice my pronunciation it make pronunciation be better”<sup>2</sup>

“I use reading activities to practice my pronuniciatoin because train how to pronounce and make me smoother and better”<sup>3</sup>

From the data above, it can be seen that Firdatul, Ghuftron, Fitriyatul give opinion about the reading activities that reading activities is a simple technique for the beginner for study English because when they use reading they can read words, sentences and others. Reading activites also can practicely themselves at home. With reading activities

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<sup>1</sup> Firdatul Anifah, The Students of TBI “B” Class second Semester, Telegram Interview, March 12, 2021 at 6.12 am.

<sup>2</sup> Ghuftron Wahyudi, The Students of TBI “B” Class Second Semester, Telegram Interview, March 12, 2021 at 6.30 am.

<sup>3</sup> Fitriyatul Munawaroh, The Students of TBI “B” Class Second Semester, Telegram Interview, March 12, 2021 at 8.04 am.

make the students to speak and train their pronunciation if reading activities always applied make the students pronunciation be fluent and better. With reading activities the students also will learn about the intonation of words. As stated in chapter II that reading activity can use the students in classroom is reading aloud.<sup>4</sup>

**b. Weaknesses**

“I often reading activities for train my pronunciation but when I use reading, I do not understand with the meaning what I read.”<sup>5</sup>

From the data above, it can be seen that Cindy give opinion about the reading activities that For reading activities is do not understand with the student read. So the students must guide and repeat words or sentence that they readed until takes time when they read because as madurese students are difficult to imitate the pronunciation. Reading activities usually focus on the students ability to pronounce words or ssentence to more fluent until sometimes the meaning that they read does not pay attention

**2. Listening activities**

**a. Strengths**

“I like listening activities because I often wacthing movies and listen musics until I can listen what they said in the movies and listen what they said in the lyric of song”<sup>6</sup>

“listening activities help me for train to listen English and get used to hearing English”<sup>7</sup>

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<sup>4</sup> Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), 22.

<sup>5</sup> Cindy Nurhidayah, The Students of TBI “A” Class second Semester, Whatsapp Interview, March 14 at 12.22 am.

<sup>6</sup> Salsamila Tamimi, The Students of TBI “B” Class Second Semester, Telegram Interview, March 12, 2021 at 7.59 am.

<sup>7</sup> Linda Eva Liani, The Students of TBI “C” Class Second Semester, whatsapp Interview, March 13, 2021 at 7.10 am.



From the data above, it can be seen that Salsamila and Eva give opinion that listening activities is a technique of teaching pronunciation that the students will listen what the lecturer said in the class. Students can train to listen English also listen carefully when the lecturer say in class and also students can observe how to pronounce words, sentence, text and others until the students can know how to pronounce well. In Pronunciation class also use Google Meet application to teach the students. In so the students and lecturer can make communication directly. Listening activities not only from the lecturer but also students can listen music and movie.

**b. Weaknesses**

“if listening we need full concentration because if I do not concentration I can not understand what the lecturer said moreover online class must be really contrated”<sup>8</sup>

From the data above, it can be seen that Ririn give opinion about Listening activities need full concentrations to listen what the lecturer said in the class when the student not concentration when the lecturer teach then the students will not the important thing when the lecturer explain about the lesson. Especially now the learning process must study at home untill the leturer use a application to convey the lesson.

**3. Drilling**

**a. Strengths**

”I also like drilling because I know faster and can train my pronunciation to make it better”<sup>9</sup>

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<sup>8</sup> Rindi Safitri, The Students of TBI “D” Class Second Semester, whatsapp Interview, March 14, 2021 8.30. am

<sup>9</sup> Salsamila Tamimi, The Students of TBI “B” Class Second Semester, Telegram Interview, March 12, 2021 at 7.59 am.

From the data above, it could be seen that Salsamila give an opinion that drilling was one technique to teach pronunciation that made it is easier to know how to pronounce English. Drilling technique will be increased their comprehension slowly on how to pronounce, For example, when the lecturer says some words like “sweet, take, idea, etc” in the class and the students will repeated what the lecturer said slowly until the lecturer could correct the student’s pronunciation.

#### **b. Weaknesses**

“if use drilling is difficult because online class sometime unclear what the lecturer said especially there is no network”<sup>10</sup>

From the data above, it can be seen that Cindy give opinion about Drilling technique that drilling is difficult for online class sometime unclear what the lecturer said especially there is no network. Based on observation in pronunciation class if drilling is done continuously it can inhibit the development the students initiative to practice alone at at home and always depend on the lecturer. So drilling technique can not used continuously let the students practice and use dictionairy to pronounce words or sentence.

### **4. Song**

#### **a. Strengths**

“I prefer song techniques because with song I can read the lyrics, listen theh musics and easy for study. And most Students like the western song because it makes easy and happy when use kinds of music to train their pronunciation”<sup>11</sup>

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<sup>10</sup> Cindy Nurhidayah, The Students of TBI “A” Class Second Semester, whatsapp Interview, March 14, 2021 at 12.22 am.

<sup>11</sup> Fitriyatin Nafsiyah, The Students of TBI “B” Class Second Semester, Telegram Interview, March 12, 2021 at 8.07 am.

From the data above, it could be seen that Fitriyatin gave an opinion that song was a technique of teaching pronunciation that was easy to do. Most students liked music and made the lecturer was easier to teach pronunciation. Song was also a fun technique and made the students more active and not bored. Song technique was easy for used by individual even groups. With song technique, the students would be more brave to show themselves when they spoke. Also, the song will increase the fluency and gave chance for the students to communicate after they listen to the music. The lecturer could order the students to sing a song so the lecturer could correct the student's pronunciation with the song.

#### **b. Weaknesses**

“if use song as technique of teaching pronunciation the lecturer must choose easy song until we understand with theh meaning of song”<sup>12</sup>

From the data above, it can be seen that Eva give opinion that The lecturer must choose the song depend on their ability to comprehension and read the lyrics of song. When the lecturer chooses the wrong song it make difficult to pronounce the lyrics and also difficult to comprehension the meaning of songs.

### **5.Conversation**

#### **a. Strengths**

“conversation make my friends mor active and also momm always invite to talk when in class until the students dare to speak”<sup>13</sup>

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<sup>12</sup> Linda Eva Liani, The Students of TBI “C” Class Second Semester, whatsapp Interview, March 13, 2021 at 7.10 am.

<sup>13</sup> Fifi Safitri, The Students of TBI “B” Class Second Semester, whatsapp Interview, March 12, 2021 at 8.40 am.

From the data above, it can be seen that Fifin give opinion that conversation make the students more active and dare to speak because the lecturer always invite to talk in class. Based on the observation in pronunciation class that there are many conversation activities between the lecturer and the students. as stated before in chapter II, conversation is can be technique for the English students how to initiated and maintain. Conversation technique is communication where students will brave to speak up in the class. The lecturer always invites students to speak about the lesson or just kidding with the students. Until the lecturer know the abilities of students when they speak with lecturer or other students and the lecturer can correct directly their pronunciation.

#### **b. Weaknesses**

“if the lecturer talk with the students, the lecturer must speak slowly because sometimes the students do not understand with the lecturer said”<sup>14</sup>

When the lecturer ask the students to conversation must talk slowly because for beginner conversation is difficult because must understand what the topics about and the lecturer must know the ability of the students when the students answer the conversations.

#### **B. Discussion**

In this part, the researcher discussed all of the data that had written above. Within the data that was found by the researcher conducted the study. In describing the researcher wanted to give an understanding to the reader about

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<sup>14</sup> Fifin Safitri, The Students of TBI “B” Class Second Semester, whatsapp Interview, March 12, 2021 at 8.30 am.

the techniques of teaching pronunciation used by English lecturer subject in the second semester of English department at IAIN Madura.

The researcher presented findings based on research focus. The researcher would like to describe the techniques of teaching pronunciation used by English lecturer in second semester of English department at IAIN Madura and to know strengths of using the techniques in teaching pronunciation for 2<sup>nd</sup> semester's students of English Department at IAIN Madura.

### **1. The techniques used by lecturers in teaching pronunciation for 2<sup>nd</sup> semester's students of English Department at IAIN Madura**

From the observation the researcher found five techniques of teaching pronunciation that used by the English lecturer namely the first is reading activities, and the second one listening activities, the third one is drilling, the fourth one is song and the last one is conversation. The researcher found that the most used techniques of teaching pronunciation by English lecturer in Pronunciation class is reading activities with 71 data. The finding is shown the lecturer orders to students to reading some words, sentences and other to practice their pronunciation. After the students reading the lecturer always correct the pronunciation and give explain how to pronounce that. On March 9<sup>th</sup>, 2021 there were three class namely TBI-B, TBI-C, TBI-D and March 4<sup>th</sup>, 2020 there was one class namely TBI-A use Telegram Application.

*The first* techniques of teaching pronunciation used by lecturer in pronunciation class was reading activities. Reading is receptive activity (i.e students receive the language rather than produce it), and so it provides a

suitable means of bringing language features to students attending.<sup>15</sup> reading activities that occur in pronunciation class are accordance with the definition. The lecturer give opportunity of students to practice students pronunciation by reading activities. The lecturer always invite the students to read some words, sentences and text until make can bringing language features for students. After the lecturer ask the students to read, the lecturer will correction the student's pronunciation and give explanation how to pronounce correctly

*The second* techniques of teaching pronunciation used by English lecturer in pronunciation class are listening activities is with 58 data. The listening activities can then require students to listen out for this area of language and listen out for how it is used and pronounced in the context of a narrative or, say, a conversation.<sup>16</sup> Based on the definition that listening activities give exercise for students to listen English word and the students know how to pronounce English words. It is accordance with learning process in pronunciation class, where the lecturer apply listening activities for pronunciation class. For example the lecturer read some words and the students listen carefully and write on paper what the lecturer pronounced.

*The third* of technique of teaching pronunciation used by English lecturer in pronunciation class is drilling technique is with 50 data. Drilling is a way to teach pronunciation simply involves the teacher saying a word or sentence and getting the class to repeat it.<sup>17</sup> Based on the definition that derilling is simple techniques of teaching pronunciation and the method is the lecturer will read some words and sentences so students will repeat what the lecturer

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<sup>15</sup> Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), 22.

<sup>16</sup> Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), 21.

<sup>17</sup> *ibid.* 16.

said. It is accordance in pronunciation class, where the lecturer read some words and the students will repeat the lecturer said until make their pronunciation is correct.

*The forth* of techniques of teaching pronunciation used by English lecturer in pronunciation class is sing whith 54 data. song is very helpful for increasing pronunciation and also increasing listening comprehension. Songs are relaxing and enjoyable so make the students fun.<sup>18</sup> Song is simple techniques for students because song is familiar for students. It is accordance in pronunciation class when the lecturer use song as techniques of teaching pronunciation, the students more fun and the students more active. the lecturer give the lyrics of song and the students dae to read the lyrics although there are some wrong the prounuciation. The lecturer also tunes the song then students listen to the song until can increasing their listening comprehension.

*The fifth* of techniques of teaching pronunciation used by English lecturer in ronunciation class is conversation is whith 45 data. Conversation practice is can be a technique for the English students for how to initiate and maintain conversation with native speaker outside that the students have to do themselves.<sup>19</sup> Based on the definition that conversation can be techniques of learn pronunciation for students for initiate and maintain with native speaker. It is not accordance in pronunciation class that conversation that used by lecturer for invite the students to be brave speak in class a nd also train theor pronunciation. Every meeting the lecturer always make conversation with

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<sup>18</sup> Devi Mulatsih, "Pronunciation Ability By Using English Song in Indonesian Students of Using Unswagati Cirebon", *Journal of English Language and Learning* 2, no. 2, (Mei, 2015). 295.

<sup>19</sup> David Nunan, *Practical English Language Teaching*, (United states: Mc Graw Hill Education, 2003), 118.

students to make students speak up in the class from the lesson or talk about other things.

## **2. The strengths and weaknesses and weaknesses of using the techniques in teaching pronunciation for 2<sup>nd</sup> semester's students of the English Department at IAIN Madura**

The second discussion is the strengths and weaknesses of the techniques of teaching pronunciation used by their English lecturer. Based on the findings the researcher knew that every technique had the strengths and weaknesses and weaknesses for students themselves. All of the students were very excited about the learning process in pronunciation class because the lecturer gave different techniques. The techniques were reading activities, listening activities, drilling, song, and conversation.

*The first* is reading activities. Reading activities were a simple technique that could be used by the lecturer for students. Based on the research finding by interview and observation reading activities could train the student's pronunciation because they would speak from they read. In reading, activities not only about reading something but reading must also have a loud voice. As stated in chapter II a reading activity can use the students in the classroom is reading aloud.<sup>20</sup> Because reading aloud to get the spelling clearly when the students read. The weakness is reading activities concern with their pronunciation until the comprehension of the students about they read considerably. Another weakness is reading activities concern with fluency when they read when they have wrong pronunciation they had to repeat what they read and make it takes a lot of time.

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<sup>20</sup> Gerald Kelly, *How to Teach Pronunciation*, (England: Pearson Education Limited, 2000), 22.



*The second* is listening activities that with listening activities the students could know how to pronounce English correctly when the lecturer gave example how to pronounce. The students could imitate it correct too. Listening activities also could use music and movie. Music and movie were a media that used for students listen to good pronunciation well. Students could pay to the singer's words or the figure said, how to pronounce them correctly. Also with listening music and watching movie could increasing their vocabulary mastery. For the weakness listening activities, the students had to full concentration to get the point what the lecturer explained if the can not concentration it makes the students does not get the information even the students does not understand.

*The third* was drilling that sthe lecturer will gave example first how to pronounce words or sentences then the students will repeat the lecturer said. By drilling the students could know the the prononcation well. Drilling could be increase the students' knowledge in various ways and the students would gain a better and deeper understanding. For the weaknesses Drilling technique could inhibit the development the students inititive to practice alone at at home and always depended on the lecturer.

*The forth* was song that can be used the lecturer for increas pronunciation. Song was fun technique so it made the students more active in class and made the students brave to speak or singing. Song also as communication for the students. song was technique that not boring and did not make they sleepy until that the class wil be more alive. Song also could increase their new vocabularies. For weakness the lecturer should know the

ability of the students until to avoid giving them wrong song. Choose the song that is adjusted the ability of the students.

*The fifth* was conversation that the lecturer could invites the students to talk about the lessons or other things. Conversation also makes the students more active because they were brave to speak when the lecturer ask something. Conversation also as become media communication between the lecturer and students. For the weakness of conversation as techniques of teaching pronunciation sometimes the students do not understand what the lecturer said and that made students unable answer when they made conversation.

From the finding and discussion of the research, the researcher knows that what are techniques of teaching pronunciation used by the lecturer and the strengths and weaknesses of those techniques. The techniques were are helpful to the students in teaching and learning English.