



Analyzing A Teacher's Strategy and Students' Perceptions in Learning Pronunciation at Eleventh Grade of SMA N 1 Pagerbarang

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ABSTRACT

This study focuses on the challenges and strategies of teachers in teaching speaking in high school. The purpose of this study is to find out what challenges are faced by teacher and what strategies are used by the teacher, and how students' perceptions on the strategies that are often used by the teacher. The subjects were an English teacher and 30 students of Class XI MIPA 1 SMA N 1 Pagerbarang in the academic year 2021/2022. This study uses qualitative research method and the data were collected through questionnaire distributed to the English teacher and 30 students. Interviews were also conducted with one teacher and five students from Class XI MIPA 1, and the researchers also did class observations. The results showed that the challenges faced by teachers in teaching pronunciation are the students' lack of confidence and the students' lack of mastery of English vocabulary. The most frequently used strategies by the teacher were role play and storytelling. Students' perceptions of the strategy are also considered positive, seen from the role play strategy with the result frequency value of 11.6 and a percent value of 77.7% in the agree category. The variable perception of the storytelling strategy has a frequency value of 103.8 and a percent value of 69.18% in the agree category. Based on the average results of the questionnaire and the results of interviews with students, the role play strategy is preferred by students compared to storytelling.

Keywords: Challenges, teaching strategy, perceptions, pronunciation

INTRODUCTION

English is a means of communication and is considered an international language in local and global communication (Wright, 2016). English is considered a foreign language that is commonly used in every school from early school to university. However, many people still have difficulty practicing English both in spoken and written form. In learning English, students often experience difficulties when learning to speak because it requires some preparation, such as finding a topic, how to start to convey messages, and to discuss conversations. Furthermore, many students in Indonesia still have low motivation, such as feel shy, do not have confidence in themselves and are afraid of making mistakes in speaking.

Speaking English requires courage, sufficient mastery of words, and proper pronunciation. According to Kelly (2000), in communicating in English, correct and precise pronunciation is needed to influence understanding of meaning. However, many find it difficult to practice speaking English. The reason is that the phonological features of English and Indonesian are clearly different. English has a different way of pronunciation, many

words have similar sounds, some even have the same writing but different pronunciation. In learning English, pronunciation lies in how to pronounce consonants and vowel sounds correctly. There are several important aspects that need to be studied. The first, word stress is the sound stress on the word. The second, sentence stress is the sound pressure in the sentence. The third, linking is a connection to words. Finally, intonation is the rise and fall of the tone of voice when speaking. To improve pronunciation skills, there are several things that must be done, namely mastering the pronunciation material and learning vocabulary with proper pronunciation.

In learning pronunciation, there are still many students who have difficulty. Therefore, the role of the teacher is very important to help students in dealing with difficulties. A teacher must have a special strategy for teaching pronunciation which aims to make students able to understand and improve pronunciation skills well. According to Sutarto et al. (2020), the teaching strategy is a plan and method of teaching that will be carried out by the teacher by setting the main steps of teaching in accordance with the teaching objectives to be achieved. This study focuses on the strategies used by teacher in teaching speaking, especially on pronunciation. The effectiveness of the strategy is seen from the students' perceptions after students learn pronunciation in class. If the strategy can improve students' abilities, the teacher can continue the strategy so that students can speak English well.

LITERATURE REVIEW

Previous Studies

Lingga et al. (2020) conducted research with the title "Students' Strategies in Learning Speaking Skills at SMP Nasrani 3 Medan" to identify the difficulties in speaking in English faced by students and to find out the strategies they use to overcome these difficulties. The subjects of this study were 17 students in grade 9 at SMP Nasrani 3 Medan. The data were obtained by using observation, interviews, and tests. The result of the research is that students have difficulty speaking English, namely lack of understanding of grammar, lack of vocabulary, pronunciation of wrong words, fear of other people's responses, feeling nervous about making mistakes, and lack of confidence and shame. The strategy used by students is asking for help from others and trying to compose sentences in different ways by using gestures.

The second research by Ahmad (2019) entitled "Problem and Strategies in Teaching Pronunciation on English Department Students" aims to investigate problems and strategies in solving incorrect pronunciation in English education students. This study uses a descriptive

method. The subjects of this research were 6 students of English Education Department. Understanding students' problems and interviews were conducted to re-check the information and data obtained. The results of this study were the problem of English pronunciation caused by differences in the language system between English and Indonesian. The strategy to overcome this problem was to use audio visual media. The lecturer gave verbal feedback or corrective feedback for students who get errors in pronunciation.

The third research by Grandyna (2018) entitled "A University EFL Teacher's Strategies in Solving the Teaching Pronunciation Problems" aims to discuss the experience of a university teacher in teaching pronunciation, especially on the problems faced by the teacher and the strategies used in solving problems in teaching pronunciation. The technique used is an interview with a teacher. The data collected were obtained from a narrative inquiry design with a qualitative method. The results of the study found that the problems that the teacher faced in teaching pronunciation were getting used to different sounds, timing, and side problems of students. Improve the quality of teaching, the introduction of pronunciation rules, and the use of various teaching techniques and classroom activities were used as strategies to solve pronunciation teaching problems.

Speaking Skill

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts. According to Pratiwi (2021), speaking is an oral language skill to convey information or messages between speakers and listeners smoothly. Speaking means an individual's way of communicating or interacting with other individuals. The main purpose of speaking is to create communication by expressing it through creative forms. Rao (2019) defined speaking as developing a relationship between the listener and the person speaking. Through speaking, one can convey information, motivate, persuade and influence people, entertain, and reach mutual understanding and agreement. National & Pillars, n.d. (2004) states that there are several basic types of speaking, such as imitative (imitating), intensive, responsive, interactive, and extensive (monologue). In addition, there are five components of speaking skills, such as vocabulary, grammar, fluency, pronunciation, and comprehension.

Pronunciation

Kelly (2000: 4) defines pronunciation as the way the speaker uses a language, words and sounds to be spoken using the speech organ. Pronunciation usually deals with the speech sound that is produced by speakers. Features of pronunciation consist of two parts; phonemes (segmental) and supra-segmental features. Segmental phonemes are phonemes that can be

analyzed for their existence. It consists of vowels and consonants. Suprasegmental phonemes are phonemes whose existence must be together with segmental phonemes. It consists of intonation and stress.

Teaching Strategy

According to Sutarto et al. (2020), the teaching strategy is a combination of several series of activities used by teachers, how to organize teaching materials, equipment, time, and methods used for the learning process in achieving the goals of predetermined learning activities. Teaching strategy is the teacher's action in implementing the teaching plan or the teacher's effort in using several teaching variables (objectives, materials, methods, and tools and evaluations) in order to influence students to achieve the goals that have been set. The teaching strategy is a form of technique used by teachers for the learning process of their students. The teacher chooses what strategy will be used in accordance to the topic being studied, the level of student expertise, and the stage of student learning. Teaching strategies must contain an explanation of the methods or procedures and techniques that will be used during the learning process. In other words, teaching strategies contain a broader meaning than methods and techniques. This means that learning methods and techniques are part of the learning strategy. Putri et al. (2017) mention some strategies that can be used to teach speaking such as role play, drilling, discussion, storytelling, and communication game.

Perceptions

According to Surani & Hamidah (2020), perception is a learning process and individual experience in recognizing, interpreting an object, person, and symbol by giving meaning to the environment in which the individual is located. Perception is a process that involves the entry of messages or information into the human brain. Student perception is the process of students' treatment of information about an object through observation with their senses, so that students can give meaning and interpret the observed object. Perception is divided into two forms: (1) Positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived object or from existing rules and (2) Negative perception is an individual's perception of certain objects or information with a negative view, contrary to what is expected from the perceived object or from existing rules.

METHOD

This study uses qualitative research method and uses case study research as the research design. One of the characteristics of a qualitative approach is descriptive. Qualitative

descriptive is data collection using words or pictures instead of numbers. Therefore, this research is a qualitative descriptive because it to describe teacher's strategies and students' perceptions in learning pronunciation at eleventh grade of SMAN 1 Pagerbarang.

The subjects in this research are an English teacher and Class XI students of SMAN 1 Pagerbarang in the academic year 2021/2022. The researcher used two classes, each class consisting of 30 students. The first class was used as a non-class sample to construct validity and questionnaire reliability, while the second class was used to collect data. And 30 students are the focus of this research.

This research used a questionnaire, interview and observation as data collection techniques. The questionnaires used in this study were closed questionnaires. These questionnaires were given to teacher and students. A questionnaire consisting of 30 items was given to a teacher to find out the challenges and strategies used in teaching pronunciation. Questionnaires consisting of 25 items were distributed to students to determine their perceptions of the teacher's strategy. Interviews for teacher and students were conducted to ensure answers from the respondents. Teacher interview was conducted with one English teacher and student interviews were conducted with five students from Class XI MIPA 1. Then, the researchers obtained data by observing the learning process in the classroom for some time. In conducting observations, a checklist table was used as a guideline.

RESULTS AND DISCUSSION

Questionnaire

The results of questionnaires were analyzed to find out the challenges and strategies often used by teacher and students' perceptions of these strategies. Based on the results of the questionnaire for the teacher, it shows that the challenge faced by the teacher is students' lack of self-confidence. Students feel inferior in speaking English, often feel afraid when saying words in English, and students lack or rarely practice pronouncing English. Based on the teacher's perception of the strategies that are often used, the teacher chooses role play and storytelling strategies because they are very easy to use and effective for teaching pronunciation. In addition, students are also enthusiastic and enjoy learning pronunciation with role play and storytelling strategies. The strategies that are rarely used are drilling, communication games and discussions because, as the teacher thinks, these strategies are difficult and requires the ability of students with large vocabulary mastery.

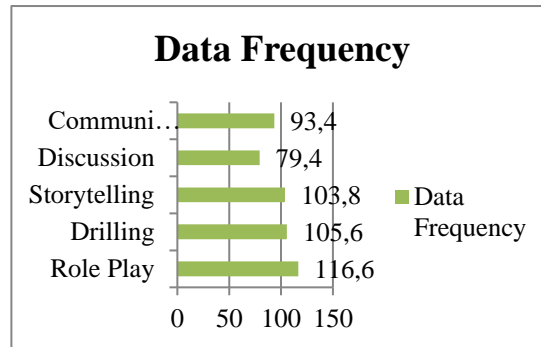


Figure 1. The result of data frequency

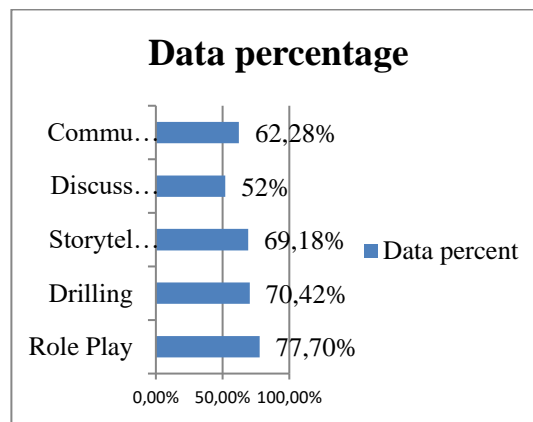


Figure 2. The result of data percentage

Figure 1 and 2 show the data obtained from 30 respondents. The first, students' perceptions of role play strategies are 116,6 frequencies and 77,7% with the category agreeing. The second, students' perceptions of drilling strategies are 105,6 frequencies and 70,42% with the category agreeing. The third, the perception of the storytelling strategy of 103,8 frequencies and 69,18 with the category agreeing. The fourth, students' perceptions of discussion strategies are 79,4 frequencies and 52% with neutral category. The fifth, students' perceptions of the communication game strategy are 93,4 frequencies and 62,28% with the category agreeing. These show that students feel interested and agree if the teacher uses role play and storytelling strategies. However, students also want the teacher to try other strategies so that students can experience learning in class using other strategies.

Interviews

Data were also gathered by interviewing one teacher and five students. Respondents answered questions from the researchers and provided information about learning strategies. The data have been transcribed and the results are presented as follows:

- a. Teacher has challenges in teaching, namely students are less confident and less familiar with English. To overcome these challenges, teacher gives motivation, encourage

confidence, and applies fun learning. The strategies that are often used by the teacher are role play and storytelling. The teacher believes that role play and storytelling can improve students' pronunciation skills. The teacher rarely uses drilling and communication games strategies, and never uses discussion strategy because she thinks that discussion strategy is difficult for students who are lacking English vocabulary.

- b. The first student argued that the role play strategy was interesting because when playing the role she was not alone, so she was with his partner. This strategy is also considered able to improve pronunciation skills. She doesn't like the storytelling strategy because she's shy, so it's hard to express herself when telling stories. According to her, teacher must develop other strategies because she believes that more strategies will make the students more active.
- c. The second student argued that the role play strategy was interesting because she is a person who likes to interact. She likes the storytelling strategy when the text is short. These two strategies can improve her pronunciation skills. However, when compared to role play, she prefers role play strategy. According to her, teacher should try using other strategies because not all students fit the same strategy.
- d. The third student argued that the role play strategy was interesting because he could interact with friends and not just read. He likes storytelling strategy because he likes to tell stories. These two strategies can improve his pronunciation skills. However, when compared to role play, this student prefers storytelling strategy. According to him, teacher should try to apply other strategies.
- e. The fourth student thinks that the role play strategy is interesting because there is interaction with friends. He doesn't quite like the storytelling strategy because if the text is long, he gets bored. So, he prefers a role play strategy. However, these two strategies can improve his pronunciation skills. According to him, teacher should try new strategies so that students don't get bored.

The fifth student argued that the role play strategy was quite unattractive because it only changed roles. According to him, the role play strategy is not very influential in improving pronunciation skills. He prefers the storytelling strategy because he is introverted and likes to tell stories like this. He felt the storytelling strategy could improve his pronunciation ability. According to him, teacher must apply other strategies because who knows they are more effective.

Based on the elaboration above, there are various responses. Of the five answers, there are students who choose role play and storytelling. There are also students who want to try

using other strategies because there will be development and try new things. In comparison, the role play strategy is preferred over the storytelling strategy.

Observation

Table 1. The results of the observation of role play strategy

No	Activities	Yes	No	Note
1.	The teacher makes a scenario (text) that will be shown to the class.	✓		Dialog text
2.	The teacher explains the materials and strategies that will be used in class.	✓		
3.	The teacher reads the text with the correct pronunciation and the students listen.	✓		Students follow
4.	The teacher explains the meaning of the text shown.	✓		
5.	The teacher emphasizes words that are difficult for students to pronounce.	✓		The teacher writes some words that are difficult for students to pronounce on the blackboard and students copy.
6.	The teacher divides the students into groups.	✓		in pairs
7.	The teacher asks the students to demonstrate the text in front of the class.	✓		
8.	The teacher evaluates the results of the student's role	✓		Provide feedback to students who are still wrong in spelling.

Pronunciation is the act or way of saying words to communicate with other people. Based on the collected data, many school students are bad at pronunciation. Teachers must apply appropriate learning strategies to improve students' pronunciation. On May 10, 2022, an observation was conducted in Class XI MIPA 1 and the results found that the teacher used a role play strategy. The role play strategy is an activity to play the role of a story by students in the number of 2 or more people. Researchers have found the steps taken by teachers in learning in class using role play strategies. The teacher used material about asking and giving opinion in conversations. The teacher asked students to come to the front of the class and role play in pairs. The teacher assessed their pronunciation in detail. The steps used by the teacher are in accordance with the strategy used. These results are in accordance with interviews and questionnaires. Students felt happy and enthusiastic in role playing in class, and their pronunciation skills also increased. In fact, very few students were less active. Almost all students were actively involved in learning.

Table 2. The results of the observation of storytelling strategy

No	Activities	Yes	No	Note
1.	The teacher makes a scenario (text) that will	✓		Narrative text

No	Activities	Yes	No	Note
	be shown to the class.			
2.	The teacher explains the materials and strategies that will be used in class.	✓		
3.	The teacher reads the text with the correct pronunciation and the students listen.	✓		Students follow
4.	The teacher explains the meaning of the text shown.	✓		
5.	The teacher emphasizes words that are difficult for students to pronounce.	✓		The teacher writes some words that are difficult for students to pronounce on the blackboard and students copy
6.	The teacher asks students to tell stories by reading the text in front of the class.	✓		One by one
7.	The teacher evaluates the results of the student's role.	✓		Provide feedback to students who are still wrong in spelling.

Based on the collected data, many school students are bad at pronunciation. Teachers should apply appropriate learning strategies to improve students' pronunciation. On May 17, 2022, an observation was conducted in Class XI MIPA 1 and it was found that the teacher used storytelling strategies. Storytelling strategy is the teacher's way of telling stories using the target language to students and students will feel entertained. The researcher found the steps taken by the teacher in learning in the classroom using storytelling strategies. The steps used by the teacher are in accordance with the strategy used. The teacher asked students to demonstrate or read the text forward one by one. The teacher assessed students' pronunciation and expressions when reading storytelling texts. The teacher also corrected the words that were still mispronounced by students. Students enjoyed learning in class, their pronunciation skills also improved. These results are in accordance with interviews and questionnaires. However, when compared to the role play strategy, students were more enthusiastic when playing a role than telling storytelling. However, very few students were less active. Almost all students were actively involved in learning.

CONCLUSION

This study focuses on pronunciation learning strategies in Class XI and students' perspectives on the strategies used by teachers. Based on research data taken in SMA N 1 Pagerbarang, it can be concluded that most of the Class XI students have a very positive perception of the strategies that are often used by teachers in learning pronunciation. This can be seen in the perception variable in the role play strategy which has a frequency value of 11.6 and a percent value of 77.7% in the agree category. The variable perception of the storytelling strategy has a frequency value of 103.8 and a percent value of 69.18% in the

agree category. The variable perception of the drilling strategy has a frequency value of 105.6 and a percent value of 70.42% in the agree category. The variable perception of the discussion strategy has a frequency value of 79.4 and a percent value of 53% in the neutral category. The variable perception of the communication game strategy has a frequency value of 93.4 and a percent value of 62.28% in the agree category.

Based on the data analysis and results discussion, there are some conclusions drawn: (1) The challenges faced by teachers in teaching pronunciation are the students' lack of confidence and the students' lack of mastery of English vocabulary, (2) The strategies often used by teachers in learning pronunciation are role play and storytelling. Students' perceptions of these two strategies are very positive, (3) Based on the average results of the questionnaire and the results of interviews with students, the role play strategy is preferred by students compared to storytelling, (4) Teacher has used learning strategies in learning pronunciation correctly and appropriately so that students like the strategy, and it can even improve their pronunciation skills.

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