TEACHING AND LEARNING PRONUNCIATION TO
THE 4th GRADERS OF SDN NGORESAN USING
COMMUNICATIVE LANGUAGE TEACHING

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University

By:

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Accepted and approved by the Board of Examiners:

Approved to be examined before the Board of Examiners

English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Report title: TEACHING AND LEARNING PRONUNCIATION TO THE 4th GRADER OF SDN NGORESAN USING COMMUNICATIVE LANGUAGE TEACHING

Title: TEACHING AND LEARNING PRONUNCIATION USING TO THE FOURTH GRADER OF SDN NGORESAN SURAKARTA USING COMMUNICATIVE LANGUAGE TEACHING

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MOTTO

“Be slow to promise, be quick to perform”

“An empty vessel makes the most noise; an empty head makes the most talk”

“ACTIONS SPEAK MORE LOUDLY THAN WORDS DO”
DEDICATION

I dedicate this final project to:

1. My beloved parents and my family.
2. All the people who always assist me.
PREFACE

As human beings who constantly have faith and belief in God the Almighty, I continuously offer my praise and gratitude to God for all God’s abundant blessing to me, especially in finishing this final project. This final project is written to fulfill the requirement to obtain the English Diploma Degree.

This final project is made based on the job training in SDN Ngoresan Surakarta entitled “TEACHING AND LEARNING PRONUNCIATION TO THE 4th GRADER OF SDN NGORESAN USING COMMUNICATIVE LANGUAGE TEACHING”. In this report, the writer describes the process of pronunciation teaching and learning, the emerging problem accompanied with the solution.

Hopely, this report will be a welcome addition to the references on the pronunciation teaching and learning, more importantly, provide lessons for all the readers.

Surakarta, August 3, 2011

Eny Wiji Astuti
ACKNOWLEDGEMENT

Alhamdulillahi robbil’alamin, all praise is to the lord “ALLAH SWT” for the wonderful blessing. To all concerned who assisted me directly or indirectly in establishing this report, I offer my sincerest gratitude to:

a. Drs. Riyadi Santosa, M.Ed, Ph.D, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
c. Drs. Mugijatna, M.si, Ph.D, my supervisor who patiently spared his time for me.
d. Drs. Sri Marmanto, M.Hum as my academic supervisor. Thank you for your guidance.
e. All of the lecturers of English Diploma program for the guidance and the lecture.
f. Enie Jatmikaningtyastuti, S.Pd, the headmaster of SDN Ngoresan Surakarta and all the teachers and the students, thanks for such a wonderful welcome.
g. My beloved parents, Mom and Dad. I love you so much. It is great to have you as my parents. To my sister, probably you know how much I love you, although there is no single word I ever express to you.
h. To all my friends in English Diploma program’08, class A.
i.  Dita, Irene, Riris, Femy thanks for unbelievable fun time.

j.  I am especially thankful to Wahyu Handoko, for showing me meaningful fact of life; there is no word than many, many thanks and gratitude.

k.  To all people who guide me and whose names I cannot put here, I offer my thanks.
ABSTRACT

Eny Wiji Astuti. 2011. Teaching and Learning Pronunciation to the 4th Graders of SDN Ngoresan Surakarta Using Communicative Language Teaching. English Diploma program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project is written based on the job training which has been done in SDN Ngoresan, Surakarta. This report discusses the process of pronunciation teaching and learning, and also the encountered problem accompanied with the solution. The step in pronunciation teaching consists of four stages. There are motivation strategy, presentation strategy, skill practice and assessment. Motivation strategy is the first stage in which the teacher encourages students’ motivation in order that teaching and learning process can be conducted effectively. Presentation strategy is held to deliver the materials and give examples how to pronounce words correctly. The next stage is skill practice in which the teacher gives several exercises to the students. After doing the exercises, the teacher gives feedback or correction to the students’ performance. This stage is called assessment. There are many problems appearing during the teaching and learning process such as accent influence, students’ bad attitude, low motivation, insufficient allocated time, big class, and limited material as well as facility. To overcome those problems, the writer gives several solutions and suggestions to improve the quality of English pronunciation teaching and learning. To solve affecting accent problem, the writer makes activities that give more chances to the students to produce sounds actively. Dealing with the students’ bad attitude, the writer tries to change the students’ negative view toward target language community by explaining the good aspect of their culture. The writer also encourages the students’ motivation by introducing the significance of English, especially pronunciation. Because of insufficient allocated time, the writer makes activities that suit to the allocated time. Big class causes disorder atmosphere to appear. To handle this, the writer stops the class until the students settle down and also warns the students who behave harmfully. To overcome limited material and facility, the writer makes appropriate material and searches materials from many resources.
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CHAPTER I
INTRODUCTION

A. Background

English has been accomplished as an international language which is the most widely-used language around the world. English, as international language, becomes a very important need to cover global necessity. In this modern era, English is exceedingly important, thus the present generation and especially the subsequent generation, who will live in a different and changed world, must notice the great significance of English. Precisely during such times the writer regards that it is essential for this generation and the following generation who will face the growth of technology, economic globalization and liberalization in all of its forms and consequences have to become more aware of competition that is tighter and tighter. People are called to do something to prevent Indonesia from lagging behind other nations. If the Indonesian generations are left behind, they will become only spectators and become the object of the economies of the other more developed-nations.

From now on, people have an exact reason to learn English as one of their proficiencies that can be a plus value of one’s. Preferably, it is required that people can master English well either active or passive English. Thus, English has been established as one of lessons in school, without exception in Elementary School. In 2006, Indonesian National Department had even determined the curriculum for Elementary School. It is a good breakthrough in national education development that can enrich Indonesian generation’s global knowledge.
Elementary School is the first formal place where children can learn English. Although it is not in a deep learning, it is a propitious step to introduce them English as International language to face new era as soon as possible. They are in a golden age of learning language because the linguistic period takes place when learners are in the young age, so learner will be easier to earn language acquisition in this phase. It should be optimally made use of it to teach them first foreign language so that learner will have sufficient provisions to learn English deeper in higher level.

The main purposes of English learning teaching at elementary school based on competency standard are to develop competency in school-context oral communication skill and to develop students’s awareness of the importance of English for the global community. The goal of English learning will be achieved easily if there are a good cooperation between teacher and learner so it is highly expected that teacher should build a good relation and be able to create exiting atmosphere in a class. It is a must for the teacher to make an innovation by involving the students in the learning process. The teacher should not let the students learn passively in class, but students should be given chances to participate actively. The most important thing is not to bring the students in a boring memorizing activity but involve them in a certain situation that forces them to think logically by finding their own solution. That activity is easier for student to remember because they have had experience about that and the students will easily retrieve the needed information. Besides, the students must also have motivation and willingness to learn English because they want to be able to speak
and communicate in English fluently. Therefore, the teachers should not ignore this, they must alert the importance of English.

In fact, conducting English class in the school is not that simple. The factors influencing teaching and learning process have not been fulfilled completely. It will head off the English teaching and learning process so that the language acquisition is not optimally succeeded.

It is preferable to introduce the foreign language learner vocabulary, because vocabulary is the basic need for early English learner. Even so, pronunciation has significant rule because knowing the vocabulary without understanding how to pronounce it then it will be nothing. A communication will run well if two or more people understand each other what they are saying, so right vocabulary in used but wrong pronunciation can be a problem, because it will lead to misunderstanding or confusion. Individual will consider whether one is good in speaking English or not from the way people pronounce every single word. But it does not mean that vocabulary and grammar are not necessarily learned, they are also in top component in English, and many ignore the significance of the right and appropriate pronunciation.

Teaching pronunciation in the early level becomes a fundamental component so that the learners are accustomed to pronouncing the right and the appropriate pronunciation. If the learners are not forced to do so then they will stumble when they turn adult, because a fossilized error becomes a painful matter to overcome.

commit to user
To apply the writer’s knowledge earned from the university, the writer decided to conduct the job training in SDN Ngoresan 80 Surakarta. In that school, the writer saw some problems appearing which can inhibit the English teaching and learning, especially the pronunciation teaching and learning process. The English teacher has no education background in English, she is also a class-one teacher. It seems that English is not emphasized in their concern. Besides, this school does not have an enough comfortable class for a large number of students. Every class consists of more than 45 students, it is absolutely not essential to learn English comfortably and quietly. More than anything else, children love playing so much. Teacher must handle them patiently and innovatively to create such a fresh and fun activity that can attract them.

For the reason above, the writer took job training in SDN Ngoresan 80 Surakarta. I taught students of year II, IV, VI, focusing in grade four. Based on the job training experience during 100 hours, the writer presents a report entitled “Teaching and Learning Pronunciation to the 4th Graders of SDN Ngoresan Surakarta Using Communicative Language Teaching”

B. Objectives

The objectives of this final project are:

1. to reveal the process of teaching and learning pronunciation to the fourth grade students of SDN Ngoresan Surakarta using Communicative Language Teaching.
2. to explain the problems emerging during the process of teaching and learning pronunciation to the fourth grade students of SDN Ngoresan Surakarta using Communicative Language Teaching.

3. to reveal the solution of the problems appearing during the process of teaching and learning pronunciation to the fourth grade students of SDN Ngoresan Surakarta using Communicative Language Teaching.

C. Benefits

This final project is expected to give advantages to the followings.

1. Students of SDN Ngoresan Surakarta

   Hopely, this final project is able to improve the quality and capability of the students in SDN Ngoresan, particularly in learning English pronunciation.

2. English Teacher of SDN Ngoresan Surakarta

   This final project is designed to be an additional references and consideration in teaching pronunciation so that the teacher will be a bit helped in conducting English class.

3. Students of English Diploma Program majoring in Teaching

   This final project may be useful for Students of English Diploma Program to enrich their overview about the process of teaching and learning pronunciation using Communicative Language Teaching to the fourth grade students.
CHAPTER II

LITERATURE REVIEW

A. Introduction

In this chapter, the writer discusses several overviews related to the issue. They are (1) Pronunciation, (2) Teaching Pronunciation to Young Learners, and (3) Pronunciation Teaching Method.

B. Pronunciation

1. Definition

There are many varieties of definition of pronunciation. Many linguists or scholars, in their specialized field with their own set of criteria have established many definitions of vocabulary. According to Diah Kristina and her team, in *Pronunciation I*, describe that pronunciation is the manner or the rule how to pronounce word in such a way that is acceptable and appropriate (Diah Kristina et.al, 2006:1). Meanwhile, *Oxford Advanced Learner’s Dictionary* has applied a meaning for pronunciation as “the way in which a word is spoken; the way in word which is pronounced; the way a person speaks the words of a language” (Oxford, 1995: 928). More precisely, Dalton and Seidlhofer in their book, *Pronunciation*, define pronunciation as follows.

...the production of significant sound in two senses. First, sound is significant because it is used as part of a code of a particular language. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. In this sense, we can talk about pronunciation with references to act of speaking... (Dalton and Sheidlhofer, 1995:3).

commit to user
In different way, Harmer divides pronunciation in three areas. They are sound, stress, and intonation (Harmer, 1991:11).

Those definitions of pronunciation have already covered the whole meaning of pronunciation. In general, it can be concluded that pronunciation is the way to pronounce words or sounds in a certain way in order to make the speech can be easy to understand because the way how to pronounce a word or words will bring certain significances.

2. The Significance of Pronunciation

In the context of learning English as a foreign language, the vital role of pronunciation is inevitable. This has been claimed by many linguists and experts in the field. There are four basic language skills of reading, listening, speaking and writing that should be mastered in learning English as second language. On the other hand, pronunciation is affecting a lot in listening and speaking. So if people do not master pronunciation, they will have no competence in listening as well as speaking.

Harmer says that it is very important for the learner to be able to say what they want to say. This means that learner’s pronunciation should be at least adequate for that purpose. Teacher must be sure that the students can make the various sounds that occur in the English language. The learners need to use rhythm and stress correctly if they are to be understood. People seem to think that students should have perfect British or American accents. Actually, it is worth pointing out; however, accent is the big issue confronting the learners to learn pronunciation. Having native-speaker-like pronunciation is unrealistic goal. The
students who live in target language community will be more likely to acquire the
accent of that community than those who do not. “They will need good
pronunciation for this, though they may not need to have perfect accents”

C. Teaching Pronunciation to Young Learners

1. Definition of Young Learners

According to Phillips, “young learners mean children from the first year of
formal schooling (five or six years old) to eleven or twelve years of age” (Philips,
1996:5). While, Scott and Ytreberg divide the children into two main group as the
five to seven year olds and the eight to ten year olds. They assume that the five to
seven year olds are at level one or the beginner stage. The eight to ten year olds
may also be beginners or they may have been learning the foreign language for
some time. So there are both level one and level two learners in the eight to ten
age group (Scott and Ytreberg, 1990: 1).

2. Characteristics of Young Learner

The characteristic of the young learner as mentioned by Harmer is that
children are curious and this in itself is motivating. Their span of attention and
concentration is less than that of an adult. They also often seek teacher’s attention.
So it is very important for the teacher to notice and appreciate what they are
doing. Enjoyable and fun atmosphere is vital importance because children are
easy to get bored. They need frequent changes of activities which stimulate their
curiosity. The activities should give chance to the student to get involved actively
(they will usually not sit and listen) and the teacher must motivate the students by giving appreciation (Harmer, 1991:7).

The benefit of second language learning in early age is also stated clearly by Krashen, et.al. in Krashen that children are more enthusiastic and lively as than adolescents. Children may have better capability in learning second or foreign language than adults. It is proved by the empirical research on the effect of age and second language acquisition. This research shows that students who begin learning second language during childhood usually achieve more second language proficiency than those beginning as adult (Krashen, et.al. in Krashen, 1995:43).

The other special characteristics of the young learners and those that distinguish them from any other age group, as proposed by Wendy A. Scott and lisbeth H. Ytreberg are the followings.

a. Their basic concepts are formed. They have very decided views of the world.

b. They can tell the difference between fact and fiction.

c. They ask questions all the time.

d. They rely on the spoken word as well as the physical world to convey and understand meaning.

e. They are able to make some decisions about their own learning.

f. They have definite views about what they like and do not like doing.

g. They have developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
h. They are able to work with others and learn from others (Scott and Ytreberg, 1998: 3-4).

Those characteristics proposed by the experts have represented the whole characteristic of the young learner. Teachers must be able to recognize their students’ characteristics so that teachers are easy to create an appropriate and effective class.

D. Pronunciation Teaching and Learning

In conducting pronunciation class, both teacher and student should fully comprehend each role. Kenworthy determines several roles of teachers’ and students’.

1. Teacher Roles

Teachers are important factor in learning English because they have several roles, such follows.

a. Helping learners hear

It means a teacher must help students perceive sounds. It is important for teachers to introduce the categories because each language has its own categories. Teacher needs to check that their learners are hearing sounds in an appropriate way and help student develop new categories if necessary.
b. Helping learners make sounds

Usually students are able to imitate to the new sound, but if they cannot then the teacher should give a clue which may help students to produce new sounds.

c. Providing feedback

A teacher must concern to their students’ progress by assessing students’ performance to see the extent of their failure or success.

d. Pointing out what is going on

Students need to know what to pay attention to and what to work on because speaking is unconsciously controlled, students may miss something vital. For example, students may not recognize that when particular word is stressed or said in a different way, it may affect the message that is delivered to the listeners.

e. Establishing priorities

The teacher must help the learners establish a suitable plan for action by recognizing the purpose of their pronunciation learning such as native-like pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

f. Devising activities

Probably, the most important and difficult role the teacher has to play is devising what kind of activities and exercises will be helpful. The teachers must keep in mind to create good activities giving
opportunities to the students for practice, experimentation, and exploration.

g. Assessing progress

This is actually similar to feedback. The teachers have to provide the students information of their performance. Many teachers ignore this role, whereas in fact it is crucial for maintaining students’ motivation (Kenworthy, 1998: 1-2).

2. Learners’ role

It is simply said that all learners need to do is respond. But of course it is not that simple. The success in pronunciation learning will depend on how much efforts the students put into it. The student must have a big willingness to take responsibility for his or her own learning. The teachers may be exceedingly skilled in noticing mispronunciation and pointing these out, but if the students take no action and do not try to check their own effort, and then the progress is minimal (Kenworthy, 1998: 2).

3. Factors that affect pronunciation learning

Kenworthy also demonstrates that second language acquisition is obviously affected by native language or mother tongue in pronouncing English. In spite of that, there are many other factors such as the followings.

a. Native language

The native language plays a big roles dealing with the differentiation of sound system of English and other languages in which many problems and difficulties appear. It applies not only to the individual
sounds but also to combination of sounds that are perfectly different from learner’s native language (Kenworthy, 1998: 4).

b. Age factor

People commonly assume that if someone pronounces a second language like a native, they perhaps start learning it as a child. Conversely, if a person starts learning a second language in adulthood, then they will never have a native-like accent (Kenworthy, 1998: 1-2). This belief seems logical because adults who learn to speak a foreign language fluently still lack of foreign accent, even when they have lived in the host country for many years. This statement above is strengthened by Brumfit (1995: vii), who claims that young age is the best time to learn languages well because of the reasons such as the followings.

1) Children’s brain is more adaptable before puberty than after and acquisition of languages is possible without self-consciousness at an early age.

2) Children have fewer negative attitudes to foreign languages and cultures than adults. So, children are better motivated than adults.

3) Children’s language learning is more closely integrated with real communication because it depends more on the immediate physical environment than adult language does.
4) Children devote vast quantities of time to language learning. They are better because they do more than adults do. From those points of view, it can be concluded that having a native-like pronunciation is better for the learners to learn as childhood rather than adulthood.

c. Amount of exposure

The pronunciation skill may be affected by learners’ environment whether or not they live in English-speaking country (Kenworthy, 1998: 6).

d. Phonetic ability

Some people are able to distinguish between two sounds better than others and/or to mimic sounds more accurately. Learners are classified into poor discriminators and good discriminators. It is useful for the teachers to identify their students what activity and task that suits them well (Kenworthy, 1998: 6-7).

e. Attitude and identity

“A person’s ‘sense of identity’ and feeling of ‘group affiliation’ are strong determiners of the acquisition of accurate pronunciation of a foreign language”. It means that students who show positive thoughts towards the speakers of the new language tend to develop more accurately. It will affect the students’ willingness to be integrated into the new speech community and is fully interested both in the speakers and in their cultures (Kenworthy, 1998: 7-8).
f. Motivation and concern for a good pronunciation

Last but far from least, motivation plays a significant factor. Learners who have big motivation put more efforts to do well. Conversely, if the students do not care about a particular task do not take the value of it, the students are not motivated to do well. They are not aware that the way they speak makes difficulty, irritation or misunderstanding for the listener (Kenworthy, 1998: 8).

E. Communicative Language Teaching

Intelligible pronunciation is one the necessary components in oral communication. The next issue is methodological. One of methods in foreign language teaching is communicative language teaching (CLT). Linguists consider that communicative language teaching is best considered as an approach rather than a method. Communicative approach is currently dominant in language teaching. The primary purpose of language is communication.

1. Characteristics of Communicative Language Teaching (CLT)

Communicative language teaching has its own characteristics. To describe the characteristics of this approach, Celce-Muria, et.al. (1996: 326-327) comparatively show it through variation of methodological such the followings.

<table>
<thead>
<tr>
<th>Method</th>
<th>Focus</th>
<th>Tolerance of pronunciation errors</th>
<th>Method used</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Method</td>
<td>Accuracy</td>
<td>Relatively intolerant</td>
<td>Teacher correction repetition</td>
<td>Students learn to pronounce by listening to and repeating the teacher’s model of a word or phrase.</td>
</tr>
</tbody>
</table>
silent way  

accuracy first, then fluency  

not tolerant  

teacher correction cued by sound/color charts and fidel charts; use of gesture and facial expression.  

there is a strong emphasis on accuracy of production; words and phrases are repeated until they are near native-like.

<table>
<thead>
<tr>
<th>silent way</th>
<th>accuracy first, then fluency</th>
<th>not tolerant</th>
<th>teacher correction cued by sound/color charts and fidel charts; use of gesture and facial expression.</th>
<th>there is a strong emphasis on accuracy of production; words and phrases are repeated until they are near native-like.</th>
</tr>
</thead>
<tbody>
<tr>
<td>total physical response and natural approach</td>
<td>N/A</td>
<td>very tolerant</td>
<td>native-speaker input</td>
<td>production is delayed until learners are ready to speak, which gives them time to internalize the sounds of the new languages; thus good pronunciation is assumed to come naturally.</td>
</tr>
<tr>
<td>communicative approach</td>
<td>fluency obligatory; accuracy optional</td>
<td>relatively tolerant</td>
<td>learner engagement in authentic listening and speaking tasks</td>
<td>communicatively adequate pronunciation is generally assumed to be a by-product of appropriate practice over a sufficient period of time.</td>
</tr>
</tbody>
</table>

Table 2.1 Teaching pronunciation: methodological variation.

Meanwhile, Finocchiaro and Brumfit in Richards and Rodgers (1986: 67-68) contrast the major distinctive features of Audiolingual Method and the Communicative Approach dealing with pronunciation teaching and learning, such as the followings.

<table>
<thead>
<tr>
<th>No.</th>
<th>Audio-lingual</th>
<th>Communicative Language Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demands memorization of structure-based dialogs.</td>
<td>Dialogs, if used, center around communicative functions and are not normally memorized.</td>
</tr>
<tr>
<td>2.</td>
<td>Language learning is learning structures, sounds, or words.</td>
<td>Language learning is learning to communicate.</td>
</tr>
<tr>
<td>3.</td>
<td>Mastery or “over-learning” is sought.</td>
<td>Effective communication is sought.</td>
</tr>
<tr>
<td>4.</td>
<td>Drilling is a central technique.</td>
<td>Drilling may occur, but peripherally.</td>
</tr>
<tr>
<td>5.</td>
<td>Native-speaker-like pronunciation is sought.</td>
<td>Comprehensible pronunciation is sought.</td>
</tr>
<tr>
<td>6.</td>
<td>Communicative activities only come after a long process of rigid drills and exercises.</td>
<td>Attempts to communicate may be encouraged from the very beginning.</td>
</tr>
<tr>
<td>7.</td>
<td>The use of the student’s native language is forbidden.</td>
<td>Judicious use of native language is accepted where feasible.</td>
</tr>
<tr>
<td>8.</td>
<td>The target linguistic system will be learned through the overt teaching of the patterns of the system.</td>
<td>The target linguistic system will be learned best through the process of struggling to communicate.</td>
</tr>
<tr>
<td>9.</td>
<td>Linguistic competence is the desired goal.</td>
<td>Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).</td>
</tr>
</tbody>
</table>
10. “Language is habit” so errors must be prevented at all costs. | Language is created by the individual often through trial and error. 
---|---
11. Accuracy, in term of formal correctness is a primary goal. | Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context. 
---|---
12. Students are expected to interact with the language system, embodied in machines or controlled materials. | Students are expected to interact with other people, either in the flesh, through pair or group work, or in their writings. 
---|---
13. Intrinsic motivation will spring from an interest in the structure of the language. | Intrinsic motivation will spring from an interest in what is being communicated by the language. 
---|---

### Table 2.2 The Comparison of Audiolingual and CLT.

Dealing with this issue, Brown (2001: 43) comes with several views dealing with the characteristics of communicative approach such as the followings.

a. The primary goals are focused on all the components of communicative competence.

b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.

d. Students in communicative class eventually have to use the language productively and receptively, in unprepared circumstance outside the classroom.

e. Students are given opportunities to focus on their own learning process through recognizing of their own styles of learning.

f. The roles of the teacher are that of facilitator and guide, not an all-knowing resource. Students are encouraged to involve themselves in class interaction to produce language.
Meanwhile, Rodgers and Richards (1986: 71) cite the characteristics of communicative language teaching in a simpler way as the followings.

a. Language is a system for the expression of meaning.

b. The primary function of language is for interaction and communication.

c. The structure of language reflects its functional and communicative uses.

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

From those statements above, it can be drawn a conclusion that this approach focuses in communicative competence accompanied with student-centered activities which the activities involve the students actively. Learners are encouraged to have intelligible pronunciation because native-like pronunciation is illogical goal. The teacher’s role is to facilitate the communication process between all participants in the classroom with various activities. CLT procedures generally require teachers to acquire less teacher-centered classroom management skills.

2. Techniques in Teaching Pronunciation

To teach pronunciation communicatively, it is important to use materials that support communicative approaches to language teaching. The materials should give chances to the learners to actively participate in interaction and produce language. Richards and Rodgers (1986: 79-80) consider three kinds of
materials currently used in communicative language teaching and label these text-based, task-based, and realia.

a. Text-based materials

Teacher can find a large number of textbooks designed to support language teaching class. The contents of the textbook should be appropriate for pronunciation teaching and learning activity. It should be also attractive for the learner to motivate them more.

b. Task-based materials

Children love to play so much. Teacher may use exercise handbooks, cue cards, activity cards that provide a variety of games and role plays. Those materials involve students actively to interact with others.

c. Realia

To stimulate students' responds, communicative language teaching is supported by the use of “authentic” or “from-life” materials in the classroom. Teacher can use objects around the classroom to support communicative activities.

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CHAPTER III

DISCUSSION

A. Introduction

This chapter discusses several issues dealing with the result of this final project which the writer had experienced during the job training. There are several issues presented in this chapter, they are: (1.) Description of SDN Ngoresan Surakarta, (2.) Job training activities, (3.) Process of Teaching English Pronunciation, (4.) Obstacles appearing in English pronunciation teaching and learning, (5.) Problem solutions.

B. Description of SDN Ngoresan Surakarta

1. Description and Brief History of SDN Ngoresan Surakarta

SDN Ngoresan 80 is one of public schools in Surakarta. It is situated at Jalan Kartika 36 Ngoresan, Surakarta. This public elementary school was established on August 1\textsuperscript{st} 1954. Since it was established, there were many successions of headmaster. As the writer took the job training, the school was led by Enie Jatmikaningtyastuti, S.Pd. She is the eleventh headmaster of SDN Ngoresan.

The development of school building was in a progress. The headmaster was proposing for a donation to build a new building from the government. It was an effort to create a comfortable and enjoyable environment that could also support the teaching and learning process.
There are fifteen teachers, a head master, a librarian and a security guard. However, there is no teacher specialized to teach English. English is handled by Siti R. Diah, S.T who is also a teacher handling first grade student. The total numbers of students in SDN Ngoresan 80 are 296 students consisting of 163 male students and 133 female students.

2. **Vision and Missions**
   
   a. **Vision**
   
   Conducting the education and teaching based on religion and science in order to get smart, competent, and responsible graduates with good personality.

   b. **Missions**

   1) Developing potentials, talents and interests possessed by the learners so that they become citizens that are responsible to God, society, and nation.

   2) Providing learners with sufficient knowledge and basic competence in order that they become citizens who have sufficient knowledge, capability, competence, and also psychical and spiritual health.

   3) Accompanying students towards excellences in academic as well as non-academic fields that can make them ready for the higher level of study and well prepared for social life.

   4) Involving all people to be actively responsible for producing graduates who are smart, skillful and good in personality.
3. **Extracurricular Activities**

SDN Ngoresan is holding some extracurricular activities to develop students’ potentials outside the academic potentials. The extracurricular activities are:

a. scouting

b. traditional dance

c. painting

C. **Job Training Activities**

1. **Class Observation**

During the job training, the writer taught class II, class IV, and class VI of SDN Ngoresan Surakarta from February 14\textsuperscript{th}, 2011 until March 14\textsuperscript{th}, 2011. There were 35 minutes available once a week for every class to teach English. In the fourth grade, English is scheduled every Thursday from 11.30 a.m. until 12.05 p.m. However, this final project only concerns and reports the teaching of English pronunciation using communicative language teaching method to the fourth grade students. Before discussing further explanation about the activities taking place in that school, it is necessary to describe the physical condition of the fourth grade classroom first.

The fourth grade classroom is comfortable and good enough for the process of teaching and learning pronunciation. There are fifty students consisting of 24 male and 26 female students. To show the general overview of this school, the writer encloses the map of SDN Ngoresan on the appendices.
The fourth grade classroom is located almost in the middle of the school. So, it is essential for them to study in that classroom because the noise from the road cannot reach this classroom. Nevertheless, the biggest disturbance emerges from first and second grade students who are notably the top two noisiest students because class IV is situated in the middle.

At the class observation sessions, the writer observed the English teacher teaching. English class was handled by Miss Diah, she handled English class from class I until class VI. The writer considered that the teacher was not equipped well because the teacher had taught at the previous period. The material used in teaching English was text-based material and the activities were not expanded. The teacher only applied all activities from the textbook. The students answered the question in the textbook together and they even were not given any chance to ask a question. The attentions of the students were disturbed by other noisy students.

There are fifty students studying in the fourth grade class. Based on the writer’s observation, some students were active but some of them were passive. Some were talkative and some were quiet. Several students seemed naturally enthusiastic on learning, but most of the students required special stimulation while the teaching and learning process was taking place. So, the writer should be innovative to create interesting activities in order to make the students learn well.

2. **Lesson Plan**

Before teaching English to the fourth grade students, it was essential to prepare the lesson plan first. In this step, the writer could provide a wide selection
of materials, so that the learning is interesting and not monotonous for the students. Lesson plan is also considered as a framework of references for learning. The writer made lesson plan based on the writer’s observation of the condition of the class. So, the planned activities would be able to be conducted effectively. Lesson plan includes three vital decisions: what to teach, how to teach it, and how to ensure that the students are learning what is being taught.

The writer made the lesson plan based on the materials available in textbook used in that school. The book was called “PAKEM” LKS book. In making lesson plan, the writer made several activities different from the book’s activities because the English teacher asked the writer to repeat the material from the beginning. There, the writer taught material related to calendar and family member concerning in pronunciation teaching.

D. The process of Teaching and Learning pronunciation

The writer taught English to the fourth grade student on Thursday at the last period. The writer taught two topics namely calendar and family member. The writer was fully aware that a good teaching always understands and creates a good circumstance in the class. The process of teaching and learning English pronunciation can be divided into four steps such as follows.

1. Motivation Strategy

It is impossible that the students would have good outcome in English pronunciation without big willingness to learn English well. Nevertheless, it does not mean that teacher has no responsibility to this issue. The writer had to remind
the importance of English especially the significance of pronunciation for many times.

This session usually took place at the beginning of learning and teaching process. It seemed trivial, but it determined the final outcome of the class. For example, if the writer started the class with explanation of the material they would not be enthusiastic in learning. Conversely, if the students were introduced to the benefit of English mastery they would understand why they should learn English. So, the writer gave an explanation about the importance of English, especially the significance of pronunciation because it affected the meaning.

Firstly, the writer gave a warm greeting to them and asked several students the reason why they learned English. In fact, the writer figured out that most of them did not understand the significance of English. Some of them had short-term goal. It means they wanted to pass an end-of-semester test or to have a good mark. Only few students had long-term goal and wanted to be able to communicate with the target language community. In general, strongly motivated students with long-term goals were easier to teach than those who had no goal.

Secondly, the writer checked the students’ attendance by calling their names. It was used to remember their names, although it was very difficult to remember fifty students’ name at the very short times. Checking their attendance could also improve their motivation to join English class. They felt that they were being recognized so that they were expected to learn better.
Thirdly, the writer introduced the students the material that would be learnt at that day. It was important to give the students an overview of the topic. So the students could achieve teacher’s explanation easily.

Those activities were done by having conversation with the students and sometimes the writer asked the student personally. The writer also made such a friendly circumstance in a class because a strict teacher just made them frightened to communicate.

2. **Presentation Strategy**

The next step was presentation strategy. In this stage the writer gave an example how to pronounce words. The writer had an initiative to explain all the basic concepts of pronunciation as sound, minimal pair, stress, and intonation. At the beginning, the writer wanted to introduce vowel sounds and consonant sounds one by one, but it seemed too difficult to the young learners. Still, university students often have a big problem with that. So, giving them examples how to pronounce word dealing with the topic was more effective rather than explaining such a complicated pronunciation theory.

Then, the writer asked the students to read aloud the name of day by themselves without teacher’s guidance and the result was very disappointing. The entire class mispronounced that. "Sunday” should be pronounced /'sʌndeI/, but they pronounced it as /sʌndai/ that sounded like “sun die”. It was the result of misassumption in pronouncing “day” as /dai/ that should be pronounced as /deI/. Clearly, it brought different meaning. Eventually, the writer had to write the name of day on the whiteboard and gave an example how to pronounce it and the
students repeated after the writer. The writer repeated for many times as the writer found a mistake.

After that, the students had to pronounce that by themselves. At first, the writer asked to pronounce the pointed word to the whole class, row by row and one by one. It was to build students’ confidence and to get the students accustomed to pronouncing them in an accurate way in order that students produced appropriate pronunciation. It took a long time for them to adjust the new way how to pronounce the name of day because they had been accustomed to pronouncing it in a wrong way. Because of the limited time allocation, the writer moved to the way how to pronounce the name of month. There, the writer found the similar problems.

3. **Skill Practice**

In this stage, the writer gave several practices either individual or pair work. The writer had to consider a lot the allocated time because one activity might take a long time. On the other hand, the writer wanted to give such a communicative activity. In this stage, it was the time for the writer to give correction, but it was worth remembering for the writer not to correct mispronouncing word when they used it for communication. Direct correction was not effective and it did not help to create a good class atmosphere. It made the students afraid to speak in English because their friends would laugh at him or her. So they would prefer to use their native language. Actually, it was not forbidden to use native language, but it was a good point if the students used English whatever he or she said.
To vary the activity, the writer divided the practice into two as oral practice and written practice because various activities could improve their basic language skill optimally and avoid them getting bored.

a. Oral Practice

The writer also used several dialogs in the text book. The dialogs were like the followings.

1) Dina : “What day is it today?”
   Aryo : “It is Thursday”
   Dina : “Thank you.”
   Aryo : “You’re welcome.”

2) Sinta : “What is the second month of the year?”
   Ari : “It is February”
   Sinta : “Thank you”
   Ari : “You’re welcome”

3) Tia : “It is Monday. What day is it tomorrow?”
   Dika : “Tomorrow is Tuesday.”
   Tia : “How about yesterday?”
   Dika : “It was Sunday.”
   Tia : “Thank you.”

Those dialogs above were several dialogs used in practicing pronunciation. The students should practice with their partner next to them. So, it was not necessary to move their chairs. It should be only moved if it was absolutely necessary. Fourth grade class had odd number of pupils. Then, the writer decided
to let one group work consisting three students because if the writer accompanied the odd students then the writer would not be able to control the class or to help the others.

After five minutes taken for practice on their desk, it was the time to practice in front of the class. The writer asked several groups as volunteer to perform in front of the class. The voluntary students would get plus point by writing their names in the white board as well as applause.

The other oral practice was whispering game; the writer grouped the students based on the row of desk. Here, the students should whisper a word given by the writer to their friend next to them and so on. The last students had to provide the answer by writing it on the whiteboard. Each group had their own word. It was to prevent the students from cheating.

The students loved this game a lot. It could be seen from their enthusiastic face. Although, this activity succeeded to attract their interest, this activity took a long time and sometimes made the class out of control.

b. Written Practice

The writer distributed a piece of paper consisting uncompleted dialogs. The students were asked to fill the blanks with available words on their paperwork. Then, the pupils had to choose the right answer by listening to the full version of dialog read by the writer. To make it clear, the writer provided the example such as the followings.

Reza : “Angga, can I ask you some questions?”

Angga : “Yes, of course. What are they?”
Reza : “What day is the last day of the week?”
Angga : “It is…….(c)…….”
Reza : “What month is the last month of the year?”
Angga : “It is…………(d)…….”
Reza :” OK. Thank you. What are you doing Angga?”
Angga :”I prepare my stuff. I will have a vacation on……(a)…..”
Reza :”When will you arrive at home?”
Angga :”I will be back on……(b)…….”
Reza :”OK. See you on …..(e)…..at school then. Good bye”
Angga:”Bye…….”

a) Thursday
b) Sunday
c) Saturday
d) December
e) Monday

Those activities above were conducted in a less formal way. The writer acted as a friend rather than a teacher. It helped the students feel secure and comfortable while the process of teaching and learning.

4. Assessment

After all of the activities had been conducted, the writer evaluated students’ work orally or written depending on the activity. For instance, in written form, “Wily, you have done well, learn more. OK”, that was the example of the writer’s feedback to support the students to study harder. It was also to give a
bigger appreciation besides the mark. Then they would compare their mark to the other pupils’ and it showed that the learner wanted to recognize their capability.

This stage was one of the important stages in teaching. It was used to assess the students’ work and to see how well they performed. At the end of the class, the writer had prepared a note of the common mistake made by the students. The writer gave correction gently and told them that it was common to make a mistake. So it would not discourage students to produce language. The writer also gave feedback when the students had performed some kinds of exercises. The intention of this kind of assessment was to see the extent of their success or failure and to figure out the solution of the problem.

E. The Problems in Teaching and Learning Pronunciation

All teachers must encounter some problems and so did the writer. Those problems came from some aspects stumbling upon the process of teaching and learning pronunciation. The obstacles were found in SDN Ngoresan 80 such as the following.

1. Native Language

The biggest problem in pronunciation was accent. Mother tongue affected the students’ performance in pronouncing English. All of fourth grade students spoke Javanese in their daily life. The differentiation of sound system of English and Javanese created a big problem to produce English pronunciation accurately. They made inaccurate assumptions about the way English was pronounced, perhaps because the way it was written.
2. Students’ attitude

The result of English pronunciation teaching depends a lot on how the students viewed the class, the teacher, and English. However, several students had negative thoughts towards the speakers of the new language. They thought that American people were nasty. It was possibly from their parents’ view that judged instantly. Besides, students thought that America were cruel to judge Indonesia as a terrorism country.

The students had an assumption that there was a wide gap between Indonesia and America. Those thought caused the students to disintegrate with the target language community.

3. Motivation and Concern for a Good Pronunciation

It was surprising that almost the entire students did not have a big willingness or motivation to learn English, especially to learn pronunciation accurately. It is because of misconception about the importance of pronunciation. It was comprehensible because the previous English teaching process did not concern about the accuracy of pronunciation. When the writer observed the English teacher of SDN Ngoresan, she did not pay special attention to the errors made by the pupils. So, it made an assumption that mispronouncing word could be tolerated.

Besides the misconception, the learners were not used to practicing how to pronounce word correctly. They only enriched their vocabulary by remembering the meaning, but they did not try to pronounce words correctly. The writer also identified that the amount of motivation would affect the students’ behavior.
Those who had big motivation would achieve more than those who did not have a big motivation.

4. **Time of Day and Allocated Time**

The behavior of the students was affected a lot by when the class took place. Unfortunately, the English class for fourth grade students took place at the last period. All students were tired with a long day of study. The students tended not to pay much attention as the end of class approached. They asked the writer to end the class early, moreover, if they saw other classes had come home. Although there were still a few minutes to highlight the materials that had been learnt, they could not stay longer in the class.

Thirty-five minutes for English class was far from adequate to teach and learn pronunciation optimally. The big numbers of students made one activity take much time. Most of the time was used to control the class because they were so noisy and disordered.

5. **Big class**

There were fifty students occupying this fourth grade class. It was not absolutely ideal for teaching and learning process. Moreover, eight to ten-year-olds were incredibly unruly and noisy. It often made the class get out of hand. A big number of students required a bigger class, but the class was too small for fifty students. The edge was too narrow that made the writer difficult to walk around in the class to supervise the entire students’ activities in the class. If the writer just stood in front of the class then the students seating at the back would not pay
attention to the writer's explanation. Sometimes, they were busy with their own activities such as drawing, daydreaming, chatting with their friend next to them.

That class was often out of control. Many students talked each other and the class was not conducive for teaching and learning. It was difficult for the writer to decide which activity was appropriate for such a big class.

6. **Limited Materials and Facilities**

Materials and facilities are important factors to support the successful English pronunciation teaching and learning. The materials available in the book they use were not interesting. Besides, there was no activity concerning specifically in pronunciation.

The lacks of facilities were also appearing as one of the problems. Pronunciation teaching and learning actually required more audiovisual aids like tape recorder, cassettes, televisions, video player, and many others. The class was not supported with that. Those aids were useful to introduce the way how to pronounce words by target language speaker. Presenting by tape recorder might be more exiting rather than by the teacher.

**F. The Problem Solutions**

Facing many problems as the writer presented above, it was extremely important for the writer to take an action. Any punishment that hurt a student physically or emotionally was probably harmful in many ways. The writer tried to control her emotion so that the writer would not do such a thing. Moreover cruel punishment did not bring any positive effect for the improvement of their
learning. On the contrary, it only hurt feeling and discouraged motivation. For the reason above, the writer solved the emerging problem such as the followings.

1. **The Native language**

   The writer provided the students with clues that were repeated for many times. Besides, the writer also gave an overview how to pronounce word appropriately in a simple way. The most important thing was to create an activity that involved all of the students to participate actively. The students had chances to make sound in order that the student got used to pronouncing words by imitating the writer.

   The writer also ensured to all students that their goal was having intelligible pronunciation. It was not necessary for the learners to have native-like pronunciation because it was not realistic goal.

2. **The students’ Attitude**

   The writer convinced that not all of American people were unkind. The students were given a short story dealing with the positive sides of western people. The writer also introduced some of their culture that the student could appreciate their culture. For example, American people are used to saying thanks in many occasions even when they are asked about their health as “Are you okay?” or “How are you?”. Those questions are considered as an appreciation and caring.

   The writer also told the students that American people are workaholic. They are seriously responsible in carrying out their duty. They will work hard to achieve their goals and they appreciate every single second they have. Being late
is something intolerant behavior there. Those facts of American people were introduced to the students so that the students had positive views about target language community. The intention of this kind of culture introduction was to get the student familiar with target language community.

3. **Motivation and Concern for a good pronunciation**

The writer had applied several strategies to overcome the lack of students’ motivation. At the very beginning of pronunciation class, the writer explained the significance of English learning especially the importance of pronunciation. It was used to improve the students’ motivation that the next teaching and learning process would run smoothly.

Another way was giving them correction and feedback. It was worth remembering the way how to correct students’ mistake. The writer gave correction by giving the clue, if the students made wrong pronunciation the writer gave an example and the students should imitate that. If that student made a mistake again, the writer only provided the correct pronunciation without asking the students to imitate that again. Asking the student to repeat over and over again just only discouraged the students’ motivation that damaged the class atmosphere because the other students laughed at him or her.

Giving feedback was also important in pronunciation teaching. Once at the beginning of teaching process, the writer returned the students’ work without any mark or comment. The students were disappointed and asked the writer to give them score, whereas in fact the writer just needed to know how far they had learnt English. So the writer provided score and comment to let the students know how
well their performances were. The writer gave correction on their paperwork so that the students knew what mistake they made and the correct answer. There was also available advice how to improve their pronunciation proficiency.

Those personal approaches were to consider all students to have equal action. The students would feel that they were cared and were given a big attention. Accidentally, both the writer and the students were developing good relationships that were helpful to establish an English-speaking atmosphere in the classroom.

4. Time of Day and Allocated Time

It was impossible to the writer to choose the most beneficial time. The only action that the writer could do was adjusting the activity with the students’ mood. In general, schedule at the end of class was not an effective class. The students paid more attention to other distractions because they did not focus. The students had been through a long day of study and they were tired. If the writer asked the students to pay attention to the long and a bit complicated explanations or to make a note, the students were grumbling. To solve it, the writer gave exiting activity that involved the students actively. So the students would not get sleepy and bored.

Because of the limited time, the writer changed the activity that took a long time. The writer gave the students a task that could be possibly finished by all students on time.
5. **Big Class**

Many problems appeared because of the big number of the students. The writer worked so hard to control the class. The writer made a simple and communicative activity that gave the students chance to use the language in interaction with others. So, the writer made group consisting two students so that the students could work with friends next to them. It did not need to move the chairs because there was no available large space, besides it took much time.

When the class was out of hand, the writer stopped the class immediately. It was an indication to all of the students that there was something wrong. Then the writer told the students who were behaving badly. After a long waiting, the writer re-started the class until the students had settled down.

If the spoken activity got the class out of control, a change of activity would restore order. Changing the spoken activity into written activity often settled the students down. Listening tasks or reading exercises were useful to create a controlled atmosphere.

The writer also asked the troublemaker in the class not to leave the class when the class was over. It was necessary for the writer to explain to the student why the behavior was anti-social. The student was also given a chance to say why he or she behaved in that way. Eventually, the writer spelled out the consequence if the students continued his or her disruptive behavior. This personal advice was considered had a good point. The students felt that they were cared and recognized.
6. The limited materials and facilities

The writer had to make such new and fresh activities because the writer could not find appropriate activities in “PAKEM” book that could support the teaching and learning pronunciation. The writer had made the exercise in a lesson plan as a framework. The writer also browsed some materials and exercises from other textbooks and internet.

Because there were no audiovisual aids available in the class, the writer made appropriate activities and exercises. To present the way how to pronounce words, the writer acted as a model. The writer made “listen and repeat” activities. Here, the writer read aloud a word then the students repeated it. The writer also used realia or the real object around the class to support communicative teaching and learning pronunciation.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Introduction

This chapter consists of conclusion covering the whole discussion and writer’s suggestion for better English pronunciation teaching and learning improvement.

B. Conclusion

From the previous discussion, the writer can draw some conclusions as follows.

1. The Process of Pronunciation Teaching and Learning

   The process of pronunciation teaching and learning to the fourth grade of SDN Ngoresan was conducted by means of several stages such as the followings.

   a. Motivation Strategy

   Motivation strategy was to encourage students’ motivation in the early teaching and learning process. So, the students would be easier to achieve their goals in pronunciation learning.

   b. Presentation Strategy

   The next stage was presentation strategy. It was the time when the writer delivered the material and also became a model how to pronounce words.
c. Skill Practice

After having learnt how to pronounce words, the students had to practice or perform in interactive activities.

d. Assessment

Eventually, the writer gave a feedback and correction to the students’ performance so that the students could take the value of that.

2. The Problem in Pronunciation Teaching and Learning

During the process of teaching and learning pronunciation, the writer found various problems such as different accent, students’ bad attitude, low motivation, insufficient allocated time, big class, and limited materials as well as facilities.

3. The Problem Solutions

To overcome those problems, the writer took several actions such as the followings.

a. The Native Language

The writer made activities that gave the students chances to produce sound actively and communicatively so that the students could achieve intelligible pronunciation.

b. The Students’ Attitude

The students were given some further explanations about the culture of the target language community in order that the students changed their negative views.
c. Motivation and Concern for a good pronunciation

The writer also introduced the significance of English to the student to motivate them to learn English more. Besides, the writer always gave feedback and correction to the students’ performance.

d. Time of Day and Allocated Time

Because of inadequate allocated time, the writer should make appropriate and fun activities.

e. Big Class

Big class causes some problems to appear such as handling the class. When the class out of hand, the writer stopped the class immediately until the students had settled down, then warned the students who behaved harmfully. Besides that, the writer also made activities that could involved all of the students to participate actively in interactive communication.

f. The Limited Materials and Facilities

Because of the limited materials and facilities, the writer should look for appropriate materials. To give suitable materials, the writer had to search other materials in other books. The writer also browsed some material from the internet.
C. SUGGESTION

To improve English pronunciation teaching and learning, the writer has some suggestions such as the followings.

1. **SDN Ngoresan 80 Surakarta**

   The school should seriously solve indiscipline problems by seeking students’ parents because it is exceedingly important for parents to be involved in their children’s education. So, the students’ parents will know their children’s behavior in school and monitor the students more seriously. The school should also warn the students of the consequences of their action. Besides the warning, the school should provide the students with sufficient materials and facilities to support English teaching and learning activities.

2. **The headmaster**

   It is advisable for the headmaster to consider that English is an important subject. So, the allocated time for English class should be added.

3. **The English teacher**

   The English teacher should vary the activities in the class to attract students’ motivation.

4. **English Diploma program**

   English diploma program should provide native language speaker to give lectures in English Diploma Program to develop students’ pronunciation proficiency.

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