

THE ANALYSIS OF TEACHING ENGLISH PRONUNCIATION AT YOUNG LEARNERS

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Abstract

The aim of this study is to describe the technique that teacher use in teaching English pronunciation to young learners and the difficulties in teaching pronunciation for young learners at SD Negeri 82 Parepare. The sample of this study is the teacher and students at 5th Grade of SD Negeri 82 Parepare. The research method used in this study is a descriptive qualitative research. The instruments used in this study are observation checklist, list of questions, and document. First, observation is done in order to choose participants and to look the activity in the class, whereas interview is conducted in order to have other information, and document conducted to support data of this research. From the result of data analysis, it is found that the teacher used two techniques in teaching English pronunciation; drill and visual aids techniques. In drill technique the teacher used repetition drill, whereas in visual aids teacher use a picture. Those techniques still effective for young learners. However, this study gives suggestion to all teachers who teach pronunciation as reference and researchers to investigate the same research about teaching pronunciation. From the observation and interview with the teacher and some student, it found that there are some difficulties in teaching and learning pronunciation. It is lack of media to use in teaching process, the influence of student's mother tongue, and uninterested student in learn English.

Keywords: *Teaching Pronunciation, Pronunciation, Young Learner*

Introduction

Pronunciation is a very important part of mastering any foreign language, including English language. It is related to speaking, listening, and reading. Bad pronunciation can make a bad effect to those skills. However, with a good pronunciation people can have a good communication with other, and we can inform our purpose to other, and they can understand what we want to say.

This fact makes pronunciation have taught as early as possible to the students. Teaching pronunciation should be taught at primary level because children are easier to learn something than adult learners. They are easy to catch and remember what they learn and listen. Wendy A. Scott and Lisbeth H Ytreberg stated that they have

divided the young learner into two main groups throughout the book, the five to seven years old and the eight to ten years old. They are assuming the five to seven years old are all at level one, the beginner stage. The eight to ten years old may also be beginners, or they may have been learning the foreign language for some time. Zhang assumed that younger learners are able to learn the sound system more effectively, while the learning process of adult learners may be more likely to be difficult because of their age.

One of the important things that can influence the pronunciation of the learners is teacher's ability. When teaching pronunciation in young learners, the role of the teacher is important. Besides teacher's knowledge about pronunciation, teacher must have skills to motivate the learner and make them interest to learn. In addition, teacher should have some techniques and method that can make the learner interest and comfortable in learning.

Many technique and method can be used to teach pronunciation. Teacher can use drilling, the audio-lingual method, tongue twister, songs, etc.

Identification of the words that they get from listening and speaking process is the first step language development in young learners. Based on standard of competence in Indonesia, young learners in the first level do not have the capability to understand the meaning of sentence and phrase, they only learn about how to read and pronounce the words.

However, in Indonesia not all teachers especially in elementary school are aware about the important of pronunciation teaching. This causes students are rare finding and hearing the sound of the words and make them are difficult to pronounce some words. Teachers only taught vocabulary, reading, and simple grammar. They are not focus to providing activities to help students improve their English pronunciation. It is related with the thesis of Nawal Aufa who found that most of students get difficulties to speak English because they have many vocabularies but they do not know the way to pronounce it. This fact is compounded since Ministry of Education applied the curriculum of 2013 in Indonesia. It makes some elementary

school transformed English from a subject being taught to extracurricular activities, and the decree may cause lack of time and opportunity for student to develop their English proficiency as early as possible.

According to Oxford Learner's Dictionary, pronunciation is a person way to speaking a language or word of a language and way in which a word is pronounced. Pronunciation is how to say a word in which it is making up of three areas, sound, stress, and intonation. Pronunciation is the act manner of pronouncing words articulation and generally accepted sound of spoken words, and other statement said that pronunciation is the act of uttering with articulation, the act of giving the proper sound and accent, utterance, as the pronunciation of syllable of words, distinct or indistinct pronunciation.

Pronunciation is to the production of sound that we use to make meaning. It include attention to the particular sounds of language (segments), aspect of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspect), how the voice is projected (voice quality) an in its broadest definition, attention to gesture and expression that are closely related to the way we speak a language.

Ur assumed pronunciation is "to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable". It means that people can express their feeling and convey their meaning by using speech right. Meanwhile, Pronunciation is a feature of speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written texts in their studies.

Based on *Sound Concepts*, pronunciation is "an integrated system that consists of speaking and listening (or production and perception)".

Then, according to *The Handbook of English Pronunciation*, Pronunciation is "central to language use in social, interactive context because pronunciation embodies the way that the speaker and the hearer work together to establish and maintain common ground for producing and understanding each other's utterances".

Some factors affect the pronunciation. The native language has an important factor to pronounce English. Foreign accents have some characteristic of sound for the native language learners. There are four factors that affect in pronunciation: interference of mother tongue, learner's age, learner's attitude and psychological and prior pronunciation instruction.

1) Interference of Mother Tongue

Stress and intonation is become course errors in the target language. It is interference from the first language. Learners have difficulty to produce a particular sound, which does not exist in the native language.

2) Learner's Age

Someone who was learning second language from the child, they can pronounce like a native commonly. Its differ with person who does not begin learning second language until adult, they will never have a native like accent even though they have the same aspect of language such as vocabulary or syntax. Adult learners have limited to distinguish and produce native-like sounds.

3) Learner's Attitude And Psychological

Something that can influence achievement in pronunciation is attitude of target language learning. A good attitude can support learners to develop pronunciation skill. A person has strong determiners of the acquisition of accurate pronunciation of a foreign language if they have sense of identity and feeling group affiliation. Some learners focus on their pronunciation, they often statements about how bad their pronunciation. Sometimes, they request to correct their pronunciation if make mistakes. A kind of achievement motivation is when the learners want to do it well.

4) Prior Pronunciation Instruction

Learners should have good habit of learning correct pronunciation at the beginning. It will influence learner's success with current effort. When learners failed to pronounce some words in the beginning, they will become accustomed to their

own version of pronunciation and would be more likely to miss-comprehend when these words are not correctly pronounced.

Many students have problems in learning English especially in spoken English language. They have not received much information to understand pronunciation that needed in communication. It is make some problem appear. First problem comes from individual sound. Sound or phonemes were made up by word and sentence. Both word and sentence should be combined so it will have word and phrase. For example, the phonemes /k/ for c in word can and /æ/ for a, in can and /t/ for tooth are just sound, but when we put that phonemes together we will get /kæt/ = cat that recognizable a word. That problem comes from the learners that hard to eliminate. Representing the contrast between the first and second language, make all the learners that have different background in first language will have different problems.

Stress in words can be problem because stress can change a word's grammatical function, for example: export, if we stress word on the second syllable become exPORT, the function is verb. But, when we stress word on the first syllable and become Export, the function is noun. The example shows the position of the stress change the grammatical function, in this case, part of speech of the word. It becomes the consideration when students learn English. Teacher should make sure when learners learn new words and know where the stress of words.

Then, learners also should be able to recognize intonation of words. There are speech sound and intonations patterns that is not become part of *speech memory bank* when English is not become first language. Usually, some of vowels and consonants that used in English is not exist in our native language. Learners should have strong tongue and muscle movements for the rhythm patterns in original language in early age. They will have difficulty in pronunciation when their memory bank does not involve the sounds or rhythm patterns of English.

Nowadays, English language becomes international language for communication. English speakers have rapidly increased. One of the ways to improve English language skill is learning English language in the school. In Indonesia, the

students learn English language since they were in elementary level until high level. This means, many people realized that English language is important and it should be taught from the early age. Early age usually mentioned as young learners. Sarah Philips on her book stated that “Young Learners mean children from the first year of formal schooling (five or six year old) to eleven or twelve year of age.” Also, Young learners refer to children between the ages of seven to twelve years children approximately. Children in the 7-12 age groups are far less self-conscious than 13 years and above. After this age the ability imitates perfectly become less.

Teaching English at the elementary level is urgent need and the teacher should be trained before teach young learners, because Young learners have different competence and ability in English language than adults. Teachers should choose the best method and classroom activities with know the characteristic and ability of young learners. Teacher of young learners can thrive and focus on learning if they provide the care necessary to meet their needs.

According to Pinter, characteristic of young learners divided into six characteristic. Children are at pre-school or in the first couple of years of Schooling, generally they have a holistic approach to language which means that they understand meaningful message but cannot analyze language yet. They have lower levels of awareness about themselves as well as about the process of learning, they have limited reading and writing skills even in their first language, generally they are more concerned about themselves than others, they have limited knowledge about the world, and they enjoy fantasy, imagination and movement.

In teaching pronunciation to young learners, the teacher does not directly teach about pronunciation specifically. However, the teacher enters pronunciation learning in the midst of learning, such as when the teacher teaches a text or story. The teacher will try to teach how to pronounce each word using several techniques.

Teachers can use some techniques in teaching pronunciation. Especially for young learner's teacher, they are should deriving their technique from already existing method to teach pronunciation.

1) Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item. It can help teacher to teach pronunciation for the beginner. The kinds of drill are stated by Larsen-Freeman divide into 7; 1) backward build-up drill, 2) repetition drill, 3) chain drill, 4) single-slot substitution drill, 5) multiple-slot substitution drill, 6) transformational drill, and 7) question and answer drill. Usually, teacher uses repetition and chain drill for young learners.

a) Repetition drill

Students are asked to repeat what teacher says as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

For example, teacher will say “the cat is under the table” Then the student will repeat what teacher says.

b) Chain Drill

A chain drill is one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him questions. That student responds, and then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student’s speech. For example:

Teacher: The cat is under the table. NOT

Students: The cat is not under the table

1. Audio-Visual Aids

Audio-visual aids today are very beneficial for the teacher in teaching-learning process. Improvement of teacher’s description of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-color chart, realia, etc.

The aims of those techniques is to make learners interest in learning pronunciation and will be more easily to understand materials, because they can see and listen to the correct sound produced by the native speaker of English.

2. Communicative Activity

All of the activities, such as: interviews, role plays, drama, speech, games and audio taped dialog journal, is can be used in the classroom to practice pronunciation.

3. Song and Rhymes

Young learners enjoy repetition, and songs and rhymes are generally repetitive and easy to remember. Moreover, “children usually like singing and performing” and “it helps them feel at ease with English” In addition, Dunn claims: “rhymes introduce children naturally and effectively to the complete sounds of English as well as to stress and intonation”.

Method

The objective of this study is to obtain the activities in the classroom during teaching and learning pronunciation taking place. Therefore, the study used qualitative research.

First, the population and chooses one teacher are listed as sample. After that, teaching and learning process of pronunciation and how did the teacher teach pronunciation in the classroom are observed. All activities during the research were noted by using field note. Next, the teacher and the students are interviewed as the informants. The interview started from the simple questions such as: name, background, personality, activities in the class, and how the teacher teaches pronunciation in the classroom. The last, document analysis applied; teacher’s plan and syllabus in order to support data of this research.

This study use observation, interview, and document as instruments. There are some steps in collecting data for this study:

The observation sheets are filled when all the activities in the classroom of 5th grade were observed to see feedback of teaching and learning process of English

pronunciation. After that, the teacher and students are interviewed and the interview are recorded.

Result

From the observation sheet that filled in the three observations, in the first observation for the statement of the first point in the observation sheet, the teacher did not ask or not give an opportunity for the student to pronounce the words, she just reads the words and asks the students to listen it. In the second and the third point, because of the teacher did not ask student to pronounce the words, the teacher did not justify the word whose pronunciation is still wrong and did not ask students to read the words or sentence as accurately and as quickly as possible.

Then in the fourth point, the teacher described of how sounds are produced by audio-visual aids, the teacher used picture to support her teaching process. She showed the picture from his Smartphone. It found that the technology and media used is still limited. In the fifth point, it found that the teacher did not use game, she only focused to teach the students the pronunciation of the words. She did not use special method. The teacher only taught the pronunciation in general way. Then in the seventh point, it also found that the teacher use song in her teaching process but the teacher did not use song that relates with English pronunciation. She just uses song in her class to make class fun and not boring. And then in the last point, the teacher gives assignments to students, but it was not related with pronunciation of words in English. The assignment that the teacher gives to students is not about the pronunciation of words in English but it only leads to the development of students' vocabulary.

Then, in the second observation for the statement of the first point in the observation sheet, found the teacher read the word first and she asked the students to repeat it. For the second point, the teacher justifies the word whose pronunciation is still wrong, but the teacher did it occasionally. The teacher asked student one by one

to follow what the teacher said, if she found that, the student have wrong pronunciation she justified it, and teach the student the right pronunciation. However, she did not ask all of student to do that because of the time's limited. Then for the third point, the teacher did not ask students to read a word or sentence as accurately and as quickly as possible, the teacher just read the word first and she asked the students to repeat it. Based on the statement in the fourth point, the teacher described of how sounds are produced by audio-visual aids, the teacher used a picture that relate with the material. She showed the picture from her smart phone. Then for the fifth, sixth, and seventh point, the teacher did not do it that appropriate with the statement in the observation sheet. She only used repetition drill and audio visual-ads in teaching pronunciation in this meeting; she did not use game and song. The teacher gives assignments to students that related to pronunciation of words in English. The teacher asked the students to memorize the words and how to pronounce it.

The last in the third observation, in the second observation, the teacher did activities that appropriate with the statement of the first, second, and third point in the observation sheet. It is like with the first observation the teacher read the words in material of the first observation again and the students followed her, after that the teacher asked the students to come forward one by one and memorize it in front of the class. Sometimes she corrects the wrong pronunciation of students. However, in this meeting, the teacher did not use picture like the first and the second meeting, she focused to make student can memorize the words. Nevertheless, the teacher did not do the activities that appropriate with the fifth, sixth, seventh, and the eighth point in the observation sheet.

Discussion

Based on the three observations that held, the teacher used repetition drill in the second and third meeting and she used audio-visual aids in the first and the second meeting to teaching pronunciation. From the interview with Mrs. Parida, she always use repetition drill to teach pronunciation because it is the easier method that can use to teach students of elementary school level. Usually, teacher uses repetition and chain drill for young learners. As Brown stated, to teach pronunciation for young learners, the teacher should develop certain pattern, example, and repetition. With repetition drill, the students can be easy to catch the material or the words, because we know that in drilling technique we can do repetition. The students will repeat some word or sentence until they know and accustom how the pronunciation of the words and can memorizes it.

In addition, from the observation, the teacher use audio-visual aids method to teaching pronunciation. The teacher used picture that related to the material, and this method make the student more interested to focus to the material, even when the teacher just show it through the phone. As Brown stated that children have short attention term and we can use audio-visual aids to teach young learners because this technique make students interest with the material and make the students easy to catch the material. In addition, in consideration of sensory input, audio-visual aids appropriates to develop sensory input of the young learner because this method contains sensory aids.

In the interview the teacher said that she always to make student interest to teach, but the technology is limited, even the second floor of this building has no electricity so he cannot use the LCD and audio tape to support teaching and learning

process. The teacher said that sometimes she uses various media even she added that she makes the media and tools to support her teaching process, but in the class she did not use it. Furthermore, when the observation found that there are the lack of media and technology in the class to support the teaching and learning process. There are only one school's book that teacher used, the student is not gave the school's book. The teacher just writes the material on the whiteboard and the student will copied it in their notebooks, so it wastes much time. The teacher wastes much time in write the material in the whiteboard, and after that she asked students to copies it in their notebook and it finishes when all of students finish their notes.

In the interview, the teacher said that she teaches how to pronounce words and correct it when the students did some mistake. In the fact, the teacher does that. Then from the interview with the teacher and the student, they said the teacher sometimes use game to teach English, but in the class when observation she didn not use it. Then in the interview the teacher and the students said sometimes, the teacher used visual aids in learning. In the fact, she use it in first and second meeting.

In this study, from the interview with the English teacher and some of the students, it found that there are some difficulties in teaching and learning pronunciation. It is luck of media to use in teaching process, the influence of student's mother tongue, and uninterested student in learn English.

Conclusion

It concluded that the technique that the teacher uses in SDN 82 Parepare is drilling and visual aids technique in teaching pronunciation. In drilling technique, the teacher used repetition drill. With this technique, the teacher read a word or a sentence, and the teacher asked the students to repeat it after her. Besides, the teacher

used visual aids in teaching pronunciation. She used picture that relate with the material to support his teaching process. In conclusion, the teacher used two techniques in teaching pronunciation at SDN 82 Parepare.

From the observation and interview with the teacher and some student, it also found that there are some difficulties in teaching and learning pronunciation. It is lack of media to use in teaching process, the influence of student's mother tongue, and uninterested student in learn English.

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