

**TEACHERS' ROLES TOWARDS STUDENTS' PRONUNCIATION ABILITY  
BASED ON PRONUNCIATION'S INSTRUCTIONS AND EXERCISES OF THE  
TWELFTH GRADE STUDENTS' ENGLISH TEXTBOOK**

**Agci Hikmawati<sup>1</sup>**

**STKIP Muhammadiyah Bangka Belitung**

*agcihikmawati@gmail.com*

**Rindu Handayani<sup>2</sup>**

**STKIP Muhammadiyah Bangka Belitung**

*rindu.handayani@stkipmbb.ac.id*

**ABSTRACT**

*Mampu berbicara dengan lancar dengan pengucapan yang benar adalah kesan pertama yang menarik perhatian orang. Pelafalan yang baik dapat ditolak oleh siswa karena mereka lebih fokus pada pengembangan kemampuan bahasa Inggris mereka. Buku teks bahasa Inggris memiliki tujuan yang bermanfaat dalam membantu siswa mengucapkan kata-kata bahasa Inggris dengan baik. Karena instruksi dan praktik akan membantu siswa untuk terlibat dengan praktik komunikatif pengucapan. Berbagai cara, instruksi yang jelas, dan praktik akan diterapkan dengan mudah oleh siswa dengan tangan guru sebagai fasilitator dan korektor. Penelitian ini adalah penelitian kualitatif yang berfokus pada analisis peran guru terhadap kemampuan pengucapan siswa berdasarkan instruksi dan latihan pengucapan buku teks bahasa Inggris siswa kelas dua belas. Penulis menggunakan metode deskriptif kualitatif untuk menganalisis dan menyelesaikan masalah. Buku pelajaran bahasa Inggris perlu memberikan beberapa instruksi dan praktik yang lebih komprehensif dan lebih jelas untuk membantu meningkatkan pengucapan siswa, guru hanya fasilitator untuk membantu menangani materi di kelas bahasa Inggris, dan sikap dan motivasi siswa adalah dua hal utama yang harus dimiliki oleh peserta didik.*

*Kata kunci: buku teks bahasa Inggris, peran guru, latihan pengucapan*

## **Background**

People tend to speak fluently and accurately. But, how to do so? How could students communicate with others if they speak English with incorrect pronunciation? Being able to speak fluently with correct pronunciation is the first impression to attract people's attention. A good pronunciation may be denied by students since they are more focus on expanding their English skills. They do not acknowledge that having good pronunciation would help them at least in the first impression when they are talking English to others, especially to native speakers. Speaking English with incorrect pronunciation could distract and misunderstand the messages that the speakers want to convey to the listeners.

Teaching English in Indonesia has a distinctive way with other countries which use English as a second language. This difference comes up to a significant problem since Indonesia's learners use English as a foreign language. Students immediately study English at schools or courses, which not possibly increase their knowledge in language aspects. Due to the occasional way of learning English, many learners are not capable of pronouncing English words precisely and accurately. Teachers at schools and courses might teach them how to speak but in more addition to grammar view. According to Yulistyo (2013), both teachers and students often make mistakes in pronouncing English words. Words are often misspelled such as determine (/det3:rmain/), examine (/ekz3:main/), hour (/haʊr/) and many others (Yulistyo, 2013). Indonesia's learners use English as a foreign language. Students immediately study English at schools or courses, which not possibly increase their knowledge in language aspects. Due to the occasional way of learning English, many learners are not capable of pronouncing English words precisely and accurately. Teachers at schools and courses might teach them how to speak but in more addition to grammar view. According to Yulistyo (2013), both teachers and students often make mistakes in pronouncing English words. Words are often misspelled such as determine (/det3:rmain/), examine (/ekz3:main/), hour (/haʊr/) and many others (Yulistyo, 2013).

In spite of this fact, some researchers believe that teachers need to edify students about phonetic symbols and theories. Morley (1991, in Jianbin and Fang, 2013 p.1) claims that explicit pronunciation teaching can enhance learners' awareness to improve their communicative ability and help learners master the language and build up self-confidence in interactive verbal communication. In addition, Zhang (2009, in Huang and Yuan, 2013 p.1)

states that the attitude towards the necessity of teaching phonetics has shifted. It seems that more emphasis should be placed on comprehension-based or communication-oriented approaches, which means that learners' pronunciation in a foreign language needs to be taught in conjunction with communicative practice for the learners to be able to communicate effectively.

It seems that pronunciation should be placed on an understanding or communication-based approach, which means that the pronunciation of students in foreign languages needs to be taught along with forthcoming practices for students to communicate effectively. English textbooks are useful in helping students to speak English words well. Because pronunciation instructions and practices will help students to engage with outgoing pronunciation practices. A variety of clear ways, instructions and practices will be easily applied by students with the help of the teacher as a facilitator and mentor. However, this phenomenon can also be a negative effect for students if they find confusing words to say and the teacher himself speaks English words incorrectly. In English textbooks for the first semester of the tenth-grade students based on K-13 (curriculum 13), there are nine chapters containing nine different themes. Of the nine different themes, there are only seven pronunciation instructions. The seven pronunciation exercises contain the words in the text of the book that has been discussed. However, does the pronunciation exercises and instructions indicate the success of the student's pronunciation? Could the seven pronunciation instructions help improve their pronunciation?

English textbook takes a beneficial purpose in assisting students to pronounce English words well. Since the instructions and practices would aid students to get involved with pronunciation's communication practice. Various ways, clear instructions, and practices would be applied easily by students with the hands of teachers as facilitators and correctors. However, this phenomenon can also be a negative effect for students if they find confusing words to pronounce and the teacher himself pronounce incorrect English words. Due to this problem, the writers would like to acknowledge and find out whether the instructions and practices of English textbook could improve students' English pronunciation and boost their communication skill. The researchers would like to analyze the various instructions and practices of the Tenth Graders' Senior High School English Textbook. Thus, the writers would like to conduct a research entitled "Pronunciation's Analysis of the Tenth Graders'

Senior High School English Course Book”.

## **Literature Review**

### ***What is Pronunciation?***

Pronunciation is the action of producing sounds of speech to communicate a message (Dalton & Seidlhofer, 1994, cited in Santos & Tejada, 2014). That action aims to carry meaningful ideas and point of views which includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way individuals speak a language. According to Hughes (2006 p.22 in Kanellou, 2011 p. 11), “there is no doubt that pronunciation plays second best to other aspects of language teaching in the classroom” and, according to Barrera-Pardo (2004 p.6), “pronunciation teaching has often been relegated to a subsidiary role of broader language performance skills such as speaking and listening”. So, pronunciation plays a vital role in improving speaking skill. However, it is often be overlooked by some people due to its complexity and its comprehensive understanding to meaning.

### ***Roles of English Textbook in Improving Students’ Pronunciation***

According to Mukundan (2011), pronunciation is one pivotal aspect that teachers must be aware of. Moreover when children get confused of the roles of phonetic symbols in a textbook. Mukundan (2011) states that it is important to do such kind of an analysis within a textbook by seeing at its contextualised view to pronunciation. Nunan (1988) believes that “materials are often the most tangible and visible aspect of a curriculum”. Therefore, textbooks of phonetics are also counted as a major reason for the insufficient learning of pronunciation specifically (Zhang and Yin, 2009). To students who have not been trained systematically before, teaching materials with high-level theories and methods are essential in the learning process. Liu (2010, as cited in Jianbin and Fang, 2013) indicates that the choice of phonetics textbooks has an impact on the course design and implementation of teaching methods. From those points of view, it is acknowledged that providing phonetic symbols in English textbooks may assist students to attain enhanced articulation of English. How the

words must be read and meant, how they could create other meanings or even meaningless if it is correctly pronounced.

**English Phonetic Symbols**

According to Riswanto and Haryanto (2012), students' pronunciation needs to be improved to increase students' confidence in speaking and the application of communicative drilling techniques is one way to improve that ability. As explained earlier that English has a special phonetic symbol that must be learned in order to be able to read English correctly and correctly. Chart 1 below is an example of a phonetic symbol in English and chart 2 is a phonetic symbol along with an example of an English word. The symbol used in the chart below is taken from the International Phonetic Alphabet. According to Lane (2010), these symbols are symbols used by most learning dictionaries, so cooperation with them will also help students develop skills to find their own pronunciation and stress from any word in the dictionary of learners.

Chart 1. English Phonetic Symbols (Underhill, 2005)

ɪ	I	ʊ	u:	ɪə	eɪ	ɪ:	ɪ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Chart 2. English Phonetic Symbols (Underhill, 2005)

Monophthongs				Diphthongs			
i:	ɪ	ʊ	u:	ɪə	eɪ		
see /si:/	sit /sɪt/	good /gʊd/	two /tu:/	here /hɪə/	eight /eɪt/		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
egg /eg/	away /əweɪ/	her /hɜ:/	four /fɔ:/	cure /kjʊə/	boy /bɔɪ/	no /nəʊ/	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
cat /kæt/	up /ʌp/	ask /ɑ:sk/	on /ɒn/	there /ðeə/	my /maɪ/	now /naʊ/	
Consonants							
p	b	t	d	tʃ	dʒ	k	g
pen /pen/	bee /bi:/	ten /ten/	do /du:/	chair /tʃeə/	just /dʒʌst/	can /kæn/	go /gəʊ/
f	v	θ	ð	s	z	ʃ	ʒ
five /faɪv/	very /veri/	thing /θɪŋ/	this /ðɪs/	so /səʊ/	zoo /zu:/	she /ʃi:/	pleasure /pleʒə/
m	n	ŋ	h	l	r	w	j
me /mi:/	nine /naɪn/	long /lɒŋ/	house /haʊs/	love /lʌv/	right /raɪt/	we /wi:/	yes /jes/

**Teaching and Learning Pronunciation in EFL / Indonesian’s context**

It was long ago when The Dutch occupied Indonesia for over 350 years and provided less education to Indonesian people. Majority of Indonesians were illiterate even at primary schools (Lauder, 2008). The exiguous schools that existed were only attended by Dutch children. As a foreign language, English was first taught in junior high schools in 1914 and continued to be introduced in senior high schools in 1918 (Van der Veur and Lian, 1969, in Dardjowidjojo, 2003). Knowing that Indonesia has extended time regarding English teaching, it is understood that the education system of Indonesia somehow still applies hoary instrument. The rapid changing of the use of the curriculum clear the opinions that some curricula do not match with the present circumstances. Moreover, Indonesia has a thousand of islands which also differ and influence its people to think, learn, and communicate. While the standard curriculum requires people to act exactly the same to the minimum national standart.

According to Kemendikbud (2018), there are at least 652 different languages from different regions which have been verified from 1991 to 2017. The data were obtained by data verification and validation of 2.452 observing areas (. The Summer Institute of Linguistics mentions the number of languages in Indonesia as many as 719 regional

languages and 707 of which are still actively spoken. Meanwhile, UNESCO only recorded 143 regional languages in Indonesia based on the status of vitality or viability of language. From these facts, almost all of areas in Indonesia has their own languages which then regarded as their first language (L1). So what is the role of Bahasa Indonesia? According to Sadtono, 1979, cited in Diem, 1988), people of Indonesia experience regional language as their first language, Bahasa Indonesia and English are used as their second language and first foreign language, respectively. English is taught only at secondary schools in Indonesia, less primary schools apply English as their additional lesson. Regarding to this phenomena, it is undoubtedly that Indonesian learners have nuisances in learning and mastering English, especially swotting pronunciation.

According to Moedjioto (2016), students who pay less attention to the accuracy of pronunciation often make a pronunciation error because of the first language disorder (L1). It is understood that students' L1 is different from the target language they are learning. This is different in terms of grammar, word order, sentence structure, especially in words spelling. In this case, Indonesian is a language that requires people to spell and say the words exactly the same as their written appearance. It does not have phonemes and special pronunciation spellings to convey meaning in words. This is much different from English which has 42 phonetic symbols to spell. Furthermore, Moejioto (2016) found that English language teachers and students in Lombok, considered pronunciation of English as one of the most difficult fields in learning English. It is also important for teachers to demonstrate how phonemes are produced and teach segmental features such as consonants, vowels and stress sentences in the class.

Baker (2011) undertook a study on teachers' attitudes toward pronunciation and the results indicated that some teachers have accomplished formal pronunciation training and were the active readers of English teaching journals. However, he further explained that it is necessary to conduct more researchs and dig more queries whether teachers really value teaching pronunciation and what are the goals that would be in teaching and learning pronunciation. Another issue from Macdonald (2012) who proved that teachers are lack of formal curricula in terms of pronunciation which then lower their integration in teaching pronunciation. He also stated that the lack of assessment and appropriate training might be the roots of truncated enthusiasm of teaching pronunciation. These issues slightly give clear insights of what really happens in other parts of Indonesian contexts, which tells that other



countries also face similar problems with Indonesia in teaching pronunciation.

## Research Method

### *Design*

This research is a qualitative research that focuses on analyzing the role of the teacher towards the students' pronunciation skills based on instructions and practices of pronunciation in the tenth grader's English high school textbook. The author used the qualitative descriptive method to analyze and solve problems occur in the research.

### *Research Subject*

The research subjects in this study were teachers who were selected purposively for the interview. Nowadays, most of high schools in Pangkalpinang have implemented the *Kurikulum 2013*. Nevertheless, researchers interviewed 10 PNS English teachers from 5 public schools in Pangkalpinang with the following conditions: 1) the English teacher works in an accredited public high school, 2 ) the teacher is already a civil servant, and 3) has experience in teaching English more than 5 years. After observing the data on the teachers, 10 English teachers were selected from 5 public high schools in Pangkalpinang that were in accordance with the criteria mentioned above. They were two English PNS teachers SMA N 1 Pangkalpinang, two English PNS teachers SMA N 2 Pangkalpinang, two English PNS teachers SMA N 3 Pangkalpinang, two English PNS teacher SMA N 4 Pangkalpinang, and two English PNS teacher SMA N 5 Pangkalpinang.

**Table 1. Summary Research Subject's Identities**

Schools	Teachers	sex	Years of teaching experience
SMA N 1 Pangkalpinang	Teacher 1	Female	Nine (9) years
	Teacher 2	Female	Eleven (11) years
SMA N 2 Pangkalpinang	Teacher 1	Male	Fifteen (15) years
	Teacher 2	Female	Nine (9) years
SMA N 3 Pangkalpinang	Teacher 1	Female	Thirteen (13) years
	Teacher 2	Male	Eleven (11) years
SMA N 4	Teacher 1	Male	Fifteen (15) years



Pangkalpinang	Teacher 2	Female	Nine (9) years
MAN	1 Teacher 1	Female	Fifteen (15) years
Pangkalpinang	Teacher 2	Male	Twenty five (25) years

### ***Data Collection and Analysis***

In collecting the data, the researchers used the interview method. The results of the interview were recorded, transcribed and typed into the computer for more analysis. In this study, researchers conducted semi-structured interview will also be conducted to find out how the role of the teacher in helping students to speak English words well through an English coursebook. Then, ten English teachers from five selected public schools were interviewed with ten questions about their roles in helping students pronounce English words through English textbook of the tenth graders. The researchers interviewed the teachers using the semi-structured interview method and recorded it into an audio form. Thus, the results of interviews with teachers of English civil servants were the source of data from this study. In analyzing the data, the results of interviews from the teachers were recorded to find out how the teacher's role in helping students to pronounce English words through the medium of tenth grade English books. Several steps were conducted, namely: 1) recording the results of the interview, 2) analyzing the results of the interview, and 3) explaining/describing the results of the interview, and 4) concluding the results of the interview.

### ***Results and Discussion***

After conducting a research interview with English PNS teachers, the researchers then described the contents of the interview. Through interviews with PNS teachers in English at the schools, it can be concluded that many English teachers teach only a small amount of English. That is, teaching English in accordance with the existing syllabus. Pronunciation is considered important, but it cannot necessarily help learning English as a whole. Pronunciation cannot help improve the ability of all English skills, but it is significant for fluency in English communication. To answer the research question, 'how is the teacher's role in the pronunciation skills of students based on instruction and practice pronunciation in English class X students' high school books?', interviews were conducted with English PNS teachers who had more than 5 years of English teaching experience in 5 secondary schools in

Pangkalpinang. The interview was conducted to determine the extent of the teacher's role in the pronunciation skills of students through the English textbooks used. Does the teacher have an important role in helping students fluency in English, or is the English language book not the only medium of English learning, especially to practice the students' pronunciation skills. The following will explain the results of interviews with the English teachers. Ten questions along with some random order of answers obtained from the interview were formulated to seek information about teachers' roles in helping students' pronunciation as follows:

1. Do you have difficulties in teaching English in this school?

*Teacher 2 SMA 2 Pangkalpinang*

*Yes, of course. English is a foreign language that most of the students are not interested with. One of the interesting things is that English is a compulsory subject that must be taught at schools. In my point of view, they only learn how to pass the examination, not to master it. As a teacher, I facilitate them to be able to do the item tests to succeed in the exam, that's my main point. So, the problems that you are talking about are the students' understanding in comprehending the texts. There are 35 questions in in the form of reading comprehension and fifteen questions in listening section. Listening is the most difficult task for them. But some of them think that listening is easy, since it tests their understanding of what the speakers are talking about, not vocabulary. They don't need to read the text like reading. As my experience and my observation to the students who took and did not take English, reading needs a long experience to understand with, so the ones who took English course would literally answer reading questions easily. So, to be able to answer reading questions, you need to do more practice. It has nothing to do with grammar and pronunciation. And my point is to teach them to be able to answers the questions. It is also correlated with the test when they want to continue their higher studies.*

2. Which one is more important, teaching English skills or English aspects?

*Teacher 2 SMA N 1 Pangkalpinang*

*In SMA students, we focused more on the skills, and we follow the English syllabi, while*

*the aspects are just to support the skills.*

3. Among the English aspects, which do you think is the most prominent?

*Teacher 2 SMA N 3 Pangkalpinang*

*Vocabulary and pronunciation, they need to study more about it, they cannot just memorize it. Grammar can be self-studied, while today's rule students need to understand what is inside the text. We are expected to teach them all skills but the time is limited and we are not allowed to give them homework.*

4. Is pronunciation significant in assisting students' knowledge in English?

*Teacher 2 SMA N 4 Pangkalpinang*

*Maybe, being good in pronunciation means you can practice and speak English well.*

5. Do you have difficulties in teaching pronunciation at class?

*Teacher 2 SMA N 3 Pangkalpinang*

*yes, because of the time. We will miss other materials if we are focused on the pronunciation practice, so I let them used the media like listening the conversation through cassettes for 30 minutes, and we use softwares too, like dulingo, rosetta stone etc. And it helps me better.*

6. Do you think it is necessary to provide special instructions and exercises in English books about pronunciation?

*Teacher 2 MAN 1 Pangkalpinang*

*Yes, I need to give them practice, moreover to the lazy students.*

7. How much does English book help you in teaching pronunciation?

*Teacher 1 SMA N 1 Pangkalpinang*

*It helps but not too much, because the curriculum says to teach English integratedly, not focused on the pronunciation.*

8. Do you give them extra explanation about English phonetic symbols?

*Teacher 2 SMA N 2 Pangkalpinang*

*sometimes , I give them more examples. But I rarely give them so because they already know how to pronounce. But I did when I taught the tenth graders, because most of them were not accustomed to speak English. When I asked them about their English experience in SMP, they said they did not really learn it. And they are shy too. So the seniors have more knowledge and English vocabulary.*

9. Do you always correct your students' pronunciation?

*Teacher 1 MAN 1 Pangkalpinang*

*No, but I think it is important so that they can understand well.*

10. How do you motivate your students to learn English pronunciation better?

*Teacher 2 MAN 1 Pangkalpinang*

*I ask them to speak in English every morning and practice English pronunciation. Some are interested in English but some are not motivated to speak in English. Because we don't have people who speak English everyday. They think that it is no important to study English.*

The interview above was conducted to find out how the teacher's role in helping the pronunciation of students towards pronunciation instructions and exercises of the 10th graders English textbook. Almost all of the teachers admitted some difficulties they faced in teaching English in their respective schools. The reasons expressed are quite similar, namely the lack of learning time in English which lasts 2 hours of study every week, while they are required to pass the English language test later. Mastery of vocabulary that is less than students also makes a little problem, while most students only expect knowledge obtained from the teacher at school. For students who have facilities and can learn English at course, it is easier to teach, but there are also students who are less motivated to learn. In addition, the seriousness of the students themselves in learning English is very important to be able to improve their language skills. There are three things that can be discussed from the results of the interview, namely 1) the role of the teacher in helping the pronunciation of students, 2)

the media of English books that provide instruction and practice pronunciation relevant, and  
3) the motivation of students to learn English independently.

### ***1. The role of the teacher in helping student's pronunciation***

A teacher plays a pivotal role in pronunciation improvement. They can differ their teaching methods by delivering some attractive activities as well media to practice. It was revealed that several teachers who varied English learning by listening to songs, watching movies and listening to English dialogue (Teacher 2 SMA N 3 Pkp). He also added that the pronunciation was important to be honed so that the children were accustomed to the original English language speech and sharpened their ears to face the UAN listening section. A similar thing was also done by the the teachers of SMA N 3 Pangkalpinang who required their students to listen to English music and movies while they were or were not in English classes. Trying to speak in English is one of the methods applied by some teachers in public secondary schools in Pangkalpinang, even though the grammar and pronunciation are wrong and not accurate (Teacher 1 MAN 1 Pkp). According to some teachers, students' motivation itself is very low and difficult to build (Teacher 2 MAN 2 Pkp). Speaking loudly is one of the techniques used by Teacher 2 SMA 4 Pkp to hone students' confidence. The teacher acts as a facilitator and English corrector. The teacher also has to care about the pronunciation errors made by the students. Because one error will increase and add another error which is usually called an error. The teacher acts as a motivator for students to be more active in practicing English pronunciation. The statements below are some examples answered by some English teachers in the interview. It is related to the question about students' motivation.

SMA N 1 Pangkalpinang

*Teacher 1:* I won't let them keep silent, I trigger them to speak English, like presentation in English eg; Good morning friends, today we will present our presentation.

MAN 1 Pangkalpinang

*Teacher 1:* I told them to study English crazily, to talk in English freely, don't think about the grammar and pronunciation. If you don't know about the words, just

find out in the dictionaries.

*Teacher 2:* I ask them to speak in English every morning and practice English pronunciation. Some are interested in English but some are not motivated to speak in English. Because we don't have people who speak English everyday. They think that it is no important to study English.

According to Celce-Murcia et al. (2010) and Gilbert (2010), pronunciation practice is still viewed as a supplementary work, rather than an integral part of language skills. This sign also occurs in this study which shows that some teachers believe that pronunciation is important in some aspect, but not as necessary as other language skills which need more attention, especially to pass the national examination. However, the native-speaker superiority myth should be rejected because may not provide the necessary legitimacy that nonnative teachers need, and that an exploration of identity and/or credibility through other channels such as personal experience, pedagogical knowledge, knowledge of students' L1, language expertise, or access to expert opinions that dismantle the native speaker myth might be necessary (Golombek & Jordan, 2005). Regarding to this view, it is clear that motivating students to practice pronunciation better is far more critical rather than provide them with some English texts. Also, teacher's prior knowledge of students' English background should be taken into account as that is the way of understanding their learning styles and methods.

## ***2. English books media that provide relevant pronunciation instructions and exercises***

In reality, the teacher needs to make students practice pronunciation from English books, because it is a variation of learning and makes students more active. English textbooks that provide pronunciation training with pronunciation instructions and phonetic symbols are expected to help the pronunciation process. In addition, there are many materials and practices pronunciation offered on the internet, this can be used as a reference to find more interesting and varied learning resources. English textbooks should provide more creative values to the readers to interest students' reading motivation as well as reading habit. The interview results are shown below are some examples of the answers through a question that related to English textbook used at schools.

SMA N 1 Pangkalpinang

*Teacher 1: It helps but not too much, because the curriculum says to teach English*

*integratedly, not focused on the pronunciation.*

*Teacher 2: Yes actually, but because I teach grade 12, and they are more familiar with English words, I don't need much extra time to give more explanation about pronunciation.*

#### SMA N 2 Pangkalpinang

*Teacher 1: Some good books help me so much, and the students also. But because there is no correlation between teaching senior students pronunciation, so I am not concerned about it.*

#### SMAN 4 Pangkalpinang

*Teacher 1: Yes, about 70 – 75% English book help us to learn pronunciation. Pengajaran pronunciation juga biasanya saya tambahkan dengan memberikan beberapa latihan mengenai pengucapan Bahasa Inggris.*

#### MAN 1 Pangkalpinang

*Teacher 1: Yes, for some reading texts, we need different books from the government, but we study through applications too.*

Castellanos (2016) argues that English textbooks are more focused on the grammatical part, and there is nothing, or too little, related to pronunciation. Further, he mentions that it is necessary for students to know that English phonemes are independent and is quite different from other languages. This point of view shares an opinion that it is truly in need that English textbooks not only ought to provide some grammar lessons and practices, but also some useful instructions and practices about pronunciation, as well as an introduction for English phonemes. Elmiana (2018) confirms that advanced English learners should be provided by cognitive tasks in the textbooks. It might contribute to effective learning due to its tremendous level of thinking and excellent changing of intrinsic learning (Alemi et al., 2013, p. 55). In addition, Elmiana (2018) suggests that textbook developers should include cognitive tasks of EFL textbooks, particularly for senior high school students in Indonesia.



### 3. Motivate students to learn English independently

For students who already understand how to read English there are no problems at all in learning. But there are still many students who have not been able to independently read English words correctly, especially in difficult words. Teachers here are more active in motivating students to practice speaking, because basically there are still many students who lack confidence in their English skills, especially in speaking skills. However, the grammar approach that emphasizes grammar teaching is also more important, because they will face the an English national examination. So, it can be concluded that the teacher's role is pivotal in helping students' pronunciation skills. Through English textbooks from the government, training and pronunciation instructions must be provided in English textbooks. Although there are many types of media that will help, textbooks remain the main key. Since the main media used in schools are English textbooks hich is also in accordance with the English syllabus made and *Curriculum 2013*. Even though one of the state secondary schools does not use English textbooks proclaimed by the government, the two teachers interviewed stated that pronunciation instructions and exercises need to be provided to develop students' creativity. Some answers are provided below:

#### SMA N 2 Pangkalpinang

*Teacher 1: Ellis says; if it's not impossible, it's hard. As long as the listeners understand you, that's enough. There are some differences among people speak English, there are Singaporean-English, Australian-English, American & British English. So we talk about broader English scopes, and we cannot master all of them. So, as long as people understand you, that's enough.*

*Teacher 2: I encourage students by telling them to speak out loud, don't think about mistakes that will be made regarding vocabulary pronunciation, and by speaking in English throughout the lesson.*

#### SMA N 3 Pangkalpinang

*Teacher 2: mostly I motivated them to watch movies and listen western music, and English broadcasts. We have to really help them. They will have to face listening section in the exam and if they are familiar with the natives' pronunciation, they will get it.*

MAN 1 Pangkalpinang

*Teacher 1: I told them to study English crazily, to talk in English freely, don't think about the grammar and pronunciation. If you don't know about the words, just find out in the dictionaries.*

*Teacher 2: I ask them to speak in English every morning and practice English pronunciation. Some are interested in English but some are not motivated to speak in English. Because we don't have people who speak English everyday. They think that it is no important to study English.*

Motivating students' to speak is crucial for teachers. However, this motivation does not come along from the teachers, but must be possessed by the students themselves. as Gilakjani (2011) states that learner's motivation to learn the language detects the developing of native-like pronunciation. However, the fact arises from the present research that both teachers and students prioritize the national examination more than the pronunciation learning itself.

The results of this study contradict the research conducted by Riswanto and Haryanto (2012), that students 'pronunciation needs to be improved to increase students' confidence in speaking and the application of communicative drilling techniques is one way to improve that ability. The interview results from research on PNS teachers in Pangkalpinang are also different from Gilakjani's (2011) opinion which states that pronunciation is one of the crucial parts of communication that must be introduced to student activities. He also added that teachers should give important points about sounds, syllables, stress, and information so that they know which parts should be focused and also build a sense of concern for basic communication in English. But of course, it is done when indeed at certain times in the class (Gilakjani, 2011). Teachers acknowledge that they focus more on how students will face and pass national examinations, memorize much vocabulary and get high scores in English. The mindset of secondary school teachers and students is confined by a frightening specter named the national examination. Starting from grade 11 students must have more English vocabulary to ease them to answer the questions in the UAN. The fact that English is a language for communication is eliminated because of a deeper focus on understanding texts and answering questions. Even though the allocation time given in schools is insufficient for discussion of questions and mastery of the materials, let alone mastering perfect

pronunciation.

### ***Conclusion and Suggestions***

To sum up, some important points can be drawn;

- 1) English textbooks need to provide some more comprehensive and clearer instructions and practices to help improve students' pronunciation. Eventhough there are media that would assist and ease students to practuce, but the textbooks are far more pivotal and one of important learning tools used at schools, rather than any other media,
- 2) Teachers are only the facilitator to help adress the materials in English class. Due to the limited time provided in learning English, there is no much time to teach specific pronunciation to the students, so it is only a complementary subject. However, is necessary for them to correct students' pronunciation if they hear any mistakes, moreover pronunciation errors addressed by the students. Teachers also need to explain the fonetic symbols shown in the book,
- 3) Students' attitude and motivation are two prominent things that learners must have. Without good and positive attitude towards the target language, students will never master the language that is being learnt. Eventhough English at schools is a compulsory subject at the national examination, English mastery should be pointed and improved well.

Based on the conclusions above, the suggestions that can be given are as follows:

1. The teacher can teach students about English aspect, especially vocabulary because by knowing and understanding many English vocabulary students can learn to speak English more easily. It will also succeed in increasing students' abilities in pronunciation of vocabulary in English.
2. The teacher can add English teaching material about pronunciation at the beginning or end of the meeting on English learning in the classroom. How to pronounce English vocabulary based on symbols already in the Oxford dictionary can be done to help students improve pronunciation skills.
3. Students are advised to continue the spirit of learning and practicing to add and improve English vocabulary. In this case, specifically how is the pronunciation of students to be correct in accordance with the existing symbols.

## References

- Adult Migrant English Program Research Centre. (2002). *What is pronunciation?*. Retrieved from [http://www.ameprc.mq.edu.au/docs/fact\\_sheets/01Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf)
- Alemi, M., Jahangard, A., & Hesami, Z. (2013). A comparison of two global ELT course books in terms of their tasks types. *International Association for Research on Textbooks and Educational Media (IARTEM) Journal*, 5(2), 42-63.
- Barrera-Pardo, D. (2004). *Can Pronunciation Be Taught? A Review of Research and Implications for Teaching*. Retrieved from <https://www.researchgate.net/publication/39436299>
- Castellanos, M., A., C. (2016). *Teaching pronunciation through experiential learning and pronunciation techniques*. Corporación Universitaria Minuto de Dios, UNIMINUTO. Faculty of Education. Bogota D.C
- Census data revisited. (n.d). Retrieved on April 13th 2016 from <http://teflbootcamp.com/teaching-skills/teaching-efl-pronunciation/>
- Dardjowidjojo, S. (2003d). English Teaching: Where and How Do We Begin? K.E. Sukamto (Ed), *Rampai Bahasa, Pendidikan, dan Budaya: Kumpulan Esai Soenjono Dardjowidjojo*, 29-40. Jakarta: Yayasan Obor Indonesia.
- Elmiana, D., S. (2018). A critical analysis of tasks in senior high school efl textbook. *The Journal of ASIA TEFL*, 15 (2), 462-470.
- Golombek, P., & Jordan, S. R. (2005). Becoming “black lambs” not “parrots”: a poststructuralist orientation to intelligibility and identity. *TESOL Quarterly*, 39 (3), 513-533.
- Hornby, A.S. 2005. *Oxford Advanced Learner’s Dictionary*. London: Oxford University Press.
- Jianbin, Huang & Fang, Yuan. (2013). *An Analysis and Evaluation of Two Pronunciation Textbooks*. *Polyglossia* Volume 25, October 2013.
- Kanellou, Vasiliki. (2011). *The Place and Practice of Pronunciation Teaching in the Context of the EFL Classroom in Thessaloniki, Greece*. Submitted in partial fulfilment for the degree of PhD in Language and Communication Centre for Language and Communication Research, School of English, Communication and Philosophy. Cardiff University: Wales.
- Kemendikbud. (2018). *Badan Bahasa Petakan 652 Bahasa Daerah di Indonesia*. Retrieved from <https://www.kemdikbud.go.id/main/blog/2018/07/badan-bahasa-petakan-652-bahasa-daerah-di-indonesia>. Monday, December 26, 2018.
- Moedjito. (2016). *The Teaching of English Pronunciation: Perceptions of Indonesian School*

- Teachers and University Students*. English Language Teaching, Vol. 9, No. 6, pg. 30-41.
- Mukundan, Jayakaran, Nimehchisalem,W., & Hajimohammadi, Reza. (2011). *Developing an English Language Textbook Evaluation Checklist: A Focus Group Study*. International Journal of Humanities and Social Science Vol. 1 No. 12;September 2011
- Nunan, D. 1988. *Syllabus Design*. Oxford: Oxford University Press.
- Otowski, Marcus. (1998). *Pronunciation: What Are the Expectations?*The Internet TESL Journal, Vol. IV, No. 1, January 1998. Retrieved on April 14 2016, from <http://iteslj.org/Articles/OtowskiPronunciation.html>
- Pardede, Parlindungan. (2010). The Role of Pronunciation in a Foreign Language Program. Retrieved on April 14 2016, from <https://parlindunganpardede.com/2010/10/07/349/>
- Purnomowulan, R.R. (2014). *Content Analysis Of An English Textbook*. Published thesis from Universitas Pendidikan Indonesia. Retrieved on March 23rd 2016, from [repository.upi.edu](http://repository.upi.edu).
- Safrina, & Agustien, H.I.R. (2014). Bahasa Inggris SMA/MA/SMK/MAK Semester 1. Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud: Jakarta.
- Sulistyo, Nikedemus. (2013). *Indonesian English Users' Common Mistakein Pronunciation*. Retrieved on April 20th, from <https://nikodemusoul.wordpress.com/2013/10/05/indonesian-english-users-common-mistakes-is-pronunciation/>
- Santos, N.M.B., & Tejada, Ana, T.C. (2014). *Pronunciation Instruction and Students' PracticeVto Develop Their Confidence in EFL Oral Skills*. Retrieved on April 20th 2016, from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902014000200011](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902014000200011)
- Watts, P. & Huensch, A. (2013). *Integrated speaking, listening and pronunciation: Are textbooks leading the way?* In J. Levis & K. LeVelle (Eds.). Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference. Aug. 2012. (pp. 265-278). Ames, IA: Iowa State University.
- Zhang, Fachun., & Yin, Pengpeng. (2009). *A Study of Pronunciation Problems of English Learners in China*. *Asian Social Sciences*, 5(6), 141-146.