Students' Preferences towards Techniques Used by Lecturer in Teaching Pronunciation

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Keywords :	ABSTRACT
	This study is aimed to explore techniques used by the lecturer in teaching pronunciation to EFL university students. In addition, the students' preferences towards the techniques used by the lecturer are also pointed out by the use of direct observation to the classroom and semi-structured interview to the students. As a result, Oral Drill and Modeling appear to be the most techniques used by the lecturer and get the students' preference in 20%. Meanwhile, the use of Real Object only appears once along the researchers' observation which also takes 20% of the students' preference. The last result which is obtained by the researchers is that the use of games attracts the students' attention with 40% of preference. Interestingly, the students promote positive attitudes when the lecturer is applying the games to have them practice their pronunciation. They feel enjoyable and can acquire the pronunciation subject easier. Those findings imply that an evaluative assessment is needed in order to gain better quality of the students' English pronunciation and reflect what technique seems to give more significant effect to the students' production in pronunciation. *.*

INTRODUCTION

The first teaching method which is Grammar Translation Method (GMT) has no amount of time to focus on communicative competence especially on pronunciation teaching. It is not yet to consider as an important area of English teaching but tend to teach English in traditional method such as memorizing English vocabulary and translate sentences in English to first language or vice versa. Moreover, even though pronunciation aspect was introduced in the era of Audiolingualism, it was still regarded as low time allotment for pronunciation teaching. It was soon continued to Communicative Approach which nowadays, the teaching of pronunciation has regarded to have an important role in gaining successful communication.

Particularly, one of learning languages goals especially English is acquiring communicative skill production which involves symbol and sound where they are closely related to aspect of

pronunciation. It is obvious that pronunciation is one of fundamental aspects in learning languages including English. Producing good English is a need of every learner who wants to master speaking ability to communicate to many people all over the world. For example, in pronouncing segmental sounds which are consonants and vowels, EFL students often face a difficulty on how to pronounce them well since those elements always exist in learning languages particularly in English. Somehow, whatever the difficulty faced by English learners, English sounds should be pronounced accurately in order to produce a good English which contains meanings to be understood by other people. In addition, "limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and ability". Therefore, to acquire a good speaking skill in English, the first step which the students need to do is figure out their problems on pronunciation aspect because it has close relationship to the production on of speaking performance.

Furthermore, learning how to pronounce a good English sound becomes very important when the students are relying on their objective of learning it as several occupations require the accurate pronunciation such as radio broadcaster or news anchor. Therefore, the teachers and students had better to pay attention on factors which are possible to influence the production of pronunciation as follows:

a. Direct factors

The value of having a good and correct pronunciation is potential to be influenced by direct factors. In this case, needs of the learners and society as well as their attitudes become main concern in contributing to the pronunciation achievement. To the more particular to EFL context, English is learned in a traditional pattern where the students tend to read and translate English from various kinds of materials such as books, magazines, newspapers, articles, etc. There is no or little concern on how to produce a good and correct pronunciation in English. Unconsciously, the aspect of pronunciation is neglected because of this uncommunicative methods, and as the consequence, it is difficult for the students to treated English as their second language. In addition, less qualified teachers particularly in English linguistics can be a source of problem for the students as well as for the teachers themselves in pronunciation class.

b. Indirect factors

The first point that should be highlighted in indirect factors is that the students have limited time to study English in the classroom, so they mostly have no chance in practicing pronunciation in or out of the class. The second point of indirect factor is a big class which consist of up to 40 students for one class. This factor can cause a big possibility on making the teachers depress and cannot control their students' progress in learning. The last point of indirect factor is the lack of appropriate facilities that can suport the students' learning and help the teachers to teach such as language laboratory, English books in library, etc.

Furthermore, there is no doubt regarding with the importance of pronunciation aspect in learning English is its influence to the students' communicative competence. In this case, if the students have sufficient proficiency in pronunciation, they will get successfulness in bringing appropriate meaning to communication between speakers and listeners . Not surprisingly, it is because pronunciation aspect is the most important one in speaking. In addition, by learning pronunciation, it will get the students developed their skill in speaking area as well as making communication becomes valuable . Learning pronunciation is not only a matter of recognizing sound and its features, but it also can help the students to improve their speaking quality. It is because pronunciation's focuses is including where the sound is made and in which syllable the students have to stress on, so it will be more understandable to another speaker when the students use the correct concept of pronunciation. Therefore, nowadays, many people including those who have profession as teachers and students should start to realize how important the pronunciation aspect is for their lives.

Without leaving aside the importance of having adequate pronunciation, many EFL students still to work hard in figuring out mispronouncing sounds, misplacing stress in sentences and misusing intonation patterns. In addition, Mikuláštíková points out that this phenomenon might be caused by the

limited time allocation given by the school curriculum to have stressing part on the pronunciation mastery and tend to pay attention more on vocabulary and grammar.

Thus, pay high attention to the use of proper pronunciation becomes very important because human can have worth and meaningful communication when they have clear pronunciation so that others can understand what they are saying. It is because pronunciation aspect acts as a key instrument to the fruitfulness of productive and receptive communication. To the more specific aspect from the advantages of pronunciation lesson for EFL students is that it can drive the students to increase their ability in pronouncing English phonemes and help them to achieve the feeling of confidence. Behind the importance of having good pronunciation, "pronunciation is neglected in the majority of language classrooms" and some teachers still have lack of attention on accurate pronunciation and focus more on classroom interaction. He also adds that the teachers tend to be tolerant to the pronunciation mistakes made by the students because what will happen in the teaching and learning result is more important to highlight rather than being too detail to the students' pronunciation check.

However, pronunciation aspect is a must to be highlighted in English teaching or "should be taught deliberately". It is indicated by some researcher who have conducted worth research to improve the pronunciation quality of students. One of them is Riswanto and Haryanto who have investigated how communicative drilling technique can improve the students' pronunciation and after three cycles done by the researchers, communicative drilling technique is concluded to be one of technique that can increase the production of the students' pronunciation.

Furthermore, some research had been done to promote the importance of teaching pronunciation especially the techniques used. Specifically, Moedjito found that in teaching pronunciation, teachers prefer to the use of modeling technique where teachers show how to pronounce certain phoneme in English or use audio to demonstrate the correct pronunciation in English. As the result of his research, this technique is regarded as the best vehicle to drive the students in gaining good quality in English pronunciation especially in EFL context. In line with Moedjito, Thomson also found that Modeling technique is mostly used by the pronunciation teacher after Eliciting technique. In addition, Thomson also argues that by modeling the target language, it simply can help the students to have a description on how to pronounce certain phoneme in English.

Another research with wider and varied result comes from Kanellou who had a research on teaching pronunciation used by English teachers. In this case, as students would like to acquire Native-Like Pronunciation (NLP), the teachers explore several techniques, they are: each student' participation in class, articulation exercises, listening drill by English native spoken in audio learning media, pronunciation practice as a class, phonological rules, ear-training, International Phonetic Alphabet symbols, the use of language laboratory, and computer programs. Specifically, this research's objective is to explore the techniques used by pronunciation lecturer at Widya Gama Mahakam University, Samarinda, Indonesia. In addition, the preferences of students toward the lecturer's techniques in teaching pronunciation is also pointed out in this research with expectation that the lecturer will find the more effective and by the use of which technique can make the students easier to learn English pronunciation.

METHOD

This research is a qualitative study where the researcher tends to give detail information regarding with the techniques used by the lecturer in teaching pronunciation in the classroom. Particularly, frequent meetings were done in direct observation as well as having direct contact to the participants in natural setting. Moreover, they also explain that in a qualitative study, the researcher is the one who capture every single phenomenon happened in the researcher site and put the findings to further discussion to comparison to theory and research methodology.

In this research, the subject is a lecturer who teaches pronunciation at the first semester of English Department of Widya Gama Mahakam University, Indonesia. In this case, the lecturer is observed

directly during the teaching of pronunciation in the class as well as interviewed by the researcher. Moreover, half of entire students which consist of twenty students also become the subjects in this research. It is done by the researchers to get supported data regarding with the techniques used as well as their perception on those techniques used by the lecturer by interviewing them. In addition, those twenty students are chosen based on a consideration that they can give information which is needed by the researcher. Purposive sampling is used by the researcher as the concept of this sampling technique is suitable with this research where the researcher can choose the participants who are be able to provide detail information as much as the researcher needs for the research.

It is obvious that in a qualitative study, the researcher is the key instrument who explores phenomenon happened in natural setting. "Relatively little standardized instrumentation is used. The researcher himself or herself is essentially the main instrument in the study". It is relevant to this research where the researcher herself investigates what techniques used by the lecturer in teaching pronunciation to the students. In addition, below table consist of pronunciation techniques in teaching pronunciation is useful to help the researcher during the observation:

TABLE I
PRONUNCIATION TECHNIQUES

| Techniques	Description
Oral Drill	a. The lecturer reads a single sentence and give the students example on how to pronounce it
	b. The lecturer writes the sentence consist of words exist followed by the sound and ask the students to repeat after her
	c. The practice includes how to pronounce vowel and consonant in every new word given
	d. The lecturer focuses more on the most difficult words to pronounce by the students
Modeling	a. Closely related to Oral Drill technique
	b. Besides the use of herself as the lecturer to demonstrate the pronunciation, recorded and visual materials can also be used
Simulation	A real life situation is promoted in the classroom to practice pronunciation
The Use of Real Objects	a. The lecturer simply uses real objects such as books, bags, shoes, etc.
	b. The lecturer has the students speak out about the real objects
The Use of Games	The use of games for the students for pronunciation drill
Debates & Impromptu Speeches	a. The teacher provides the students with debate activity
	b. The teacher makes paper rolls consist of topic that the students should speak out

In a qualitative research, the researcher can use five kinds of techniques in collecting data, they are interview, questionnaire, examining records, observation, and field notes[16]. Regarding with the techniques used by the researcher, she believes that observation, field notes, and interview are suitable to use to collect the data needed by her. In order to make the steps of collecting the data clear, it is important for the researcher to point out below procedures briefly:

a. In doing the observation, the researcher attends to the class and finds the best sit where she can get a clear view regarding with the techniques used by the lecturer to teach pronunciation.
b. To support the data got from the visual view in the direct observation part, the researcher uses field notes to capture all phenomenon happened during the pronunciation class in natural setting.

Moreover, the researcher conducts semi-structured interview to the students in order to find out their preference related to the techniques used by the lecturer. Specifically in analysing the data collected, the researcher uses the theory which comes from Creswell [19] that is The Data Analysis Spiral to analyze the techniques used by the lecturer to teach pronunciation as well as the students' preference towards the techniques. The first step of data analysis is Data Managing, where in this step the researcher organizes the data gained from observation and interview into folders. The second step is Reading and Memoing. In this step, the researcher reads and arranges memos from field notes from direct observation and transcription from the lecturer and students interview. The third is Describing, Classifying, and Interpreting step where in this step, the researcher describes the data found in detail description so that readers can have clear views on the result obtained by the researcher. Moreover, the researcher also classifies which data is important and relevant to her research and eliminate the inappropriate one then interpret them to deeper analysis. The last step in analyzing the data is Representing and Visualizing, where in this case, the researcher presents the data in the forms of text and figures.

RESULT AND DISCUSSION

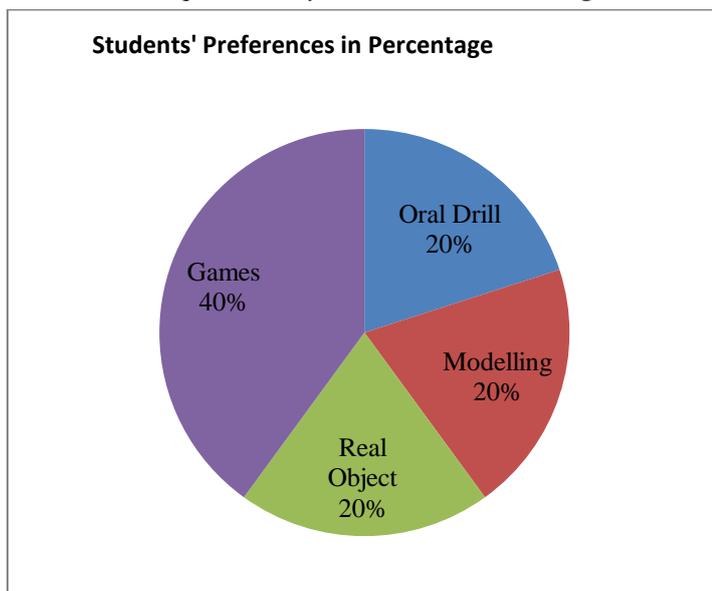*A. Techniques Used by the Lecturer in Teaching Pronunciation*
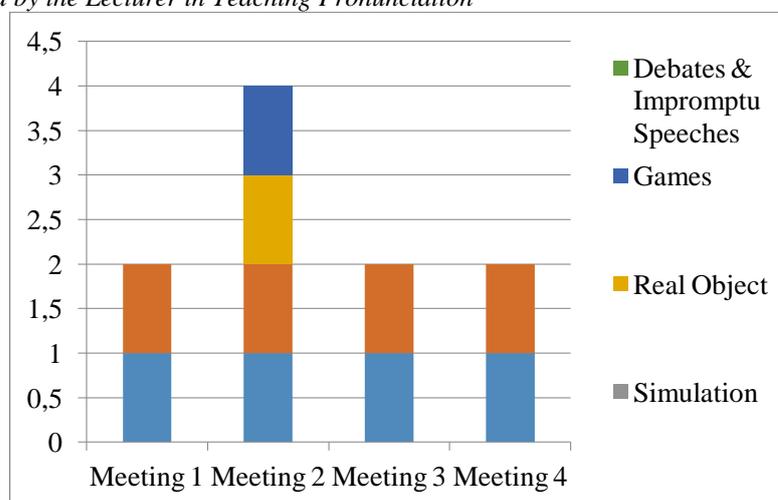
Above data is gained from direct observation in pronunciation class for four times. In this case, the researcher decided to stop in observing the pronunciation class is because the research finding has met its data saturation. The researcher has found pattern in terms of techniques used by the lecturer in teaching pronunciation in the classroom, where the lecturer uses typically similar techniques on meeting 1, 3, and 4. Specifically, in terms of Oral Drill technique, the lecturer tends to have the students to practice sound in English by repeating what the lecturer said. In addition, the lecturer also has full attention to the students' difficulty in pronouncing vowel and consonant by asking the students to let her know what word seems to be hard to pronounce then she teaches the students in a very slow motion and clear dialect. What is very interesting for the researcher regarding with Oral Drill technique used by the lecturer is that she often asks the students to pay attention to her mouth when she is pronouncing certain word. As a result, the students can easily imitate what the lecturer said without any doubt.

The next technique used by the lecturer is Modeling, where in this technique, the lecturer often gets herself as a model to pronounce English sound. In addition, the lecturer always use recorded materials to demonstrate to the students how words are pronounced in English by sometimes have stressing on sounds which are alike so that the students can distinguish. Moreover, the next technique which is used by the lecturer is Real Object. This technique only used once by the lecturer which is on the meeting 2, where in that meeting, the lecturer uses surrounding real objects exist in the classroom to have the students practice their pronunciation. Lastly, the lecturer uses Games and has the students to work in group. Specifically, the lecturer gives different picture series

to each group where each picture series consist of two pictures which look alike. Next the students should identify what makes those pictures different then write the existing sound to the differences found on the pictures.

B. Students' Preferences towards Techniques Used by the Lecturer in Teaching Pronunciation

Students' Preferences in Percentage

The students' preferences towards the techniques used by the lecturer in teaching pronunciation are obtained from semi-structured interview to the whole students on the first year of college at Widya Gama Mahakam Samarinda University. Based on four techniques used by the lecturer which are Oral Drill, Modeling, Real Object, and Games, the students prefer to all techniques to be used in pronunciation class based on certain reason. Firstly, the biggest percentage which is 40% goes to the use of Games. Their preference toward this technique is because they feel more enjoyable in learning pronunciation in the class. They also add that by the use of games, they understand the materials easier since it is the most interesting technique applied by the lecturer in the class. Therefore, they suggest more games used in learning pronunciation in order to make the atmosphere more fun. Secondly, the rest of techniques which are Oral Drill, Modeling, and Real Object have the same percentage which is 20%. This result shows an interesting fact that the students feel that having practices on how English sound are pronounced is important and will be complete by the use of modeling techniques through the lecturer or recorded materials to demonstrate the sound. In addition, even though the lecturer only uses Real Object once during the researcher's observation, the students think that it is quite interesting to use to pronounce English words. The students add that the lecturer can use both Oral Drill and Modeling through the use of Real Object.

Relaying on above data found by the researchers, it is obvious that the lecturer used Oral Drill and Modeling techniques on each meeting. A potential reason of using these techniques is because the lecturer assumes that humans learn languages by listening first before speaking the target language. It brings many people especially teachers to somehow ask their students to "listen and repeat" what they hear. In this case, Messum adds that it is a misconception about interpreting that theory. It is not as simple as the theory in fact children and adults to learn a new language. Without leaving aside the "listen and repeat" aspect, what to be interesting in the pronunciation class is when the lecturer teaches by using Oral Drill technique is that she often points out in which syllable the students should have a stress on. As Yangklang states that in order to improve the students' quality of pronunciation, it is very important to pay high attention on word stressing because every foreign language particularly English has its own word stressing pattern that simply can make EFL students difficult to have an eligible spoken English.

Moreover, in fact the students' attitudes to the techniques used by the lecturer play certain role to the students' production of English pronunciation. It is very interesting to highlight that even though the use of games only appears once at the second meeting of direct observation, the condition in the classroom seems to be completely different among other meetings. The use of games reveals positive attitudes from the students even though the lecturer has some correction points to the students' pronunciation. The students have so much fun working with a group and they simply can acquire the materials about English vowels and consonants easily as well as practice

it better. It becomes relevant to the result of semi-structured interview to the students that they prefer to the use of games better than other techniques, even they want more games to be applied in pronunciation lesson.

CONCLUSION AND SUGGESTION

Referring to above result and discussion of the research, the researchers can simply conclude that along four meetings, the lecturer assumes that it is very important to have the students practice the pronunciation of English phonemes by the use of "Listen and Repeat" activities or Oral Drill with the more stressing point on difficult vowel and consonant. Somehow, it is related to Modeling technique which is also used by the lecturer on each meeting where the teacher often models herself to demonstrate how certain word pronounced or audio media to have the students learn from native sound. Regarding with the next technique used by the lecturer which is Real Object, there is no significant result since the lecturer rarely used it and only take 20% of the students' preference toward the techniques used by the lecturer. In fact, even though the lecturer always uses Oral Drill and Modeling techniques, the students' preference towards these techniques is not more than 20%, which exactly have similar percentage as Real Object technique. At last, although the teacher only uses games for one meeting, it turns the students to positive attitude towards the lesson and drives the students to better comprehension and production of English pronunciation subject. This result is in line with the students' preference towards games which comes to be the highest percentage which is 40% where they prefer more games to be applied in the pronunciation class in the future.

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