

SKRIPSI

**THE ANALYSIS OF TEACHING ENGLISH PRONUNCIATION
AT YOUNG LEARNERS AT SD NEGERI 82 PAREPARE**



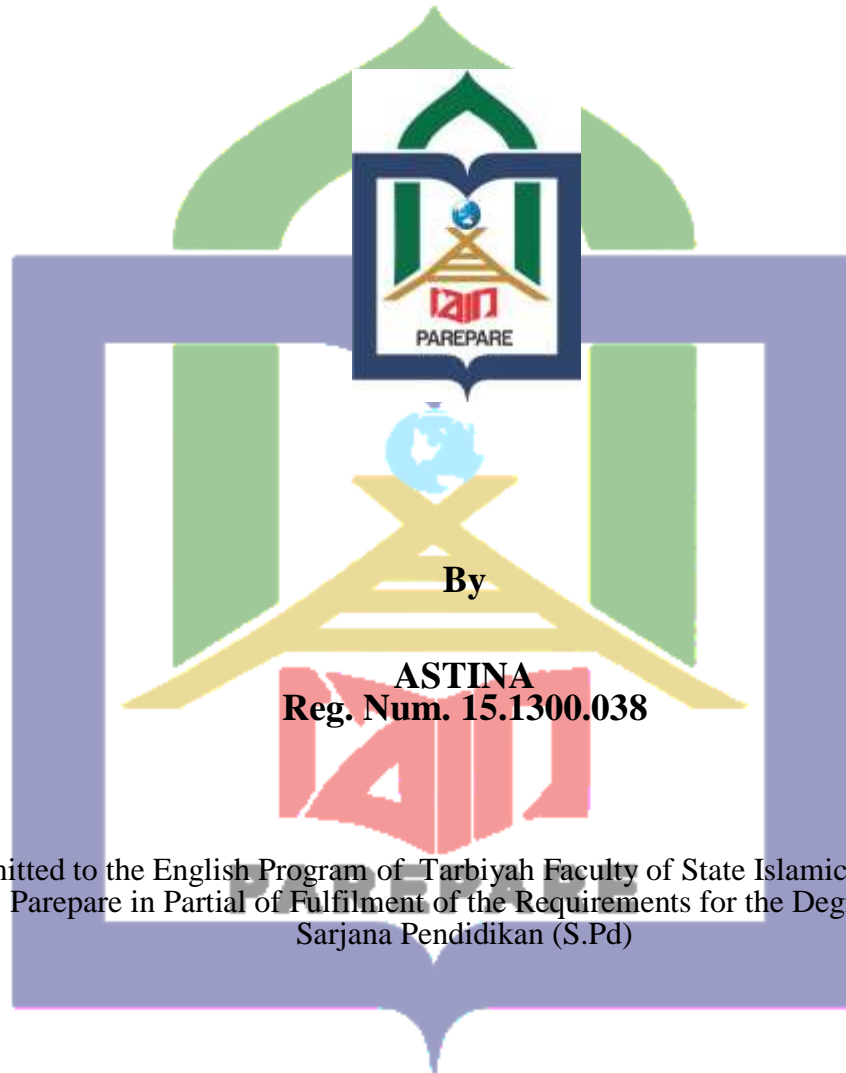
By

**ASTINA
Reg. Num. 15.1300.038**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

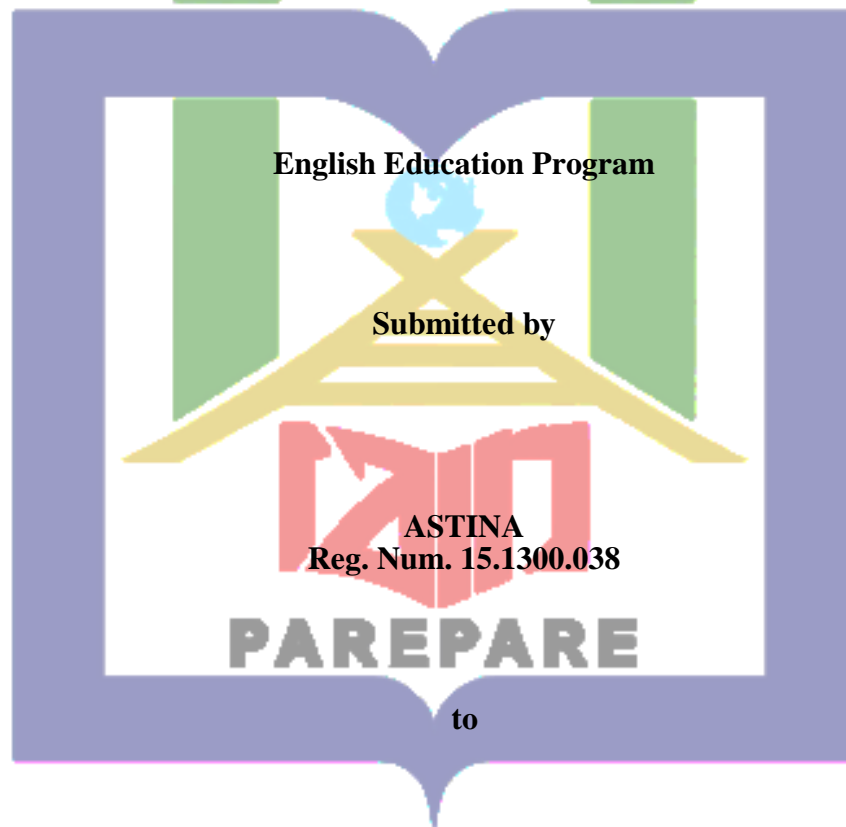
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Skripsi

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Sarjana Pendidikan (S.Pd)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**



2020

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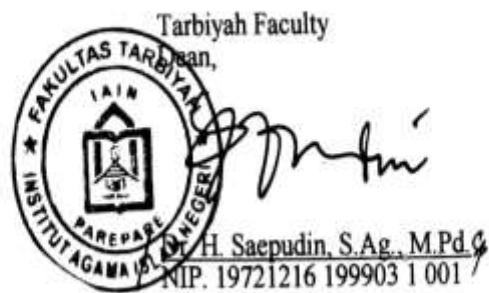
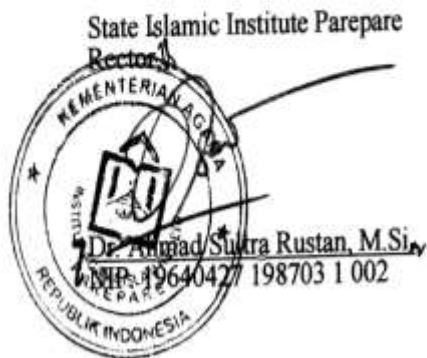
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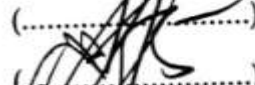
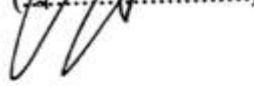
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The beneficent and The Merciful

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useful for all of us and for the development of English Teaching and Learning.
Aamiin.

Parepare, 14th January 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or compiled by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Astina. *The Analysis of Teaching English Pronunciation at Young Learners at SD Negeri 82 Parepare* (Supervised by Hj. Nurhamdah and Amzah).

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.

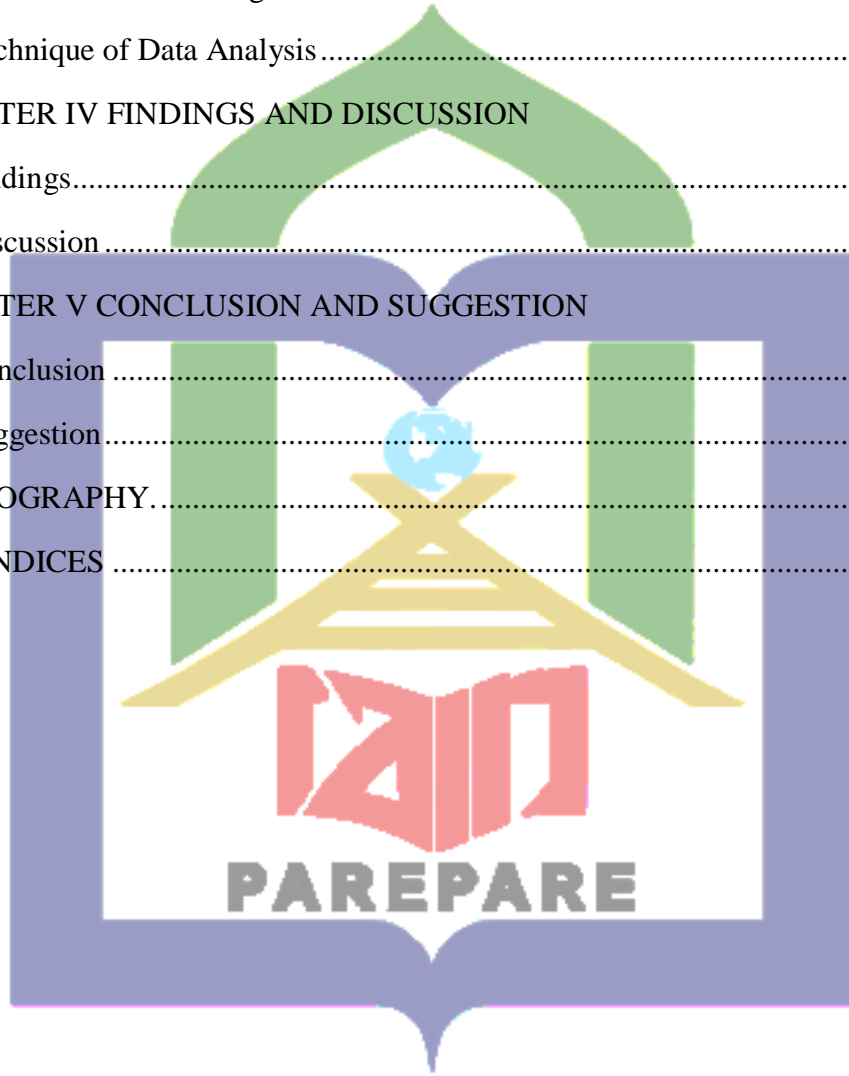
From the result of data analysis, it is found that the teacher used two techniques in teaching English pronunciation; drill and visual aids techniques. In drill technique the teacher used repetition drill, whereas in visual aids teacher use a picture. Those techniques still effective for young learners. 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, the researcher 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, Young Learners*

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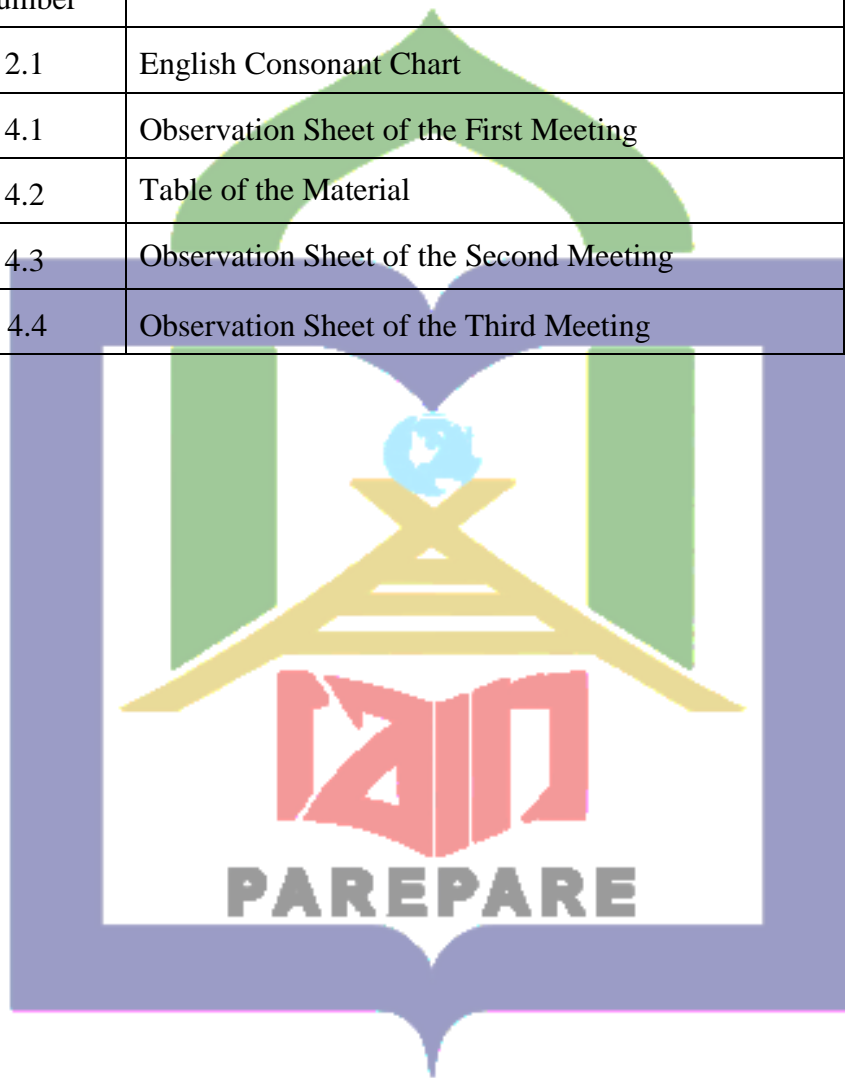
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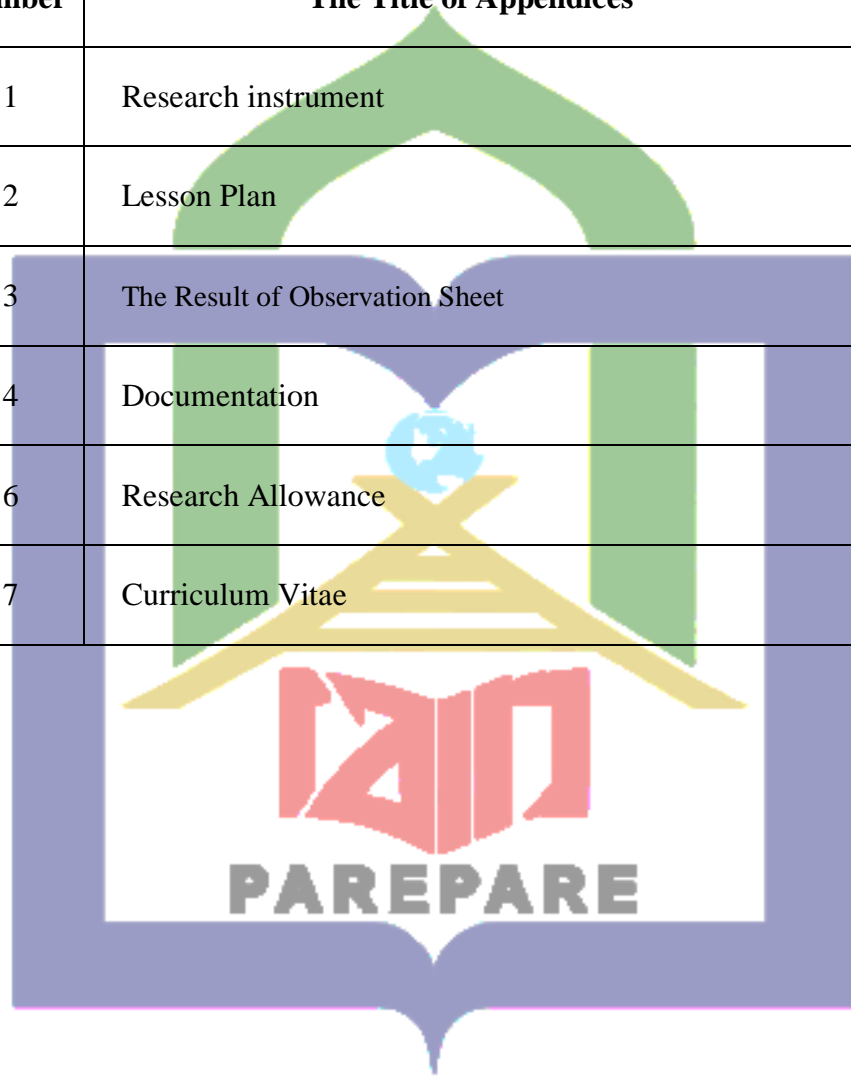
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CHAPTER I

INTRODUCTION

1.1 Background

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.¹ 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.²

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

¹Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman), p. 1.

²Fachun Zhang and Pengpen, *A Study of Pronunciation Problem of English in China* (China: Asian Sosial Science, vol. 5 no. 6), p. 143.

of the teacher is really 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.

There are many technique and method that 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 and not focus to providing activities to help students improve their English pronunciation. It is relate with the thesis of Nawal Aufa who found that most of students get difficulties to speak English because they have a lot of vocabularies but they do not know the way to pronounce it.³ 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

³NawalAufa, "Using Movie to Increase Student's Pronunciation" (Thesis; Department of English Education, Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University Darussalam: Banda Aceh, 2017), p. 12.

decrease may cause lack of time and opportunity for student to develop their English proficiency as early as possible.

From this explanation above, the researcher decides to make a research on one of elementary school in Parepare, it is SD Negeri 82 Parepare. It's one of the elementary school that teaches English to their student.

Based on the exposition of the researcher above, the researcher decides to research about “The Analysis of Teaching English Pronunciation at Young Learners at SD Negeri 82 Parepare”.

1.2 Problem Statement

Based on the background of the study stated above. The research problems are :

1. What is the technique of teaching pronunciation in SD Negeri 82 Parepare?
2. What does the teacher's face in teaching pronunciation in SD Negeri 82 Parepare?

1.3 Objectives of the Research

The objective of this study is to know the techniques that teacher used in teaching pronunciation to young learners, and to know the teacher's face in teaching pronunciation.

1.4 Significance of the Research

The researcher hopes that the results of this research give some significance for teachers in elementary school. Hopefully, this research can be used as a reference the next researcher who wants the result of this research as a data to continue a research on developing.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous of Related Finding

The first relevant study was a research entitled *‘The Teaching of English Pronunciation to Young Learners (A Case study of The Sixth Grade Students of SDN 6 Ciputat)’* written by Nicky Dwiningrum, a research of Syarif Hidayatullah State Islamic University, which was published on 2016. The objective of the research was to obtain the techniques that teacher used in teaching pronunciation to young learners. The writer used descriptive qualitative which is the data derived from document, observation, and interview. The writer found that the teachers in SDN 06 Ciputat use drill and visual aids technique in teaching pronunciation.⁴

The second relevant study was thesis entitled *“Developing Pronunciation with Young Learners”* written by Nad‘a Tomčíková, a thesis of University of Pardubice Faculty of Art and Philosophy (Department of English and American Studies). The objective of the research was to group of young learners that was used as a basic for the research. It was used data collection tools and process of data analysis is explained in detail. The result of the research is interpreted from the viewpoint of activities focusing on English pronunciation development and at the same time suitable for the age group of young learners.⁵

⁴Nicky Dwiningrum, “The Teaching of English Pronunciation to Young Learners (A Case Study at The Sixth Grade Students of SDN 06 Ciputat)” (Unpublished Skripsi; The Faculty of Educational Sciences, Syarif Hidayatullah University, 2016), p. 45

⁵Nad‘a Tomčíková, “*Developing Pronunciation with Young Learners*” (A Skripsi; Pardubice University, 2006), p. 55.

The last relevant study was thesis entitled “English Language Teaching and Learning For Young Learners at SD Islam Al-Azhar 29 Mijen-Semarang” written by Devita Ratna Sari, a thesis of Walio State Islamic University. The purpose of this study is to investigate the English language teaching and learning for young learners at the fifth grade of SD Islam Al-Aszhar 29 Semarang in term of English teaching material, teaching method, and learning assessment. The result of that study showed that three was certain syllabus and lesson plan which were arranged by the teacher. Language materials were covered in the textbook was provided by the foundation of Al-Azhar center. The textbook was designed specifically for young learners. Several teaching and learning methods were Cooperative Learning, Problem Solving, Audio Lingual Method, Grammar Translation Method, Total Physical Response, and Direct Method. It is used qualitative approach. The data were collected by three techniques, observation, interview, and documentation.⁶

The studies above have the same research design with the writer’s research, they use qualitative research. The similarity with the first study and the second study is we investigated teaching pronunciation for young learners. Meanwhile, the last study is not only investigated about teaching pronunciation, but it is investigated about teaching whole elements of English Language.

⁶Devita Ratnasari, “English Language Teaching and Learning for Young Learner at SD Islam Al-Azhar 29 Semarang” (Unpublished Thesis; Faculty of Education and Teacher Training, Walio State Islamic University: Semarang), p. 5.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Pronunciation

1. Definition of pronunciation

There is some definition of pronunciation that might be useful to support the writing. According to Oxford Learner's Dictionary, pronunciation is a person's way of speaking a language or word of a language and way in which a word is pronounced.⁷ Pronunciation is how to say a word in which it is made 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 statements 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.⁸

Pronunciation is to the production of sound that we use to make meaning. It includes 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) and in its broadest definition, attention to gesture and expression that are closely related to the way we speak a language.⁹

Our 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

⁷Anonim, *Oxford Learner's Pocket Dictionary, New Edition* (Oxford: Oxford University Press, 1987)

⁸Abraham Lincoln, "In Accurate and Reliable Dictionary." Article Online. <http://www.brain-quotae.com/word/pronunciation207323>. (Accessed on 1th June 2019)

⁹Amp Research Centre, *Pronunciation 1*. <http://www.necitr.mq.edu.aunep.pdf> (Accessed on 23 Mei 2019), p. 3.

acceptable”.¹⁰ 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.¹¹

Based on *Sound Concepts*, pronunciation is “an integrated system that consists of speaking and listening (or production and perception)”.¹²

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”.¹³

Based on the several definitions above, the writer may conclude that pronunciation is to the production of sound that we use to make meaning. Pronunciation is a sound comes from vocal cords in the form of words or sentence. It is become one or important unit in the language to convey meaning from the speaker, even it was neglected by learners. Pronunciation consists of speaking and listening. It make pronunciation is so important, because with good pronunciation, it can make producing and understanding each other’s utterances from the speaker and the hearer.

¹⁰Penny Ur, *A Course in Language Teaching : Practice and Theory*. (Cambridge: Cambridge University Press, 2009), p. 103.

¹¹Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. (Cambridge: Cambridge University Press, 2004), p. 3.

¹²Marnie Reed and Christina Michaud, *Sound Concepts; An Integrated Pronunciation Course*. (New York: McGraw-Hill, 2005), p. viii.

¹³Marnie Reed and John M. Levis, *The Handbook of English Pronunciation: First Edition*. (Oxford: John Wiley & Sons, Inc, 2015), p. 353.

2. Feature of Pronunciation

This explanation below will show the main feature of pronunciation. There are phoneme and supra segmental.¹⁴ Phoneme divides into 2 parts: consonants, that consist of voiced and unvoiced, and vowels that consist of single vowels and diphthong. Furthermore, supra segmental consist of intonation and stress (word stress and sentence stress).

a. Phonemes

Phonemes are the unit of sound in a specific language that has different sound with the other language. Even people have differences in articulate sounds; we can still describe how they produce the sounds.¹⁵ Then, phoneme makes connection between sounds and meaning. Phonemes consist of two categories: consonants and vowels.

1) Consonant

Consonant sound is as the solid blocks with which we construct words, phrases and sentences.¹⁶ There are 25 consonants in English, [p/, /t/, /k/, /f/, /s/, /ʃ/, /tʃ/, /θ/, /h/, /b/, /d/, /g/, /dʒ/, /v/, /ð/, /z/, /ʒ/, /m/, /n/, /ŋ/, /l/, /r/, /y/, /w/, /hw/].¹⁷

Some of consonant are use vibration when pronounce or called voiced, and the other is not used vibration in pronounce words, called unvoiced. The unvoiced are [p, t, k, f, s, ʃ, tʃ, θ], and h, and voiced are [b, d, g, dʒ, v, ð, z, ʒ, m, n, ŋ, l, r, y, and w].¹⁸

¹⁴Gerald Kelly, *How to Teach Pronunciation*. (England: Longman, 2000), p. 1.

¹⁵Gerald Kelly, *How to Teach Pronunciation*, p. 1.

¹⁶Marianne Celce-Murcia, et al., eds., *Teaching Pronunciation; A Course Book and Reference Guide: Second Edition* (New York: Cambridge University Press, 2010), p. 50.

¹⁷Marianne Celce-Murcia, et al., eds., *Teaching Pronunciation; A Course Book and Reference Guide: Second Edition*, p. 52.

¹⁸Gerald Kelly, *How to Teach Pronunciation*, p. 6.

According to the place of articulation, the consonant can be divided into, bilabial [b, p, m, w], labio-dental [f, v], dental [θ, ð], alveolar [t, d, l, n, s, z], palato alveolar [ʃ, ʒ, j], velar [k, g, ŋ], and glottal [h].

Based on manner of articulation the consonant can be dividing into:¹⁹

a) Stops

There is blocking of the vocal tract, and no nasal air flow, so the air flow stops completely. e.g.: [p, b, t, k, g]

b) Fricative

The consonants produced by forcing air through a narrow channel made by placing two articulators close together. e.g.: [f, v, θ, ð, s, z, ʃ, ʒ]

c) Affricates

The consonants produced by blocking off the breath stream between the tongue and gum ridge. e.g.: [tʃ, dʒ]

d) Nasals

The Consonants Produced with a lowered velum, allowing air to escape freely through the nose. e.g.: [m, n, ŋ].

e) Liquids

A partial closure is made by the blade of the tongue against the alveolar ridge. e.g.: [r, l]

f) Glides

The consonant categories are usually included by semi-vowels in functional grounds, but they are more properly treated as vowel glides. e.g.: [w, j]

¹⁹Gorge Yule, *The Study of Language: Fourth Edition* (Cambridge: Cambridge University Press, 2010), p. 31-32.

Tabel 2.1 English Consonant Chart

	stop	fricative	affricate	nasal	liquid	glide
bilabial	p, b			m		w
labio-dental		f, v				
dental		θ, ð				
alveolar	t, d	s, z		n	l, r	
palatal		ʃ, ʒ	tʃ, dʒ			j
velar	k, g			ŋ		
glottal		h				

Sounds that are **bold** are voiced.

2) Vowels

Vowels are speech sounds that derived by vocal cord. Vowels are articulation that happen when a voiced airstream shaped by using the tongue and the lips to modify all of shape of the mouth.²⁰

Jones classifies the vowels into 5 based on the position of the tongue:²¹

a) Front vowels

In the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

²⁰Gerald Kelly, *How to Teach Pronunciation*, p. 29.

²¹Daniel Jones, M.A, *The Pronunciation of English* (Cambridge: Cambridge University Press, 1958), p. 15.

b) Back vowels

In the production of which the ‘back’ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

c) Central vowels

When the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.

d) Close vowels

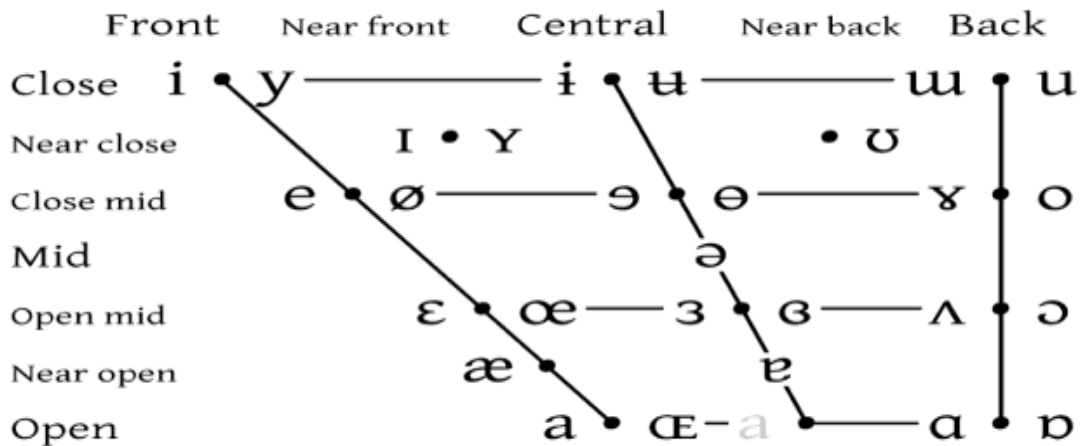
When the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

e) Open vowels

when the tongue is held as low as possible as in / a: / in /fa:ðə / father.

English Vowels Chart

VOWELS



Vowels at right & left of bullets are rounded & unrounded.

3) English Diphthong

Diphthongs are sounds, which involve a change in quality during is theirproduction. It is the combination of vowel sounds. Diphthongs are represented

phonetically by sequences of two letters. The first showing the starting point and the second indication the direction of the movement. There are three kinds of diphthongs. They are closing diphthongs, falling diphthongs, centering diphthongs.

a) Raising or Closing Diphthongs.

The position of the tongue when the second vowel pronounced is higher than the first one. For example:

- /ai/, like in time /taim/, fine /fain/
- /ei/, like in make /meik/, take /teik/
- /i/, like in boy /boi/
- /au/, like in now /nau/, how /hau/
- /əu/, like in no /nəu/, go /gəu/

b) Falling Diphthongs.

The position of the tongue when utters the second vowel is lower than the first one. For example:

- /i ə/, like in fear /fiə(r)/, hear /hiə(r)/
- /ə/, like in pure /pjə(r)/

c) Centering Diphthongs

The position of the tongue when utters the second vowel is at the id central. For example:

- /ə/, like in fore /fə(r) /, more /mə(r)/
- / ə /, like in there /ðeə /

b. Supra segmental features

Supra segmental are the characteristic of speech that used into groups of segments or phonemes. Stress and intonation is the important feature in English. The supra-segmental feature of stress, rhythm, and intonation are much important for clear pronunciation than producing native.

1) Stress

Stress is the pressure of breath with which sounds are produced, e.g. *arrive*, /ə'raiv/. Stress in language can concern stress within a word or within a sentence, sometimes referred to as stress and accent.²² Word stress regards the stress patterns of individual words, that is, which syllables are the most emphasized. Length, loudness and pitch can all be manifestations of word stress, and stressed syllables are thus pronounced with more energy²³



The word stress in English can be depicted by dividing syllables into three levels.²⁴ For Example, in the word organization all three levels are present: strong stress falls on the fourth syllable *za*, medial stress on the first syllable *or*, while the second, third and fifth syllables *gan*, *i* and *tion* are weak, in other words, they are not stressed.²⁵

²²Paanane-Porrkka, M. "Speech Rhythm in a Interlanguage Perspective: Finish Adolescents Speaking English, Pragmatic, Ideologi and Contact Monograpsh (Ph.D Dissertation: Universitas Helsinki, 2007), p. 20.

²³Mariane Celce-Murcia, et al., ads., *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Languange* (Newyork: Cambridge University Press, 1996), p. 131.

²⁴Mariane Celce-Murcia, et al., ads., *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Languange*, p. 132.

²⁵Mariane Celce-Murcia, et al., ads., *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Languange*, p. 144.

Sentence stress is a means to divide speech into comprehensible units that are not too long for the listener to process. It can also convey contrastive or emphatic information and thus fall on words that are, for instance, contrasted with the information in the previous sentence.²⁶ For example, the following phrases change in meaning due to differences in sentence stress placement:

- a) We never spend our holidays at home. (= normal)
- b) WE never spend our holidays at home. (= contrastive -> But our parents do.)
- c) We NEVER spend our holidays at home. (= emphatic -> But I think we should.)

2) Intonation

The pitch of the musical note produced by the vocal chords is constantly changing. These variations in pitch are called intonation (or inflection).²⁷ Intonation as a melodic entity where the voice rises and falls between different levels of pitch within an utterance, depending on its role as an indicator of grammatical features or emotions and attitudes.²⁸

Intonation can be analyzed by using two dimensions: pitch height and pitch direction.²⁹ Pitch height is a continuum between high and low pitches, which are always relative and vary between people: adult males have a lower pitch than adult females. Pitch direction indicates the movement of pitch and is usually described as rising, falling or level, or a combination of these. As a general rule, a falling

²⁶Paanane-Porrkka, M. "Speech Rhythm in a Interlanguage Perspective: Finish Adolescents Speaking English, Pragmatic, Ideologi and Contact Monograph (Ph.D Dissertation: Universitas Helsinki, 2007), p. 61-64.

²⁷Daniel Jones, M.A. *The Pronunciation of English*, p. 59.

²⁸Mariane Celce-Murcia, et al., eds., *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Language*, p. 184.

²⁹Edward Y. Odisho, *Technques of Teaching Pronunciation in Est; Bilingual and Foreign Language Classes*. (Europa: Lincorn Europa, 2003), p. 106-107.

intonation signals completeness that does not require an answer, while a rising intonation prompts a yes/no answer.³⁰

For Example, a rising-falling intonation in a phrase such as she's gone indicates certainly; whereas a rising intonation in the same phrase turns it into an uncertain yes/no question³¹

3) Rhythm

Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same. The rhythm of English is a product of word stress and sentence stress.³²

3. Factor that Affect in 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.³³

a. 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.

³⁰Mariane Celce-Murcia, et al., eds. *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Language*, p. 184.

³¹Mariane Celce-Murcia, et al., eds. *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Language*, p. 184-185.

³²Mariane Celce-Murcia, et al., eds. *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Language*, p. 152.

³³Fachun Zhang and Pengpen, *A Study of Pronunciation Problems of English in China* (China: Asian Social Science, Vol:5 no: 6, 2009), p. 143.

b. 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.

c. 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.

d. 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.

4. Problem in Pronunciation

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.³⁴ 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.³⁵ 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 memorybank* 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

³⁴Jeremy Harmer, *The Practice of English Language Teaching: Third Edition* (New York: Longman, 2001), p. 29.

³⁵Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, p. 29.

age. They will have difficulty in pronunciation when their memory bank does not involve the sounds or rhythm patterns of English.³⁶

5. Teaching Pronunciation

Learning pronunciation is a very complex task. The process of learning pronunciation can be facilitated if the task is structured. In this process, teacher's role and learner's role is important, both of them is involved. The teacher's roles are helping learners hear and make sounds. The pronunciation teacher should be a good model to the students. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced, and teacher need to check what the sounds that learners get and hear. Learners are able to imitate new sounds. But, if they cannot, teachers help them to giving some sign that can help them to make the new sound. In teaching learning process, learners only respond what the teacher asks. If learners no take action and no try to realize their effort, the improvement of them is minimal.

As mentioned above, teaching pronunciation has plans. First, teacher should be aware of learners 'difficulty with particular first language groups and teacher should prepare the activities that focus on those problems. Second, teacher checked learners 'pronunciation weakness and give some activities that focus of that. The last, teachers identify what part that can be used on particular area of pronunciation.³⁷

³⁶ Sue.F Miller, *Targeting Pronunciation: The Intonation, Sound, and Rhythm of American English* (New York: Houghton Mifflin Company, 2000), p. xi.

³⁷ Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*, p. 20.

Different perspective language from other language skill has always been related with the teaching of pronunciation. The effect of first language in relation to pronunciation is bigger in contrast with acquisition of morphology and syntax.

6. Aims of Teaching Pronunciation

If learners have a good skill in pronunciation, they can convey their meaning properly. It is make pronunciation is one of the important things when we learn English language. Learner is not only a war of sounds and sounds feature in learning pronunciation but also can improve their speaking ability.³⁸

Many learners and even teachers state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, and think that pronounce like a native is not their goals. But, they need to have pronunciation that easily understood in every condition. It differs with learners who want to be an English teacher; they will need to have pronunciation like a native accent.³⁹

The other aims of teaching pronunciation is learners can speak clearly with non-native or native speakers and can help to increase their confidence and comfort level in speaking situation. A good pronunciation also improves our performance at work if needed.⁴⁰ It will support us when we looking for job.

³⁸Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, p. 187.

³⁹Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, p. 188.

⁴⁰Sue.F Miller, *Targeting Pronunciation, The Intonation, Sound, and Rhythm of American English*, p. xiii.

2.2.2 Young Learners

1. Definition of Young Learners

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, English language is learned by the students 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.”⁴¹ Also, Young learners refer to children between the ages of seven to twelve years children approximately.⁴² Children in the 7-12 age groups are far less self-conscious than those of 13 years and above. But after this age the ability imitates perfectly become less.⁴³

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

⁴¹Sarah Philips, *Young Learners* (UK: Oxford University Press, 2001), p. 3.

⁴²Caroline Nixon and Michael Tomlinson. *Primary Communication Box: Speaking and Listening Activities for Younger Learners* (Cambridge: Cambridge University Press, 2005), p. 9.

⁴³Arif Sari Çoban, and Albina Kuç, *Teaching Problematic Consonants in English to Young Learners* (An Unpublished, Turkey:Elsavier Ltd, Procedia Social and Behavioral Science 2, 2010). p. 943.

young learners. Teacher of young learners can thrive and focus on learning if they provide the care necessary to meet their needs.⁴⁴

2. Characteristic of Young Learners

According to Pinter, characteristic of young learners divided into six characteristic,⁴⁵ 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.

Characteristic of young learner is divided into three groups. First is under seven years old, second is seven to twelve years old, and the last based on children's cognitive development.

a. Young Learners Under Seven Years Old

Young learners fewer than seven need to learn something about world that they have recently obtained. Piaget argued, "The child is seen continually interacting with the world around her/him, solving problem that are presented by the environment."⁴⁶ They get the new knowledge very quickly from the environment often through direct experience and by asking curious questions. Experienced teachers

⁴⁴Caroline T, Linse and David Nunan, *Practical English Language Teaching Young learners* (New York: McGraw-Hill Companies, Inc., 2005), p. 2.

⁴⁵David Nunan, *Teaching English to Young Learners* (Anaheim: Anaheim University Press, 2011), p. 2-3.

⁴⁶Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), p. 2.

would agree that young learners like to draw attention themselves. According to Piaget, “Children are not able to think abstractly, but need concrete situations to process ideas.”⁴⁷ So, learners will interest with the contextual in learning process.

Young learners learn about their environment through visual sense. They are also able to use their logical reasoning and also they can use their imagination. Language teaching should bring real life in the classroom without relieve children’s imagination and fantasy, it can help them feel easy to differentiate between imagination and fact.

In addition, primary teachers need to know that even though young learners have a very short attention and concentration span they are enthusiastic and positive about learning if they are enjoying themselves and are encouraged by teacher’s praise and support. Young learners still want to have an activity even they do not know what and how that activity.

b. Young Learners Seven to Twelve Years old

In this age, children have a great progress in their physical and cognitive development. According to Piaget, in this age children already have experience and enough to do abstract problem solving.⁴⁸

In addition, Vygotsky stated —the child is an active learner in a world full of other people; they play important roles in helping children to learn, bringing objects

⁴⁷Mary Lou McCloskey, *Seven Instructional Principles for Teaching Young Learners of English* (An Unpublished: Georgia State University), p. 3.

⁴⁸Mary Lou McCloskey, *Seven Instructional Principles for Teaching Young Learners of English*, p. 3.

and ideas to their attention.⁴⁹ Children have a high curiosity about what they look and hear, that was make them more active in learning.

Young learners have already created opinions about lot of things. At this age, they do not see teacher as an authority anymore. They can make some decisions about their own learning. They also can ask everything they want. They can recognize the difference between reality and imagination. So, when teachers using mother tongue in language learning, they cannot depend on the spoken word only. Their speech should be supported by various visual aids, objects and realia.

c. Cognitive Development

That children can or cannot do at different age is connected not only to their physical, but also to their cognitive development. The greatest part of these changes takes place during the primary school years. The years at primary school, learners acquire language naturally and communicatively from situation in which the students acquire language abilities by means of acquisition rather than learning.⁵⁰

Children in development builds have some developmental stages which normally occur during the elementary school years. The first stage is the stage of sensory-motor intelligence. It covers children from their birth to the age of two. Primarily motor is behavior at this stage. The last stage is preoperational though about children two to seven years old. The language development and rapid conceptual development is in this stage.

⁴⁹Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), p. 6.

⁵⁰Sukarno, *Teaching English to Young Learners and Factors to Considers in Designing the Materials* (Yogyakarta: Jurnal Ekonomi dan Pendidikan, Vol: 5, no:1, 2008), p. 59.

Piagetian viewpoint, “a child’s thinking develops as gradual growth of knowledge and intellectual skill towards a final stage of formal, logical thinking”.⁵¹

2.2.3 Teaching English to Young Learners

According to Brown, there are some categories which are proposed in giving some practical approaches to teaching young learners. Those are as follows:⁵²

1. Intellectual Development

It is closely related to what Piaget calls “concrete opinion” i.e., young learners understand something concrete. Grammar and rules stated in abstract terms, therefore, should be avoided but certain patterns, examples, and repetitions, should be developed.

2. Attention Span

Considering that children have short attention term, it is quite useful to make lessons become interesting, lively, and fun. Therefore, activities should be designed to capture children’s immediate interest, a lesson needs a variety of activities, a teacher needs a sense of humor, and it is badly needed to consider that children have a lot of natural curiosity. Accordingly, the English teachers to young learners should make sure that they interest into that curiosity whenever possible, and teacher will thereby help to maintain attention and focus children.

3. Sensory Input

⁵¹Mary Lou McCloskey. *Seven Instructional Principles for Teaching Young Learners of English*, p. 3.

⁵²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadody*, p. 87-90.

In consideration of sensory input, activities should fight to get beyond the visual and auditory modes that learners feel are usually enough for a classroom. It means that the lessons contain physical activities, projects and hands-on activities, sensory aids here and there, and non-verbal languages.

4. Affective Factors

Children are extremely sensitive. Therefore, the English teachers should help their students to laugh with each other at various mistakes that they all make, be patient and supportive to build self-confidence, and get as much oral participation as possible from students.

5. Authentic, Meaningful Language

Children are good at sensing language that is not authentic; therefore, “canned” or stilted language will likely be rejected. The language needs to be firmly context-embedded and not context-reduced. A whole language approach is essential. It means that if language is broken into too many bits and pieces, students won't see the relationship to the whole.

Young learners should have fun in learning English. At the previous part is talking about young learners and aspects of their cognitive development. In this part will discuss about what factors that related with their learning process. Through language, younger learners concerned with everything that they can achieve. Therefore teachers should have pay attention to children, such as: student's interest, activities which used, variety of lesson, and the most important is the lesson should conduct in English.

6. Teaching English through English

Unfortunately, not all teachers connected their lesson in the target language. Therefore, using English in English classroom might not seem as something natural and real. Impression that learners get from foreign language is only just a complement in learning they do not see it as a tool of communication.

Young learners are able to produce English more than they understand. There are quite a lot of ways to put message across. Teacher's expression and intonation of words, using picture, and acting, all of those will help children to grasp the meaning by using fun activity in class. A teacher with a poor or hesitant command of spoken English will have difficulty with essential classroom teaching procedures such as giving instruction, asking question on text, explaining the meaning of a word or replying to a student's question or remark.⁵³ Moreover, children have opportunity to learn and hear English sounds in English class. So teacher have to utilize their English ability, and use it in teaching process.

This fact reflect that an English teacher have to know the important of how they view their ability to develop and use English or their teaching to teach.

In teaching English through English, there are four aspects of language and language-related ability that determine a language teacher's ability to teach a language effectively:⁵⁴

The ability to use the target language as both the medium and target of instruction, the ability to modify target language input to render it comprehensible to

⁵³ Cullen R. *The Use of Lesson Transcripts for Developing Teachers' Classroom Language*, in: Trappes-Lomax H, Ferguson G (eds) *Language In Language Teacher Education*. (Amsterdam: John Benjamin Publishing Company, 2002), p. 220

⁵⁴ Elder C, "Performance Testing as Benchmark for Foreign Language Teacher Education". (Babel: Journal of the Australian federation modern language teacher association 194), p. 9.

learners, the ability to produce well-formed input for learners, and the ability to draw learners' attention to features of the form language.

7. Choosing the Right Activity

One of the important aspects in teaching English is variety in activity. During in teaching and learning process, teachers not only change type of activity but also pace of the lesson. There are two varieties: first is variety of activity and second is variety of organization.

In the variety of activity, teacher should know the condition of class and learners. Teacher can use a stirring or calming activity, activity at the desk or moving activity. Teacher can stimulate learners by using games, or speaking tasks in the stirring activity. But, sometimes that activity can make learners get too over-excited and make a noisy in the class. Besides, in the calming activity teacher can makes some serious activity, such as: listening, writing or coloring.

Variety of organization is talk about individual work or group work. Individual work can use speaking task or in class. It will make students focus to themselves. Also, learners can be less stressful than performing in front of class and they can learn on their learning style.⁵⁵ Nevertheless, using group work or pair work is the powerful context for communication in the classroom. There is always a good idea to demonstrate what teacher wants the children to do before the pair work activity. Children should not be able to choose their groups because it usually causes somebody to be left out. On the other hand, we cannot expect a pupil to work well with someone he or she simply does not like.

8. Students' Involvement

⁵⁵ Jeremy Harmer, *The Practice of English Language Teaching: Third Edition* , p. 115.

Student's involvement is important method to stimulate students learning and help them to get language quickly and effectively. They also can help teacher in the teaching and learning process. One of the ways of students is by using presentation stage which students lead in, called inductive approach. On the contrary, deductive approach is differing with inductive, where the presentation is followed by examples.

Student's understanding will be harder when they are guess something in learning because they are not able to understand the language rule. Young learners should be assigned such activities that make them concentrate on the task.

The activities that require high concentration and make them focus are problem solving activities or discovery techniques. It is supported by Harmer, "There are good pedagogical and methodological reasons for this since the students will be more involved and since this kind of activity invites them to use their reasoning processes."⁵⁶ Discovery techniques can be used for presenting any kind of new language, for example new grammar, vocabulary or pronunciation.

Based on explanation above, not all aspect can be considered. It depends on teacher and his/her consideration which the best activities and the best method for his/her students. Generally it can be stated that if an activity is enjoyable, it will be memorable.

2.2.4 Teaching English Pronunciation to Young Learner

In teaching pronunciation to young learner, 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.

⁵⁶ Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, p. 71.

There are some techniques that teachers can use 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.⁵⁷

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.

⁵⁷Dianne Larsen Freeman, *Techniques and Principle in Language Teaching* (Oxford: Oxford University Press, 2000), p. 48-49.

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.

2. Audio-Visual Aids

Audio-visual aids today are very beneficial for the teacher in teaching-learning process.⁵⁸ Improvement of teacher's description of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour 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.

3. 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.⁵⁹

4. Song and Rhymes

Young learners enjoy repetition, and songs and rhymes are generally repetitive and easy to remember. Moreover, "children usually like singing and

⁵⁸Kenneth D. .Moore, *Middle and Secondary School Instructional Methods; Second Edition* (Boston: Mc. Graw-Hill College,1999), p. 162.

⁵⁹Marianne Celce-Murcia. et al., *Teaching Pronunciation : A Reference for Teachers of English to Speakers of Other Language* (New York: Cambridge University Press, 2009), p. 9.

performing” and “it helps them feel at ease with English”⁶⁰ In addition, Dunn claims:“rhymes introduce children naturally and effectively to the complete sounds of English as well as to stress and intonation”.⁶¹

From The explanation above we can know the technique that we can use for young learners. We can use the technique that suitable in teaching and learning process. Drilling is suitable with young learners because it is easy to use drilling to teach pronunciation for young learner as the beginner, whereas using audio-visual aids, communicative activities and song can be a technique that we can use to make learners are not boring and make them interest with learn English pronunciation.



⁶⁰Marry Slattery, and Jane Willis, *English for Primary Teachers: A handbook of activities and classroom language* (Oxford: Oxford University Press, 2001), p. 45.

⁶¹Dunn, O., *Beginning English with Young Children* (London: Macmillan, 1983), p. 5.

2.3 Conceptual Framework

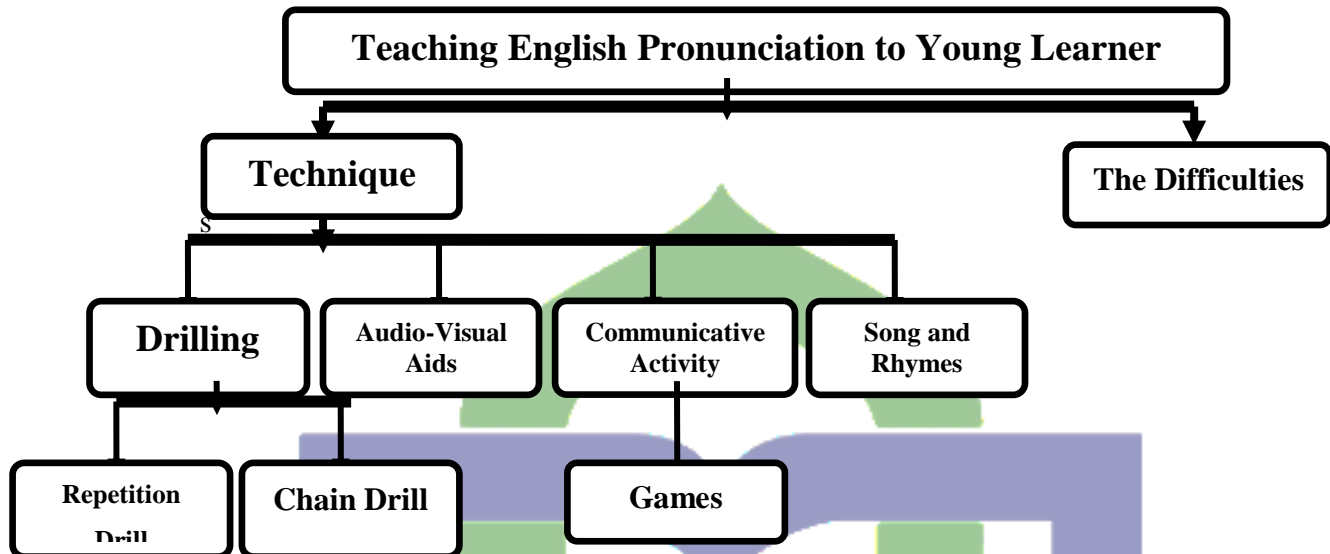


Figure 2.3 The Conceptual Framework of the research

This research is conducted to analysis the technique that the teacher uses in teaching English pronunciation. We can know what the technique that teacher use in teaching English for young learner, whether drilling, audio-visual aids, communicative activity, or song and rhymes as the technique that generally use to teach pronunciation to young learner. Then we will research what the difficulties of teaching and learning English pronunciation for young learners.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The objective of this study is to obtain the activities in the classroom during teaching and learning pronunciation taking place. Therefore, the researcher used qualitative research as a method in her research. Qualitative research emphasizes in understanding some aspects of phenomenon in somewhere and produces descriptive data in the form of written and oral words. According to Afrizal, qualitative research defines as a research method in social science which collects and analyses data related to oral or written items and human action.⁶²

A case study is applied in this study by the researcher. The researcher observes and collects the data factually. According to Stake, Case study in qualitative research is not methodological choice, but a choice of subject to be studied. The case is a specific, a complex and functioning thing and it is an integrated system with some features.⁶³

First, the researcher listed the population and chooses one teacher as sample. After that, the researcher observed teaching and learning process of pronunciation and how did the teacher teach pronunciation in the classroom. All activities during the research were noted by using field note. Next, the researcher interviewed the teacher and the students 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, the researcher apply

⁶²Afrizal. *Metode Penelitian Kualitatif* (Jakarta: PT. Raja Grafindo. 2014). p. 21.

⁶³Bedrettin Yazan, Three Approaches to Case Study Methods in Education: Yin, Meriam, and Stake. *The Qualitative Report 2015* vol 20, no. 2. University of Alabama. p. 139.

document analysis; teacher's plan and syllabus in order to support data of this research.

3.2 Location of the Research

This study took place at SD Negeri 82 Parepare which is located at Jl. H.A. Muh. Arsyad, Bukit Harapan, Soreang, Parepare. The duration of the research has been taken ± 1 month.

3.3 Kinds and Source of Data

In a qualitative research, source of primary data were the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data.⁶⁴ If the researcher used questionnaire or interview to collect the data, someone who responds or answers the researcher question is the source of data. If the researcher used observation to collect the data, the source of data is the movable thing or the process which is observed.

1. Primary Data

Primary data is data obtained directly from the source, the primary of source used in this study include:

- a. Information from the teachers' of English at school SD Negeri 82 Parepare that get from the interview.
- b. Information from the students' in SD Negeri 82 Parepare that get from the interview.
- c. The methods employed in SD Negeri 82 Parepare that was observed by the researcher.

⁶⁴Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005), p. 216.

2. Secondary Data

Secondary data in this research, obtained not directly from sources. The data study used secondary sources of data as written sources such as book source, documents on staff and the teacher of SD Negeri 82 Parepare, such as syllabus, RPP, and curriculum.

3.4 Instrument of the Research

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

1. Observation

Observation is the process of individual to get the information about others by viewing their action in the class. The tools that used in observations are: field notes, making entries into a log or keeping a journal and also audiotapes, videotapes, checklist, and rating scale. In this study, the researcher recorded activities in class and make some notes or field notes. The observation starts from teacher's preparation, opening, teaching and learning process, and closing.

2. Interview

Interviews were basic to finding the information to collect the data where the person ask question to another responds. By conducting interview, the researcher understood of an individual's background and experience. Consecutive questions were used by the researcher based on the number which have prepared for participants. The questions are about teaching and learning pronunciation in class.

3. Document

Document is one of data sources which is available and accurate. The researcher used teacher's lesson plan and syllabus as data source to analyze whether or not it is appropriate with classroom activities.

3.5 Procedure of Collecting Data

The first thing in procedure of collecting data, the researcher had prepared observation sheet that consist some statements and notes, and some questions to interview. The researcher used and filled the observation sheet when all the activities in the classroom of 5th grade were observed by the researcher to see feedback of teaching and learning process of English pronunciation. After that, the researcher have used interview sheet that consist some questions to interview the teacher and some student of 5th grade and the researcher have recorded the interview.

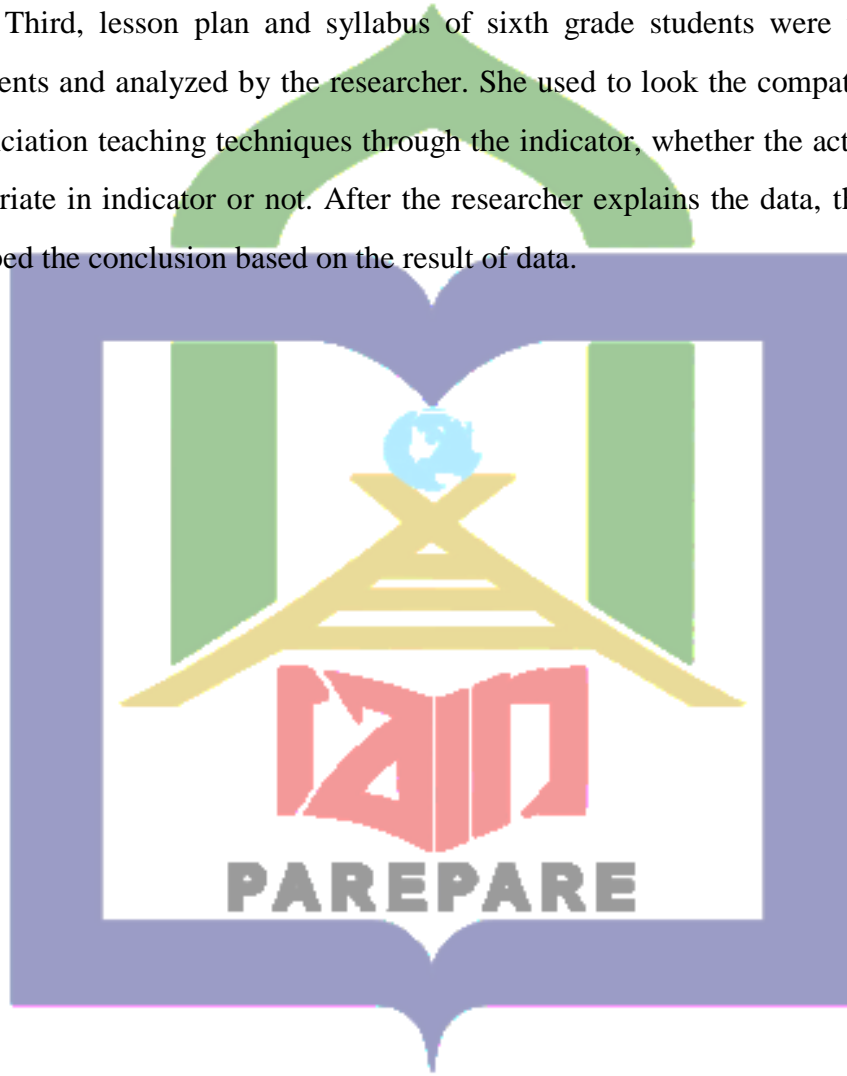
3.6 Technique of Data Analysis

The researcher used descriptive qualitative which is the data derived from document, observation, and interview. All of the results were classified based on research questions then the researcher analyzed it. The data from instruments cannot be divided because three of them related to each other.

First, the researcher observed the classroom then analyzes the field note. All the activities in the classroom were observed by the researcher to see feedback of teaching and learning process. The result of observation noticed the technique the teacher used and the process in implementing the technique in teaching pronunciation in the classroom. Afterward, the result was compared with the interview result to support the data of observation.

Second, two students and the English teacher were interviewed. Then, the interview was recorded and transcribed. The researcher checked and analyzed the transcription. After that, she interpreted what the informants have informed compared the result of interview and the fact in class.

Third, lesson plan and syllabus of sixth grade students were the kinds of documents and analyzed by the researcher. She used to look the compatibility of the pronunciation teaching techniques through the indicator, whether the activity already appropriate in indicator or not. After the researcher explains the data, the researcher described the conclusion based on the result of data.



CHAPTER IV

FINDINGS AND DISCUSSIONS

The result of analysis and interpretation of the teaching English pronunciation at 5 grade students of SDN 82 Parepare will be reported in this chapter.

4.1 Findings

This part is present of the data analysis of teaching pronunciation at SDN 82 Parepare. In order to take the data, the observation and interview were used to find out teaching pronunciation in elementary school, the method that teacher used to teach pronunciation and the difficulties in teaching pronunciation.

SDN 82 Parepare has two English teachers, named Mrs. Parida and another teacher that help Mrs. Parida teach from first to third grades. Then Mrs. Parida teaches from fourth to sixth.

The writer chooses Mrs. Linda as a participant because she teaches fifth grade. Fifth grade is population that writer chosen in this study. Mrs. Parida was born in Parepare, September 17th 1984. She finished her study and get academic title on July 2007. Almost nine years she teaches in SDN 82 Parepare as an English teacher. Her status of teacher is Government Employees.

1. The Result of Observation

a. The First Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 9th 2019

Informant : Parida, S.Pd

Tabel 4.1 Observation Sheet of the Second Observation

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say		✓	In this meeting, the teacher just reads the words and asks the students to listen it.
2.	The teacher justifies the word whose pronunciation is still wrong		✓	The teacher just reads the words and asks the students to listen it, and she doesn't order the students to read the words.
3.	The teacher asks students to read a word or sentence as accurately and as quickly as possible.		✓	The teacher just reads the words and asks the students to listen it, and she doesn't order the students to read the words.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.	✓		She only Showed the picture from the smartphone
5.	The teacher uses games to teach English		✓	In this meeting, the teacher just reads the

				words and asks the students to listen it.
6.	The teacher improves the articulation of the student's English sounds with fun way.		✓	In this meeting the teacher doesn't teach how the words are pronounced. She just asks student to listen the pronunciation of the words.
7.	The teacher uses song and rhymes in teaching		✓	The teacher not uses song that relates with English pronunciation. She just uses song in her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to 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.

In this meeting, the teacher starts the class by saying salam. Then, the teacher asked one of students to lead praying. After finished, the teacher gave greetings to students and the teacher checked her students from absent.

. The teacher gave a warming for students with sing and dance to make student not boring. Unfortunately, the teacher did not relate the last material with new material.

Then, the teacher gives the material about clothes and costumes. The teacher wrote the words that related with the material on the whiteboard. Then, teacher order the students to write them in their notebook.

Clothes: Pakaian

Tabel 4.2 Table of the Material

Hat : Topi	Shirt : Kemeja	T-shirt : Kemeja	Coat : Mantel	Socks : Kaos kaki
Dress : Gaun	Skirt : Rok	Shoes : Sepatu	Dasi : Necktie	Pants : Celana Pendek
Blouse : Blus	Pajamas : Piyama	Veil : Kerudung	Fur Coat : Jaket Bulu	Belt :Ikat pinggang
Fez : Kopiah	Raincoat : Jas hujan	Tuxedo : Jas Pria	Jeans : Celana Jins	Uniform : Seragam
Vest : Rompi	Jacket : Jaket	Cuff : Manset	Miniskirt : Rok Mini	Sweater : Baju hangat

After that, the teacher showed the picture about clothes from her smartphone, and explain the material. Then, the teacher give them a task. She wrote the task on the whiteboard.

Write the clothes in the table.

No	Clothes		
	Men	Women	Rain/hot
1	Coat	Skirt	Raincoat
2
3	I		
4			
5			
6			

After that, the teacher order the student to do their task, and the teacher waited for the student finished their task. It took a lot of times. After that, she closes the class by saying salam.

b. The Second Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 16th 2019

Informant : Parida, S.Pd

Tabel 4.3 Observation Sheet of the Second Observation

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say	✓		The teacher read the word first and she asked the students to repeat it.
2.	The teacher justifies the word whose pronunciation is still wrong	✓		He only did it occasionally.

3.	The teacher asks 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.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.		✓	The technology and media used is still limited. She only Showed the picture from the smartphone
5.	The teacher uses games to teach English		✓	The teacher did not use games in this meeting. She only focused to teach the students the pronunciation of the words.
6.	The teacher improves the articulation of the student's English sounds with fun way.		✓	She did not use special method. The teacher only taught the pronunciation in general way.
7.	The teacher uses song and rhymes in teaching		✓	The teacher not uses song that relates with English pronunciation. She just uses song in

				her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to pronunciation of words in English	✓		Teacher asked the students to memorize the words and how to pronounce it.

The activity was same with the first meeting in the opening. The teacher gave greetings to the students, pray before the teaching and learning process started, then the teacher checked her students from absent. After that the teacher gave a warming for students with sing and dance to make student not boring.

Then the teacher discussed about the previous task with the students, and she checked the student's answers.

After that, the teacher showed the picture about clothes from her smartphone and then she explain how pronounce it. Afterwards, the teacher read first the words then the students followed. The teacher used repetition drill technique whereas the students more easily to remember the words. Before she closes the class she asked the student to memorize the words about clothes. After that, she closes the class by saying salam.

c. The Third Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 23rd 2019

Informant : Parida, S.Pd

Tabel 4.4 Observation Sheet of the Third Meeting

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say	✓		The teacher read the word first and she asked the students to repeat it.
2.	The teacher justifies the word whose pronunciation is still wrong	✓		He only did it occasionally.
3.	The teacher asks students to read a word or sentence as accurately and as quickly as possible.	✓		The teacher asks some students to come forward one by one and read the words in front of the class.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.		✓	The technology and media used is still limited.
5.	The teacher uses games to teach English		✓	The teacher did not use games in this meeting. She only focused to teach the students the pronunciation of the words.

6.	The teacher improves the articulation of the student's English sounds with fun way.		✓	She did not use special method. The teacher only taught the pronunciation in general way.
7.	The teacher uses song and rhymes in teaching		✓	The teacher not uses song that relates with English pronunciation. She just uses song in her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to pronunciation of words in English		✓	The teacher asked the students one by one to read the words in front of the class.

The activity was same with the first and second meeting in the opening. The teacher gave greetings to the students, pray before the teaching and learning process started, then the teacher checked her students from absent. After that the teacher gave a warming for students with sing and dance to make student not boring.

In this meeting, The teacher asked whether students have memorized the words given at the previous meeting. Then the teacher asks some students to come forward one by one and memorize it in front of the class. Sometimes she corrects the wrong pronunciation of students. After that, she gave student a task, and asked the

student to finished their task. And then, she cheked the student's works. After that she closes the class.

2. The Result of Interview

From the interview with Mrs. Parida, the teacher dominantly used Indonesian language in teaching and learning process. She thinks that students were difficult to understand if she used English. Besides that, the teacher is always using book from the school to follow the curriculum, but she always try to use various tools to support her teaching process such as picture. Mrs. Parida said that she focuses on vocabulary and pronunciation than five skills in English; reading, writing, speaking, and listening, in every material. She thinks that in the first level students should know vocabulary of their daily activities, and also how to pronounce it well. So, she always gives new words.

Mrs. Parida used drilling and visual aids in teaching pronunciation. According to Larsen Freeman, there are seven kinds of drill: backward build-up drill, repetition drill, chain drill, single slot substitution drill, multiple slot substitution drill, transformation drill, and question and answer drill. Mrs. Parida uses repetition drill in the class, because he thinks that method is easier to apply for elementary school. She also said with uses picture and another media, it makes student interest to learning English. However, she is still constrained by the limited technology and media that provided by the school.

Mrs. Parida said that the difficulty of teaching and learning pronunciation in SDN 82 Parepare are lack of media to use in teaching process. She 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 can not use the LCD and audio

tape to support teaching and learning process. And then, she said the influence of student's mother tongue is also make some troubles for her. It requires a lot of time and patience so that students can be detached from their mother tongue. The last difficulties that Mrs. Parida explain is uninterested student in learn English. She explained that students at the school did not realize the importance of English. He considers the lack of encouragement from the student's environment that makes students not interested in learning English.

Another interview comes from students. The names of participants are Azzah and Auliya. They were chosen by high and low score. Azza who has high score, likes English language because she thinks that English is important. Then, she said that she has many families that choose English language as their major. It was influenced her to learning English so she can follow their way, and it is make her likes English language. She is happy when learning English in the class with Mrs. Parida even the source of learning is only from school's book. Also, she said that only the teacher is gave a book. The student just copy what the teacher writes in the whiteboard, but she said that sometimes the teacher show them the pictures and play games to make the class fun. She said that the teacher always gives new words and the teacher orders them to read the words. The teacher reads them, and the students follow what the teacher said. Sometimes, the teacher gives them a dialogue and the student practice with their friends and the teacher keep watch them. Then the students practice in front of class.

Auliya, who has low score, likes English language but she gets some difficulties in learning English. She thinks that English language is hard to learn. Also, she thinks that the pronunciation of English word is difficult for her, and it is

make her not confident in speaking English. She said that it is difficult for her to pronounce the words in English. It affects her, she lacks speaking English, because she does not know the pronunciation of the words and it makes her not confident to speak English. Also she said that the teacher teaches pronunciation. She said that the teacher reads the words, and the students follow what the teacher said. Auliya also said that the teacher uses games sometimes. The teacher divides students in the class into several groups. Then, the teacher gives a dialogue for each group. After that, the teacher gives opportunity to each group to present their performance in front of the class. She also said that the teacher uses song in teaching English pronunciation but it is not related with English pronunciation.

While from the lesson plan, there are some points in the lesson plan that are not appropriate. In the lesson plan, the teacher uses various media such as LCD and other media that can support teaching and learning process, but in the class the teacher doesn't use it. The media and technology is limited in the class, the teacher only uses school's book and her smartphone to support the teaching and learning process. And then, there are one of the goals of the lesson that doesn't achieve. In the lesson plan, the teacher has to explain about continuous tense, but in the class the teacher didn't do it. The teacher just focuses on teaching vocabulary and pronunciation, and she doesn't teach about the basic structure that explain in the lesson plan.

4.2 Discussions

In this part the researcher explains the discussion of the analysis of teaching English pronunciation at SDN 82 Parepare. From the research, the writer found the techniques that teachers use in teaching pronunciation and the difficulties in teaching and learning pronunciation at SDN 82 Parepare.

From the observation sheet that the researcher 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. The researcher found that the technology and media used is still limited. In the fifth point the researcher found 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, the researcher 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, the researcher 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. But 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. And 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's 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. But in this meeting, the teacher did not use picture like as the first and the second meeting, she focused to make student can memorize the words. But the teacher did not do the activities that appropriate with the fifth, sixth, seventh, and the eighth point in the observation sheet.

Based on the three observations that the researcher 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.⁶⁵ As Brown stated, to teach pronunciation for young learners, the teacher should develop certain pattern, example, and repetition.⁶⁶ 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 accustomed how the pronunciation of the words and can memorizes it.

Also, from the observation the researcher found that the teacher use audio-visual aids method to teaching pronunciation. The teacher used picture that related to the material, and the researcher found that 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 term⁶⁷ 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.⁶⁸ Also, in

⁶⁵Dianne Larsen Freeman, *Techniques and Principle in Language Teaching* (Oxford: Oxford University Press, 2000), p. 48-49.

⁶⁶H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadody*, p. 87-90.

⁶⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadody*, p. 87-90.

⁶⁸Kenneth D. Moore, *Middle and Secondary School Instructional Methods; Second Edition* (Boston: Mc. Graw-Hill College, 1999), p. 162.

consideration of sensory input, audio-visual aids appropriates to develop sensory input of the young learner because this method contains sensory aids.⁶⁹

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 the researcher 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 intervui with the teacher and the student, they said the teacher sometimes use game to teach English, but in the class when observation she didn't use it. And 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 research, from the interview with the English teacher and some of the students, the researcher found that there are some difficulties in teaching and learning

⁶⁹Kenneth D. Moore, *Middle and Secondary School Instructional Methods; Second Edition*. p. 162.

pronunciation. It is lack of media to use in teaching process, the influence of student's mother tongue, and uninterested student in learn English.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. The Teaching of Pronunciation

The objective of this research “The Analysis of Teaching English Pronunciation at Young Learners at SD Negeri 82 Parepare” is to know the technique that teacher use in teaching pronunciation and the difficulties of teaching and learning pronunciation. Observation, interview and document analysis are used in this study to support the data. Based on the result findings, the resercher 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 proununciation. 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.

2. The Difficulties of Teaching Pronunciation

From the observation and interview with the teacher and some student, the researcher 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.

5.1 Suggestion

Based on the research, the following suggestion for further studies :

1. For teachers

The researcher hopes that this study can be used as a reference to teachers who teach pronunciation. Also, teachers will find the result that they can use repetition drill and visual aids in teaching English pronunciation.

2. For other researchers

Hopefully, this research can be used as a reference the next researcher who wants the result of this research as a data to continue a research on developing.

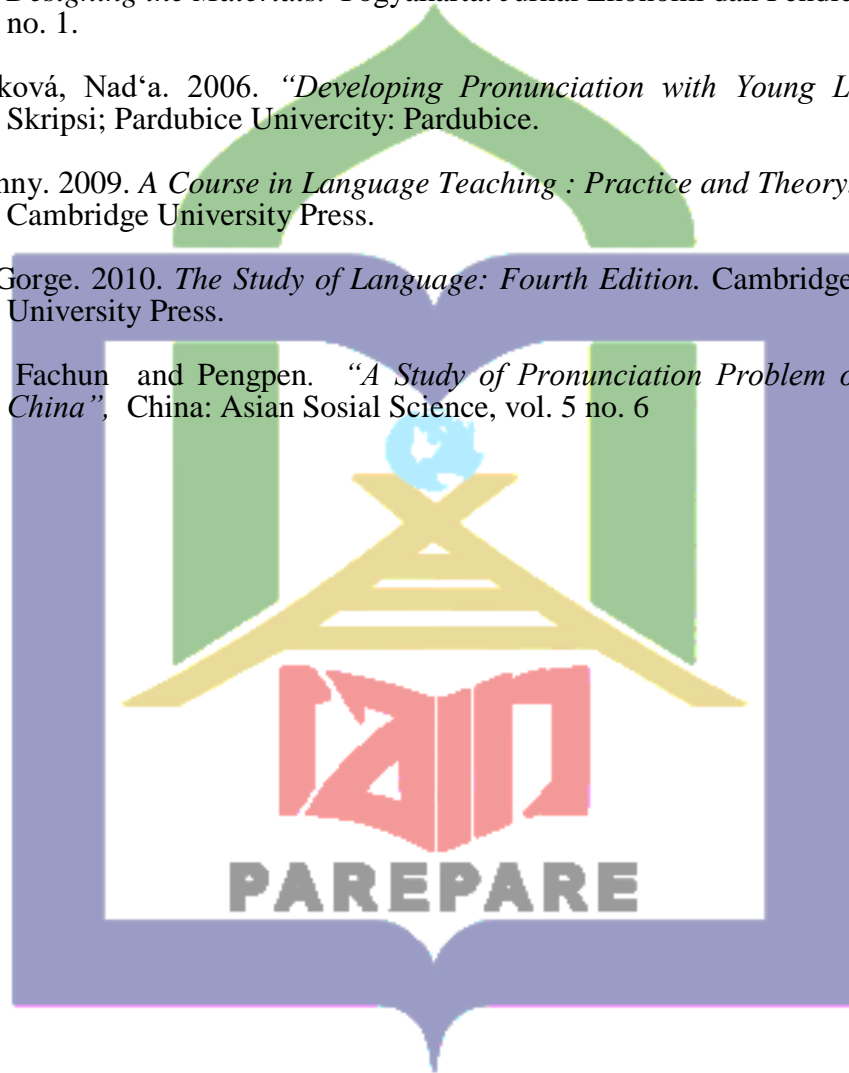


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APPENDICES

Appendix 1. Research Instrument

Observation Sheet and Interview Sheet**1. Observation Sheet**

Place of Observation : SDN 82Parepare

Time of Observation :

Informant :

NO.	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say			
2.	The teacher justifies the word whose pronunciation is still wrong			
3.	The teacher asks students to read a word or sentence as accurately and as quickly as possible.			
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.			
5.	The teacher uses games to teach English			
6.	The teacher improves the articulation of the student's English sounds with fun way.			
7.	The teacher uses song and rhymes in teaching			

8.	The teacher gives assignments to students that related to pronunciation of words in English			
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2. Interview Sheet of Teacher

Pedoman Interview Guru “The Analysis Of Teaching English Pronunciation At Young Learners At SD Negeri 82 Parepare”

Interviewer : Astina

Informant :

Date :

Location :

1. Dalam mengajar biasanya anda mengajar menggunakan bahasa Inggris atau dicampur Bahasa Indonesia?
2. Bagaimana cara anda mengajar bahasa Inggris? Apakah memakai metode, gambar, atau hanya dari buku paket?
3. Biasanya sumber yang anda gunakan dalam pengajaran bahasa Inggris darimana saja?
4. Apakah anda mengajarkan pronunciation dalam proses belajar mengajar di kelas?
5. Jika iya, Bagaimana cara Anda dalam mengajar pronunciation dalam kelas?
6. Metode atau teknik apa yang biasa anda gunakan dalam mengajar pronunciation?
7. Apa saja kesulitan dalam mengajar pronunciation?
8. Kesulitan apa yang di rasakan siswa dalam mempelajari pronunciation kata?
9. Bagaimana anda mengatasi kesulitan dalam mengajar pronunciation?

3. Interview Sheet of Students

Pedoman Interview Siswa “The Analysis Of Teaching English Pronunciation At Young Learners At SD Negeri 82 Parepare”

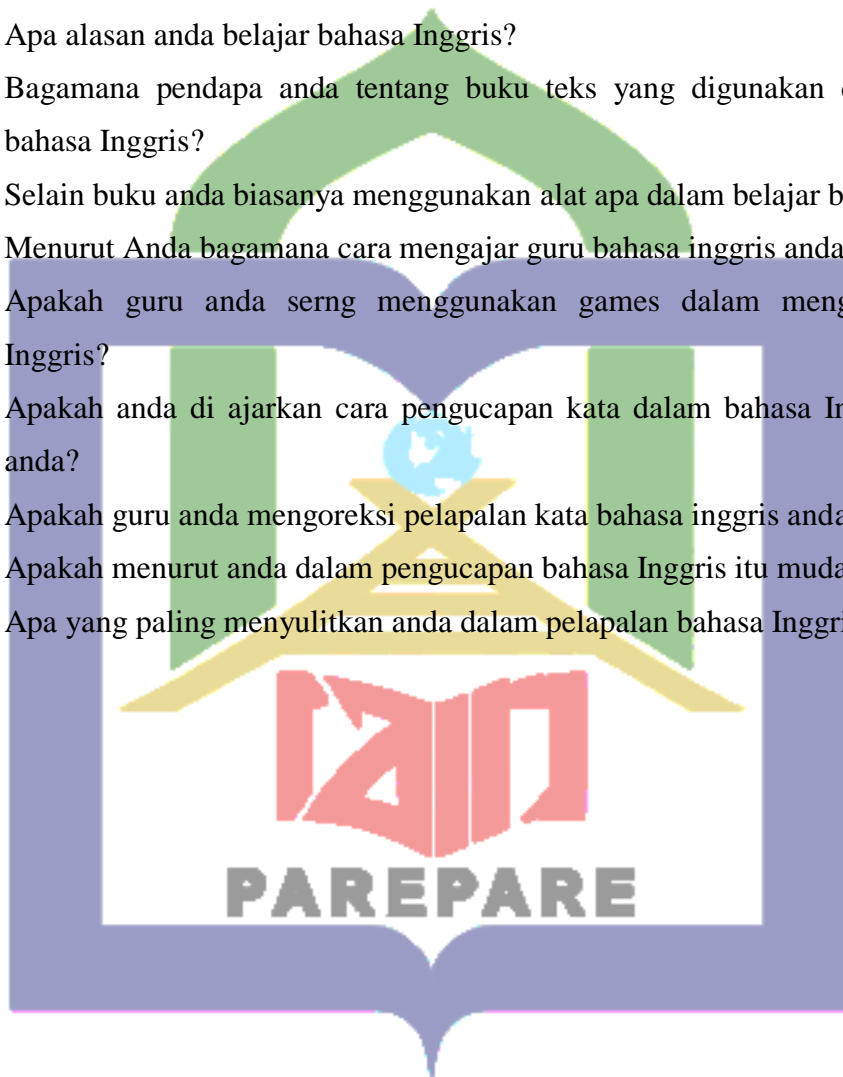
Interviewer : Astina

Informant :

Date :

Location :

1. Apakah anda suka belajar bahasa Inggris?
2. Apa alasan anda belajar bahasa Inggris?
3. Bagaimana pendapat anda tentang buku teks yang digunakan dalam mengajar bahasa Inggris?
4. Selain buku anda biasanya menggunakan alat apa dalam belajar bahasa Inggris?
5. Menurut Anda bagaimana cara mengajar guru bahasa inggris anda?
6. Apakah guru anda serng menggunakan games dalam mengajarkan bahasa Inggris?
7. Apakah anda di ajarkan cara pengucapan kata dalam bahasa Inggris oleh guru anda?
8. Apakah guru anda mengoreksi pelapalan kata bahasa inggris anda yang salah?
9. Apakah menurut anda dalam pengucapan bahasa Inggris itu mudah atau sulit?
10. Apa yang paling menyulitkan anda dalam pelapalan bahasa Inggris?



Appendix 2. Lesson plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SD Negeri 85 Parepare
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : V/Ganjil
Materi Pokok : Clothes And Costumes
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 2 Jam Pelajaran (70 Menit) /3 x Pertemuan

A. Kompetensi Inti

- KI 1 Menerima dan menjalankan dan menghargai ajaran agama yang dianutnya
 KI 2 Menunjukkan perilaku jujur, disiplin, tanggungjawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya serta cinta tanah air
 KI 3 Memahami pengetahuan faktual dan konseptual dengan cara mengamati, menanyadan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain
 KI 4 Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks	3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis

	<p>untuk menyatakan dan menanyakan nama pakaian dan perlengkapan Pramuka</p>	<p>tentang jenis-jenis Pakaian dalam bahasa Inggris yang disertai dengan gambar</p> <p>3.3.2 Mengenal fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis tentang pakaian yang dipakai dalam keadaan tertentu</p> <p>3.3.3 Mengidentifikasi jenis- pakaian seragam pramuka dan segala jenis benda yang berhubungan dengan pramuka</p> <p>3.3.4 Membuat kalimat Continuous dalam kalimat sederhana</p>
2.	<p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama pakaian dan perlengkapan Pramuka dengan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>1.3.1 Melakukan Percakapan dengan saling bertanya dan menjawab tentang pakaian yang dipakai dalam keadaan tertentu secara berpasangan</p> <p>1.3.2 Membaca read story tentang pakaian yang dipakai kesekolah</p> <p>1.3.3 Membaca read story tentang jenis- pakaian seragam pramuka dan segala jenis benda yang berhubungan dengan pramuka</p> <p>1.3.4 Mengeja dan menyalin Kalimat dalam bentuk continuous (verb ing) disertai subyek dengan pasangan tobenya.</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

Pertemuan 1:

- Mengidentifikasi jenis-jenis Pakaian dalam bahasa Inggris yang disertai dengan gambar.
- Mengidentifikasi pakaian yang dipakai dalam keadaan tertentu.
- Bercakap-cakap tentang pakaian apa yang dipakai dalam sebuah acara secara berpasangan
- Membaca read story tentang pakaian yang dipakai kesekolah

Pertemuan 2 :

- siswa mampu Mengidentifikasi jenis- pakaian seragam pramuka dan segala jenis benda yang berhubungan dengan pramuka.
- siswa mampu Memahami makna kata sesuai dengan gambar yang berhubungan benda dalam pramuka
- Membaca read story tentang jenis- pakaian seragam pramuka dan segala jenis benda yang berhubungan dengan pramuka

Pertemuan 3 :

- Siswa mampu Mengeja dan menyalin Kalimat dalam bentuk continuous (verb ing) disertai subyek dengan pasangan tobenya.
- Siswa mampu Membuat kalimat Continuous dalam kalimat sederhana

Fokus nilai-nilai sikap

1. Religius
2. Kesantunan
3. Tanggung jawab
4. Kedisiplinan

D. Materi Pembelajaran

• Fungsi sosial

Memahami tentang (a) jenis-jenis pakaian (b) pramuka (c) kalimat Continuous Tense.

• Struktur teks

- *Topi = hat, baju kaos = t-shirt, rok = skirt, sepatu = shoes*
- *what is this? What is that? what do you wear?*
- *Present Continuous Tense*

• Unsur kebahasaan

- jenis pakaian yang digunakan pada kegiatan tertentu
- Kata tanya *what is this? & what do you wear?*
- Present Continuous Tense

• Topik

Clothes, Scout, Present Continuous Tense

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)


F. Media Pembelajaran

1. Media LCD projector,
2. Laptop,
3. Bahan Tayang
4. Alat Peraga jam

G. Sumber Belajar

1. Buku Bahan Ajar Bahasa Inggris K13, KKG Bahasa Inggris SD Kota Parepare Hal..
2. Sumber dari internet
3. Speed Up English 5, YUDHISTIRA Hal 17
4. Active English 4, TIGA SERANGKAI Hal 122
5. Kamus bahasa inggris

H. Langkah-langkah Pembelajaran

1. Pertemuan Ke- 1 (2 x 35 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru :</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran(PPK: Religius) • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	10 menit
<p style="text-align: center;">Kegiatan Inti</p> <ul style="list-style-type: none"> • Melafalkan jenis-jenis pakaian menulis kedalam buku catatan <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Menghafal beberapa nama pakaian dalam bahasa inggris beserta terjemahannya • Menggunakan kalimat tanya <i>what is this?</i> Sambil menunjuk gambar atau objek langsung (topi, t-shirt, dasi, dan baju) dan secara bersama menyebutkan benda yang ditunjuk • Mengidentifikasi nama pakaian yang dipakai dan menulis kedalam table • Mengidentifikasi jenis pakaian yang digunakan pada kegiatan tertentu misalnya, untuk bermain (t-shirt), sekolah (uniform),tidur (pajamas), pesta (shirt) dll. (Hots) • Melakukan tanya jawab tentang jenis-jenis pakaian dengan teman sebangku dengan ungkapan <i>what do you wear...</i> • Melengkapi percakapan tentang jenis pakaian yang digunakan pada kegiatan tertentu 	50 menit

<ul style="list-style-type: none"> Membaca read story tentang pakaian yang dipakai kesekolah(Literasi) <p>Read this story</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">This is my school uniform</div> <div style="margin-left: 20px;"> <p><i>This is me on Mondays. I always wear a uniform on Mondays. Look at my red short, white shirt, black shoes, white socks, and red tie. I never forget to put them on</i></p> </div> </div>	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>	
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Mengagendakan pekerjaan rumah. Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Siswa memimpin doa dan menjawab salam <p>Guru :</p> <ul style="list-style-type: none"> Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 	<p>10 Menit</p>
<p>Pertemuan Ke- 2 (2 x 35 menit)</p>	<p>Waktu</p>
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru :</p> <ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran(PPK: Religius) Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	<p>10 menit</p>

<ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	
<p style="text-align: center;">Kegiatan Inti</p> <ul style="list-style-type: none"> • Menyimak dan Mendengar dan menirukan setiap nama benda / alat diperkemahan yang dilontarkan oleh guru dengan lafal dan intonasi yang betul (Hots  <ul style="list-style-type: none"> • Menulis dan menterjemahkan setiap jenis-jenis benda/alat pramuka kedalam bahasa inggris • Menghafal beberapa kegiatan yang berhubungan dengan pramuka • Membaca read story tentang jenis- pakaian seragam pramuka dan segala jenis benda yang berhubungan dengan pramuka <div data-bbox="440 1375 1177 1670" style="border: 1px solid black; padding: 5px;"> <p>Read the text</p> <ol style="list-style-type: none"> 1. We are boy scouts and girl guides. We wear uniform. We wear ties and some badges.  2. We bring sticks and ropes. We use them to make a flag pole. Then we have a flag-raising ceremony.  3. Every Friday afternoon we have a drill. We begin our activity at four o'clock. We finish at five thirty.  4. Sometimes we have a marching drill and tracking drill. We walk along a track. We must follow the signs.  5. At the end of the semester we will do camping. We will have marching, tracking, and other activities. We will have a bonfire too.  </div> <ul style="list-style-type: none"> • Menjawab pertanyaan sesuai dengan bacaan. 	50 menit
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa</p>	

ingin tahu, peduli lingkungan)	
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. • Siswa memimpin doa dan menjawab salam <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 	10 Menit

Pertemuan Ke-3 (2 x 35 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru :</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran(PPK: Religius) • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	10 menit
<p style="text-align: center;">Kegiatan Inti</p> <ul style="list-style-type: none"> • Meniru dan menulis kalimat <i>Present Continuous Tense</i>. <ul style="list-style-type: none"> ➤ We are wearing uniform at school everyday 	50 menit

<p>(kami sedang memakai seragam di sekolah setiap hari)</p> <ul style="list-style-type: none"> Siswamendengarkan penjelasan tentang penggunaan kalimat <i>Present Continuous Tense</i>. <ul style="list-style-type: none"> * I – am * You – are * Students - are * He – is * They – are * Student - is * She – is * We – are * Ali – is * I am drinking milk. * He is eating banana. Guru melafalkan kata – kata tersebut ditas dan siswa menirukannya. Siswa menulis dibuku catatan masing-masing siswa. Memberikan pertanyaan dalam bentuk progressive kemudian siswa menjawab <ul style="list-style-type: none"> - Are you wearing a blue T-Shirt? - Yes I am. Melakukan GAME Siswa dibagi kedalam beberapa kelompok dan setiap kelompok terdiri dari 4 siswa. Game ini dinamakan FAMILY 100 Peraturan game ini sama dengan kuis yang ada di family seratus. Dua kelompok diadu untuk menjawab beberapa pertanyaan (pertanyaan adalah pelajaran yang sudah pernah dipelajari). Dan alat yang dipersiapkan adalah kartu kata, papan klasikal dan pemenang akan melawan kelompok berikutnya. 	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>	

Kegiatan Penutup	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. • Siswa memimpin doa dan menjawab salam <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. <p>Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik pada saat game.</p>	

A. Penilaian Pembelajaran

1. Teknik Penilaian:

→ Sikap (Spiritual dan Sosial)

Penilaian Sikap

No	Nama	Perubahan tingkah laku											
		Percaya diri				Teliti				Displin			
		K	C	B	SB	K	C	B	SB	K	C	B	SB
1	Sultan Haykal												
2	Aisy Anindya												
3												
4												
dst												

Keterangan:

K (Kurang) : 1, C (Cukup) : 2, B (Baik) : 3, SB (Sangat Baik) : 4

→ Pengetahuan
 ↓ Ter tertulis

→ Keterampilan
 ↓ Kinerja

Parepare,

Mengetahui :
Kepala Sekolah SD Negeri 85 Parepare

Guru Bid Studi Bahasa Inggris

H. Sumiati, S.Pd
NIP. 196213111982112306

Parida, S.Pd
NIP. 198409172019032007

Appendix 3. The Result of Observation Sheet

1) The First Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 9th 2019

Informant : Parida, S.Pd

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say		✓	In this meeting, the teacher just reads the words and asks the students to listen it.
2.	The teacher justifies the word whose pronunciation is still wrong		✓	The teacher just reads the words and asks the students to listen it, and she doesn't order the students to read the words.
				The teacher just reads the words and asks the

3.	The teacher asks students to read a word or sentence as accurately and as quickly as possible.		✓	students to listen it, and she doesn't order the students to read the words.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.	✓		She only Showed the picture from the smartphone
5.	The teacher uses games to teach English		✓	In this meeting, the teacher just reads the words and asks the students to listen it.
6.	The teacher improves the articulation of the student's English sounds with fun way.		✓	In this meeting the teacher doesn't teach how the words are pronounced. She just asks student to listen the pronunciation of the words.
7.	The teacher uses song and rhymes in teaching		✓	The teacher not uses song that relates with English pronunciation. She just uses song in her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to		✓	The assignment that the teacher gives to

	pronunciation of words in English			students is not about the pronunciation of words in English but it only leads to the development of students' vocabulary.
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2) The Second Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 16th 2019

Informant : Parida, S.Pd

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say	✓		The teacher read the word first and she asked the students to repeat it.
2.	The teacher justifies the word whose pronunciation is still wrong	✓		He only did it occasionally.
3.	The teacher asks 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.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures, mirrors, rods, sound-colour chart, realia, etc.	✓		The technology and media used is still limited. She only Showed the picture from the smartphone

5.	The teacher uses games to teach English		✓	The teacher did not use games in this meeting. She only focused to teach the students the pronunciation of the words.
6.	The teacher improves the articulation of the student's English sounds with fun way.		✓	She did not use special method. The teacher only taught the pronunciation in general way.
7.	The teacher uses song and rhymes in teaching		✓	The teacher not uses song that relates with English pronunciation. She just uses song in her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to pronunciation of words in English		✓	Teacher asked the students to memorize the words and how to pronounce it.

3) The Third Observation

Place of Observation : SDN 82 Parepare

Time of Observation : Wednesday, October 23rd 2019

Informant : Parida, S.Pd

NO	INDICATOR	YES	NO	DESCRIPTION
1.	The teacher gives the opportunity to students to follow what the teacher say	✓		The teacher read the word first and she asked the students to repeat it.
2.	The teacher justifies the word whose pronunciation is still wrong	✓		He only did it occasionally.
3.	The teacher asks students to read a word or sentence as accurately and as quickly as possible.	✓		The teacher asks some students to come forward one by one and read the words in front of the class.
4.	The teacher describe of how sounds are produced by audio-visual aids, such as: pictures,		✓	The technology and media used is still

	mirrors, rods, sound-colour chart, realia, etc.			limited.
5.	The teacher uses games to teach English	✓		The teacher did not use games in this meeting. She only focused to teach the students the pronunciation of the words.
6.	The teacher improves the articulation of the student's English sounds with fun way.	✓		She did not use special method. The teacher only taught the pronunciation in general way.
7.	The teacher uses song and rhymes in teaching	✓		The teacher not uses song that relates with English pronunciation. She just uses song in her class to make class fun and not boring.
8.	The teacher gives assignments to students that related to pronunciation of words in English	✓		The teacher asked the students one by one to read the words in front of the class.

CURRICULUM VITAE



Astina is the name of the witer. She was born on 28th August 1997 in Arateng, SIDRAP Regency. She is the fourth child from fourth children in her family. Her father's name is La Pakkai and her mother's name is Sakka. She began her study in Elementry School at Madrasah Ibtidaiyah DDI Amparita on 2003 and graduated on 2009. In the same year, she continue her study to Junior High School of Madrasah Tsanawiyah DDI Amparita on 2012 . Then, she continued her study to Senior High School of SMAN 1 Tellu Limpoe but now the name's of the school change to be SMAN 5 SIDRAP and graduated on 2015. After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi in title **“The Analysis of Teaching English Pronunciation at Young Learners at SD Negeri 82 Parepare”**.

