THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS
PRONOUNCING WORDS LOUDLY AT THE
FIRST YEAR OF MAN BATAM

By

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THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS PRONOUNCING WORDS LOUDLY AT THE FIRST YEAR OF MAN BATAM

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SUPERVISOR APPROVAL

The thesis entitled: *"The Teachers' Techniques in Improving Students Pronouncing Words Loudly at the First Year of MAN Batam"*, is written by Taqiyuddin NIM. 10614003421. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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تقيو الدين (2011): طرق المدرس في تحسين النطق أو الفاظ الكلمات في اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العالية الحكومية باتام

موضوع هذه الرسالة العلمية " طرق المدرس في تحسين النطق أو الفاظ الكلمات في اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العالية الحكومية باتام".

لهذا البحث سؤالان" الأول كيف كانت تقنيات المدرس في تحسين النطق أو الفاظ الكلمات في اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العالية الحكومية باتام ؟". والثاني، فإن أكانت تلك التقنيات مؤثرة في تحسين النطق أو الفاظ الكلمات في اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العالية الحكومية باتام. وفي الوقت نفسه، والهدف من هذه الدراسة هو المعلمين الهندسة في تحسين النطق أو نطق الكلمات في فئة الطلاب اللغة الإنجليزية في الرجل على باتام.

في هذه الرسالة العلمية، اتخذ الباحث مدرس واحد للأفراد. التقنيات في جمع البيانات لاستخدامها في المراقبة والمقابلات. الملاحظات تستخدم لمعرفة أساليب المدرسين في تحسين النطق أو نطق الكلمات الطلاب. تستخدم المقابلات لمعرفة ما هي الأساليب الفعالة المدرسين القيام به لتحسين النطق أو نطق الكلمات الطلاب. الباحثون استخدامها في المراقبة وبيانات الأداء الرئيسية، ومقابلات وبيانات داعمة. بالإضافة إلى تحليل البيانات ، واستخدم الباحثون بيانات إحصائية وصفي الكمية. لمعرفة النسبة المئوية ، فإن الباحث باستخدام الصيغة التالية :

$$P = \frac{F}{N} X 100\%$$

والنتيجة لهذه الرسالة العلمية ، وأخذ الباحث عديد الاستنباطات على النحو التالي : قدم مدرس اللغة الإنجليزية التقنيات في ألفاظ الكلمات ، ومدرس اللغة الإنجليزية يعطي الطلاب فرصة لممارسة الكلمات في عملية التعلم والتعليم، ومدرس الانجليزية قائم بإدارة الفصل عند عملية التعلم والتعليم، مدرس اللغة الإنجليزية يعقد نشاط ألفاظ الكلمات للطلبة.

وخلص الباحث بناء على تحليل البيانات، أن تقنيات تقنيات المدرس في تحسين النطق أو الفاظ الكلمات في اللغة الإنجليزية لطلبة الصف الأول بالمدرسة العالية الحكومية باتام "جيد".

ABSTRAK

TAQIYUDDIN.2011. Teknik-Teknik Guru dalam Meningkatkan Pengucapan atau Pelafalan Kata-kata Siswa dalam Bahasa Inggris Pada Kelas Satu di MAN Batam.

Judul skripsi ini adalah "Teknik- Teknik Guru dalam Meningkatkan Pengucapan atau Pelafalan Kata-kata dalam Bahasa Inggris Pada Kelas Satu di MAN Batam".

Skripsi ini mempunyai tiga pertanyaan penelitian. Pernyataan yang pertama adalah "Teknik-teknik apa untuk meningkatkan pengucapan atau pelafalan kata-kata siswa pada kelas satu Madrasah Aliyah Negeri Batam?" pertanyaan kedua adalah "Teknik mana yang sering digunakan guru untuk meningkatkan pengucapan atau pelafalan kata-kata siswa pada kelas satu Madrasah Aliyah Negeri Batam?" dan yang ketiga adalah apa yang membuat guru memilih teknik?. Lebih jauh, subjek dari studi ini adalah dua orang informan. Sementara itu, objek dari studi ini adalah teknik guru dalam meningkatkan pengucapan atau pelafalan kata-kata siswa dalam Bahasa Inggris pada kelas satu di MAN Batam.

Dalam skripsi ini, peneliti mengambil dua orang guru sebagai responden. Teknik dalam mengumpulkan data adalah menggunakan pengamatan dan wawancara. Pengamatan digunakan untuk mengetahui teknik-teknik guru dalam meningkatkan pengucapan atau pelafalan kata-kata siswa. Wawancara digunakan untuk mengetahui Apakah teknik yang dilakukan guru tersebut efektif untuk meningkatkan pengucapan atau pelafalan kata-kata siswa. Peneliti menggunakan pengamatan sebagai penampilan data yang utama, wawancara sebagai data pendukung. Sebagai tambahan terhadap analisa data, peneliti menggunakan dekriptif kuantitatif yang data statistic. Untuk mengetahui persentasenya, peneliti menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \, x100\%$$

Sebagai hasil dari skripsi ini, peneliti mengambil beberapa kesimpulan sebagai berikut: guru bahasa Inggris menggunakan drilling teknik untuk meningkatkan pelafalan atau pengucapan kata-kata, guru bahasa Inggris menggunakan repetition teknik untuk mempraktekkan kata-kata dalam proses belajar mengajar, guru bahasa Inggris menggunakan backward building up teknik, dan teknik yang sering digunakan guru adalah repetition teknik.

Berdasarkan analisa data, peneliti menyimpulkan bahwa Teknik- teknik guru dalam meningkatkan pengucapan atau pelafalan kata-kata dalam bahasa Inggris pada kelas satu di MAN Batam dikategorikan "Kurang".

ABSTRACT

TAQIYUDDIN. 2011. The Teachers' Techniques in Improving Students Pronouncing Words Loudly at the First Year of MAN Batam.

The title of this thesis is "The Teachers' Techniques in Improving Students Pronouncing Words Loudly at the First Year of MAN Batam".

This research has three research questions. The first research question is "What techniques the teacher use in improving students pronouncing words loudly at the first year of MAN Batam?" the second is "Which technique frequently used by the teacher in improving students pronouncing words loudly at the first year of MAN Batam ?" and third is what might made the teacher prefer to the technique? Moreover, the subject of the study are two English teacher. Meanwhile, the object of the study is the teachers' techniques in improving students pronouncing words loudly at the first year of MAN Batam .

In this research, the researcher took two teacher as the respondent. The techniques of collecting data are observation and interview. Observation is used to know the teacher technique in teaching pronounciation. And interview is used to know the effectiveness of technique in teaching pronounciation. The researcher uses observations as main data collection and the interview is as to support the data needed. In addition to the data analysis, the researcher uses descriptive quantitative which applies statistical data. To know the percentage, the researcher used formula as follow:

$$P = \frac{F}{N} x 100\%$$

As for the result of this research, the researcher takes some conclusions. They are: English teacher uses drilling technique how to pronounce the word, English teacher uses repetition technique to practice and improve students pronouncing, English teacher uses backward building up technique to improve students pronouncing, and End the repetition technique is the most frequently used by the teacher.

Based on the analysis of data, the researcher concludes that The Teachers' Techniques in Improving Students Pronouncing Words Loudly at the first year of MAN Batam is categorized into "less".

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teacher is one of the important components in teaching and learning process. All of activities in the classroom are dominantly by teachers. In teaching pronounciation, the teacher should be able to make students become active in the classroom. So, the teacher needs techniques to teaching pronounciation. One of the techniques to make students active in pronouncing words loudly is by using drilling technique.

In Indonesia, English subject is learnt and taught to Junior High School, Senior High School, and even at University. KTSP has been implemented in this School. English KTSP (Education Unit Level Curriculum) in which school or an institution has authority to implement system of learning and teaching activity for particular lessons or subjects based on the curriculum applied.

KTSP has been applied since 2007 until now. English subject is taught twice a week with allocated-time of 2 meetings times 45 minutes. English teacher uses KTSP, because KTSP describes about integrated all of the languages skills; writing, speaking, reading and listening. It is clearly stated that one of the objectives of the English subject in Senior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

In teaching and learning process, teacher is one of the human components who takes a part in the effort of forming of potential human resource.

Kunandar (2007:113) says that in KTSP, teacher has been functioned as the facilitator and the mediator to help the students in learning process. They are as follows:

1. Providing learning experience which is conducive to the students and responsible in making process and design.

2. Providing or giving the activities which is stimulating the knowledge of students and help them to express their ideas, providing the facilities which is stimulating students' thinking productively, providing the opportunity and experience.

3. Monitoring, evaluating, and showing what students' ideas

Reading is one of the skills that must be mastered by students, especially in grasping information presented in the books, newspaper, magazine, encyclopedia, etc. When student reads book they should know how to read well and should be trained in using appropiate guessing strategies when encountering difficult words. According to Barbara M. Birch (2002:41) states that; there are three other possibilities for reading and each possibility involves slightly more processing work.

1. The first type of reading, readers proceed to summon up a memory of the physical sounds in the word they are reading.

2. The second type of reading, readers proceed even further to activate the motor commands to the mouth that are associated with the sound, so that the reader has the sensation of saying the words, but nothing is audible.

3. The third alternative way of reading is oral reading, in which the motor commands to the mouth are actually realized and the read words are pronounced audibly.

In reading text, there are some words that student do not know how to say the words. So   in this case, a teacher has play an important role to develop students' pronunciation in saying the word, Acording to Brown, (1994:160) there are some roles of teacher in teaching english, they are:

1. The teacher as a controller

    The teacher is demanded to be able to control what the students do, when they should speak and what language forms the should use.

2. The teacher as a director

    In the classroom interactive, the teacher is like a conductor of an orchestra or a director of drama. It means that, the teacher keeps the learning process running smoothly and efficiently.

3. The teacher as a manager

    The teacher plans lessons and modules and course so that the objectives of teaching and learning can be achieved.

4. The teacher as a facilitator

    The teacher facilitates the process of learning , making learning easier for students, helping them to clear away roadblock, finding shortcuts and negotiating rough terrain.

5. The teacher as a resource

The teacher advices and council the students, when they have something to ask.

One of the elements of speaking is pronounciation. In teaching pronounciation, there are some techniques that teacher should apply in it. According to Hewings (1993:20-21) states that developing general techniques for modelling and correcting pronunciation is the basic cycle for presenting pronunciation used in many activities, they are as follows :

1. Model (say or play the recording).

2. Choral repetition.

3. Individual repetition.

Maser (1991) in Roziana and Winda fitriyani (2002:7), pronunciation is an important aspect in speaking. Correct pronunciation can help us to understand more in communication. On the other hand, incorrect pronunciation can make misunderstanding between speaker and audience. Concerning with the important of pronunciation, there are three basic reasons to practice and develop a good English pronunciation. They are as follows:

1. It will understand us more easily when we speak to other people.

2. It will help us to hear English sounds better.

3. It is able to say a word with its correct pronunciation makes it easier to learn the words and its meaning.

Furthermore, Hewings (1993:19-20) states that there are three main ways in teaching pronounciation, namely:

1. Be aware of the likely pronunciation difficulties of students with particular first-language groups and prepare activities that will focus on these problems.

2. If possible, diagnose your students' pronunciation weaknesses and plan activities that focus on these.

3. Look at the syllabus in the course book you are using and identify which parts lend themselves to work on particular areas of pronunciation.

Based on the explanation above the teacher should know student's weakness dealing with their pronounciation and look at the syllabus in the course book. So, the process of teaching run well and student anderstand to practice their pronounciation well.

MAN Batam is one of the Senior High Schools located in Batam, there are many students who are studying in this school. In this school, English is a compulsory subject that must be taught to the students. They have been taught by professional teachers in various disciplines, especially for teaching English, there are three English teachers in this school.

English teacher should be able to use various technique to make the students pronouncing the words correctly. But besed on preliminary research, there are many problems found they can be seen from the phenomena, as follows:

1. English teachers do not use several techniques to explain pronounciation clearly

2. English teachers seldom use model of instruction in teaching pronounciation in reading text.

3. English teachers do not correct student's pronunciation.

4. English teachers seldom use technique in improving students' pronounciation

In short, the researcher is interested in conducting the as well as investigating this problem and wants to know the teachers' techniques in teaching pronunciation at MAN Batam.

Based on the background and the phenomena above, the researcher has found that the students are shy to pronounce the words, and they can not express their pronounciation fluently. So, the researcher is very interested in carrying out a study entitled: **"THE TEACHERS' TECHNIQUES IN IMPROVING STUDENTS PRONOUNCING WORDS LOUDLY AT THE FIRST YEAR OF MAN BATAM".**

B. Problem

1. Identification of the Problem

Based on the background of the problem above, there are many problems connected with the title of the research especially in the teachers' techniques in improving sudents pronouncing words aloud. The problems are identified as follows:

1. What kinds of technique are done by teachers in improving students pronuncing words loudly?

2. Limitation of the Problem

Based on the identification of problem above, the researher realizes that there are many problems covering in this research. Therefore, the researcher focuses on teachers' technique in improving students pronouncing words loudly.

2. Formulation of the Problem

The problems of the research are formulated in the following research questions, as follows:

a. What techniques the teacher use in improving students pronouncing words loudly at the first year of MAN Batam?

b. Which technique frequently used by the teacher in improving students pronouncing words loudly at the first year of MAN Batam?

c. What might made the teacher prefer to the techniques?

C. Reason for Choosing the Title

The writer is interested to carry out this research because some reasons:

1. The researcher is very interested about the teacher teacnique in teaching pronounciation.

2. This topic has never investigated yet at the MAN Batam.

3. The research can be conducted because the time and location of the study are favorable for the writer

D. Objective and Significant of the Research

1. Objective of the Research

In general, the objective of this research is to find out the teachers' techniques in improving students pronouncing words loudly at the first year of MAN Batam. Then, the objectives of this research are:

a. To know the teachers' techniques in improving students pronouncing words loudly at the first year of MAN Batam.

b. To identify the techniques and problems faced by English Teacher in teaching Pronounciation

2. Significance of the Research

a. To increase the writer's knowledge in pronouncing English words

b. To give more information to the English teacher in pronouncing English words.

c. To prepare the teachers' ability in pronouncing English words

d. To give positive contribution to teaching and learning process

E. Definition of the Terms

a. Technique

Technique is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective (Brown. 1994:51). In this

case, technique refers to the teachers' power or skill in teaching words loudly of their pronounciation.

b. Pronunciation

Pronunciation is way in which a language is spoken. Pronunciation is the way a certain sound or sounds are produce. Unlike, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer (Longman, 1999:296). It means that, the particular way in which you can pronounce the words with good sound.

c. Word

Word is the smallest of the linguistic units which can occur on its own in speech or writing. It is difficult to apply this criterion consistently. (Longman, 1999:406). It means that, students have ability to pronounce the words in english.

d. Improving

According to Manser in Oxford Dictionary (1995:213) states that improve means become or make greater in number or quantity. In this research to improve means to reach English pronounciation.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. Technique of Teaching Pronounciation

There are some techniques in teaching pronounciation and activities for teaching individual sounds as well as other aspects of pronounciation such as stress, rhythm, and intonation. The individual sounds are:

1. Backward building up

   Learners practice a sentence or phrase by repeating the last word, then adding another word with each repitation until the whole sentence or phrase has been produce.

2. Bingo

   Play bingo using words or pictures that demonstrate a particular sounds.

3. Brainstorming

   Choose a topic and ask learners to think of words containing the sounds to be practiced. Follow this with an activity using the words.

4. Categorizing

   Learners place words in culumns according to sounds being practiced (e.g., ed endings)

5. Chain stories

   In turn, learners contribute sentence containing words or phrases with the sound being practiced to make a story.

6. Dialogues

   Learners create dialogues using words that contain the sounds being practiced.

7. Exaggeration

   Demonstrate a sound by exaggerating the actions and position of the tongue, teeth, lips, and mouth.

8. Identification

   Learners select the words or sentence they hear on a worksheet.

9. Information gap

   Learners practice target sounds by sharing information to complete a task.

10. Minimal pairs

    Learners identify which word of a pair has been spoken, indicate whether the two words spoken are the same or different, or which word in a list is different.

11. Mirrors

    Learners note the position of their lips and tongue in a mirror when producing a sound.

12. Pictures

    Learners describe a picture using words containing the target sound. Create a page containing pictures of object that contain the sounds being practiced. Dictate instructions for learners to follow (circle the skirt, put an x on the shirt, check the stocking).

The range is multivarious from highly focused techniques, such as drilling, to more broad-reaching activities such as getting students to notice (look out for) particular pronunciation features within listening texts. According to Mary Newton (1976:98) said that, drills for teaching aural identification and drills for teaching production. Drills for teaching aural identification such as:

1. Same-Different exercise drills, the purpose of this exercise is to ascertain wheather or not the students can hear the phonemic contrasts. The teacher pronunces pairs of words (bit/beat) (beat/beat) and the students are asked to identify wheather the sounds are the same or different.

2. Sound Identification drills, these exercise require the student to relate the modeled sound to one he has previously learned.

According to Jack C, etal (1992:117) defines that drill is commonly in language teaching for practicing sound or sentence pattern in language based on the guided repetition or practice. Based on the defenition above, drill is repetition or practice. By using drill, students can practice pronouncing english words.

Furthermore, according to Ramayulis (2005:281) drill is the method to get the skill or competence toward what we learn, because it requires practice. Practice will make student more active and pay good attention, because they are involved in the process of learning. Form the definition above, we conclude that drill is one of strategies in the process of teaching pronounciation. Teaching and learning process need the drill to gain the competence. The use of drill strategy will increase both student's motivation and skill in pronouncing english word.

In the meantime, Hanson (2008:7) suggests that as an instructional stategy, drill is familiar to all educators. It ''promotes the acquisition of knowledge of skill through repetitive practice''. It refers to small tasks such as the memorization of spelling or vocabulary words, or the practicing of arithmetic facts and may also be found in more sophisticated learning tasks or physical education games and sports. Drill and practice, like memorization, involves repetition of specific skills, such as an addition and subtraction, or spelling. To be meaningful to learners, the skills are built through drill and practice should become the building blocks for more meaningful learning.

According to Jack C, *et.al* (1992:117) there are three types of drills; as follows:

2. Sustituition drill

3. Repetition drill

4. Transformation drill

Furthermore, Hanson (2008:8) states that drill and practice activities help students to master materials at their own pace. Drills are usually repetitive and are used as a reinforecement tool. Effective use of drill and practice depends on the recognition of the type of skill being developed, and the use of appropriate strategies to develop these competencies. There is a place for drill and practice mainly for the beginning learner or for students who are experiencing learning problems. Its use, however, should be kept to situations where the teacher is certain that it is the most appropriate form of instruction.

In teaching pronounciation there are two key sides to pronunciation teaching namely:

1. The teaching of productive skills on the other hand

2. The teaching of receptive skills on the other.

The application of teaching strategy is an essential for improving the learners' motivation and learning outcome in certain language skill, especially in improving their ability in pronouncing english words in order to make listeners understand the intended points delivered by the speakers in oral communication. Therefore, clear and correct pronounciation is crucial to make communication between two person runs well.

Laroy (1995:123-124) state, thats there are some steps in improving the pronounciation of words (phonemes or steress) this step for all learners who can read english, the steps namely:

1. Material: Two sets of cards for each group

2. Preparation: Prepare two sets of cards for each group of four learners, one with 'forfeits': sentences, short rhymes, proverbs, tongue twisters, or titles of songs some they already know and others they do not. On the other set (preferably of another color) write words some of your students do not find easy to pronounce, or that you want to practice. You can indicate sentence stress and intonation on the forfeit cards.

3. Procedure:

   a. Put the learners in groups of up to four and give out the sets of cards face down on the table. Each group decides who will begin. The others follow, going clockwise.

   b. The first student takes the card at the top of the 'words' pack and reads it aloud. If the group is satisfied with the pronunciation, the student puts the card back at the bottom of the pile and gets one point. If the group is not satisfied, they correct the student, who must also take the top card from the 'forfeits' pile and read out what is on it. (If it is a song title they have to sing the song.) If there are disagreements about the pronunciation of the word card, allow the students to check their notes or in a dictionary or to ask you, monitor carefully and make a note of words that the students still find difficult. The other students take their turns.

   c. After about 5 to 10 minutes, the points are counted up.

   d. Working with the whole class, write two or three words that are still mispronounced on the board. Silently point at one and invite students to pronounce it. Ask them to prepare a two-line rhyme containing those words for the next lesson.

   e. Next lesson, ask the students to say their two-line rhymes. The class vote for the 'best' one.

4. Variation: If you are trying to associate two similar sounds with their spellings, for instance /ɔ/ as in (door) and ko/ as in (show), prepare a set of

cards with words containing different spellings of the sounds, e.g. source, sauce, saw, and so, sow, though.

a. Put your students in groups of four and give each group a pack of word cards.

b. On the board, write a pair of words with the sounds you want to work on, for instance: 'door' and 'dough', and number them (1) and (2).

c. In turn, students take a card from the set and pronounce the word on it, also saying which sound they think it is. Example: 'dawn' number one.

d. If the group agrees, nobody challenges the answer and the student gets a point. If someone challenges, the one who is wrong loses a point and the one who is right wins one. Stop the game after a maximum of 10 minutes. The student in the group who has the most points wins.

The effort done in improving pronounciation means: using all strength and energy to improve one's pronounciation to be better or close to the received pronounciation. The effort it self which is influenced by motivation: is the extent to which you make choices about (a) goal to persue and (b) the effort you will devote to that persuit.

There are two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation as Deci (1975) in Nurhasanah (2002:8) defined:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem engage in the activities for their own sake and not because they lead to an extrinsic reward, ... Intrinsically motivated behavior are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self- determination.

From this statement, we can conclude that intrinsic motivation comes from the learner himelf, because the learner has the basic physical to achieve ''self-actualization'' and conquer the challenging situation.

On the other hand, extrinsic motivation is carried out in anticipation of a reward from outside and beyond. The examples of this are prizes, grades, punishments. The extrinsic motivation usually is given by the teachers, parents, friends, the surrounding and the society. In conclusion, motivation is an important factor in making effort of something, especially in the proses of teaching and learning.

There are various learning steps to acquire a foreign language, particularly in pronounciation. Students must be grown their own motivation in giving some efforts to improve their skills and ability in English such as: practicing their speaking ability, making their ears accustomed to English sounds, and so fourth.

Nida (1950) in Roziana (2002:9) states some ways in learning a foreign language, as follow:

1. Phrases for memorizing dan drill.

2. Reading aloud in listening to reading.

3. Speaking the language.

4. Criticism of pronounciation.

5. Supplementary vocabulary.

6. Associating with native speaker.

7. Writing down all new words.

8. Listening the radio.

9. Going to lecturers and public entertainment.

10. Writing the language.

11. Keeping up the language.

B.Vocabulary

B.1 Vocabulary Development

   A. Meaning

    Richard *et.al* (1999:400) states that vocabulary is a set of lexemes, including single words, compound words, and idiom. According to Whorter (1986) in Rian (2009:8) says that vocabulary development is a skill worth the effort to improve your vocabulary affects not only your reading skill, but also others in learning language, because it is basic component in learning language skills: listening, speaking, reading and writing.

    Vocabulary as an element of language can be considered as the most important thing to be mastered by students in learning a certain foreign language, besides the basic components of grammar, pronunciation and some others. It is clear that in learning a foreign language, the mastery of vocabulary is the first step in learning process, through having knowledge of grammar and the students can read a reading text with a good pronunciation and good understanding.

   B. Sounds

    Vocabulary is one of the extreme aspects that support English learners. It deals with the right and appropriate words and it seems to have enough

vocabularies in their mind and knows when the words are used. The status of vocabulary has been considerably enhanced. This has come about partly because of the development of communicative approaches to language teaching. The more words they know, the more they understand and express in the language. As Brown (1994:365) states vocabulary was focused in drills, exercises and memorizations. Without an extensive wide vocabulary, the students will be unable to use the structure and functions for comprehensible communication.

Vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary. Graves in Pamela (2004:382) suggests that there are six stages involved in learning words, they are:

a. Learning to read known words.

b. Learning new meanings for known words.

c. Learning new words that represent known concepts.

d. Learning new words that represent new concepts.

e. Classifying and enriching the meanings of known words.

f. Moving words from the receptive to the expressive vocabulary.

One of the vocabulary mastery problems is the meaning of the words. On the other hands, if the students do not know the meaning of the words, they can hardly understand what the teacher is trying to say and able to use the words correctly. They have to possess as many as possible vocabularies in order to make easier in comprehending and acquiring information. Practicing more and more in every situation can do it.

The more deeply students think while they are learning, they will commit to memory and latter be able to recall what they have learnt. Some factors involved in improving the students' retention of words and pattern are as follows:

a. Organization

If the students learn the principles and patterns behind knowledge, rather than just the knowledge itself, they will retain the knowledge more deeply and will be more likely to recall it flexibly in novel situations.

b. Ownership

If the students feel they are constructing their own personal model of how English fits together, they will remember more of what they learn.

c. Repetition

Students need a lot of practice, repeating new words and patterns in ways that feel meaningful to them.

d. Association

Students are more likely to remember words patterns they associate with a fun game, an interesting picture, a mime of action, a song, or an absurd situation.

e. Emotional involvement

Students will remember words and patterns more readily if they are emotionally immersed in a lesson.

f. Action

If the students learn words or patterns while doing an action, they are more likely to remember the patterns. The teacher needs to make sure they also

have space to think and reflect. It is probably best to start a class with quieter activities and once we are sure the class is really thinking and focused on learning, we can make the lessons more physically active.

g. Beginning and end

Students remember things from the beginning or end of a period of learning. This means it is effective new targets words or patterns for a while, then goes away and come back to them a number of times later in the lesson.

h. Rest

Short periods of rest during lessons aid memory. Nonstop drilling and practice is less effective.

i. Warm-up

Students remember more after warming up. This means that it helps to have some kinds of reviewing the warm-up activity at the beginning of a lesson. It is best if the review logically leads into the new target language.

j. Recycling

Words and patterns need to be recycled, both for homework shortly after a lesson and in next lessons.

k. Peripheral language

Students remember many things they do not ever appear to be focused on. They may fail to remember the target (Paul, 2003:18-19).

All these aids can be exploited more in teaching-learning activity. It is organize on meaningful practice for the students.

C. Pronounciation

The word ''pronounciation'' means the way in which a language is spoken, the word ''accuracy'' means exactness, or correctness. In other word, one's pronounciation accuracy means that the way of someone speaks or utters English sound exactly as the native speakers do or speech standard.

From the definition above, the writer can conclude that every correct or exact pronounciation must be referred to the native speaker. However, most of Indonesian people face difficulties in imitating some English sounds exactly as the native speaker. The difficulties in pronouncing them might be caused by the way of pronouncing vowels, consonants, diphthongs, and clusters sounds are far different from pronouncing indonesian sounds.

It is generally known that pronounciation is the way of how to pronounce the words correctly and clearly. In pronouncing the words, we produce the sound of the words correctly that is by putting the organ of speech in the right position of the words. Automaticly, the sound will be pronounced correctly, clear and can be understood by the audience. Pronunciation is the way a certain sounds are produced. (*longman dictionary of language teaching and applied linguistics*).

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.

Features of pronunciation

Phonemes			Suprasegmental features

Consonants   Vowels   Intonation   Stress

Voiced   Unvoiced   Single vowels   Diphthongs   Word stress   Sentence

Short   Long
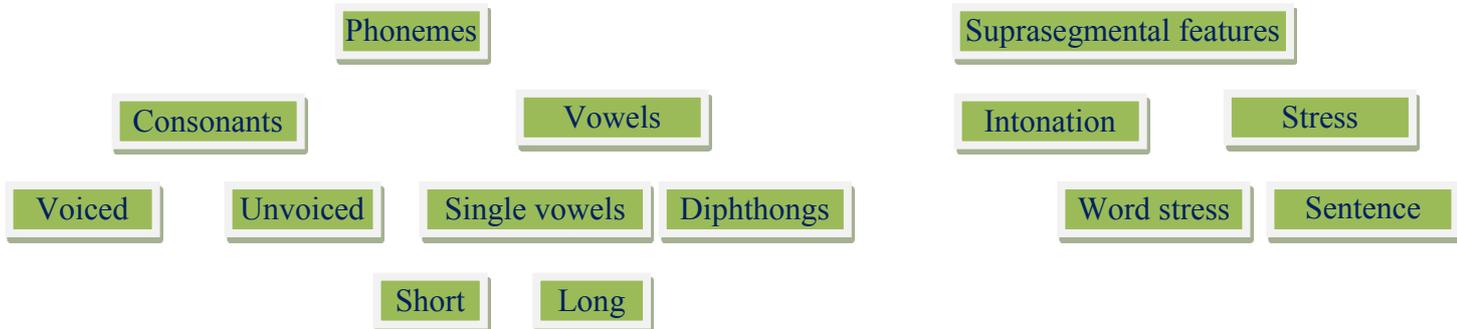
The Diagram above describes about the description of speech in pronouncing words, the main feature of pronounciation is useful for teaching and learning pronounciation.

Gerrald Kelly (2000:1) states that Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably and accurately how each sound is produced. When considering meaning, we see how to use one sound rather than another can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular language.

Sounds may be voiced or unvoiced (sometimes referred to as 'voiceless'). Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your Adam's apple. If you are producing a voiced sound, you will feel vibration, if you are producing an unvoiced sound, you will not.

The set of phonemes consists of two categories: vowel sounds and consonant sounds. Alan Crutteden (2008:32-33) suggests that, a description of vowel like sounds must, therefore, note:

1. The position of the soft palate-raised for oral vowels, lowered for nasalized vowels.

2. The kind of aperture formed by the lips-neutral, spread, close-rounded, or open-rounded

3. The part of tongue which is raised and the degree of raising

C.1 The Psysiology of Pronounciation

Teachers also need to consider how the sounds we use and come about, and to study the physiology which allows us to use those sounds. We all use the same speech organs to produce the sounds we become accustomed to producing.

C.2 Phonemic Transcription

The lack of one to one relationship between spelling and pronunciation in English, while by no means being unique, presents learners with many problems. A typically cited example is the pronunciation of *ough*, which has at least eight distinct sound patterns attached to it:

Cough /kɒf/	Through /θru: /
Bough /baʊ/	Bought /bɔ:t/
Rough /rʌf/	Thorough /θʌrə/*
Although /ɔ:l'ðəʊ/	Lough /lɒx/**

*British English /θʌrəʊ/ is more common in US English

** /x/ represents the same sound as at the end of the more familiar 'loch'; the spelling used depends upon the variety of English

Examples abound of spellings and pronunciations which can cause difficulties for learners:

Why don't you read /ri:d/ this book?

Oh, I've already read /red/ it.

Look over there! Can see /si:/ the sea /si:/.

The difficulties that individual learners have may stem from one or more of the following:

1. The learner's first language (referred to as L1) may have a one to one relationship between sounds and spelling. The concept of is not being such a relationship may be new.

2. Even if such a concept is not new for the learner, they will have to become familiar with new sound -spelling relationships.

3. There may be sounds, and combination of sounds, used in English which do not occur in L1

4. English may use stress and intonation patters which strange to the learner.

Phonemic transcription above gives both teachers and students a way of accurattly recording the proounciations words and utterances

C.3 Phonetics and Phonology

The study of pronunciation consists of two fields, namely phonetic and phonology. Phonetic refers to the study of speech sounds. A phonetician usually works in one or more of the following areas:

1. The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetic.

2. The actions and movements of the speech organs in producing sounds (articulatory phonetics)

3. The nature and acoustics of the sound waves which transmit speech (acoustic phonetics)

4. How speech is received by the ears (auditory phonetics)

5. How speech perceived by the brain (perceptual phonetics)

C.4 Problems and Approaches in Pronounciation Teaching

There are two key problems with pronunciation teaching. Firstly, it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

Teaching pronounciation is very important for the teacher because teacher needs strategy in teaching. Gerrald Kelly (2000:13) states that the teachers of pronounciation need:

2. A good grounding in theatrical knowledge

3. Practical classroom skills

4. Access to good ideas for classroom activities

Sample lessons in teaching pronounciation are divided into three main types, as follows:

a. Integrated lessons, in which pronunciation forms an essential part of the language analysis and the planning process, and the language presentation and practice within the lesson

b. Remedial or reactive lessons, where a pronunciation difficulty which arises in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks.

c. Practice lessons, in which a particular feature of pronunciation is isolated and practiced for its own sake, forming the main focus of a lesson period.

D. Teacher's role

Richards (2001) in Kalayo (2007:31) mentions about the core components of teacher knowledge. These include the following items:

1. Practical knowledge: the teacher's repertoire of classroom techniques and strategies.

2. Content knowledge: the teacher's understanding of the subject of TESOL,

e.g., pedagogical grammar, phonology, teaching theories, second language acquisition (SLA), as well as the specialied discourse and terminology of language teaching.

3. Contextual knowledge: teacher's familiarity with the school or institutional context, school norm, and knowledge of the learners, including cultural and other relevant information.

4. Pedagogical knowledge: teacher's ability to restructure content knowledge for teaching purpose, and to plan, adapt, and improvise.

5. Personal knowledge: the teacher's personal beliefs and principles and his or her individual approach to teaching

6. Reflective knowledge: the teacher's capacity to reflect on and assess his or her own practice.

In teaching and learning process, knowledge is an important for the teacher because it has much crontibution to achieve the teaching goals and learning objectives. Referring to explanation above, it is related to the teacher's role, as pointed out by Brown (1994:160) that there are some roles of teacher in teaching english, they are as follows:

1. The teacher as a controller

The teacher is demanded to be able to control what the students do, when they should speak and what language forms the should use.

2. The teacher as a director

In the classroom interactive, the teacher is like a conductor of an orchestra or a director of drama. It means that, the teacher keeps the learning process

running smoothly and efficiently.

3. The teacher as a manager

The teacher plans lessons and modules and course so that the objectives of teaching and learning can be achieved.

4. The teacher as a facilitator

The teacher facilitates the process of learning , making learning easier for students, helping them to clear away roadblock, finding shortcuts and negotiating rough terrain.

5. The teacher as a resource

The teacher advices and council the students, when they have something to ask.

In implementing the teacher's role, it is closely related to the language teaching activities where the teachers and their students actually do in the classroom. In this context, the concept of approach, method and technique have characteristic that describe ways of doing things in English language teaching situation. According to Brown (1994:51), there are some differences among them, as follows:

1. *Approach* is theoretical positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings.

2. *A Method* is overall plan for systematic presentation of language based upon a selected approach.

3. *Strategy* is specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information, it is vary widely within an individual while styles are more constant and predictable.

4. *Technique* is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective.

Talking about Technique, Brown (1994:66) states that the techniques in general as stated in the following:

> *(1)"Techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message based focus on interaction, meaning and fluency, 2) techniques used also should encourage the use intrinsically motivating, 3) techniques use should encourage the use of authentic language in meaningful context. 4) provide appropriate feedback and correction, 5) give the students opportunities to initiate oral communication, 6) encourage the development of speaking strategies".*

Furthermore, according to Hornby (1989:45), technique means a method of doing something especially in art and science. Even, Brown (1992:49) highlights that technique is any wide variety of exercise, activities, or device use in language classroom of realizing lesson objectives. From this statement, it can be concluded that activities done by teacher should be related to his and her own techniques to reach objectives of lesson.

Based on the statement, it can be inferred that technique of teacher refers to his or her own way and methods during his or her order to facilitate students to understand more about how to pronounce the word. In reading English text, the students also give various techniques. It is because during teaching and learning, teacher must have prominent role to improve students' ability in pronouncing

words aloud at classroom by statement, every teacher has to do some techniques in improving students' ability to pronounce words aloud.

E. Aspects Influencing English Pronounciation

There are many aspects dealing closely with pronounciation improvment. So, in this case the students who are interested in improving their pronounciation should pay attention and practice those aspects in order to achieve better pronounciation when speaking english with partners, since better pronounciation make the partners understand the massage delivered to them in social interaction. Worthy (1987:4.8) in Fityatul (2010:19-21) identifies that there are six factors effecting pronounciation , namely:

a. Native language

Language will be influencial factor affecting a learner's pronounciation. Native language often interfere the second language acquisition to pronounciation skill and it might be influenced by the difference of both language. Behaviorists believe that similarity between two language make learner the language easier. Mother tongue tranfer is generally more systematic, pervasive, and persistent in the area of pronounciation. This information , in turn, can be made available to the learner, if appropriate.

b. Age

Critical period hypothesis stated there is time in human development when the brain predisposed for success in language. The young learners can pronounce english words better because the have complete speech organs

contrasted to those who are mature and have problems with organs of speech when they begin to acquire English.

c. Exposure

Exposure to the target language can refer to both of the lenght of time and the intensity of the exposure over time. So, the quality and intensity of exposure are more important than lenght of time. If class time is spent much time on pronounciation practices, it demands the full attention and interest to students. They have a good chance to reach the goals of teaching pronounciation

d. Innate phonetic ability

Some people have good ability in phonetic but not in others. Their organ form supports them to pronounce each word correctly. Some people simply have more skill at or aptitude for imitating and producing sound patterns that are new to them.

e. Identity and language ego (attitude)

Attitude and identity have positive relationship to pronounciation ability. Someone who has positive attitude toward english might be able to pronounce english words well. The attitude of learner toward the target language and its speakers may affect his or her pronounciation, (the more favorable the attitude, the better the pronounciation).

f. Motivation and concern for good pronounciation

The motivation is related to success in learning second language and foreign language. So, this factor is the greatest important in pronounciation

the words; if the learners' motivation to improve is strong and if the investment of time and effort/genuine no reigned) is great, there will be improvement.

Furthermore, Purwanto (1987:106) states that there are two factors influencing the learner's ability in pronouncing words as described in the following points:

a. Internal factor

1. Health

The spritual and physical health have great influence toward learning competency. If one is sick, such as headache, fever, flue, cough etc. He or she can lose his or her zest for study.

2. Inteligence and talent

According to william Stern in Purwanto (2007:52), intelligence is ability to learn, understand and think. Talent has also great influence in conducting learning achievment. For example, someone is playing piano. If someone has musical talent, he or she will be successful in playing piano contrasted with someone who does not have musical talent.

3. Motivation and interest

According to Purwanto (2007:60), motivation derives from the word "motif" which means thing that drive someone to do something. In Dalyono (2005:57) also said that motivation can be divided into to kinds as follows:

a. Intrinsic motivation

Intrinsic motivation comes from the learner himself. It is one's internal state that drives him/her to do something without any external force, but it comes from his/her interest and needs.

b. Extrinsic motivation

Extrinsic motivation come from the outside or environment. For examples: parents, teachers, friends, and societies. Motivation is great willingness on something. It can appear because of out side power attraction and also from inner side of heart.

b. External factor

Muhibbin (2003:139) divides external factor in two types:

1. Social environment factors; (family, teacher, and staff, humanity, and friend)

1. Non- social environment factors; (home,school,tool and nature)

F. Relevant Research

The almost similar research was also conducted by Nurhasanah (2002). She found out there are numerous influential factors on the efforts done by the fourth year students of department of english education tarbiyah faculty IAIN susqa in improving pronouncing english words coming from the students themselves.

Another study is the interference in pronuncing the english words among the third year of the English Education Department of Education and Teacher's Training Faculty of State Islamic University Suska-Riau. So, for the intended

study '' The teachers' techniques in improving students pronuncing words loudly at the first year of MAN Batam'', the researcher focuses on the techniques of english teacher in improving students pronuncing words loudly at the first year of MAN Batam

G. Operational Concepts

The operational concept is used to give the limitation of the theoretical framework in order to avoid misunderstanding and misinterpretation toward this research. According to Hornby (1989:240) concepts is idea underlying something general notion. In this research plan, the researcher interprets the concept into particular words in order to be operated and measured easily and clearly.

There are some teachniques to measure the teacher ways in improving student's pronuncing words loudly:

1. English teacher uses Drill technique to improve students pronouncing words loudly at the first year of MAN Batam.

2. English teacher uses same different exercise to asertain wheather or not the students can hear the phonemic contrasts.

3. English teacher uses sustituition drill technique to help the students when they have difficulties in pronouncing the word.

4. English teacher uses repetiton drill technique to pronounce the word.

5. English teacher uses transformation drill technique.

6. English teacher uses backward building up technique.

7. English teacher uses bingo technique.

8. English teacher uses brainstorming technique.

9. English teacher uses categorizing technique.

10. English teacher uses chain stories technique.

11. English teacher uses dialoques technique.

12. English teacher uses exaggeration technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research is descriptive quantitative. This research describes the teachers' techniques in improving students pronouncing words loudly at the first year of MAN Batam.

B. Time and Location of the Research

The research it has conducted at MAN BATAM. The school is located in Sagulung Sub-District of Batam city Jl. Brigjen Katamso No. 10. This research was started from July to October 2010.

C. Subject and Object of the Research

The subject of this research is all English teachers at MAN Batam and the object of this research is the teachers' techniques in improving students pronuncing words loudly.

D. Population

The population of this research is all English teachers who are teaching at the first grade of MAN Batam. So, the researcher takes them as respondent to get the data.

TABLE III.1
Population and Sample of the Research

NO	NAME	EDUCATION	GRADUATION
1.	MASRI JAMAL	S1	UNP
2.	MAIMUNAH	S1	UNP

E. Data Collection Technique

To collect the data involved to this study, the researcher applies techniques as follow:

a. Observation

According to Suharsimi (2006:156), observation is an activity which is concerned toward some objects by using eyes and can be called direct observation. This method is carried out to observe the teachers' techniques in improving students pronouncing words loudly. In this technique, the researcher observes directly about activities teachers do in teaching and write some notes. The researcher needs four times to observe the teachers' techniques in improving students pronouncing words loudly.

In this observation, there are several steps which are done by the researcher. Firstly the researcher saw how did the teacher explain the material and how did the teacher use the technique. Secondly, the researcher wrote some notes about the activity of teacher in teaching. Thirdly, besides the researcher wrote some notes, the researcher used checklist form to complete the information.

b. Interview

This technique was used to obtain some data by asking some questions directly to the teacher. This is used to identify the technique that applied by the teacher. Rea and Parker (1992) in Nana Syaodih (2006:84), states several advantages from direct interview. They are:

1. Flexibility; the questions can be asked verbally or written and answered forthwith and some questions which are not clear or doubt can be clarified directly.

2. Greater complexity; the researcher can be asked the complex questions.

3. Ability to contact hard – to – reach populations; enabling to collect the data form the sample which are difficulties to be contacted by telephone or letter.

4. High responses; possibility to give bigger answer than equate through post.

5. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

 In this interview, the researcher uses semi structured. In this case, firstly interviewer asks some questions which are structured. Then, one by one the interviewer asks to more information completely. So, the answers can cover all variables with complete information. Then, the researcher wrote the result from the interview.

F. Data Analysis Technique

 In this research, the data analyzed by qualitative analized. Qualitative research collects data through observation, and then, comes up with theories account for data. The theories can explain the data collected or facts which are observed. The data analysis technique used the formula as follow:

$$P = \frac{F}{N} x100\%$$

Where:

P = Percentage

F = Number of Frequency

N = Total of score

This technique is called descriptive technique with percentage. Suharsimi (2002:213)

After that the percentage is interrupted into qualitative words, the researcher finds out the category of the teachers' techniques in improving students pronouncing words loudly at the first year of MAN BATAM can be seen as follows:

TABLE III.2
The category of teachers' techniques in improving students pronouncing words loudly

Category	Range
Very good	80%-100%
Good	70%-79%
Enough	60%-69%
Less	50%-59%
Bad	0%-49%

Suharsimi (2002:213)

CHAPTER IV

RESEARCH FINDINGS

A. Description of The Techniques

This chapter presents the research findings found by the researcher in doing the research on the teachers' techniques in improving students pronouncing words loudly at the first year of MAN Batam. The instruments used by the researcher were observation and interview. The first one is utilized to get some primary data. In addition some aspects, which probably cannot obtain the secondary data which might strengthen the first data collected.

A.1 Data Presentation

Data Presentation of Teacher Techniques

The data presented in this study become the result of observation toward the teachers' techniques in improving students pronouncing words loudly. This observation is held in eight meetings. The result of observation can be seen in the following explanation:

a. The observation Result of English Teacher "A" dealing with the techniques In improving students pronouncing words loudly.

Table IV.1
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
1	English teacher uses Drill technique to improve students pronouncing words loudly.	√		√			√	√		√			√	√		√		6	75%
	TOTAL																		75%

The table above shows that the teacher applies to the techniques in improving students pronouncing words loudly in 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th Observation. It is 75 %.

Table IV.2
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
2	English teacher uses same different exercise to asertain wheather or not the students can hear the phonemic contrasts.		√	√			√		√	√			√		√	√		3	37,5%
	TOTAL																		37.5%

Based on the second observation above, the researcher takes conclusion

that the answer Yes is 37,5% and the answer No is 62.5%

Table IV.3
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
3	English teacher uses sustituition drill technique to help the students when they have difficulties in pronouncing the word.	√			√	√		√		√		√			√		√	4	50%
	TOTAL																		50%

The table above shows that the teacher uses sustituition technique to help

students pronouncing the words in 1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation.

It is 50 %.

Table IV.4
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
4	English teacher uses repetiton drill technique to pronounce the word.	√		√		√			√	√		√		√		√		7	87,5%
	TOTAL																		87.5%

The table above shows that the teacher uses repetition drill technique to

pronounce the word 1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 87,5 %.

TABLE IV.5
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
5	English teacher uses transformation drill technique.	√			√	√			√		√	√		√			√	4	50%
	TOTAL																		50%

The table above shows that the teacher uses transformation drill technique.

1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 50 %.

TABLE IV.6
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
6	English teacher uses backward building up technique.	√		√			√	√		√		√		√			√	6	75%
	TOTAL																		75%

The table above shows that the teacher uses backward building up technique

1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 75 %.

Table IV.7
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
7	English teacher uses bingo technique		√	√				√	√				√	√			√	3	37.5%
	TOTAL																		37.5%

The table above shows that the teacher uses bingo technique 1st, 2nd,3rd, 4th,

,5th, 6th,7th, and 8th, Observation. It is 37.5 %.

TABLE IV.8
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
8	English teacher uses brainstorming technique.		√	√		√				√	√	√			√		√	4	50%
	TOTAL																		50%

The table above figures out that the teacher uses brainstorming technique

1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 50 %.

TABLE IV.9
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
9	English teacher uses categorizing technique	√		√		√	√			√		√	√				√	3	37.5%
	TOTAL																		37.5%

The table above figures out that the teacher uses categorizing technique 1st, 2nd,3rd, 4th, 5th, 6th,7th, and 8^{th,} Observation. It is 37.5 %.

TABLE IV.10
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
10	English teacher uses chain stories technique.		√	√			√		√	√			√	√			√	3	37.5%
TOTAL																			37.5%

The table above figures out that the teacher uses chain stories technique 1st, 2nd,3rd, 4th, 5th, 6th,7th, and 8^{th,} Observation. It is 37.5 %.

TABLE IV.11
Observation Distribution of Teacher "A"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
11	English teacher uses dialoques technique		√	√		√			√	√			√		√	√		4	50%
TOTAL																			50%

The table above figures out that the teacher uses dialoques technique 1st, 2nd,3rd, 4th, 5th, 6th,7th, and 8^{th,} Observation. It is 50 %.

TABLE IV.12

Observation Distribution of Teacher "A"

No	Observation Item	I		II		III		IV		V		VI		VII		VIII		F	P
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
12	English teacher uses exaggeration technique		√		√		√		√		√		√		√		√		0%
	TOTAL																		

TABLE IV.13
Recapitulation of Observation toward the techniques of Teacher "A"
In improving students pronouncing words loudly

No	Number of Items	Observation Time								Total (F)	Percentage (%)
		1	2	3	4	5	6	7	8		
1	1	√	√	-	√	√	-	√	√	6	75%
2	2	-	√	-	-	√	-	-	√	3	37.5%
3	3	√	-	-	√	√	√	-	-	4	50%
4	4	√	√	√	-	√	√	√	√	7	87.5%
5	5	√	-	√	√	-	√	-	-	4	50%
6	6	√	√	-	√	√	√	√	-	6	75%
7	7	-	√	-	√	-	-	√	-	3	37.5%
8	8	-	√	√	-	√	√	-	-	4	50%
9	9	√	-	-	√	-	-	√	-	3	37.5%
10	10	-	√	-	-	√	-	√	-	3	37.5%
11	11	-	√	√	-	√	-	-	√	4	50%
12	12	-	-	√	-	-	√	-	-	2	25%
	TOTAL	6	8	5	6	8	6	6	4		
	Percentage (%)	50%	66.6%	41.6%	50%	66.6%	50%	50%	33.3%		51.0%

To know more about the teachers' technique in improving students pronouncing words loudly, the recearcher gives it in the following histogram together with its normal curve.
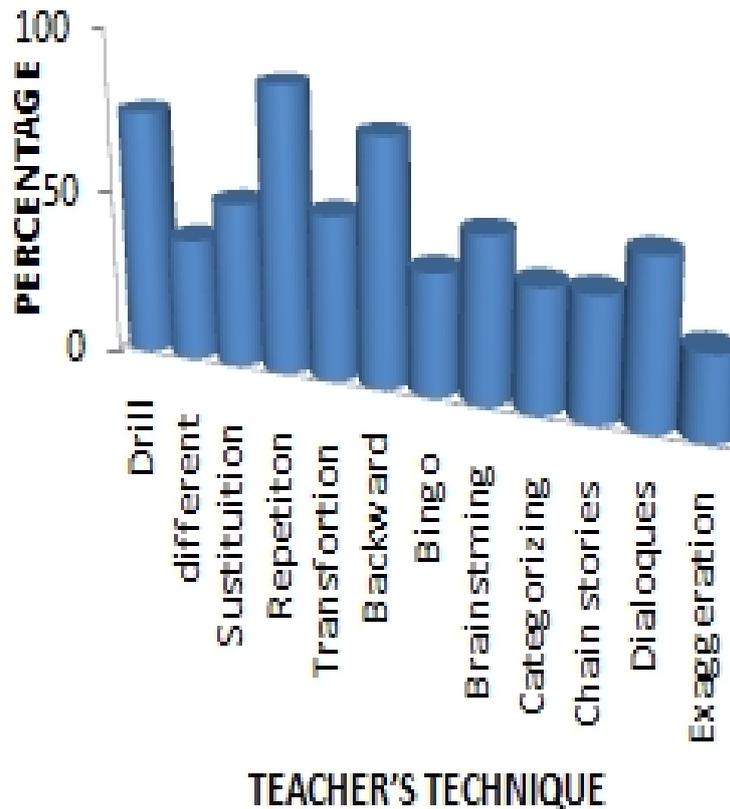
From the histogram, it can be analyzed that the histogram almost normal eventhough there are there techniques done well by the teacher, namely : driling technique, Repetiton drill technique, Backward building up technique.

b. The Observation Result of English Teacher "B" dealing with the techniques in improving students pronouncing word loudly.

Table IV.1
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
1	English teacher uses Drill technique to improve students pronouncing words loudly.	√		√			√	√		√			√		√	√		5	62.5%
	TOTAL																		62.5%

The table above shows that the teacher applies to the techniques in improving students pronouncing words loudly in 1st, 2nd,3rd, 4th, 5th, 6th,7th, and 8th, Observation. It is 62.5 %.

Table IV.2
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
2	English teacher uses same different exercise to asertain wheather or not the students can hear the phonemic contrasts.		√	√			√	√		√			√		√	√		4	50%
	TOTAL																		50%

Based on the second observation above, the researcher takes conclusion that the answer Yes is 50% and the answer No is 50%

Table IV.3
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
3	English teacher uses sustituition drill technique to help the students when they have difficulties in pronouncing the word.	√			√		√	√		√			√		√		√	3	37.5%
	TOTAL																		37.5%

The table above shows that the teacher uses sustituition technique to help the students to pronounce words in 1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 37.5 %.

Table IV.4
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
4	English teacher uses repetiton drill technique to pronounce the word.	√		√			√	√		√		√		√		√		7	87.5%
	TOTAL																		87.5%

The table above shows that the teacher uses repetition drill technique to pronounce the word 1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 87.5 %.

TABLE IV.5
Observation Distribution of Teacher "B"

No	Observation Item	I		II		III		IV		V		VI		VII		VIII		F	P
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
5	English teacher uses transformation drill technique.		√	√		√			√		√		√		√	√		3	37.5%
	TOTAL																		37.5%

The table above shows that the teacher uses transformation drill technique.

1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th, Observation. It is 37.5 %.

TABLE IV.6
Observation Distribution of Teacher "B"

No	Observation Item	I		II		III		IV		V		VI		VII		VIII		F	P
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
6	English teacher uses backward building up technique.	√		√			√	√		√		√		√			√	6	75%
	TOTAL																		75%

The table above shows that the teacher uses backward building up technique

1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th, Observation. It is 75 %.

Table IV.7
Observation Distribution of Teacher "B"

No	Observation Item	I		II		III		IV		V		VI		VII		VIII		F	P
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
7	English teacher uses bingo technique		√	√			√	√			√	√			√		√	3	37.5%
	TOTAL																		37.5%

The table above shows that the teacher uses bingo technique 1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 37.5 %.

TABLE IV.8
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
8	English teacher uses brainstorming technique.		√	√		√			√	√		√			√		√	4	50%
TOTAL																			50%

The table above figures out that the teacher uses brainstorming technique

1st, 2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 50 %.

TABLE IV.9
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
9	English teacher uses categorizing technique	√			√		√		√		√		√	√			√	2	25%
TOTAL																			25%

The table above figures out that the teacher uses categorizing technique 1st,

2nd,3rd, 4th, ,5th, 6th,7th, and 8th, Observation. It is 25 %.

TABLE IV.10
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time															F	P
		I		II		III		IV		V		VI		VII		VII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
10	English teacher uses chain stories technique.		√		√		√	√		√			√	√			√	3	37.5%
TOTAL																			37.5%

The table above figures out that the teacher uses chain stories technique

1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th, Observation. It is 37.5 %.

TABLE IV.11
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
11	English teacher dialoques technique		√		√	√			√	√			√	√		√		4	50%
	TOTAL																		50%

The table above figures out that the teacher uses dialoques technique 1st,

2nd, 3rd, 4th, 5th, 6th, 7th, and 8th, Observation. It is 50 %.

TABLE IV.12
Observation Distribution of Teacher "B"

No	Observation Item	Observation Time																F	P
		I		II		III		IV		V		VI		VII		VIII			
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N		
12	English teacher uses exaggeration technique		√		√	√			√		√		√		√	√		2	25%
	TOTAL																		25%

TABLE IV.13
Recapitulation of Observation toward the techniques of Teacher "B"
In improving students pronouncing words loudly.

No	Number of Items	Observation Time								Total (F)	Percentage (%)
		1	2	3	4	5	6	7	8		
1	1	√	√	-	√	√	-	-	√	5	62.5%
2	2	-	√	-	-	√	√	-	√	4	50%
3	3	√	-	-	√	√	-	-	-	3	37.5%
4	4	√	√	-	√	√	√	√	√	7	87.5%
5	5	-	-	√	√	-	-	-	√	3	37.5%
6	6	√	√	-	√	√	√	√	-	6	75%
7	7	-	√	-	√	-	-	√	-	3	37.5%
8	8	-	√	√	-	√	√	-	-	4	50%
9	9	√	-	-	-	-	-	√	-	2	25%
10	10	-	-	√	-	√	√	-	-	3	37.5%
11	11	-	√	√	-	√	-	-	√	4	50%
12	12	-	-	√	-	√	-	-	-	2	25%
	TOTAL	5	7	5	6	9	5	4	5		
	Percentage (%)	41.6%	58.3 %	41.6%	50%	75%	41.6%	33.3 %	41.6 %		47.9%

To know more about the teachers' technique in improving students pronouncing words loudly, the recearcher gives it in the following histogram together with its normal curve.
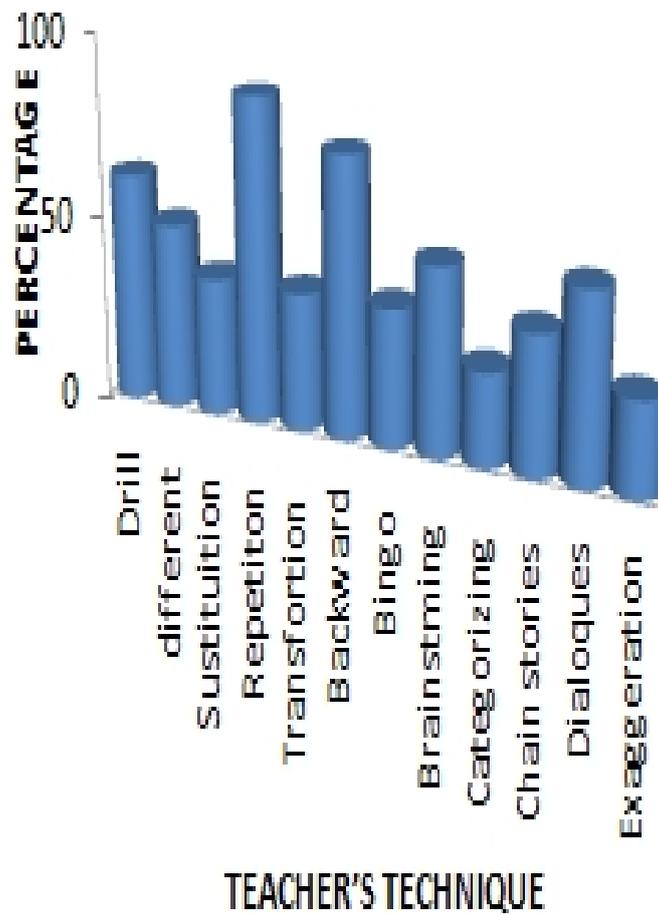
From the histogram, it can be analyzed that the histogram almost normal eventhough there are there techniques done well by the teacher, namely : driling technique, Repetiton drill technique, Backward building up technique.

A.2 Data Presentation from Interview

Besides presenting data gathered from observation, the researcher also collects the data from interview intended to figure out the teaching knowledge about the teacher's techniques in improving students pronouncing words aloud. So, the questions given by the researcher to the teachers were regarding the technique applied. This interview was qualitative aiming to supporting the data of observation. The data from this interview were directly asked to the English teacher, and here are the data gotten from interview, as follows:

1. In your opinion, how many techniques do you apply in improving students pronouncing words loudly?

There are many techniques I apply to improve students pronouncing words loudly, they are: drill, repetition, exercise, backward building up. All the technique help the students to practice and improve their pronounciation. Because they are involved in the process of learning pronounciation.

2. From the various techniques you stated which technique do you frequently apply in improving students pronouncing words loudly?

"In teaching prononciation I always use repetition technique because that technique is suitable for my students especially in the first grade. If we always repeat the word in teaching pronounciation I think the student easly understand. I motivate them by giving score. If they want to get a high score, they must pronounce the word loudly in front of the class. So, some of them can study hard to pronounce the words. But when some of them are still shy to pronounce the

word, and do not want to pronounce the word in front of the class, I give them chance to practice their pronounciation in next meetings. So, they can study at home first, after that they can continue their practice in pronounciation.

3. Why do you apply the repetition technique?

I apply this techniques because it can be easy to improve students pronouncing words loudly. Since the students are shy to pronounce, apraid of making mistake. In language teaching for practicing sound or sentence pattern in language based on the guided repetition or practice.

4. Is the technique you apply fit with students proficiency in improving students pronouncing words loudly?

Yes. It is during I apply this technique it seem to be affective and fit with the students language proficiency especially for improving students pronouncing words loudly.

B. Data Analysis

The data analysis of this study refers to analysis of the results of the research that has been collected through observation and interview. The two instruments were used to collect the data. As it was stated in previous chapter that descriptive quantitative technique used to analyze the data in this research finding.

This technique uses percentage in which it is divided into two categories. Firstly is qualitative. Qualitative is drawn by words. Secondly is quantitative. Quantitative is drawn by numerical based on the result of the enumeration.

TABLE IV.19

The Recapitulation of the Teacher Techniques "A" and "B"
In improving students pronouncing word loudly.

No	ITEM	TEACHER A		TEACHER B		TOTAL	AVERAGE (P)
		F	P	F	P		
1	1	6	75	5	62.5	11	68.75%
2	2	3	37.5	4	50	7	43.75%
3	3	4	50	3	37.5	7	43.75%
4	4	7	87.5	7	87.5	14	87.5%
5	5	4	50	3	37.5	7	43.75%
6	6	6	75	6	75	12	75%
7	7	3	37.5	3	37.5	6	37.5%
8	8	4	50	4	50	8	50%
9	9	3	37.5	2	25	5	31.25%
10	10	3	37.5	3	37.5	6	37.5%
11	11	4	50	4	50	8	50%
12	12	2	25	2	25	4	25%
TOTAL			51.0%		47.9%	95	49.47%

The table above shows that the techniques of English teacher "A" in 1st, 2nd,3rd, 4th ,5th, 6th,7th, and 8[th,] observation is 51.0%, and the techniques of English teacher "B" is 47.9%. While, the recapitulation of the English teacher "A" and "B" in improving students pronouncing words loudly at the first year of MAN Batam can be analyzed by using the formula:

P = F/N X 100%

P = Percentage

F = Frequency of score

N = Total of score

The total of "Yes" = P = 95/100 X 100% = 49.47%

The total of "No" = P = 97/100 X 100% = 50.52%

In other words, the English teacher has implemented the techniques observed, as mentioned in the following points:

By using this formula, it is found that the percentage or average both of the English teachers' techniques in improving students pronouncing words loudly is 49.47 %. And it is classified into "Bad".

So, the result of the teacher's techniques ''A'' in improving students pronouncing words loudly at the first year of MAN Batam is categorized into ''Less''. And the result of the teacher's techniques ''B'' in improving students pronouncing words loudly at the first year of MAN Batam is categorized into ''Bad''

To know more about the teachers' technique A and B in improving students pronouncing words loudly, the recearcher gives it in the following histogram together with its normal curve.
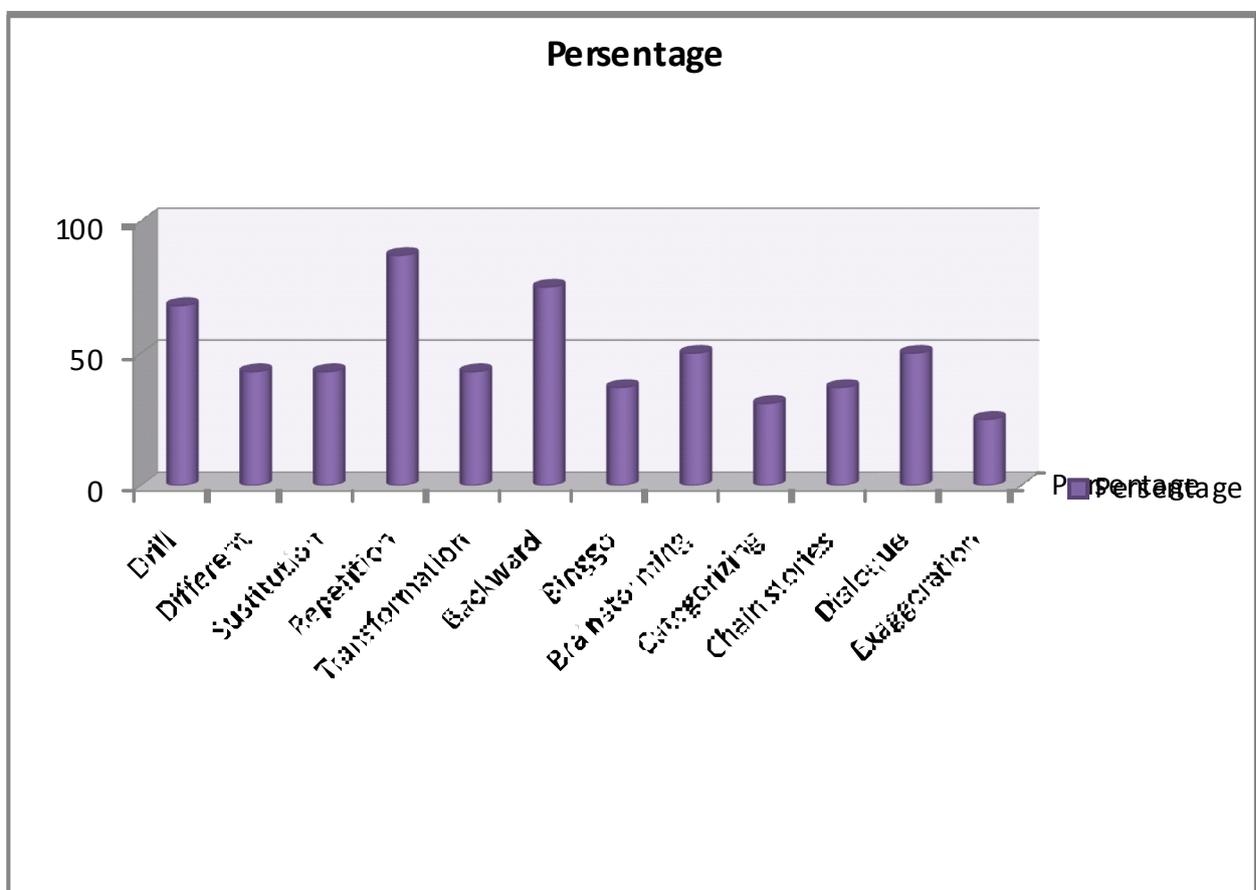
From the histogram, it can be analyzed that the histogram almost normal eventhough there are there techniques done well by the teacher, namely : driling technique, Repetiton drill technique, Backward building up technique.

To analyze the teachers' techniques in improving students pronouncing word loudly, the researcher completes the information through interview. There are some techniques implemented well by both of teacher in improving students pronouncing word loudly at the first year of MAN Batam. The techniques namely:

1. Drilling or Repetition techniques

Learners practice a sentence or phrase by repeating the last word, then adding another word with each repitation until the whole sentence or phrase has been produce.

Based on the data that have been collected from observation and interview, it can be seen that the teacher use driling or repetition technique to improve students pronouncing word loudly activities in class room. So, not all of the students practice their pronounciation and present their result in pronouncing word loudly. This technique is frequently use by the teacher.

2. Backward building up

Based on the findings, it is clear that English Teacher do backward building up technique to improve students pronouncing words loudly at the first year of MAN Batam, this technique is important in teaching pronounciation.

While, there are some techniques are not implemented well, as seen as follows:

1. Bingo

2. Categorizing

3. Chain stories

4. Dialogues

5. Exaggeration

6. Identification

7. Information gap

8. Mirrors

Based on the formulation of the research, the analysis data resulting that both of teacher are still less to apply the techniques to improve students pronouncing words loudly and this fact can be seen from the techniques are not implemented by the teacher. Moreover, the researcher sees that one of techniques to improve students pronouncing because it makes the students tend to be relax and feel enjoyable study English. This can stimulate the students in order that the students are not nervous when starting pronouncing words loudly.

Then, the researcher sees that both of teacher are only implemented the techniques such as Drilling or Repetition techniques and backward building up because that technique are useful in improving students pronouncing words loudly. How to implement drilling technique or repetition is the Learners practice a sentence or phrase by repeating the last word, then adding another word with each repetition until the whole sentence or phrase has been produce.

Based on the data that have been collected from observation and interview, it can be seen that the teacher use drilling or repetition technique to improve students pronouncing word loudly activities in class room. So, not all of the students practice their pronunciation and present their result in pronouncing word loudly. And it is clear that English Teacher implement backward building up technique to improve students pronouncing words loudly at the first year of MAN Batam, this technique is important in teaching pronounciation.

Meanwhile, the techniques are not implemented by the teacher are the teacher motivates the students to pronounce words loudly by practicing the word, and asks the students to deep breathing before starting pronunciation. Thus, the teacher is categorized into good.

Based on the observation and interview used by the researcher, the researcher tries to analyze the teacher frequently technique used in improving students pronouncing words loudly at the first year of MAN Batam. The researcher knows that the teacher taught very well. It can be seen from how he explained the material and managed the class discussion. Teaching material is very important for a teacher in teaching learning process. The material should be appropriated to the syllabus and the student's needs. It must be able to increase the student's competence and knowledge.

In teaching pronounciation, the teacher should follow the curriculum applied in that school. Educational program is needed to design the curriculum. Curriculum is the principles and procedures for planning, implementing, evaluating, and managing of an educational program. By applying the curriculum,

the duty of the teacher is easier because it contains the goal, syllabus, and teaching material.

The researcher find that the teacher uses media effectively. Media as such things that can be used to distribute the message from sender or receiver to stimulate the sense, mind, attention, and the students' interest to build the teaching learning process. The English teacher of MAN Batam uses a media namely whiteboard. Traditionally, he wrote the material on the board by using board marker, the material namely some words and ask the students to repeat the words and students give full attention for the teacher's explanation.

From the explanation above it is clear that the teacher frequently used the technique of repetition or drilling. And to identify what might made the teacher prefer the technique, the research sees from the explanation of the teacher. And the teachers prefer drilling technique. Because there are many advantages for drilling technique, namely:

1. The students more active and pay good attention, because they are involved in the process of learning.

2. The students always practice in saying the words.

3. Improving student's motivation and skill in pronouncing English words.

From the explanation above, it is clear that the teacher prefer drilling technique in improving students pronouncing words loudly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this thesis, the researcher takes conclusion as follows:

1. The techniques used by the teachers in improving student pronouncing words loudly are, as follows:

   a. English teacher uses driling techniques how to pronounce the word.

   b. English teacher uses repetition techniques to practice and improve students pronouncing.

   c. English teacher uses backward building up techniques to improve students pronouncing.

   d. English teacher supervises the students' activity to pronounce the word.

2. The repetition drill technique is the most frequently used by the teacher

3. The teacher prefer the repetition technique because it is easy to improve students pronouncion. And there are many factors the teacher prefer the technique:

   1. Native language

   2. Age

   3. Exposure

   4. Innate phonetic ability

   5. Identity and language ego

   6. Motivation and concern for good pronounciation

   7. Internal and external factor

B. Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to be considered. They are as follow:

1. The teacher should learn how to enhance their ability in teaching pronounciation and to establish a good atmosphere in the class. Thus, the students feel happy and enthusiastic in pronounciation.

2. The teacher should give different material in teaching pronounciation, and

3. The teacher must make students be confident in pronounciation.

4. The teacher learn how to use the techniques especially drilling technique.

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APPENDIX A

NO	OBSERVATION ASPECTS	YES	NO
1	English teacher uses Drill technique to improve students pronouncing words loudly at the first year of MAN Batam.		
2	English teacher uses same different exercise to asertain wheather or not the students can hear the phonemic contrasts.		
3	English teacher uses sustituition drill technique to help the students when they have difficulties in pronouncing the word.		
4	English teacher uses repetiton drill technique to pronounce the word.		
5	English teacher uses transformation drill technique.		
6	English teacher uses backward building up technique.		
7	English teacher uses bingo technique.		
8	English teacher uses brainstorming technique.		
9	English teacher uses categorizing technique.		
10	English teacher uses chain stories technique		
11	English teacher uses dialoques technique.		
12	English teacher uses exaggeration technique.		
	TOTAL		
	PERCENTAGE		

APPENDIX B

1. In your opinion, how many techniques do you apply in improving students pronouncing words aloud?

2. From the various techniques you stated which technique do you frequently apply in improving students pronouncing?

3. Why do you apply the repetition technique?

4. Is the technique you apply fit with students proficiency in improving students pronouncing words aloud?

APPENDIX A

NO	OBSERVATION ASPECTS	YES	NO
1	English teacher uses Drill technique to improve students pronouncing words aloud at the first year of MAN Batam.		
2	English teacher uses same different exercise to asertain wheather or not the students can hear the phonemic contrasts.		
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8	English teacher uses brainstorming technique.		
9	English teacher uses categorizing technique.		
10	English teacher uses chain stories technique		
11	English teacher uses dialoques technique.		
12	English teacher uses exaggeration technique.		
	TOTAL		
	PERCENTAGE		

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