

STRENGTHS AND WEAKNESSES OF TEACHER'S STRATEGY IN TEACHING PRONUNCIATION

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Abstract:

Sentence Pronunciation is one of the basic skills in learning English. One of the ways to learn pronunciation can be obtained from teacher's strategy in teaching. The strategy used by the teacher certainly have the strengths and weaknesses. The research objectives were the strengths and weaknesses of teacher's strategy in teaching pronunciation. This research used qualitative research to identify what are the strengths and weaknesses of teacher's strategy using SWOT analysis in teaching pronunciation. To get the data, the researcher used interview. The result shows that the teacher has two categories and three subcategories of the strengths and weakness of teacher's strategy. The first category is the strengths of teacher's strategy, this category has got the following subcategories: (a) The strategies made the students pronounce word correctly, (b) The strategies made students's score good. The second category is the weakness of teacher's strategy, this category has got the following subcategories: (a) The strategy made the students difficult in understanding material.

Keywords: *strategies of teaching pronunciation, SWOT analysis*

A. Introduction

In learning English, pronunciation is needed to learn for those who wants to master speaking ability as well as to communicate to people all over the world. Because understandable pronunciation is one of the basic requirements of students' competence in mastering pronunciation and it is also one of the most important features of language instruction. Moreover, good pronunciation encourage to great learning while bad pronunciation promotes to difficulties in language learning (Gilakjani, 2012).

The students have their own learning ways to learn pronunciation. There are various ways that students can learn pronunciation. Students may use different sources or they can use books, use song, use movies or another ways. One of the ways to learn pronunciation can be obtained from the teacher in the class as a role model. Korthagen et al., (2005) mentions that teacher not only have the role of supporting student

teachers' learning about teaching, but also as a role model of the teacher. When the teacher speaks, they should produce correct sounds of word, it gives example to students to imitate how to pronounce word with good pronunciation. Teacher as models of pronunciation took a huge responsibility in their classrooms.

The teachers' strategies can also help students in learning pronunciation. The teacher should be able to use the suitable strategies in teaching pronunciation to make the students enjoyed and interested in learning pronunciation. There were certain indications why the teacher used different strategies in teaching pronunciation. Some reasons were they want to see the students' responses, want to make the students succeed in learning pronunciation, or want to improve the students' pronunciation skill. Maulidar, et al., (2015) showed that students' attitudes towards the strategies were positive. This is the result of teachers' strategies in the classroom helped the students to be brave and easy in speaking.

The strategy that teacher used in teaching pronunciation certainly have the strengths and weaknesses. Therefore, the teacher needed to do SWOT analysis in their teaching performance. As stated by Humphrey (2005) SWOT analysis is an analysis method used to evaluate the strengths, weaknesses, opportunities and threats involved in an organization, a plan, a project, a person or a business activity. SWOT analysis was not only used for analyzing business activity but also used for analyzing other fields such as for teaching development. SWOT analysis helped the teacher to analyze their strengths, weaknesses, opportunities and threats in using strategy in teaching especially in teaching pronunciation. Based on the explanation above, the research questions of this research were: 1) What are the strengths of strategy used by the teacher in teaching pronunciation?, 2) What are the weaknesses of strategy used by the teacher in teaching pronunciation?. In addition, the objectives of this research were to describe SWOT analysis especially the strengths and weaknesses of strategy that teacher used in teaching pronunciation.

B. Literature Review

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes (Harmer, 2000). It is important to teach, because pronunciation is one of the basic skills in learning English. The teacher should be a good model to the students in pronouncing words in teaching pronunciation, therefore; the students will imitate teachers' action and avoid them making mistakes. 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. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed, and it help them achieve the goal of improved comprehension and intelligibility.

There were several ways or strategies used in teaching pronunciation. According to Anjaniputra (2013) & Murcia (1996), there were some strategies in teaching pronunciation, those were: drilling, games, role play, tongue twister, and reading aloud. In this context, the teacher used drilling as strategies in teaching pronunciation. Drilling

is a way of standardizing pronunciation of a language item and developing fluidity (the ability to introduce language quickly and easily) (Houston, 2013). The aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item. As stated by Budden (2013) a drill is a classroom technique used to practice new language. It involves teachers in modeling a word or a sentence and learners in repeating it. According to Thornbury (2005), drilling has some advantages including: allowing students to pay attention to new materials presented by teachers, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulator control over language.

In this context, the teacher applied drilling strategy through teacher's voice, video and tape recorder. According to Riyana (2007), video is a media that presents audio and visual that contains the concepts, principles, procedures, theory of knowledge application to help the understanding of a learning material. The video could help the students to understand the material since the content in video already had the text, the structure and even the example of the material. In this case, the video and CD that teacher used had a text, picture, and the material source was based on native speaker.

SWOT stands for strength, weakness, opportunity and threat. SWOT analysis is a strategic planning framework used in evaluation of an organization, a plan, a project or a business activity (Humphrey, 2005). Meanwhile, according to Ommani (2011) SWOT analysis is a technique used to analyze the strengths, weaknesses, opportunities and threats of businesses. SWOT analysis not only can used for business activity but also can be used for other fields such as for teaching development. According to Humphrey (2005) there are four components of SWOT analysis, they are: strength, weakness, opportunity and threat. Strength and weakness are factor that influenced by internal factors. While, opportunity and threat are factor that influenced by external factors.

Strength is the characteristic that adds value to something and makes it more special than others (Humphrey, 2005). Strength means that something is more advantageous when compared to something else. Strength refers to a positive, favourable and beneficial characteristic. In this context, strength means the advantages or easiness that teacher got during teaching pronunciation using the strategies. While, weakness means that something is more disadvantageous when compared to something else (Humphrey, 2005). According to Thompson and Strickland (1989) weakness is something an organization lacks or does poorly in comparison to others or a condition that puts it at a disadvantage. In this context, weakness is a characteristic that is negative and unfavourable. So, weakness here means the obstacles or difficulties that teacher experienced during teaching pronunciation using the strategies.

In addition, Humphrey (2005) stated that opportunity is an advantage and the driving force for an activity to take place. Opportunity means a situation or condition that can be used for organization or project to develop their professional development. For this reason, it has a positive and favourable characteristic. In this case, SWOT analysis was used for analyzing the opportunities of using strategy in teaching pronunciation and also it used for developing teacher's performance in teaching. While,

threat is a situation or condition that endanger the actualization of an activity (Humphrey, 2005). It refers to a disadvantageous situation. For this reason, it has a negative characteristic that should be avoided. In this context, threat means a situation or condition that prevent the teacher in applying strategy in teaching pronunciation. So the teacher cannot applied the strategy optimally.

The previous study in this research was conducted by Rosdiana (2018). The purpose of her research was identify what the strengths and weaknesses of classroom management are shown by the student teachers during the internship program at school. The participants of this research were 8 student teachers chosen by purposive sampling from the 250 student teachers in the fourth year of English Language Education Department at the Faculty of Education and Teacher Training of State Islamic University of Ar-Raniry in 2017. The result showed that they have the strengths in managing classroom activities during teaching; like with group discussion method they applied in the classroom to make the class more efficient and students will not make noisy during teaching activities. On the other hand, the weaknesses are they still have nervous and cannot handle the class well.

The second previous study was conducted by Ommani (2011). The purpose of his research was to identify strategies for agricultural development, especially in farming systems. The respondents were wheat farmers in rural areas of Shadervan district, Shouhtar Township, Iran. The results of SWOT, strategies for farming system management were prioritized and they include: development of poor local market opportunities and infrastructure, planting of crops with high economic values, development of governmental supports, preparing strategic plans for development of organic farming, considering the quality of crops, considering farm sustainability indexes, using sustainable water resources management and development of extension programs based on farmers' needs.

C. Research Method

This This research used qualitative research design. According to Arikunto (2010) qualitative research is a research that investigates the situation which is the result explain through the report of research. The research aims to describe the strengths and weaknesses of strategy that teacher used in teaching pronunciation. This research was conducted by interviewing English teacher to obtained the strengths and weaknesses of teacher's strategy in teaching pronunciation.

The participant of this research was an English teacher at SMA Negeri Jogoroto. She teaches English in tenth grade. The data of this research were teacher's strategy that showed the strengths and weaknesses. Then, the source of data was teacher's strategy that applied in teaching pronunciation.

The instrument used in this research was interview. The researcher did the interview to obtain the strengths and weaknesses of teacher's strategy in teaching pronunciation. In conducting interview, the researcher used interview guide contained questions list asked to the teacher. It aims to obtain the strengths and weaknesses of teacher's strategy in teaching pronunciation. The researcher collect the data by conducting interview. Here were the following steps to collect the data: 1) The researcher made list of questions that used as an interview guide, 2) The researcher

asked permission to the headmaster of SMA Negeri Jogoroto to conduct interview, 3) The researcher chose the English teacher to be interviewed, 4) The researcher conducted interview and record the interview process, 5) The researcher transcribed the result of interview, 6) The researcher selected the data that leads to the strengths and weaknesses, then displayed the data in form of table, 7) The researcher concluded the data that has been obtained from the interview.

According to Miles and Huberman (2014) there are three steps to analyze data in qualitative research. Those steps are data condensation, data display, and conclusion/verification. Data condensation means the process of selecting or simplifying the data that are considered important and has relation with research topic. In this session, the data got from interview. After that the researcher transcribed the result of interview. Then the researcher selected the data that has relation to points of strengths and weaknesses. In this case, the research topic was strengths and weaknesses of teacher's strategy. Next, after collecting and selecting the data, the researcher displayed those data into some statements. Data display means the process to simplify the data in the form of sentence, graphic or table. In this session, the researcher analyzed the statements that already selected in the previous session. The statements was based on teacher's statement in interview process and it has relation with strengths and weaknesses of teacher's strategy. Then, the researcher showed those statements and displayed the data in form of table.

The third step of qualitative data analysis is conclusion or verification. In the previous steps the researcher collected and selected the data that has relation with strengths and weaknesses of teacher's strategy, and also displayed those data in form of table. Then, the researcher concluded the data in descriptive form about what the strengths and weaknesses of strategy used by the teacher in teaching pronunciation.

D. Findings

Based on the interview with an English teacher of SMAN Jogoroto, it obtained several the strengths and weakness of strategy used by the teacher in teaching pronunciation.

Table 1. Strengths and Weakness of Teacher's Strategy

No.	Media used	The strength	The weakness
1.	Using video.	The strategy made the students pronounce word correctly.	-
2.	Using CD or tape recorder.	The strategy made student's score good.	-
3.	Teacher's voice.	-	The strategy made the students difficult in understanding material.

Here were the following strengths in applying those strategies:

1. *The strategies made the students pronounce word correctly*

There were three teaching strategies that teacher used in teaching pronunciation, those are: (1) Teacher's voice, (2) Using CD or tape recorder, (3) Using video. From those strategies, the teacher thought that from three strategies that she used in teaching pronunciation, two out of three strategies makes the students tend to be more able to pronounce word, they were CD and video. In addition, the teacher assumed that by using CD and video made the students interested in learning pronunciation. Because those two strategies were equipped with pictures, subtitle text and also the sources were based on native speaker, it means that the pronunciation more clearly for students to understand. It was supported with teacher's statement:

"Yes, I already proved it by using that strategy. The students tend to be more able to pronounce rather than if we only used teacher's voice. It was approximately only a few (the student) who mastered the pronunciation, but after played the video and CD, it was almost 75% (who mastered the pronunciation)."

The teacher already proved that those strategies especially using video and CD were suitable to be applied in teaching pronunciation. Before applied those strategies, the teacher expected that only some of students who mastered the pronunciation. But, after teacher played the video, it was almost 75% students who mastered the pronunciation.

2. *The strategies made students's score good*

The strength in applying those strategies was the strategies made students's score good in pronunciation. It was proven by the result of interview list below:

"Yaaaa because it has been successful, with a method like that the students' score were good."

It happened because the video and CD were equipped with pictures, subtitle text and also the sources were based on native speaker. So, it made the students more interested in learning pronunciation and the pronunciation more clearly for students to understand. Besides, it can be seen from when the teacher applied those strategies, the students' score tend to be good. Because when the teacher played the video and CD/tape recorder then she asked students to pronounce word in that video, they could pronounce it correctly and the teacher realized when the students did English exam most of them got good score.

Here was the following teacher's weakness in applying those strategies:

1. *The strategy made the students difficult in understanding material*

The weakness in applying that strategy was the strategy made the students difficult in understanding material. It happened because there some students who still did not understand the material during teaching-learning process, because each students

has different comprehension in understanding the material. It was proven by the result of interview list below:

“If it’s only with teacher’s voice (they were) not necessarily eee...They were still confused.”

Based on teacher’s statement above, the students were still confused when the teacher only used teacher’s voice in teaching pronunciation. Because when the teacher used that strategy sometimes teacher’s pronunciation was not clear during teaching pronunciation. It caused by English was not teacher’s main language and teacher’s pronunciation was still influenced by her mother tongue, so it makes students still confused. That was why the teacher felt difficult to teach some of students using that strategy especially teacher’s voice.

E. Discussion

In general, SWOT analysis was one of the important things that teacher need to do in teaching. Because it helped the teacher to evaluate and develop their teaching performance especially in using teaching strategy. As stated by Humphrey (2005) SWOT Analysis is a strategic planning tool used to evaluate the strengths, weaknesses, opportunities and threats of an organization. In this case, the teacher used SWOT analysis to evaluate SWOT points especially the strength and weakness of strategy that teacher used in teaching pronunciation.

Based on the findings, the result showed that the teacher used three kinds of teaching strategies in teaching pronunciation, those are: (1) Teacher’s voice, (2) Using video, (3) Using CD or tape recorder. Every teaching strategies that teacher used definitely has strengths and weaknesses itself. Strength is the characteristic that adds value to something and makes it more special than others (Humphrey, 2005). On the other hand, Humphrey (2005) stated that weakness means that something is more disadvantageous when compared to something else. Based on the interview, it can be seen that there were more strengths rather than weakness in applying those strategies. It was supported with teacher’s statement:

“Yes, I already proved it by using that strategy. The students tend to be more able to pronounce rather than if we only used teacher’s voice.”

Based on teacher’s statement above, the teacher has proven by using CD and video has more advantages rather than used teacher’s voice only. This was because there were pictures, subtitle text in that video and also the sources were based on native speaker, it means that the pronunciation more clearly. Besides, the learning material sources were easy to find in internet. Meanwhile, if the teacher only used teacher’s voice, she realized that sometimes her pronunciation was not as clear as native speaker during teaching pronunciation, so it made students still confused in understanding material.

F. Conclusion

Based on the description of data which has been discussed and analyzed in the previous chapter, it was found that the teacher used three kinds of teaching strategies in teaching pronunciation, they were: (1) Teacher's voice, (2) Using video, (3) Using CD or tape recorder. Those strategies has the strengths and weaknesses. The first one was the strengths of using those video and CD/tape recorder such as, the strategies makes the students pronounce word correctly, and the strategies made student's score good. The second one was the weakness of using teacher's voice such as, the strategy made the students difficult in understanding material.

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