

**LECTURERS' CHALLENGES AND STRATEGIES AND STUDENTS'
PERCEPTION IN TEACHING ENGLISH PRONUNCIATION AT
UNIVERSITAS PGRI SUMATERA BARAT**

A THESIS

*Submitted as a Partial Fulfillment of the
Requirements for Master Degree (S2)*



By:

MELLA FAUZIA
NIM: 20178012

Advisor:

Dr. Zul Amri, M.Ed
196005051985031004

**ENGLISH DEPARTMENT OF GRADUATE PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2024**

ABSTRAK

Mella Fauzia. 2024. Tantangan dan Strategi Dosen serta Persepsi Mahasiswa dalam Mata Kuliah *Pronunciation* Bahasa Inggris di Universitas PGRI Sumatera Barat. Tesis. Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis tantangan dan strategi dosen serta persepsi mahasiswa dalam mata kuliah *Pronunciation* bahasa Inggris di Universitas PGRI Sumatera Barat. Partisipan dalam penelitian ini adalah dua orang dosen mata kuliah pengucapan Bahasa Inggris dan mahasiswa semester tiga Jurusan Bahasa Inggris Universitas PGRI Sumatera Barat. Penelitian ini adalah penelitian deskriptif. Sumber data diambil dari hasil wawancara dan kuesioner. Tantangan dosen dalam mengajarkan pengucapan bahasa Inggris dilihat dari dua jenis yaitu tantangan internal dan eksternal. Hasil penelitian ini menunjukkan bahwa dosen mempunyai tantangan internal dalam hal kurangnya rasa percaya diri, kurangnya pengetahuan, dan masalah pedagogi. Namun, tidak menghadapi tantangan eksternal apa pun. Tantangan lain yang dihadapi oleh dosen adalah menghadapi mahasiswa dengan berbagai situasi mereka karena mereka berasal dari latar belakang dan kemampuan yang berbeda-beda. Untuk menghadapi tantangan tersebut, dosen mempunyai strategi untuk mengatasinya. Dosen melakukan persiapan sebelum memulai perkuliahan. Dosen mencari sumber apa saja seperti buku teks atau mencari sumber lain di internet. Terkait tantangan yang datang dari mahasiswa, dosen memotivasi dan meningkatkan kesadaran mahasiswa untuk selalu belajar dan meningkatkan pengucapannya tidak hanya di dalam kelas tetapi juga di luar kelas. Dosen juga menggunakan strategi dengan membagi siswa menjadi kelompok-kelompok kecil selama proses pembelajaran. Selain itu, mahasiswa menunjukkan persepsi yang sangat positif terhadap strategi pengajaran dosen. Mereka menyatakan bahwa strategi yang digunakan oleh dosen di kelas dapat membantu mereka dalam mempelajari mata kuliah pengucapan. Dengan demikian, dapat disimpulkan bahwa dosen menghadapi tantangan internal dalam pengajaran pengucapan bahasa Inggris dan strategi yang digunakan dosen di kelas memberikan persepsi positif kepada mahasiswa.

Kata Kunci: *strategi, tantangan, persepsi, pengucapan*

ABSTRACT

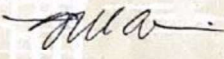
Mella Fauzia. 2024. Lecturers' Challenges and Strategies and Students' Perception in Teaching English Pronunciation at Universitas PGRI Sumatera Barat. Thesis. Master of English Education of Faculty of Languages and Arts. Universitas Negeri Padang.


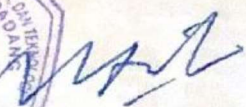
This study aims to analyze the lecturers' challenges and strategies, and students' perception in teaching English pronunciation at Universitas PGRI Sumatera Barat. The participants of the study were two pronunciation subject lecturers and the third semester of English Department students of Universitas PGRI Sumatera Barat. This study is descriptive research. The source of data was taken from the result of interview and questionnaire. The lecturers' challenges in teaching English pronunciation were seen from the internal and external challenges. The result of the study shows that the lecturers have internal challenges in terms of lack of confidence, lack of knowledge, and pedagogical issues. However, the lecturers do not face any external challenges. Meanwhile, the lecturer faces other challenge that comes from the students which dealing with the various students' situations because they come from various backgrounds and ability. To face the challenges, the lecturers have the strategies to overcome it. The lecturers prepare themselves before starting the class. The lecturers look for the any resources such as textbook or looking for other sources on the internet. To overcome the challenge which coming from the students, the lecturer motivates and increases the awareness of the students to always learn and improve their pronunciation not only in the classroom but also outside of the class. The lecturer also uses strategy by dividing the students into small group during the learning process. Moreover, the students showed strongly positive perceptions on the lecturers' teaching strategies. They stated that the strategies used by the lecturers in the classroom could help them in learning pronunciation courses. Thus, it can be concluded that the lecturers face internal challenges in teaching English pronunciation and the strategies used by lecturers in the classroom gave positive perception to the students.


Keywords: *strategy, challenge, perception, pronunciation*

PERSETUJUAN AKHIR TESIS

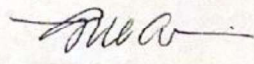

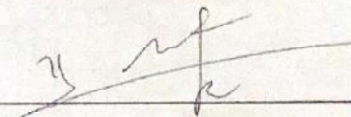
Mahasiswa : **Mella Fauzia**
NIM : 20178012
Program Studi : Pendidikan Bahasa Inggris

Nama	Tanda Tangan	Tanggal
Dr. Zul Amri, M.Ed. Pembimbing		15-2-2024

Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang,


Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 19690212.199403.1.004

Koordinator Program Studi (S2),

Prof. Dr. Jufrizal, M.Hum.
NIP. 19670722.199203.1.003

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	Dr. Zul Amri, M.Ed. (Ketua)	 _____
2.	Dr. Refnaldi, S.Pd., M.Litt. (Anggota)	 _____
3.	Dr. Yuli Tiarina, S.Pd., M.Pd. (Anggota)	 _____

Mahasiswa

Mahasiswa : **Mella Fauzia**
NIM : 20178012
Program Studi : Pendidikan Bahasa Inggris (S2)
Tanggal Ujian : 24 - 01 - 2024

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya yang berjudul "*Lecturers' Challenges and Strategies and Students' Perception in Teaching English Pronunciation at Universitas PGRI Sumatera Barat*" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari pembimbing.
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Padang, 5 Februari 2024

Saya yang menyatakan,



Mella Fauzia

ACKNOWLEDGEMENT

Praise and gratitude to be Allah Subhanahu Wa Ta'ala, Lord of the world, who has given mercy and blessing to the writer so that this thesis can be finished completely. Peace and salutation be upon to our prophet Muhammad Sallallahu Alayhi Wasallam.

This thesis is presented to Graduate Program of Faculty of Languages and Arts, as one of requirements to obtain the Master (S2) Degree in English Department. In writing this thesis, I had received much helps and support from great people. Therefore in this occasion, I would like to deliver my deeper appreciation to Dr. Zul Amri, M.Ed. as the advisor who has given his precious time, advice, correction, guidance, and motivation in the process of composing this thesis. Then, a deep appreciation is also given to Dr. Refnaldi, S.Pd., M.Litt. as the first contributor and Dr. Yuli Tiarina, M.Pd. as the second contributor for their contribution of thought and idea in completing this thesis. Thanks for the knowledge, kindness, and guidance that has given. This thesis could not complete properly without the guidance and kindness of these great people. May God bless and gives them health.

Finally, the writer realizes that this thesis is still far from being perfect. Constructive criticism and suggestion are welcomed to make this thesis better. The writer hopes that this thesis would be useful to other people, especially to people in the education area.

Padang, 5 February 2024

Mella Fauzia

DEDICATION

This thesis is lovingly dedicated to:

My parents, Ajisman and Nismawati, for everything that they have done for me, their patience, their care, their prayer for my success and for their endless love in giving me supports morally and financially all this marvelous year.

My dearly brother, Muhammad Iqbal, for his countless support, care, and his love given to me.

My very special people, my beloved truly steadfast husband, Anggun Setiawan, for his enduring love, prayer, extra patience, and supports me morally and financially to reach the goal of completing this thesis. My beloved daughter, Aisyah Qiana Alifiya, who is always be an encouragement at every step. I hope you are proud to have a mother like me.

LIST OF TABLES

Table 3. 1 Indicator of Challenges in Teaching English Pronunciation	38
Table 3. 2 Interview Guideline.....	38
Table 3. 3 Students Questionnaires Items	40
Table 3. 4 Degree of Agreement	41
Table 3. 5 Criteria of Agreement Degree.....	42
Table 4. 1 Indicator of Lack of Confidence (Class A).....	47
Table 4. 2 Indicator of Lack of Confidence (Class B).....	48
Table 4. 3 Indicator of Lack of Knowledge and Training (Class A)	49
Table 4. 4 Indicator of Lack of Knowledge and Training (Class B).....	51
Table 4. 5 Indicator of Pedagogical Issues (Class A)	52
Table 4. 6 Indicator of Pedagogical Issues (Class B).....	54
Table 4. 7 Indicator of Time Constraint (Class A).....	55
Table 4. 8 Indicator of Time Constraint (Class B).....	56
Table 4. 9 Indicator of Lack of Priority (Class A).....	58
Table 4. 10 Indicator of Lack of Priority (Class B)	58
Table 4. 11 Indicator of Lack of Teaching and Material Resources (Class A).....	60
Table 4. 12 Indicator of Lack of Teaching and Material Resources (Class B).....	60
Table 4. 13 Students' Perception on Lecturers' Strategies (Class A).....	65
Table 4. 14 Students' Perception on Lecturers' Strategies (Class B)	65

LIST OF FIGURES

Figure 1 Conceptual Framework.....	35
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LIST OF APPENDICES

Appendix 1 Questionnaire.....	84
Appendix 2 Interview Guideline.....	87
Appendix 3 The Result of Students' Questionnaire	90
Appendix 4 Reliability Test	98
Appendix 5 Interview Transcript (Lecturer 1).....	103
Appendix 6 Interview Transcript (Lecturer 2).....	129
Appendix 7 Validasi Instrumen	155
Appendix 8 Surat Penelitian	166

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR TESIS.....	iii
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
DEDICATION.....	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
TABLE OF CONTENTS.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of Problem.....	6
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. Research Questions	7
F. Purpose of the Research	7
G. Significance of the Research	8
H. Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Review of Related Theories	10
1. The Nature of Pronunciation.....	10
2. The Challenges in Teaching English Pronunciation.....	12

3. The Strategies in Teaching English Pronunciation.....	19
4. Teaching English Pronunciation.....	25
5. Perceptions.....	27
B. Review of Related Studies.....	29
C. Conceptual Framework.....	34
CHAPTER III RESEARCH METHODOLOGY	36
A. Type of the Research	36
B. Participants of the Research.....	36
C. Data and Source of the Data	37
D. Instrumentation.....	37
E. Technique of Data Collection	40
F. Technique of Data Analysis	41
1. The Result of Questionnaire	41
2. The Result of Interview	42
CHAPTER IV FINDINGS AND DISCUSSIONS.....	44
A. Findings	44
1. Data Description and Analysis	44
B. Discussions	68
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS ..	75
A. Conclusion.....	75
B. Implication.....	76
C. Suggestion.....	76
REFERENCES	78
APPENDICES	84

CHAPTER I

INTRODUCTION

A. Background of the Problem

Languages are needed for communication. There are many spoken languages in the world and English is an international language that is used for communication between countries in the world. It plays a significant function, particularly for people who want to speak with people from various nations. People have an international language in order to communicate with one another for this reason.

There are four primary skills needed to master English: speaking, listening, reading, and writing both spoken and written. Pronunciation is essential for learning how to speak in English since different pronunciations can have different meanings and can lead to misunderstandings in conversations. As stated by Maniruzzaman (2008), he mentions that pronunciation is seen as an essential and integrated component of learning a second language, and it has an impact on student's performance and capacity for communication. Pronunciation and communication proficiency are strongly linked when learning a language.

In addition, two elements are included in English pronunciation: phonetics and phonology. These two elements are necessary for language teaching since phonetics defines the individual speech sound differences and phonology illustrates the speech sounds pattern. Gut (2009) points out that phonetics is

related to speech sounds, it is about the production, properties, and perception. Meanwhile, phonology is about any pattern that can be formed in speech sounds. A similar idea is also mentioned by Gilakjani (2012). He mentions the elements of English pronunciation into two categories: segmental and suprasegmental. Segmental consists of phonetics that is divided into two: consonants and vowel sounds. The suprasegmental elements consist of linking, intonation, and stress. Both of these elements are also necessary for English pronunciation.

Every speech sound can be divided into two categories when producing speech sounds: vowels and consonants (Jones, 1975). The consonants are described as sounds coming from narrowings in the vocal tract, audible friction is produced when the airflow is either entirely blocked or restricted. In addition, the vowel is a voiced sound that forms when air continuously passes through the mouth and pharynx without interruption, producing audible friction. Thus, every person must master all of these elements to have good pronunciation.

Moreover, the role of the lecturer is very important for students in learning English pronunciation. With a variety of student backgrounds and abilities, the lecturers may need to prepare the teaching that can accommodate this diversity. To help the students to be able to speak English correctly, the lecturers must also have good ability to pronounce the English sounds. The lecturers may also need to have good teaching skill so that the learning process and objectives can be achieved optimally. Studies about teaching pronunciation have been done until today since the theory about pronunciation itself emerged in language

teaching and learning. Thus, it has attracted several scholars to conduct a study on it.

Several studies have been done related to teaching English pronunciation. Tergujeff (2012) conducted a study on how English pronunciation is taught from elementary to high school in Finland, what methods are used and what elements are emphasized. This study shows that pronunciation teaching varies widely. Emphasis is placed on pragmatism and teacher-led as well as traditional teaching methods used in teaching. Astina, et al (2020) conducted a study to describe the technique that teacher use in teaching English pronunciation to young learners and the difficulties in teaching pronunciation for young learners at SD Negeri 82 Parepare. It is found that the teacher used two techniques in teaching English pronunciation; drill and visual aids techniques. In drill technique the teacher used repetition drill, whereas in visual aids teacher use a picture.

Perdana et.al (2019) also conducted a study to know the teaching methods used by teachers as well as the strengths and weaknesses in teaching pronunciation to students. They found that teachers used an audio-lingual approach to teach pronunciation. Teachers, as role models, are effective. The weakness is that repetitive techniques bored for the students. Then, Purwanto (2019) conducted research exploring pronunciation materials in modules and syllabi at Indraprastha PGRI University, Jakarta. He measured the results of using the module. The results showed that teaching pronunciation using a variety of pronunciation teaching materials and practices can provide students accurately oriented exercises and fluency-based activities.

Furthermore, Tahereen (2015) conducted research on pronunciation teaching conditions in Bangladesh. This study focuses on the challenges of teaching pronunciation at the college level. She points out that the challenges in teaching English pronunciation are native speaker interference, poor exposure to English, the English spelling system, lack of interest and awareness of pronunciation, the influence of local accents and the fossilization of some pronunciations. Al-Shaibani (2023) conducted a study on teaching pronunciation challenges to Saudi Arabian female students. She mentioned some of the obstacles that ESL pronunciation teachers face in schools, such as confidence, professional development knowledge, and teaching methods. Babadjanova & Nargiza (2023) also conducted a study about challenges and possible solutions to teaching English pronunciation. She revealed some various techniques and methods to solve cultural-based challenges in teaching pronunciation such as integrates listening, pronunciation, and speaking skills and references Bloom's taxonomy for sequential activities.

On account of the previous studies, it can be seen that research on pronunciation teaching has been carried out in different focuses. Tergujeff (2012) focused on teaching methods and items that are emphasized in English pronunciation teaching. Perdana et.al (2019) also focused on teaching method with its strength and weaknesses. Then, Purwanto (2019) focused on exploring the materials of pronunciation in modules and syllabi. Astina, et al (2020) focused on the technique and difficulties in teaching English pronunciation.

Meanwhile, Tahereen (2015) and Al-Shaibani (2023) conducted a study that focuses on the challenges in teaching pronunciation, and a study Babadjanova & Nargiza (2023) also conducted a study about challenges and also gave some possible solutions to overcome the challenges. However, these studies analyzed the challenges in general, the challenges were not categorized. The results based on the experiences of participants in general, in other words, the teaching challenges categorizations are not specified. Therefore, this is a gap in this research. This study investigated the teaching challenges categorization based on the theory by Hayati A. Majid (2008) and the strategies to solve the challenges were also investigated. The students were also investigated in order to know their perceptions about the strategies used in the classroom.

Thus, it can be concluded that analyzing the teaching pronunciation in the school or university can be done not only by looking at the method and technique that the teacher used but also by looking at the materials and the items that are taught by the teachers in the process of teaching. Then, it also can be done by looking at the challenge that the teachers may face in teaching English pronunciation and its solutions. This study was conducted by looking at lecturers' challenges and strategies in teaching English pronunciation. The challenges were investigated from the internal and external factors. The strategies to face the challenges were also considered to be important to investigate and the students' perceptions about the strategies were also analyzed.

B. Identification of Problem

From several problems that have been discussed in the background of the problem, several things are possible to be investigated related to teaching pronunciation. First, it can be done by looking at the teaching method and technique used by the teachers. Second, it can be done by looking at the materials of pronunciation and syllabi used in teaching English pronunciation. Third, it can be done by looking at the challenges and possible solutions in teaching English pronunciation. Clearly, this research was conducted to find out the lecturers' challenges and strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat.

C. Limitation of the Problem

Based on the identification above, the problem of this research is limited to the challenges and lecturer strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat. The challenges were observed based on the internal and external challenges proposed by Hayati A. Majid (2008) and the strategies to solve the challenges were obtained from the experience of the lecturers themselves. The participant of the research is the lecturers of pronunciation course at Universitas PGRI Sumatera Barat because not all the schools and universities have specific pronunciation courses or subjects, especially in Padang City; pronunciation tends already have been combined with speaking subjects. Thus, the participants of the study were the pronunciation course lecturers at Universitas PGRI Sumatera Barat. The third semester students also were investigated to find out their perceptions on the lecturers' strategies in

teaching English pronunciation. They were chosen because they had studied the pronunciation course in the first semester.

D. Formulation of the Problem

This research problem is formulated as the following question: “What are the lecturers’ challenges and strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat?”

E. Research Questions

The formulation of the problem above is elaborated in the following research questions:

1. What are the lecturers’ challenges in teaching English pronunciation at Universitas PGRI Sumatera Barat?
2. What are the lecturers’ strategies to face the challenges in teaching English pronunciation at Universitas PGRI Sumatera Barat?
3. How is the students’ perception on the lecturer’s strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat?

F. Purpose of the Research

In order to have a clear objective of the research, it is necessary to elaborate on the purposes stated as follows:

1. To find out the lecturers’ challenges in teaching English pronunciation at Universitas PGRI Sumatera Barat

2. To find out the lecturers' strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat
3. To find out the students' perception on the lecturer's strategies in teaching English pronunciation at Universitas PGRI Sumatera Barat

G. Significance of the Research

This research has two significances. First, this research is expected to give contribution in the form of significant information, particularly to those who are interested in teaching and learning English, especially to the teaching challenges and strategies in teaching English pronunciation in West Sumatera. Then, the result of the research will be useful for any related education practitioners to improve or give more attention to better English pronunciation teaching. The improvement can be in the form of teaching and learning media, materials, and techniques that are appropriate to solve the teachers' problems in teaching English pronunciation.

H. Definition of Key Terms

To prevent misinterpretation among the readers, here are some key terms used in this research:

1. *Strategy* is a detailed plan for achieving success it can be anything that teachers use or do to deliver course material in ways that keep students engaged and practicing their skills.
2. *Challenge* is something that needs great mental or physical effort in order to be done successfully

3. *Perception* is a belief or opinion, often held by many people and based on how things seem
4. *Pronunciation* is the way in which a word is pronounced.