AN EFL TEACHER'S COGNITION IN TEACHING PRONUNCIATION

PRACTICE IN A SENIOR HIGH SCHOOL IN YOGYAKARTA

A Thesis

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STATEMENT OF WORK ORIGINALITY

I declare that this thesis entitled "An EFL Teacher's Cognition in Teaching Pronunciation Practice in Senior High School in Yogyakarta", which I have written does not contain the work or parts of the work of other people, except those cited in the quotations and references as a scientific paper should.

I certify that the literature content of this thesis is my best final work and any assistance received in preparing this thesis and sources has been acknowledged.

Yogyakarta, May, 12 2024

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MOTTO

"Because the real hardship comes ease. Indeed, after hardship there is ease"

(QS Al-Insyirah 5-6)

DEDICATION

In the name of Allah SWT, I dedicate my thesis to my parents Mr Suhadi and Ms. Siti Nurmaidah for everything given to me. I also dedicate this thesis to my husband Imam Sutopo, for always giving and being a spirit that will never go out for me. Don't forget, I dedicate this thesis to me, myself, and I for successfully completing this difficult mission, for always fighting whatever the obstacles, and never thinking about giving up in the process of completing this thesis.

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There is still insufficiency in this thesis. Therefore, the writer should be prepared to offer suggestions, and recommendations. I hope that everyone who reads this thesis will find it useful.

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ABSTRACT

This study describes an English as a Foreign Language (EFL) teacher's cognition in teaching pronunciation practice in a senior high school in Yogyakarta. This study employed a qualitative method. The data was analyzed by using thematic analysis. The findings revealed that the teacher applied her knowledge and skills in teaching pronunciation through a variety of strategies and techniques, such as: direct correction of pronunciation errors, providing concrete examples, and integrating poetry into lessons. The teacher's ability to incorporate diverse teaching methods reflects her expertise in facilitating effective pronunciation instruction. The senior high school EFL teacher strongly believes in the importance of teaching pronunciation as an integral part of language learning. Pronunciation is viewed not only as a means of communication but also as a crucial aspect of language proficiency. The teacher's cognition plays a pivotal role in shaping their best practices in teaching English pronunciation. Her understanding of language acquisition principles, informed by formal education and practical experience, informs her pedagogical decisions

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers' success in the teaching and learning process comes from their understanding of their activities or acts in the classroom. As a consequence, knowing what they think, know, and believe can help teachers become better language educators (Birello, 2012). The thoughts, knowledge, and beliefs about the teachers' work and how their work affects what they do in the classroom is defined as teacher cognition (Borg, 2003). The study of teacher cognition is interested in examining the cognitive constructions of language instructors and how these constructs have an impact on teachers' instructional strategies (Couper, 2016). Teachers' cognition can influence how an English teacher teaches speaking, writing, listening, and writing, or even pronunciation. (Couper, 2016b)

Pronunciation is one of the skills that students need to learn in English as a Foreign Language class. Pronunciation like other skills such as spelling, vocabulary, grammar, and also main skills has received increasing attention from researchers, teachers, and also learners to learn English as a foreign language or second language (Shabani et al., 2017, p.3). According to Burri (2016), pronunciation is usually challenging for teachers for several reasons, e.g., they are feeling unconfident, they do not know which aspects of pronunciation to teach, they do not know how to use textbooks or material properly, etc. It is evident that non-native speakers of a language are easily distinguishable from native speakers due to

a remarkable foreign accent which derives from the difference between the phonological system of the speakers' native language (L1) and the one of the foreign language speakers.

According to the findings of a teacher's cognition of an English teacher in Japan, Sugita (2018) stated that the Japanese EFL teacher has a distinct approach to teaching English pronunciation. Particularly, the way classrooms are used at her current school had a significant impact on her beliefs as a teacher and her strong confidence in teaching pronunciation. She formed the belief that she should focus more on suprasegmental (e.g., intonation) for mutual comprehensibility and not always provide feedback regarding pronunciation to students. Her teaching methods are inconsistent and consistent with these beliefs. She focused more on segmental sounds than she did on teaching suprasegmental. Another finding was that she teaches L2 pronunciation in different ways depending on the context.

Related to the explanation above, pronunciation is one of the skills that students need to learn in English as a Foreign Language class. Pronunciation like other skills such as spelling, vocabulary, grammar, and also main skills has received increasing attention from researchers, teachers, and also learners to learn English as a foreign language or second language (Shabani et al., 2017, p.3). It is evident that non-native speakers of a language are easily distinguishable by native speakers due to a remarkable foreign accent which derives from the difference between the phonological system of the speakers' native language (L1) and the one of the foreign language speakers. (Shabani et al., 2017)

Couper (2016) in his research stated that a number of factors could affect a teacher in teaching pronunciation. The first factor is teacher anxiety. In Couper's (2016) study, the majority of the teachers who agreed to be the participants believed that pronunciation was not being given enough attention because they were unsure of their own pronunciation and tended to avoid teaching features like intonation and stress. Meanwhile, teachers who were confident in their pronunciation did not know how to teach it. The study also found that teachers were interested in learning more about intonation, how to teach pronunciation, and the differences between English and Spanish phonology. The second factor is external factors. Due to a lack of time and a low priority in the curriculum and textbooks, pronunciation instruction was limited. Because they might feel embarrassed or threatened if they were corrected, some participants decided against teaching adults or teenagers how to pronounce words. The third factors are: approaches and error correction. While many participants recognized the significance of contextualizing and incorporating pronunciation into the lesson, others were unsure of how to do so. Teaching was not conducted in a methodical manner but rather spontaneously and in response to mistakes. All the participants responded to errors either immediately (by using recast, repetition, and explanation) or later (by using the board or taking notes) or by encouraging self- or peer correction. Some were unsure whether the correction worked. Activities and techniques. Many did not know how to improve the pronunciation of their students, so they used awareness - raising activities like listening games, minimal pairs, getting students to record themselves, and drawing on their first language and other linguistic knowledge. The fourth factor is Concern.

There were disagreements regarding whether to teach the relationship between sounds and spelling, whether to use listen-and-repeat strategies, the objectives of pronunciation instruction (fluency and being able to be understood versus accuracy and accent), and the adopted language model. (Couper, 2016)

1.2. Identification of the Problem

Indonesian students have a lot of trouble speaking English (Muamaroh, 2013). Those students who were learning English frequently encountered the following five issues: The first issue was that students were given the chance to speak English but were uninterested in learning. Often, teachers rule over the students due to the curriculum's emphasis. The truth is that students need several opportunities to express themselves verbally, especially in terms of pronunciation. The vocabulary was the second issue. It also has to do with pronunciation. Due to a lack of vocabulary, students frequently found it difficult to converse. Pronunciation was the third factor. The students hardly ever used English in daily interactions. As a result, the students had trouble pronouncing the words. The resources employed during the learning process presented another issue. The final one involved classroom exercises that discouraged students.

In another research in Hong Kong, Bai and Yuan (2019) described that non-native English teachers in Hong Kong seemed insecure and unprepared while instructing, despite knowing the significance of pronunciation instruction and its purpose. In addition to inadequate training, their non-native English teacher status

was influenced by specific institutional and sociocultural contexts, which contributed to their lack of confidence.

In the last 10 years (Bai and Yuan, 2019; Couper, 2016; Datko, 2013; Szyszka, 2016; Yunus et al, 2016) several studies have discussed teachers' cognition in teaching pronunciation. However, from those studies, the researchers find that a study of teacher cognition in teaching pronunciation to the best of the author's knowledge, there were very few studies in the Indonesia context which discusses teacher cognition in teaching pronunciation theoretical gap in previous research only examined teacher cognition, but this study looks at the correlation between teacher cognition and the concept of pronunciation practice so that there is an update in this thesis and methodological gap: previous research only collected data through interviews. From the previous research (Bai and Yuan, 2019; Szyszka, 2016; Couper, 2016; Yunus et al, 2016), they used a mixed method and quantitative method. Datko (2013) used a qualitative method, so there is a gap in my research with other researchers.

1.3 Limitation of the Problem

Based on the identification of the problems and due to practical constraints, this study only focuses on investigating an Indonesian EFL teacher's cognition in teaching pronunciation in a senior high school.

1.4 Formulation of the Problem

Teacher's knowledge in teaching English pronunciation from the previous studies were proven to solve some problems, such as Datko (2013) stated that

correct English pronunciation is our main interview category so that teachers' confidence in teaching can increase pronunciation scores. Limited to one senior high school in Indonesia. The main question of this study is addressed: What is an EFL teacher's cognition in teaching pronunciation practice in a senior high school in Yogyakarta?

1.5 Objectives of the Study

This study aims to discuss how a senior high school teacher's cognition in teaching English pronunciation in the Indonesian context.

1.6 Significant of the Study

This research is expected to contribute to the teacher's cognition in teaching pronunciation practice in a senior high school Yogyakarta in order to improve their English skills.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher Cognition

Teacher cognition, which is initially shaped by a teacher's schooling and professional experiences, refers to cognitive constructs such as knowledge, beliefs, and thoughts (Borg, 2003, 2013). Borg (2003) defines teacher's cognition as more general mainstream educational research on teacher cognition, language teacher cognition is here discussed with reference to three main themes: The first point is cognition and prior language learning experience, which defines early cognition as extensive experience in the classroom and shapes teachers' perceptions of initial training. The second point is cognition and teacher education, when professional coursework is unacknowledged these may limit its impact, therefore may affect existing cognitions. The third point is cognition and classroom practice, incongruence between cognition and practice may result in influencing practice by modifying cognitions.

Gopalakrishnan (2016) stated that a language teacher does not only teach a language but through teaching a language he transfers his culture, the belief system that he has. A teacher's strong and positive personality, communication ability, and leadership can also be as important as the knowledge and skills of a foreign language that the teacher imparts, and it helps in developing good relationships with students which is a key to good teaching.

Li (2020) stated that there are several key points to be made about this perspective. First, it is assumed that teachers' cognition is a fixed mental entity in

their heads. The significant role that contexts play in forming and developing cognition is rarely acknowledged. When teacher cognition is considered, "context" is seen as an explanation for why teachers might act differently from what they believe. The term "teacher cognition" can be used interchangeably with terms like "attitudes," "judgments," "opinions," "ideologies," "perceptions," "conceptions," "conceptual system," "preconceptions," "dispositions," "implicit theories," "personal theories," and "perspectives." Teacher cognition is defined as "an attitude consistently applied to an activity.

Second, teacher cognition is frequently viewed as the motivation behind classroom behaviors. As a result, classroom practice is not regarded as a component of teacher cognition but rather as a performance that is influenced and guided by beliefs. From a cognitive point of view, there is a lot of research to suggest that teachers' classroom practices are heavily influenced by their knowledge and beliefs, such as when they plan lessons, give instructions, or interact with students. There is strong evidence for each teacher that the decisions made regarding the course's planning and execution are internally consistent, even though teachers' decisions and beliefs frequently diverge significantly from one another. That is, their instruction is in line with more fundamental beliefs and assumptions about language, education, and learning. (Li, 2020)

Among those three prominent scholars discussing teacher cognition, Borg (2003), Gopalakrishnan (2016), and Li (2020) stated that they agree teacher cognition as extensive experience because it covers: belief, knowledge and thought.

2.1.1 Pronunciation in EFL Teaching

In English-speaking activities, pronunciation is crucial since it has a significant impact on the meaning of utterances. If someone pronounces several words incorrectly in a statement, it might hinder communication and even be one of the factors that cause the dialogue to break down. Hornby (1995) defined pronunciation as the manner in which a word is said, the manner in which a word is pronounced, or the manner in which a person speaks a language. Treiman (1993) contrasts this by defining pronunciation as the process of producing the speech sound, encompassing articulation, vowel production, accent inflection, and intonation, frequently with regard to the accuracy or acceptability of the speech sound.

The entire meaning of pronunciation has already been addressed by the definitions mentioned above. In general, it may be said that pronunciation affects how well speakers and listeners are able to transfer their messages, ideas, and thoughts to one another. More specifically, pronunciation is the manner in which a person speaks or makes a word sound in order to facilitate understanding.

Pronunciation practices in EFL classrooms have been investigated in fewer studies. Szyszka (2016) examined the frequency of implementation of EFL pronunciation practices in Poland. Repetition after the teacher, reading aloud and acting out dialogues were among the most used activities by primary and secondary education teachers. However, traditional activities (i.e., activities that are widely used in pronunciation teaching) such

as minimal pair exercises, voice recording, and imitation were only seldom incorporated in the pronunciation teaching. Buss (2016) argued that imitation/repetition of the sounds and phonetic alphabet were used by a large majority of Brazilian EFL teachers while minimal pair drills, pronunciation software, drama and role plays had been used by more than half of the study participants.

In terms of investigating teaching cognition while teaching pronunciation, Kyprianou (2007) reported that Cyprus EFL teachers' cognition and practices about the teaching of pronunciation constituted a matter of very few studies in Cyprus, furthermore Kyprianou (2007) investigated views and practices of EFL teachers in Cypriot public schools pointing out that teachers were underestimating the teaching of pronunciation since they listed it as the least important skill to teach.

2.2 Review on Relevant Studies

Datko (2013) stated the research is about analysing high school teachers in conducting pronunciation practice in the classroom. This research uses qualitative research methods and collects the data through interview methods. Meanwhile, Yunus et al (2016) stated that the purpose of this study was to find out what Iranian EFL teachers' knowledge about the characteristics of their language learners and about the pronunciation strategies they use in oral communication classes. In order to accomplish the objectives of the study, the perspectives of five English teachers who taught oral communication classes were investigated. To find out what the teachers thought about the pronunciation strategies, they were asked to respond to

two semi-structured interviews. In addition, their students were required to complete a survey in order to provide feedback on the methods used by their teachers to teach English pronunciation. In addition, the findings demonstrated that teachers evaluated their students' pronunciation in a variety of ways, including privately, in groups, or in front of the class. A group of teachers thought it would be awkward for language learners to be evaluated in front of their peers. The study's findings may have an impact on how language teachers are prepared in teacher education programs (TTC). Pronunciation appears to be taught less frequently than grammar, vocabulary, and communication skills, which are the primary focus of TTCs.

The similarities between this journal and the research that will be conducted by the author are: First, both studies discuss the EFL teacher's knowledge of pronunciation. Both of these studies will identify how an EFL teacher understands about English learning methods, especially regarding pronunciation. In addition, there are several different indicators regarding the discussion of EFL Teacher's cognition in these two studies. First, this journal examines the cognition of Iranian teachers at the national research level. The study also looked at the student's perspective in learning methods regarding pronunciation. Meanwhile, this thesis will examine Teacher's cognition in Yogyakarta on a smaller scale. Second, this journal uses mixed methods with data collection techniques through semi-structured interviews and questionnaires, while this thesis uses qualitative methods with data collection techniques through interviews. Third, the research (thesis)

conducted by the author focuses on the high school level, while the research in the journal does not mention the school level or can be more general in nature.

This chapter can be used by the author as a reference or source in identifying and analyzing EFL Teacher's cognition, especially in terms of how high school EFL teachers use the pronunciation in classroom learning and how the frequency its use in high school in Yogyakarta. (Yunus et al., 2016)

The second relevant literature which is utilized in the thesis is a journal which was written by Couper (2016) the research aims to conduct the perspectives of 28 experienced and qualified teachers during the semi-structured interview session in which the teachers are the subject of the study. The participants' perspectives are described and discussed, and themes that are representative of a wide range of perspectives on pronunciation teaching are brought together. Themes such as: anxiety among educators regarding teaching pronunciation, external influences on pronunciation instruction, such as exam and curriculum pressures, textbooks, and received training, methods for teaching and correcting errors, techniques and activities, and concerns regarding literacy bias, the use of phonemic symbols, listen-and-repeat, and pronunciation goals and models. All those who are interested in English language teaching, whether they are researchers, teachers, teacher educators, curriculum designers, or textbook authors, can benefit from these findings and other studies of teacher cognition. (Couper, 2016b)

There are a number of similarities between the previous research and the research that will be carried out by the author of this thesis. First, the research from the journal and research that will be conducted will discuss "Teacher cognition" as

an independent variable. Moreover, the dependent variable used in both studies is "pronunciation teaching". Second, the previous journal stated that the research method used was a qualitative method with data collection techniques through semi-structured interviews. The research conducted in this thesis also uses qualitative research by collecting data through interviews.

Based on the explanation above, there are also differences between previous research and future research, namely previous research conducted at the national level, namely Uruguay, while this research will be conducted at a more specific location at the level of Yogyakarta Province. Furthermore, previous research results from research mentioned in the journal show that teacher cognition is not only influenced by internal factors in the form of knowledge, belief, and perspective. However, it is also influenced by external factors such as curriculum pressures. While this study will discuss mostly internal factors that influence the teacher's cognition in pronunciation teaching practice.

Based on the explanation above, the journal Couper (2016) is one of the previous relevant studies that could be referred to as a guideline in my thesis.

The third piece of literature that will be utilized in the research is a journal entitled Datko (2013) the research discusses an in-depth look at how secondary school EFL teachers feel about their ability to teach correct pronunciation is provided in the research report's text. The researcher used a semi-structured interview to find out how the eleven English teachers in Slovak high schools feel about themselves while practicing correct pronunciation. A comprehensive analysis of teachers' responses to the researcher's questions revealed that a small majority

are confident in teaching correct pronunciation. In addition, the result of the research discovered that some of the participants in the study are hesitant to teach it, primarily as a result of inadequate methodological preparation in their preparatory programs, it leads them to connect with an insufficient methodological basis for pronunciation teaching.

According to the explanation above, there are many similarities between the previous studies and the research in this thesis. First, the journal discusses the "teacher's view" which is an independent variable. This is closely related to "teacher cognition" which will be discussed in the research in this thesis. Second, both studies take "pronunciation teaching" as the dependent variable. In addition, both studies also used qualitative research with data collection methods through interviews with EFL teachers. The difference between the two journals and this thesis is that the research in the journal does not mention the type of school and the specific location of the research conducted. Meanwhile, the research in this thesis mentions the type of school, namely "Senior High School in Yogyakarta. In addition, research in journals tends to emphasize the psychological aspects of teachers which are emphasized in the title of the sentence "Their confidence". While this thesis emphasizes all aspects related to the elements that can affect teacher cognition. Nevertheless, the journal entitled "An Inspection of High School EFL Teacher's Views on Their Confidence in Teaching Correct English Pronunciation", can be a relevant reference because there are many similarities with the research to be conducted.

2.3 Theoretical Framework

In summary, this study aims to discuss and analyse the EFL teacher's cognition about pronunciation in senior high school. Furthermore, the research is conducted in Yogyakarta. In addition, there are two theories that are utilized in the research. Firstly, teacher cognition theory which aims to analyse how the teacher's practice the pronunciation teaching method in senior high school in Yogyakarta. There are a number of elements and assumptions of the theory, such as knowledge, belief, implicit theories, ideologies, etc. Secondly, the Pronunciation teaching method in EFL Classroom (Szyszka, 2016) tends to discuss the proper teacher method of pronunciation in the classroom. Szyszka (2016) described that there are three methods: Repetition of the sounds, reading a lot, Acting out dialogue. The figure below discusses the use of the theories in order to analyse the EFL teacher's cognition about pronunciation in senior high school in Yogyakarta.

Teacher cognition, which is initially shaped by a teacher's schooling and professional experiences, refers to cognitive constructs such as knowledge, beliefs, and thoughts. (Borg 2003, 2013)

Teaching Pronunciation

Knowledge about Teaching English Pronunciation

Beliefs about Teaching English Pronunciation

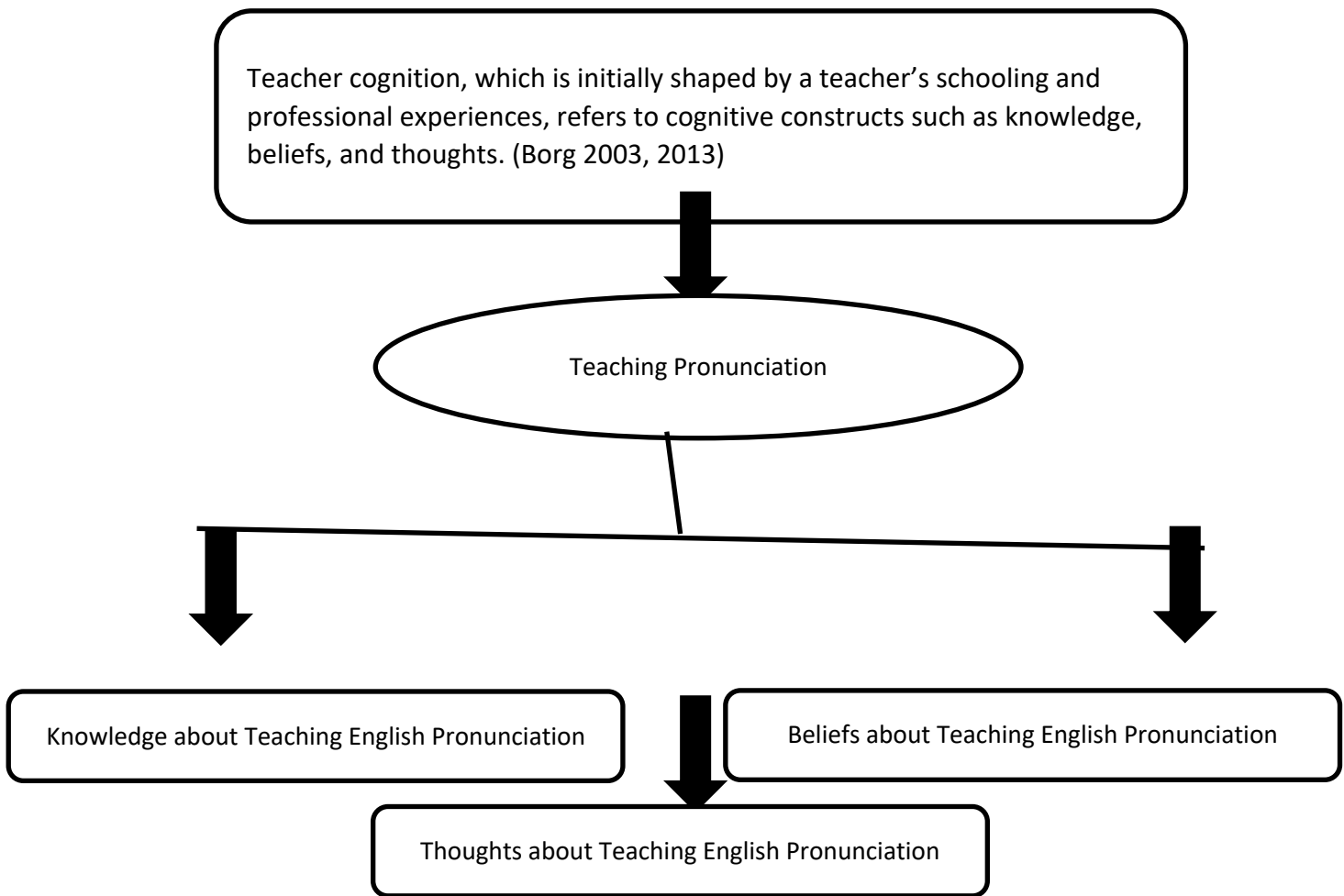Thoughts about Teaching English Pronunciation

Figure 1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employs qualitative research design. Qualitative research is concerned with qualitative phenomena, i.e., relating to quality or variety (Miles and Huberman 1994). Such type of research is typically descriptive and harder to analyze than quantitative data. The analytical categories and instruments for a semi-structured interview, designed and carried out in the spirit of qualitative research, are developed in response to the demands of the material collected.

3.2 Research Setting and Participants

This research was conducted in a state senior high school in Sleman, DI Yogyakarta. The participant was an English teacher. She has been teaching in five different schools in Yogyakarta for ten years, so she has extensive experience in teaching English for senior high school. The reason why the researcher chose her to be the research participant is because the researcher has established a strong professional connection during the researcher's pre-service English teacher internship in August until September 2021. The participant was the researcher's teacher supervisor. When the researcher was under the supervision of the research participant, she often points out how important it is to practice pronunciation. One way to practice it was through poetry reading in classroom activities. At that time the researcher decided that she was eligible for being the participant for this study.

The participant, Miss Putri (pseudonym) agreed to participate in the study and signed the informed consent form. Informed consent stated an ideal for research

conduct in which the people taking part in a study have a clear understanding of the research project and its risks, including what the researcher is doing in the field (Klykken, 2022). The formalized standard of informed consent is often described in terms of giving information to and obtaining consent from research participants (Klykken, 2022). The informed consent form was signed by the participant before the researcher collected the data on December, 10 2023 (Appendix 2).

3.3 Research Instrument and Data Collection

In this research, semi-structured interview questions were developed from the research construct: teacher cognition (Borg 2003, 2013). The components of teacher cognition in teaching pronunciation (knowledge, belief, thought) were defined and developed into semi-structured interview questions.

Table 1. Matrix interview question

Subject	Definition	Component	Interview Question
Teacher Cognition	which is initially shaped by a teacher's schooling and professional experiences, refers to cognitive constructs such as knowledge, beliefs, and thoughts. (Borg 2003, 2013)	1.Knowledge about Teaching English Pronunciation 2.Beliefs about Teaching English Pronunciation 3.Thoughts	1. How did you learn about pronunciation teaching? Is there anything that you wish you had been taught when you were studying to be a teacher? Is there anything you still want help with? 2. How do you normally teach pronunciation in your class?

	about Teaching English Pronunciation	3. What methods and techniques do you use when teaching pronunciation?
		4. How do you decide which aspects of pronunciation to teach?
		5. How do you correct pronunciation?
		6. How do you test pronunciation? When and how?
		7. What is your opinion about teaching English pronunciation?

The matrix interview questions were approved by the researcher's undergraduate thesis supervisor on November, 2 2023. After the instrument was approved, the researcher asked for the faculty data collection permission on November, 22 2023 (Appendix 1). In semi-structured interviews, Fontana and Frey (2000) stated the researcher may conduct either face-to-face interviews with one teacher or telephone interviews which involve semi-structured and generally open-ended questions that are few and intended to elicit views and opinions from the participants. The researcher conducted face to face interview sessions with the participants on December, 13 2023 (Appendix 3). After the interview, the researcher transcribed the data on December, 22 2023- January, 3 2024.

3.4 Data Analysis and Interpretation

In conducting data analysis, qualitative analysis requires more effort by an individual researcher to read and reread data notes, reflect on what is read, and make comparisons based on logic and judgment. Most forms of qualitative data analysis involve coding and writing analytic memos. (Neuman, 2007) Therefore, adopting from Creswell (2016) there are several steps taken to analyse the data in the research in this thesis. Creswell (2016) stated that the analytical strategy for data collection and analysis may be presented in five stages: first – in response to the material – categories for the analysis are set up. As a second stage, these are brought together in an analytical guide, tested and revised. Thirdly, using this analytical and coding guide, all the interviews are code according to the analytical categories. This interchange process begins not only when the data are available in a transcribed from, but at the beginning of the data collection – as a kind of interplay between, on the one hand, theoretical considerations in reaction to literature and theoretical traditions, and on the other hand experience and observation during exploration of the research field. In the course of this interchange process the theoretical pre-assumptions may also be refined, questioned and altered. Fourth stage: quantifying surveys of material of the result of coding. From a technical point of view this entails clear presentation of results in the form of tables. Fifth stage: detailed case interpretations, the goals of the stage of analysis might be: to discover new hypotheses, to test a hypothesis on a single case, to distinguish between conceptual terms, to arrive at new theoretical considerations or to revise existing theoretical frameworks.

In addition, in order to answer research questions, researchers need main instruments or main data. In this context, the author uses data collection methods through interviews with informants who have met the qualifications. In addition, researchers also made direct observations in the field to obtain data.

The researcher used several code initials based on research documents by dividing them into 4 code initials, namely: teaching cognition, knowledge, beliefs, thoughts. I created the following coding system as evidence from data taken from an interview for this study.

Table 2. Coding Matrix

Construct	Category	Sub Category	Code
Teaching Cognition	Knowledge about Teaching English Pronunciation	Knowledge	KL
	Beliefs about Teaching English Pronunciation	Beliefs	BL
	Thoughts about Teaching English Pronunciation	Thoughts	TG

Table 3. Coding Sample

Coding Sample	Meaning
TC/KL/02	'TC' is for Teaching Cognition. 'KL' is for Knowledge. '02' means it is from the interview transcript line.
TC/BL/03	'TC' is for Teaching Cognition. 'BL' is for Beliefs. '03' means it is from the interview transcript line.
TC/TG/07	'TC' is for Teaching Cognition. 'TG' is for Thought. '07' means it is from the interview transcript line.

The researcher analyzes data using Miles and Huberman (1994) concept about qualitative data analysis that consists of three procedures: 1) Data reduction. This refers to the process whereby qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized,such as coding, writing summaries, discarding irrelevant data, etcn. 2) Data display. To conclude the data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential. 3) Conclusion drawing/verification. Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified, their validity examined through reference to your existing field notes or further data collection. Moreover, the study will be figured out by the steps as follows:

Stage 1: Organize and prepare the data for analysis for both primary and secondary data that I get from interviews with many teachers at high schools in Yogyakarta, field observation and other sources.

Stage 2: Read or look at the whole data. After reading all the transcriptions one by one based on the answer from the participant and compiling the codes into themes that have the potential to become themes that are relevant to this research. The complete theme can be found in the matrix table. This research found teaching cognition, knowledge, beliefs, thoughts.

Stage 3: Start coding all the data to categorize the important data and eliminate unimportant others.

Stage 4: Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Stage 5: Advance how the description and themes will be represented in the qualitative narrative and start writing the conclusion of the data. (Creswell, 2016).

Below is the timeline for analyzing the data collected by the researcher.

Table 4. Data Analysis Timeline

Stage	Data Collection	Time
Stage 1	Get to know the data	November-December 2023
Stage 2	Generate initial code	November-December 2023
Stage 3	Start coding	December 2023-January 2024
Stage 4	Generate to coding process	January-February 2024
Stage 5	Advance description	January-February 2024

3.5 Trustworthiness

To maintain the quality of qualitative research, researchers employ established research techniques that have been documented and evaluated in reputable academic publications. Additionally, researchers formulate interview inquiries by seeking guidance from experienced individuals to gather trustworthy insights. Subsequently, the researcher implemented the member-checking approach to verify the reliability of the data to be collected. This method is well-suited because it relies on participants as valuable sources for obtaining the necessary data for the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussion to answer the research question: What strategies for Teaching English Pronunciation? The data were analysed in the form of interviews with Putri.

4.1   Findings

In this section, the data found from data collection from interviews is categorized into themes and codes to support the findings and discussions in this research. To answer the research question that has been formulated, in this research, the researcher utilized semi-structured interviews, which according to Magaldi and Berler (2020), semi-structured interviews are extensively favored in qualitative research as a highly effective approach for collecting data during investigations. The face –to-face interviews were conducted with the participant, ensuring their privacy during the interview. The researcher considered this method as the most appropriate. The interview took place on Wednesday, December 13 2023, starting 12.14 PM.

4.1.1   Knowledge

Two themes were generated related to how the participant perceived knowledge about pronunciation in her cognition: (1) knowledge on how to learn pronunciation and prepare teaching pronunciation, (2) sources to learn about pronunciation Zagzebski (2017) stated that Knowledge is a highly valued state in which a person is in cognitive contact with reality. On one side of the relation is conscious subject, and

the other side is a portion of reality to which the knower is directly or indirectly related. Before becoming a teacher, of course you will learn a lot of knowledge about teaching pronunciation.

4.1.1.1 Knowledge on How to Learn Pronunciation and Prepare Pronunciation

In responding to the question on how she constructed knowledge in pronunciation, Putri shared her story as an undergraduate student. During her undergraduate study, Putri read several books on pronunciation and phonetics related to teaching pronunciation in the class. Putri took English pronunciation lessons in 2000 at a state university in Yogyakarta. She took courses in pronunciation, phonetics, and phonology. Currently, Putri is a teacher at one of the state high schools in Sleman, Yogyakarta.

> "In the past, when I was in college there was a pronunciation course, then there was a phonetics course, so that's where I studied. Then, if at first it was still basic, then after teaching we discovered that the students found it difficult to pronounce this or that, right? So, from that teaching experience, we opened books on pronunciation, phonetics. Oh how to read it like this. So we also teach students to be aware or realize that pronunciation is important, because there are things that are pronounced the same but written differently because there are things called homonym homophone homographs that we also teach, the same way to read them"

Her experience shapes her knowledge on how to learn pronunciation and prepare teaching pronunciation. Teachers use various methods to help students improve their pronunciation skills. One effective strategy is the use of concrete examples. This involves providing students

with specific instances of how words should be pronounced, often in the context of sentences or phrases. This approach can be particularly helpful for students who are struggling with certain sounds or pronunciation patterns.

4.1.1.2 Sources to Learn about Pronunciation

Teachers directly correct students' pronunciation errors when they speak or read. They use a whiteboard to write down words that students pronounce incorrectly and provide examples of how the words should be pronounced correctly. This approach allows students to immediately correct their mistakes and actively improve their pronunciation skills.

> "Then, where do students usually study? Yes, we told you that you can install the Oxford Dictionary, Merriam Webster Dictionary, and then if there is a sign that the speaker is pressed, there will be a sound, like that. So look at the writing, then press the speaker symbol and it will make a sound, so please check it before saying something, check it first. For example, if you want to give a speech or debate, first check the dictionary to see what it sounds like." (TC/KL/02)

4.1.2 Beliefs

Borg (2003) argued that teacher cognition is an inclusive term for the complexity of what second and foreign language teachers think, know, or beliefs in relation to certain aspects of their work. In this research context, belief is described in relation to what the participant EFL teacher believes related to teaching pronunciation. In the context of language teacher education, beliefs are seen to be a key element in teacher learning and have become an important focus for research. It has even been

suggested that beliefs "may be the clearest measure of teacher's professional growth" (Kagan, 1992, p. 85).

> "As for specific techniques, they are not applied directly, sis, but when discussing this directly, for example, when reading something is difficult to pronounce or when a student speaks he says the wrong word, right? After they speak, usually when I have time, I write it on the board. "These students write like this, read like this." For example, if there is the same event, it will be written on the whiteboard. Then one reads event and one event, event means although, even though, but if event means event, for example event organizer. Later I told them to follow me, I said the word then the students followed, like that." (TC/BL/04)

According to the statement above, the participants have a goal for teaching pronunciation. What the participants have in common is to create goals that fit her chosen topic. The participants have different ways to improve her goal setting in a text. Therefore, goals can be affected by the development of students' pronunciation.

> "Teaching [phonetic symbols] pronunciation in class is very good because words in English are often different between what was written and pronunciation, so by teaching pronunciation students will be able to better understand vocabulary both written and pronounced." (TC/TG/07)

Couper (2016) stated that belief clearly, knowing about phonetics and phonology is also important for being able to teach pronunciation because it is just tagged on, sometimes dropped or done very quickly. She asks, "How do you help students pronounce th sounds more easily?" Helen says she would like to know more ways of teaching it, and Sharon says, "I would like to have learned more techniques for how to explain what is

wrong with their pronunciation and how to help students recognise phonological patterns."

In addition, teaching pronunciation was also believed to be a supporting skill to other macro skills, such as reading, listening, and speaking.

> "So pronunciation is taught when we teach reading, sometimes also when listening, sometimes also when speaking or something else. So integrated in the first skill, so integrated in reading, writing or listening. If the students have difficulty in pronunciation, we will teach it later, so we don't specifically want to teach this or that. But in the field, when students encounter difficult words or they mispronounce the word, they will correct it later, so they can correct it as they go along. As for what aspects we want to teach, it depends on the material, sis, we adapt the material because in high school there were no special lessons on pronunciation, so everything was an integrated lesson."

4.1.3 Thought

Discussing thought in teacher's cognition, Burns et al., (2015) classified ontological generations in studying the language-teaching mind (or thought). When involving conceptual units of studies such as decisions, thoughts, and beliefs and utilizing research methodologies such as surveys, stimulated recall interviews, and frequency tally, the researcher followed the 1990s individualist generation. The works of Johnson (1992) and Borg (2003) are examples of conceptual journal articles adopting individualist ontology. Borg (2003) argued that teacher cognition is an inclusive term for the complexity of what second and foreign language teachers think, know,

or believe in relation to certain aspects of their work. In this research context, thought is described in relation to what the participant EFL teacher thinks related to teaching pronunciation. Meanwhile, the examples of empirical journal articles in this individualist generation rooted in Borg's works is Borg (2011). As Freeman (2016) argued what teaching within a particular method entails is thinking within that method, thus; a teacher's thought is influenced by his/her understanding of language knowledge and the evolving language teaching methodology he/she experiences during his/her teaching across time.

Two themes related to techniques in teaching pronunciation were generated related to how the participant thinks about teaching pronunciation in her cognition. Putri recalled her experiences as a teacher when teaching pronunciation in her reading classes, when there is difficult vocabulary and asks students to follow her. Putri mentioned that special techniques were not applied directly but were immediately corrected during practice, when students found vocabulary that was difficult to pronounce and corrected incorrect pronunciations when speaking (use of concrete examples) and also provide support for her students' need.

4.1.3.1 Use of Concrete Examples

Putri emphasizes the importance of focusing on specific sounds and words that students are having difficulty with. She describes how they address pronunciation errors during speaking and reading activities, providing students with immediate feedback and correction. This helps

students to identify and correct their mistakes, leading to improved pronunciation over time.

> "Yes, usually when we come here, for example, from the wall magazine, then there are vocabulary words that are difficult for students who don't understand. Usually I ask them to follow my words. There are also exceptions in the English language that I also teach. For example, 'w' is how to pronounce 'double u', that's how 'double' is pronounced, long you, right? 'u' is the average length, right? For example, school is like that, right? Full, like that, but there are exceptions, for example 'w' is not always pronounced long, for example, 'blood' then 'flood', that's how blood and flood read it as 'a', not 'u' like that's taught. Then when I was in high school, my students even asked me to make a project. So I give them a soft file of a pronunciation book, then they brag about it, use it like a power point, so there's a picture, then there's a letter, what's the name of the word, how is it written, then how to pronounce it at the bottom, then there's a long sentence like that. For example, there is a picture of a flood under which 'blood' is written, then how to read it is written BL and then 'a' like that."
> (TC/BL/03)

4.1.3.2 Providing Support

The participant teacher was responsive to students' needs in overcoming their pronunciation difficulties. She paid special attention to students who experience difficulties in pronunciation and provide additional support or assistance as needed to help them improve their pronunciation skills. This approach allows students to develop their pronunciation skills effectively in a variety of relevant learning situations and contexts. Teachers use various methods to help students improve their pronunciation skills. One effective strategy is the use of concrete examples. This involves providing

students with specific instances of how words should be pronounced, often in the context of sentences or phrases. This approach can be particularly helpful for students who are struggling with certain sounds or pronunciation patterns. The conversation between the students and the teacher provides several examples of how concrete examples are used to teach pronunciation. Miss Putri (participants) in state senior high school in Sleman Regency Yogyakarta, teaching pronunciation through poetry, the students consisted of 13 male students and 12 female students at that time learning activities were carried out online by google meet.

Table 5. Finding

Knowledge	Beliefs	Thoughts
Phonology and Phonetic Symbols	Phonetics Symbols	Wall Magazine

4.2   Discussion

In general, the participant teacher's cognition (Putri's cognition) has been discussed with the empirical evidence on the field in terms of knowledge, belief, and thought in teaching English pronunciation. In line with Datko (2013) and Bai and Yuan (2019), Putri also dealt with students with limited English proficiency but still believed that despite fluency being important, teaching correct pronunciation is also compulsory for successful oral communication. It is simply means that besides a correct use a grammar and vocabulary, a speaker has to pronounce correctly in order to achieve success in spoken interaction, and Couper (2016) stated that a recent research report informed by semi-structured interviews with English

as a foreign language (EFL) teachers in Uruguay revealed a number of concerns and issues facing teachers (Couper, 2016) which reported that lack of confidence and training on how to teach pronunciation, there was anxiety about using their own non-native English speaker pronunciation as a model. In Couper's (2016) study, strategies implemented in teaching pronunciation include a hands-on approach, the use of concrete examples, and the integration of technology in the learning process. Teachers directly correct students' pronunciation errors when they speak or read. They use a whiteboard to write down words that students pronounce incorrectly and provide examples of how the words should be pronounced correctly. This approach allows students to immediately correct their mistakes and actively improve their pronunciation skills.

Meanwhile, Bai and Yuan (2019) stated that the teachers recognized the importance of teaching pronunciation in language classrooms. As shared by the participants in their written responses, accurate pronunciation not only facilitates students' effective communication in daily life, but can also increase their self-confidence and motivation, and have positive impacts on other aspects of language learning. In Datko's (2013) study, the teachers expressed their views on their self-confidence while practicing correct pronunciation.

In terms of thought, Bai and Yuan (2019) stated that thoughts can generate useful implications for pre- and in-service teacher education on how to develop English teachers with pedagogic knowledge and competence in teaching pronunciation. First, the teacher mentions using visuals to help students understand the different sounds and pronunciations. For instance, the teacher describes having

students create PowerPoint presentations with images and pronunciations. Datko (2013) stated during the data processing stage, we determined teachers' confidence in teaching correct English pronunciation to be the primary interview category. Though a majority, namely six of our interviews described themselves as being fully confident while teaching pronunciation of English and the two respondents joined under the third code reported to feel some inhibitions only in cases of practising pronunciation of unknown vocabulary, still the remaining three Slovak EFL instructors. Meanwhile, Couper (2016) stated that teaching focus and goals are also often determined by the curriculum and/ or the course book.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a summary of the research based on the findings and discussion. Moreover, the researcher also provides useful suggestions for future researchers who are conducting the same research related to writing strategies in the process of teaching pronunciation.

5.1   Conclusion

The insights gleaned from the interview with the senior high school EFL teacher shed light on her cognition in teaching English pronunciation. Through an analysis of the interview data, the teacher applied her knowledge and skills in teaching pronunciation through a variety of strategies and techniques. These include direct correction of pronunciation errors, providing concrete examples, and integrating poetry into lessons. The teacher's ability to incorporate diverse teaching methods reflects her expertise in facilitating effective pronunciation instruction. The senior high school EFL teacher holds a strong belief in the importance of teaching pronunciation as an integral part of language learning. Pronunciation is viewed not only as a means of communication but also as a crucial aspect of language proficiency. The teacher's cognition plays a pivotal role in shaping their best practices in teaching English pronunciation. Her understanding of language acquisition principles, informed by formal education and practical experience, informs their pedagogical decisions.

5.2   Suggestions

Based on the findings and conclusion drawn from the interview data, several suggestions can be proposed to enhance the teaching of English pronunciation in senior high school settings. Professional development, encourage ongoing professional development opportunities for EFL teachers to deepen their understanding of pronunciation teaching methodologies and stay abreast of advancements in language teaching research. Resource allocation., provide sufficient resources, including technology tools and instructional materials, to support effective pronunciation instruction in the classroom. Student engagement, foster a supportive and engaging learning environment where students feel motivated to actively participate in pronunciation practice activities, such as interactive speaking exercise and peer feedback sessions. Differentiated instruction, implementation differentiated instruction strategies to address the diverse learning needs and proficiency levels of students, ensuring that all learners receive tailored support in improving their pronunciation skills. Collaboration and peer learning, facilitate opportunities for collaboration among EFL teachers to share best practices, exchange ideas, and collaborate on developing innovative approaches to teaching pronunciation. By implementing these suggestions, senior high school EFL teachers can further enhance their effectiveness in teaching English pronunciation and empower students to achieve greater proficiency in spoken English.

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APPENDIX 1 APPLICATION FOR PERMISSION

Research Permit Letter from the Faculty of Social and Cultural Sciences, Islamic University of Indonesia.

FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
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Tanggal   : 22 November 2023
Nomor   : 2114/DEK/70/DAA/XI/2023
Hal   : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMA N 2 Ngaglik

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa   : ANGGUN CHOLILACHUL UMAROH
Nomor Induk Mahasiswa : 18322070
Program Studi   : Pendidikan Bahasa Inggris
Pembimbing   : ASTRI HAPSARI, S.S., M.TESOL.
Judul Skripsi   :

**"AN EFL TEACHER'S COGNITION IN TEACHING PRONUNCIATION PRACTICE IN A
SENIOR HIGH SCHOOL YOGYAKARTA"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP: 963200102

APPENDIX 2 CONSENT FORM

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama   :   Ratna Mahmudah, S.Pd., M.Pd.
Usia   :   42 Tahun
Jenis Kelamin :   Perempuan
Pekerjaan   :   Tenaga Pendidik

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **"AN EFL TEACHERS' COGNITION IN TEACHING PRONUNCIATION PRACTICE IN A SENIOR HIGH SCHOOL YOGYAKARTA"** dan bersedia untuk :

1. Diwawancarai terkait topik penelitian
2. Memberikan rekaman video sebagai data observasi
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 10 Desember 2023

Peneliti   Partisipan

Anggun.C.U.   Mrs. Ratna

First Interview

R: Researcher

P: Participant (Putri)

R/P	Line	Interview	Theme
R		Assalamualaikum wr.wb. Perkenalkan nama saya Anggun Cholilachul Umaroh dari PBI UII angkatan 2018, disini saya akan melakukan interview tugas akhir yaitu skripsi, sebelumnya terimakasih sudah bersedia untuk menjadi participant dalam penelitian ini.	
P	1	Waalaikumsalam wr.wb, sebelumnya terimakasih karena sudah memilih sekolah ini menjadi tempat penelitian Anda, perkenalkan nama saya Putri saya berumur 45 tahun, saya guru Bahasa Inggris kelas XI dan XII	
R		Oke Putri jadi kita lanjut ke pertanyaan ya, Bagaimana Anda belajar tentang pengajaran pengucapan? Apakah ada sesuatu yang Anda harap telah diajarkan ketika Anda belajar	

		menjadi guru, Apakah masih ada yang perlu bantuan?	

| P | 2 (Knowledge) | Dulu ketika perkuliahan ada mata kuliah pronunciation, kemudian ada mata kuliah *phonetics* ya dari situ saya belajar. Kemudian, kalau dulu kan masih dasarnya ya,kemudian setelah mengajar baru menemui, kalau anak-anak itu susah mengucapkan ini-ini gitu kan. Nah dari pengalaman mengajar itu, kita jadi membuka buku pronunciation, phonetics. Oh caranya seperti ini membacanya. Jadi kita juga mengajarkan anak-anak untuk aware atau menyadari bahwa pronunciation itu penting, karena ada yang pengucapannya sama tapi tulisannya beda karena ada yang namanya homonym homophone homograph itu juga kita ajarkan, sama cara membacanya. Kemudian, anak-anak biasa belajar dimana? Ya kita kasih tau bisa install oxford dictionary, merriam webster dictionary, terus nanti kalau ada tanda speaker itu dipencet nanti akan ada bunyinya, gitu. Jadi lihat tulisannya, nanti dipencet lambang speakernya dia akan bunyi, jadi silahkan dicek sebelum mengucapkan sesuatu | How to learn pronunciation and prepare teaching pronunciation

Sources for learning pronunciation |

		dicek dulu. Misalnya mau pidato mau debat, dicek dulu di kamus, itu bunyinya gimana itu.	

R		Apakah biasanya Anda mengajarkan pengucapan di kelas Anda?	
P	3 (Beliefs)	Ya, biasanya kita kalau disini, misalnya dari mading itu ya terus kemudian ada kosa kata yang sulit anak anak belum paham. Biasanya Saya meminta mereka untuk mengikuti ucapan Saya gitu. Kemudian ada juga pengecualian-pengecualian dalam Bahasa Inggris itu juga saya ajarkan. misalnya kan 'w' gitu kan pengucapan 'double u' itu gimana 'double' diucapkan long you gitu kan 'u' panjang rata rata kan begitu misalnya school gitu kan Full gitu tapi ada pengecualiannya misalnya 'w' itu tidak selalu diucapkan panjang, contohnya adalah misalnya 'blood' kemudian 'flood' gitu kan darah sama banjir itu membacanya adalah 'a' bukan 'u' paniang seperti itu diajarkan. Kemudian kalau di SMA Saya yang dulu itu malahan anaknya Saya minta bikin project. Jadi Saya beri mereka softfile buku pronunciation kemudian mereka membual apa ya pakai seperti power point gitu jadi ada gambar kemudian ada hurufnya apa namanya	

		kata itu tulisannya bagaimana kemudian bawahnya mengucapkannya gimana, kemudian ada kalimat panjangnya gitu. Misalnya ada gambar banjir bawahnya ditulisi 'blood' kemudian ditulisi cara membacanya BL terus 'a' seperti itu	
R		Metode dan teknik apa yang Anda gunakan ketika mengajar pengucapan, menurut Anda apa yang paling efektif? Apa yang menurut Anda tidak berhasil?	
P	4 (Beliefs)	Kalau teknik secara khusus, tidak diterapkan langsung ya mba, tapi ketika langsung menemui ini, ==misalnya ketika membaca ada yang sulit diucapkan atau ketika anak berbicara dia mengucapkan kata yang salah gitu kan, nanti setelah dia berbicara biasanya kalau ada waktu nanti saya tuliskan di papan tulis "anak anak ini tulisannya kalau seperti ini membacanya seperti ini". Misalnya ada even sama event, nanti ditulis di papan tulis. Kemudian yang satu dibaca even yang satu event, even artinya meskipun, walaupun, namun kalau event itu artinya acara misalnya==	Difficulty in learning pronunciation

		event organizer. Nanti mereka Saya suruh ikuti Saya, Saya mengucapkan kata tersebut lalu anak- anak mengikutinya, begitu.	
R		Bagaimana Anda memutuskan aspek pengucapan mana yang akan diajarkan, yang mana biasanya Anda fokuskan?	
P	5	Kalau aspek apa saja yang mau diajarkan itu tergantung materinya mba, kita menyesuaikan materi karena waktu SMA itu kan tidak ada pelajaran khusus pronunciation, jadi semuanya kan integrated pelajarannya. Jadi pronunciation itu diajarkan ketika kita mengajarkan reading, kadang juga pas saat listening, kadang juga pas speaking atau pas yang lainnya. Jadi integrated dalam first skill tadi, jadi integrated dalam reading, writing, atau listening tadi. Yang mana anak mengalami kesulitan dalam pengucapan tersebut ya nanti kita ajarkan, jadi tidak spesifik kita mau mengajarkan ini ini. Tapi di lapangan ketika anak-anak terbentur kata-kata yang sulit atau mereka salah dalam mengucapkan kata tersebut ya nanti	Goal setting

		<mark>dibetulkan, jadi sambil jalan sambil dibetulkan.</mark>	
R		Apakah Anda memperbaiki pengucapannya? Kapan? Bagaimana dan seberapa sering? Apakah menurut Anda berhasil? Dan apa yang terbaik?	
P	6	Ya itu tergantung kelas yang diajar, kalau misalnya kelas ipa 1 itu kan anaknya udah lumayan lancar ya, jadi ketika anaknya tidak banyak melakukan kesalahan ya udah, go on. Tapi ketika anak-anak itu mengalami kesulitan ya langsung diajarkan misalnya ketika mereka berbicara gitu, mereka ada salah pronunciation gitu ya nanti dibetulkan, atau misal pas reading gitu, pas reading a loud gitu, mereka salah membaca ya nanti dikasih tau, ini yang kata seperti ini itu bacanya seperti ini gitu. Ya sebagian itu berhasil ya, anak-anak tertentu yang mungkin mendengarkan seperti itu, Cuma kemampuan anak menangkap itu kan berbeda, misal di kelas khusus olahraga yang mereka agak susah konsentrasi, mungkin ada yang ingat	

		dan ada yang lupa. Ya, menguji pengucapannya satu-satu dalam pembelajaran itu, tidak ya. Karena misal seminggu ada 4 jam, kan nggak kita bagi untuk menguji karena nggak kayak mata kuliah kita belajar di pendidikan Bahasa Inggris gitu kan. Tapi kalau di sekolah itu kan kita lebih mementingkan kompetensi dasar yang mau dicapai itu apa, ya pronunciation itu ya seperti pelengkapnya, jadi tidak diajarkan di waktu yang spesifik khusus, ditagih dengan tagihan khusus itu engga.	
R		Bagaimana Pendapat Anda tentang mengajar pengucapan dikelas?	
P	7 (Thought)	Mengajar pronunciation di kelas sangat bagus sekali karena kata dalam bahasa inggris antara tulisan dan pengucapannya seringkali berbeda, sehingga dengan pengajaran pengucapan siswa akan dapat lebih memahami kosa kata baik tulisan maupun pengucapannya	How to think about pronunciation