

The Teacher's difficulties In Teaching English Grammar and Pronunciation in Speaking Skills of Middle High School Students In Karanganyar

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ABSTRACT

When the meaning of a language becomes increasingly important in this modern era, knowledge of English grammar and vocabulary alone is not enough to achieve correct and targeted communication. According to Sugiyono (2016), explained that the way of pronunciation in English holds a very important key in learning English which is recognized as a foreign language (EFL). This factor of course not only facilitates language understanding by native speakers or those who have proficiency in a foreign language, but can also improve students' communication skills in a foreign language. According to Widiyanti, M, J, A., Wulandari, R, S., & Indaryanti (2016), explains that grammar can create difficult aspects in speaking English. English grammar can be learned and taught to students, but in practice it proves difficult to pronounce. According to Alameddine, M. M., & Mirza, H., (2016), there are some teachers who do not place much importance on grammatical skills in English when explaining English material. English teachers must also pay more attention to how they can create interaction in class with the target language taught in class, such as through group assignments and stage performance assignments. Apart from that, English teachers must also pay attention to whether the students' pronunciation is correct or not. If there is a situation where the teacher does not attach much importance to correct and appropriate grammar, then students can often make mistakes due to habits in their first language. According to (Widiyanti, M, J, A., Wulandari, R, S., & Indaryanti (2016), explained that some teachers still believe that English pronunciation is also difficult for them and this thinking has a negative impact on their teaching methods or ways. The problem is that deficiencies in English pronunciation and grammar are not considered important in the curriculum design in many schools in Indonesia.

Keywords: Pronunciation, English Grammar, Middle School Students

ABSTRAK

Ketika makna bahasa menjadi semakin penting di era modern ini, pengetahuan tentang tata bahasa Inggris dan kosa kata saja tidak cukup untuk mencapai komunikasi yang benar dan terarah. Menurut Sugiyono (2016), dijelaskan bahwa cara pengucapan dalam bahasa Inggris memegang kunci yang sangat penting dalam pembelajaran bahasa Inggris yang diakui sebagai bahasa asing (EFL). Faktor ini tentu saja tidak hanya memudahkan pemahaman bahasa oleh penutur asli atau mereka yang memiliki kemahiran dalam bahasa asing, tetapi juga dapat meningkatkan kemampuan komunikasi siswa dalam bahasa asing. Menurut Widiyanti, M, J, A., Wulandari, R, S., & Indaryanti (2016), menjelaskan bahwa tata bahasa dapat menciptakan aspek yang sulit dalam berbicara bahasa Inggris. Tata bahasa Inggris dapat dipelajari dan diajarkan kepada siswa, tetapi dalam praktiknya terbukti sulit untuk diucapkan. Menurut Alameddine, M. M., & Mirza, H., (2016), ada beberapa guru yang tidak terlalu

mementingkan keterampilan tata bahasa dalam bahasa Inggris ketika menjelaskan materi bahasa Inggris. Guru bahasa Inggris juga harus lebih memperhatikan bagaimana mereka dapat menciptakan interaksi di kelas dengan bahasa target yang diajarkan di kelas, seperti melalui tugas kelompok dan tugas kinerja panggung. Selain itu, guru bahasa Inggris juga harus memperhatikan apakah pengucapan siswa sudah benar atau belum. Jika ada situasi di mana guru tidak mementingkan tata bahasa yang benar dan tepat, maka siswa sering dapat membuat kesalahan karena kebiasaan dalam bahasa pertama mereka. Menurut (Widiyanti, M, J, A., Wulandari, R, S., & Indaryanti (2016), menjelaskan bahwa beberapa guru masih percaya bahwa pengucapan bahasa Inggris juga sulit bagi mereka dan pemikiran ini berdampak negatif pada metode atau cara mengajar mereka. Masalahnya adalah bahwa **kekurangan** dalam pengucapan dan tata bahasa Inggris tidak dianggap penting dalam desain kurikulum di banyak sekolah di Indonesia.

Kata kunci: Pengucapan, Tata Bahasa Inggris, Siswa Sekolah Menengah

INTRODUCTION

When the meaning of a language becomes increasingly important in this modern era, knowledge of English grammar and vocabulary alone is not enough to achieve correct and targeted communication. According to Sugiyono (2016), explained that the way of pronunciation in English holds a very important key in learning English which is recognized as a foreign language (EFL). This factor of course not only facilitates language understanding by native speakers or those who have proficiency in a foreign language, but can also improve students' communication skills in a foreign language. According to (Widiyanti, M, J, A., Wulandari, R, S., & Indaryanti (2016), explains that grammar can create difficult aspects in speaking English. English grammar can be learned and taught to students, but in practice it proves difficult to pronounce.

According to (Alameddine, M. M ., & Mirza, H. (2016), there are some teachers who do not place much importance on grammatical skills in English when explaining English material. English teachers must also pay more attention to how they can create interaction in class with the target language taught in class, such as through group assignments and stage performance assignments. Apart from that, English teachers must also pay attention to whether the students' pronunciation is correct or not. If there is a situation where the teacher does not attach much importance to correct and appropriate grammar, then students can often make mistakes due to habits in their first language. According to Sujito et al, (2019), explained that some teachers still believe that English pronunciation is also difficult for them and this thinking has a negative impact on their teaching methods or ways.

The problem is that deficiencies in English pronunciation and grammar are not considered important in the curriculum design in many schools in Indonesia. According to Dahler, & Toruan (2017), who explained that the English lessons studied at school do not add to how to pronounce English correctly and correctly. Apart from that, according to Sujito et al (2019), he explained that the aim of English education, namely to increase students' knowledge and increase vocabulary, students'

communication skills have not fully achieved the target. Apart from the teaching materials used, most teachers are also used to saying English words in Indonesian when learning is taking place. According to Putra Thoip Nasution (2021), he explains that many Indonesians experience difficulties in learning English because they consider English to be a foreign language and not widely used in Indonesia. English education in Indonesia still seems "simple" because it still ignores the teaching of grammar and pronunciation. Therefore, English teachers more often neglect their focus on correct and appropriate pronunciation and grammar. This of course makes it difficult for students in English lessons to differentiate pronunciation accurately, because it depends on the speaker.

Meanwhile, according to Ka-kan-deea, M & Kaur (2015), several junior high school students encountered various kinds of obstacles when practicing how to pronounce English accurately. Apart from that, according to Birnie, B. (2015) factors such as grammar and pronunciation can influence language success. And finally, according to Dumitrescu, C. I., Coman, M. L., & Nutu, C. (2015) these causes must be implemented simultaneously to achieve the best results.

In accordance with the various considerations above, this research was conducted for two main reasons. First, many middle school students, still feel difficulties in pronunciation in learning English language. Therefore, it is very important to find The best way to teach good pronunciation and grammar to students so that they can speak English well and correctly.

This research is directed towards this aim to some extent. In addition, before this research, no research had been conducted to find out what obstacles are faced by English teachers in teaching grammar and pronunciation in English speaking skills for middle school students.

Based on these needs, research was carried out which aimed to find out what obstacles are faced by English teachers in teaching grammar and pronunciation in English speaking skills for middle school students. As one of several educational materials for Middle school students with speaking styles to improve their grammar and pronunciation performance, students will definitely need this method.

METHODS

The total population of this study is the English language teacher of SMP IT Insan kamil Karanganyar for the 2023/2024 academic year. The number of teacher English language is five teachers in the school. Only two teachers is used in this research sample. These research methods is the Descriptive Qualitative method which to describe the answer of the teacher when faces the difficulties when teaching pronunciation and grammar to middle school student. To collect samples, researchers used Purposive sampling. Purposive sampling is a method of intentionally choose the particular people or individual as the subject. This method is used because the research topic is purposive. This is also caused by the small population. The sample

person is teacher 1 (T1) and teacher 2 (T2). Researchers conducted descriptive qualitative research to explain the difficulties of teaching the grammar and pronunciation in speaking skills to middle high school students.

Researchers use grammar and pronunciation to find the correct speaking skills. This research uses an personal interview to measure students' performance in perform with speaking English language. The researchers gave a questionnaire sheet to the teachers. The personal interview is only carried out twice, namely personal interview for teachers 1 and personal interview for teachers 2. The researchers limited the questionnaire sheet in only speaking skill, grammar and the pronunciation of the students. This personal interview is aims to find out what is the student difficulties that faced by students when they learning speaking in English language. This interview is also to help the students' ability to speaking English language with properly.

Treatment

The researcher gives the subject or teachers by give the related topic to the questionnaire sheets to be answered in personal interview. The researcher also give the subjects by facilitates separate sheets for the teachers answers some different topics and write that they need to be included in their result of personal interview answers sheet. In this case, the use of grammar and pronunciation can be more intense if the step is been prepared. Then, the researchers bring topics and questions into the personal interviews to the subject or the teachers. The teachers can answer the questionnaire sheet with their actual conditions when teaching the pronunciation and grammar to the students. These questions sheet can be help the teachers answer with more effective and efficient to help them answer the questions easily.

After that, the teacher give their answers, and the researcher will evaluate their answer to find the right way to help them when teaching grammar and pronunciation to the all the students in the classroom. This step can will help the teachers see if they have difficult answers. All the teachers can discuss their answers the question discuss the answers of the questions sheet.

RESULT AND DISSCUSION

This research was conducted to explain the main difficulties that faced by the teachers when they teaching grammar and pronunciation to the students. The researcher chooses two teachers as the research sample. The name is teacher 1 (T1) and Teacher 2 (T2). The researcher conducted a personal interview on the qualitative research to know the factual answers in the classroom.

1. The Interview

a. Teachers teaching methods

“Misalnya, jika ada beberapa teks yang harus dibaca di depan kelas, maka harus juga diajarkan cara pengucapannya dengan benar. Sebut saja untuk pengajaran teks

deskripsi. Ada beberapa kata dalam teks deskripsi yang sulit diucapkan siswa. Hal itu terjadi karena kurang pemahaman kosakatanya.” .

(For example, if there is some text that must be read in front of the class, then you must also teach how to pronounce it correctly. call it for teaching descriptive text. There are several words in the descriptive text that are difficult for students to pronounce. This happens because of a lack of understanding of the vocabulary.) (Teacher 2)

In accordance with what Teacher 2 said above, Teacher 2 uses text material in the form of presentations in front of the class as one type of student activity in terms of reading. If it is felt that the student is having difficulty pronouncing some words, teacher 2 will help with feedback and model the correct pronunciation of the word to the student. Apart from the reading method in front of the class, another teacher, namely Teacher 1, also revealed that playing is one of the methods used to teach students pronunciation and grammar.

b. Teachers self proficiency

“ Saya mengakui bahwa pengetahuan dasar saya yang memang berasal dari jurusan Pendidikan Bahasa Inggris pun sangat minim sehingga saya merasa penguasaan saya tidak terlalu bagus juga.

Jadi saya sebagai guru juga masih harus banyak belajar tentang pengucapan dan tata bahasa, dari guru yang lain yang lebih mumpuni. “

(I admit that my basic knowledge, which comes from the English Education department, is very minimal, so I feel that my pronunciation is not very good either. So, as a teacher, I still have a lot to learn about pronunciation and grammar from other, more qualified teachers.) (Teacher 1)

Teacher 1 stated that he majored in English Education, but according to that it does not mean that his English pronunciation level is perfect. He stated that he is still learning how to convey perfect English even now and also seeks knowledge from other teachers.

c. Lack of teaching pronunciation training

“Kita nggak berpatok ke pronunciation nya, tetapi kita justru lebih berpatok kepada bagaimana metode pembelajarannya, RPP, dan cara mengatur kelas, cara agar belajar itu lebih interaktif, lebih ke sektor pembelajarannya sih. Sedangkan di pronunciation itu jarang sekali. Seharusnya sih ada untuk perkumpulan guru Bahasa inggrisnya, cuma belum terealisasi aja.”

(We don't focus on pronunciation, but instead we focus more on learning methods, lesson plans and how to organize the class, how to make learning more interactive, more on the learning sector. Meanwhile, pronunciation is very rare. There should be an association for English teachers, but it just hasn't been realized yet.) (Teachers 2)

The English MGMP is not based on teaching pronunciation and more on teaching methods, learning planning, how to organize the class, and creating interactive learning experiences. MGMP also does not discuss pronunciation teaching methods. Teacher 2 indicated that discussions regarding pronunciation material were also part of discussions that often occurred, but had not yet been realized.

2. Learners common place

a. Students perception of the subject

Teacher 1 explained that students had negative thoughts about this subject which tended to be difficult to understand. Because Indonesian is their first language, when they learn English with different pronunciation and grammar, they become confused as to why there are such differences. This makes them feel less interested in learning English.

“Sebenarnya yang kurang adalah kesenangan mereka terhadap mata pelajaran Bahasa Inggris. Itu sama seperti halnya mata Pelajaran lain yang susah. Mereka udah depresi duluan sama mata pelajaran tersebut.”

(Actually, what is lacking is their enjoyment of the English subject just like other difficult subjects. They are already depressed with their eyes the lesson.) (Teacher 1)

b. Lack of Interest

Sadly, many students do not understand how crucial their vocabulary is in learning English and lack the desire to expand their understanding. Furthermore, another problem is the lack of student motivation to increase their understanding.

“Faktanya, anak-anak kurang motivasi untuk memperluas pengetahuan vocabulary nya. Sedangkan hal tersebut merupakan salah satu cara agar pengetahuan Bahasa Inggris mereka bertambah, saat mereka memperluas vocabulary, sekaligus mereka juga akan mengetahui cara membaca vocabulary tersebut dengan benar.”

In fact, children lack motivation to expand their vocabulary knowledge. Meanwhile, this is one way to increase their knowledge of English, when they expand their vocabulary, they will also know how to read the vocabulary correctly. (Teacher 1)

c. Lack of practice and confidence

Teacher 2 explained that another difficulty felt was the minimal practice of pronunciation in English. Apart from that, students tend to be depressed when communicating in that language. Students often feel depressed and not confident when speaking English.

“Mereka kurang sering dalam mengucapkan kata bahasa inggris, mereka juga susah berbicara Bahasa Inggris. Karena mungkin sedikit depresi dibidang sok inggris

sama temannya. Dan mereka juga kurang termotivasi sama kemampuan Bahasa Inggris mereka. Padahal kemampuan mereka baik dalam hal pengucapannya."

(They don't say English words often enough, they also have difficulty speaking English. Because maybe I'm a little depressed about being said to be too English with my friends. And they are also less motivated by their English skills. Even though their abilities are good in terms of pronunciation) (teachers 2)

Discussion

As previously explained, SMP-IT teacher Insan Kamil found it difficult to learn English pronunciation. In class, teachers teach English pronunciation using group work and games as learning methods. This is supported by Putra Thoip Nasution (2021) who states that games can help develop and improve students' understanding and are important in improving students' pronunciation. Group work can also help develop and improve students' reading comprehension skills.

A study states that the curriculum has not undergone enough development. Teacher knowledge and teacher opportunities to collaborate with other teachers in pronunciation learning are often factors that cause difficulties for teachers. In accordance with Sugiyono (2016) who stated that teachers feel inadequate due to lack of training. In addition, Sugiyono (2010) stated that proper preparation as a language teacher is important to ensure targeted teaching. However, research shows that many teachers who provide this type of instruction are unsure how to teach pronunciation.

Learning English pronunciation may be difficult for many students, and this difficulty can be caused by several factors. Common problems faced by students include recognizing English as a subject that must be studied at school, lack of interest in enriching English vocabulary, and lack of practice to increase English vocabulary. They Are Not Confident in Pronouncing Words. First, advise students towards English as a subject that is influenced by their mother tongue. Since Indonesian is their mother tongue, they become confused when they encounter English with different pronunciations and spellings, and they wonder why there are such differences. As a result, they find it difficult and lose motivation when learning English.

CONCLUSIONS

Pronunciation learning in middle schools has so far received little attention in the learning process. Through personal interviews with teachers, it is clear that teachers face many difficulties in teaching pronunciation due to various factors. One of the factors that influences pronunciation teaching is the teacher's lack of understanding about appropriate methods for teaching English pronunciation. In addition, teachers are also unable to teach pronunciation due to lack of opportunities to collaborate with other teachers who teach the same subject. The existence of subject teacher groups (MGMP) also does not maximize the use of pronunciation teaching by teachers, and this is not discussed in the MGMP. Therefore, to optimize

pronunciation skills, teachers use methods that are thought to improve students' pronunciation skills, such as: group work, games. This teaching method is applied to related materials such as the topics "Retelling Text" and "Explanatory Text".

Another important factor is students. Many factors come from the students themselves. For example: Lack of awareness of the subject matter and interest in foreign words makes it difficult to pronounce English words. His lack of interest in English also influenced his desire to expand his vocabulary. Students limited English skills result in limited vocabulary and as a result lack of confidence in pronunciation of English words. In some cases, students who lack self-confidence tend to be reluctant to practice English pronunciation for fear of embarrassment or negative reactions from their classmates.

To overcome this challenge, teachers pour out their materials and methods. Even though lesson plans may not focus extensively on teaching pronunciation, teachers still make an effort to incorporate teaching into the materials provided. It also makes use of available resources. It aims to provide an authentic learning experience and improve students' pronunciation skills.

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