

CLASSROOM MANAGEMENT STRATEGY OF TEACHING ENGLISH PRONUNCIATION TO YOUNG LEARNERS AT INTENSIVE ENGLISH COURSE BANDA ACEH

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ABSTRACT

This research aims: (1) to find out how the teachers of Intensive English Course prepares classroom management strategy of teaching and learning process of pronunciation instruction, (2) to find out how the teachers of Intensive English Course conduct classroom management in teaching and learning process of pronunciation instruction, and (3) to find out how the teachers of Intensive English Course evaluates the result on classroom management in teaching and learning process of pronunciation instruction. This study belongs to qualitative research because only describes the situation and condition of applying pronunciation instruction at the course. Since the number of subjects of this researcher is only two teachers thus it should be taken as sample and it is named data source. The instruments that are used to collect data are observation, interview, and documentation. The data gotten is analyzed by narration procedure and discussed. The result shows that in preparing classroom management strategy, the teachers prepare the program of year, syllabus, and program package. Next, in conducting classroom management strategy, the teachers apply student centered approach. Besides, the teachers use three strategies in teaching and learning process namely: group discussion, role play, and drills. Next, in evaluating the result of teaching and learning process, the teachers evaluate students by using two kinds of tests namely on going process test and final test. The tests are written tests and conducted individually.

Key Words: Classroom Management Strategy, Pronunciation, Teaching Learning Process

Introduction

In the teaching-learning process of English as a foreign language, students must master the English skills, namely speaking, listening, reading, and writing. Besides, the student must master components or aspects of languages such as vocabulary, structure, and pronunciation (Harmer, 2001). In addition Harmer (2001) states that the language components are very important to support the language skills. One of the important language component is pronunciation.

In fact, Harmer (2001) explains that the most language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill

activities and become competent in listening and reading. Yet some of these same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing.

Regarding this aspect of the language, it is important to remark that as Yates & Zielinski (2009) states that intelligible pronunciation is an essential component of communicative competence. This consideration suggests that teaching pronunciation is crucial to help the students develop the skills that are necessary to communicate in the target language.

Harmer (2005) states pronunciation teaching not only makes students aware of different sounds and sound features (and

what these mean), but can also improve their speaking immeasurably and consequently help them achieve the goal of improved comprehension and intelligibility. Therefore, Kelly (2000) believes that pronunciation work should be planned.

According to Kelly (2000), the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubts as to how to teach it. Harmer (2005) adds that it is possible that they are nervous of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only making things worse". With regard to the competence of teachers, Kelly (2000) claims that many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching.

With regard to this research, the decision to focus on primary school pupils was based on two reasons. Firstly, it is commonly accepted that age is a factor that affects the learning of pronunciation; in fact, children up to 12 years of age seem to have a higher sensitivity to phonetic detail in speech than older learners, and therefore are presumably better at imitating what they hear. Secondly, as Nixon and Tomlinson (2005) claim that it is much easier to teach and correct pronunciation at an early stage in the learner's development than it is to correct time-compounded pronunciation errors at a later one. These two points suggest that phonetic training for primary school teachers is very important; in fact, Dawes and Iavarone (2003) state that it is vital that children receive a good model of pronunciation from the very beginning of their foreign language experience".

According to Fauziati (2010:40-42), in every teaching-learning process, a teacher has an important role. Teacher as a center of

information means a teacher is the source of knowledge in a classroom. All of activities which involve the students in the classroom are handled by the teacher. Traditionally, the teacher has full authority in the classroom. The students do what the teacher says to them. According to Yates & Zielinski (2009), the following are among the kinds of roles teachers may see for themselves in the classroom monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator.

Learner's roles are regarded as the involvement of student in teaching and learning activities. According to Yates & Zielinski (2009) the roles of the learners related to approaches to learning, attitude to learning preferred learning styles and strategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to learner interaction, degree of control learners' exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning.

Teachers have responsibility in choosing materials, sometimes it makes them feel overwhelmed. Before choosing the right materials, they are supposed to consider the factors especially for the suitability of their class. Beside using the handbook as the primary instructional material, the teachers can use the cassettes, flashcards, posters, picture, dictionary or video tape cassettes to support the teaching-learning process.

Research Method

Research Design

The research method used in this study is qualitative data. According to Moleong (2017) in qualitative study, the data are usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably

anthropology, history, and political science. It involves essences of people, objects, and situations.

The Subject of the Study

Subject is the whole number of people and inhabitants occupying a specific geographical locality or it is the total number or amount of things, especially within a given area or it is a part (as in population) used for purpose of investigating and comparing properties (Sugiyono, 2010)

Further Creswell (2008) that all things becoming the research subject is named by population while sample is partly or population proxies that accurate. Next, Creswell (2008) adds that when the sample is so small, it is named data sources. Since the number of subject of this study was only two English teachers thus the teacher should be taken as sample and it is named data source. Besides, the subject of this research was all students of basic and intermediated class. The total number of the students were 20.

The Technique of Data Collection

In this case, the writer uses descriptive method to describe teaching and learning process of pronunciation in Intensive English Course. There were three instruments of method in collecting data: observation, interview, and documentation. Those methods had been taken and based on the data source above.

1. Observation

The writer has observed the teaching pronunciation process at Intensive English Course. It was passive participant observation. The researcher had come into the classroom and observed the teaching pronunciation process, then he wrote some notes of the event. The writer did not take part actively and interact with the teacher and students during the process. Observations took place on the first five minutes before the

students prayed together. Then, the teacher came into class and started teaching and learning process.

2. Interview

Interview enables the collecting data obtained in deep and complete way. The interview is flexible. The interviewer has got responses since the interviewer has explained and clarified about purposes of the research question. In this case, the writer has interviewed the teachers. The goal is to get information about the teaching pronunciation in the classroom.

The interview consisted of 10 questions in the some order and type for each of the respondents based on the teacher and students. The interview was done after classroom activities. In a subsequent interview, the writer gave a same questions for each of them either demand or content. This way was taken to collect comprehensive information and data.

Documentation

The writer had analyzed the related documents with the teaching reading skill at Intensive English Course. The aim was to complete information obtained through observation and interview. Among the observation, interview, and document analysis were collected as materials of discussion.

Technique of Data Analysis

In this case, the writer used descriptive method to describe the teaching and learning process of reading skill at the second year students of Intensive English Course by: (1) checking the objective of teaching pronunciation at Intensive English Course, (2) classifying the technique of teaching pronunciation at Intensive English Course, (3) analyzing whether the process of teaching pronunciation at Intensive English Course, (4) checking the materials of teaching

pronunciation at Intensive English Course, and (5) checking how the teachers evaluated the result of teaching pronunciation at Intensive English Course.

The sources of the data of this study were all elements of teaching learning process committed by teacher and the students and other sources such as books, student worksheet, syllabus, teaching and learning process. The data gotten in this study are analyzed by narration procedure and discussed.

Next, in analyzing the collected data, the writer used descriptive qualitative research. As using this technique, the writer collected the data, arranged the data, and presented the data. To know the teaching pronunciation at Intensive English Course, the steps done were as follows:

1. The researcher presented the detail description of the objective of teaching pronunciation at Intensive English Course.
2. The researcher presented the detail description of the technique of teaching pronunciation at Intensive English Course.
3. The researcher presented the detail description of the process of teaching pronunciation at Intensive English Course.

Research Result

Before conducting teaching and learning process of pronunciation, the teachers of the course did some steps in classroom management strategy and the steps were discussed in the next discussion.

The teachers of Intensive English Course prepares classroom management strategy of teaching and learning process of pronunciation instruction; (1) the teachers prepared the lesson, (2) wrote all of the materials of teaching pronunciation for one package, (3) counted and wrote the effective

week of teaching learning process for the package, and (4) made the syllabus of teaching English pronunciation. The syllabus included of the standard of competence, the basic of competence, the method or activity of teaching, the indicator, the evaluation and the source of materials.

The teachers of Intensive English Course conduct classroom management strategy in teaching and learning process of pronunciation instruction. The teachers do pre-activities and all teachers perform the activities of opening classes by greeting, reviewing previous materials, apperception, and motivation. Next, in main activities, the teachers apply varied approaches in presenting materials. All of them apply learner-centered language teaching or learner-centered approach in teaching pronunciation.

Teaching of language components plays an important role in developing language skills even sometimes they taught them separately when it was needed. Two items of data from the interview present a discussion on how the teachers taught pronunciation instruction.

In the case of teaching and learning, learner-centered activities were often used in the teaching process, two of respondents often present describing and drawing and information. In realization of learner-centered activities, two of the teachers always ordered the students to sit in group.

In addition, the teachers of Intensive English Course conduct evaluate the result of teaching and learning process of pronunciation. The teacher conducted an evaluation to know the success of teaching and learning process and the students' ability or achievement in mastering the subject that had been discussed. In evaluating, the teachers used to evaluate by giving a written test individually.

Discussion

The success of teaching and learning process is influenced by some factors such as classroom management strategy, teachers' preparation, facilities, method or technique used. The strategy of classroom management is very important because it affects the result of teaching and learning process. A good classroom management strategy in teaching and learning process will affect a good result.

The aim of preparing lesson plan is to get the result of teaching process maximally. Next, the materials of teaching pronunciation is prepared for one package in order that the target of teaching process can be reached effectively. Syllabus is arranged based on the students' need in learning pronunciation. The team of arranging syllabus conducts needs assessment before arranging syllabus.

Meanwhile, the effective week of teaching learning process is arranged for one package in order that teaching pronunciation is effective to reach a good result in a week. The effective week is arranged by considering the package of learning pronunciation for students' need. Thus, the effective week is one of factors that affects the success of teaching and learning process.

Classroom management strategy is one of the factors that affect the success of teaching and learning process. If the class management strategy is good and effective thus it has a good impact to the success of teaching and learning process. Thus, it also has a good impact to the students' pronunciation ability. Next, in conducting classroom management strategy, the English teacher of Intensive English Course usually did a good preparation. They usually prepare lesson plan included; a year program, syllabus, and teaching plan. Teaching plan is very important before teaching and learning process is conducted. It is a guidance for conducting teaching and learning process.

The classroom management strategy that is applied by the teachers in teaching and

learning process is by applying learner-centered approach. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It meant it is not forbidden for the teachers to garner other approaches whenever necessary as it did not dominate the classroom intern. The teachers apply learner-centered approach in order that the students are more active in teaching and learning process. When learner-centered approach is applied thus the students' creation is more seemed. It means the students are more creative meanwhile the teacher is as facilitator who controls and guides the students in learning process.

Next, in conducting classroom management strategy, the teachers group the students to be small some groups. Besides, they some use role play and drills. The teachers usually ask the students to pronounce the words distributed. The teachers used to give the students written test continually for monitoring students' progress in pronunciation instruction. The teachers requires students to communicate in English during the teaching learning process of pronunciation instruction thus the students can pronounce the vocabulary and memorize the words.

Furthermore, teaching and learning process runs well generally. The success of teaching and learning process can run well because the facilities that the teachers need support the activity. The facilities are very essential to reach a good result. If the facilities needed are adequate thus the result of teaching and learning process will be good. Therefore, the facilities also affect the success of teaching and leaning process.

Evaluation is used to measure the result of teaching and learning process In evaluating the result of teaching and learning process, the teachers conduct written tests individually. The use of the test is to know

the progress of the students' ability or achievement in pronouncing the words. Besides, it is useful to know the students' achievement in pronouncing.

Conclusions

The teachers of Intensive English Course Banda Aceh prepare classroom management strategy in teaching and learning process of pronunciation by preparing lesson plan that includes program of every package, the program of year, the effective week, and the syllabus.

The teachers of Intensive English Course Banda Aceh apply the classroom management strategy in teaching and learning process of pronunciation motivating the students to learn pronunciation instruction every time in order that they can master pronunciation well. Next, the teachers apply learner-centered approach in teaching and learning process. Besides, the teachers group the students to be small some groups. Besides, they sometime use role play and drills

The English teachers of Intensive English Course evaluated students in teaching pronunciation in two kinds of tests namely on going process test and final test. The tests are written tests and the tests are conducted individually.

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