THE USE OF STUDENT TALK TO TEACH PRONUNCIATION TO EIGHT GRADERS IN SMPN 7 SALATIGA

THESIS
Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

Dwi Ristiani
112012094

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Dwi Risianti
NIM : 112005094
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : The Use of Student Talk to Teach Pronunciation to Eight
Grades in SMP N 9 Salatiga
Email : 112005094@student.uksw.edu

Pembimbing : 1. Anne Indrayanti Timotius, M.Ed
2. Violetha Usada Palupi, M.A-ELT

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesanjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.

2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narsumber penelitian.

3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diajukan yang telah diketahui dan disetujui oleh pembimbing.

4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam riasah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidaksesuaian dalam pernyataan ini maka saya bersudi menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 14 September 2016

Dwi Bintara

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Dwi Dwiwijaya
NIM : 412012094
Fakultas : Fakultas Bahasa dan Seni
Program Studi : Penulisan Budaya, Ilmu Komunikasi
Judul tugas akhir : The Use of Students Talk to Teach Pronunciation to
                  Grade 7 Students in SMPN 7 Semarang

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas - Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi sumpah pihak karya. Pengatur, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas sudah mengetahui hasil karya mereka masih memiliki hak copyrigth atas karya tersebut.
** Harus dalam mengetahui selalu jual dan aspek. Pihak ini harus dikeluarkan dengan perjelasan dalam urutan dari pembimbing TA dan asisten dalam pemberitahuan (dalam Kopie).

Demikian pernyataan ini saya but dengan sebenarnya.

Salatiga, 14 September 2023.

Mengetahui,

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]
THE USE OF STUDENT TALK TO TEACH PRONUNCIATION TO
EIGHT GRADERS IN SMPN 7 SALATIGA

THESIS
Submitted in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan

Dwi Ristiani

112012094

Approved by:

Anng Andrawanti Timotius, M. Ed
Supervisor

Victoria Usadva Paluni, M.A. ELT
Examiner
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfilment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright@ 2016. Dwi Ristiani and Anne Indrayanti Timotius, M. Ed.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Dwi Ristiani.
PUBLICATION AGREEMENT DECLARATION

As a member of the (SWCU) Satya Wacana Christian University academic community, I verify that:

Name: Dwi Ristiani
Student ID Number: 12012094
Study Program: English Language Education Program
Faculty: Faculty Language and Literature
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty-free right for my intellectual property and the contents therein entitled:

The Use of Student Talk to Teach Pronunciation to Eight Graders in SMPN 7 Salatiga along with any pertinent equipment.

With this non-exclusive royalty-free right, SWCU maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barrier or sell my intellectual property, in whole or part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: July 28th 2016
Verified by signee,

Approved by

Thesis Supervisor

Anne Intrayanti Timotius, M.Ed.

Thesis Examiner

Victoria Usadya Pelupi, M.A. ELT.
# TABLE OF CONTENTS

 COVER PAGE ........................................................................................................... i
 APPROVAL PAGE ................................................................................................. ii
 COPYRIGHT STATEMENT ....................................................................................... iii
 PUBLICATION AGREEMENT DECLARATION ....................................................... iv
 TABLE OF CONTENTS ............................................................................................ v
 ABSTRACT ................................................................................................................ 1
 INTRODUCTION ...................................................................................................... 1
 LITERATURE REVIEW ............................................................................................. 3
    Pronunciation ........................................................................................................ 3
    Three levels of English pronunciation ................................................................. 3
    The reasons why pronunciation is important ....................................................... 3
    Difficult areas of pronunciation ......................................................................... 4
    Several ways to teach pronunciation ................................................................... 5
    Advantages of the use ‘student talk’ ....................................................................... 6
    Relevant Studies Related to the Topic .................................................................... 7
 THE STUDY ............................................................................................................... 8
    Context of the Study ............................................................................................. 8
    Participant of the study ........................................................................................ 9
    Data Collection Instruments ............................................................................... 9
    Data Collection Procedure .................................................................................. 10
    Data Analysis Procedure .................................................................................... 10
FINDINGS AND DISCUSSION..................................................................................................10

A. Teachers’ understanding of Student Talk.................................................................11

B. Similarities Application of Student Talk in Class.....................................................12
   B1. Student Talk Placement in Class.................................................................12
   B2. Steps in Applying Student Talk in Class.........................................................13

C. Differences Application of Student Talk in Class................................................14

D. Teachers’ Perception on the Use Student Talk in Class.........................................15
   D1. Advantages of the Use Student Talk in Class..................................................16
   D2. Limitations of the Use Student Talk in Class..................................................17
   D3. Belief on the Way Correction is Given...........................................................18
   D4. Students’ Responses toward Teachers’ Correction in Student Talk.............19

CONCLUSION.....................................................................................................................20

REFERENCES.................................................................................................................23

ACKNOWLEDGEMENTS..............................................................................................25

APPENDIX......................................................................................................................26
THE USE OF STUDENT TALK TO TEACH PRONUNCIATION TO EIGHT GRADERS IN SMPN 7 SALATIGA

Dwi Ristiani
112012094

ABSTRACT

Pronunciation is very important to have good communication in English. Some problems may happen if people communicate using wrong pronunciation. For example, miscommunication can have the consequences of information not being transferred to other people. As teachers, we might find difficulties in teaching pronunciation because we have to deal with students’ native language which might influence the students’ English pronunciation (Zhang & Yin, 2009). Moreover, insufficient students’ knowledge of English also becomes one of the problems in learning English pronunciation (Zhang & Yin, 2009). The objective of this study was to understand teacher’s perception toward the use of student talk to teach pronunciation to eight graders students in SMPN 7 Salatiga. Student talk is one of activities that is used to teach pronunciation (Griffith, 2004). Moreover, this study used interview and observation to obtain the data and also used qualitative research to analyze the result. The findings were grouped into several themes. First, was the concept of student talk as an activity which gave a chance for students to practice their pronunciation in pairs or in groups. The second theme related to the differences and similarities of its application in class. Third, were the perceived advantages of student talk in helping students improve their skill in pronunciation through practicing and correction. Student talk is limited since it cannot reach all types of students. The last theme was related to the teachers’ belief on the way correction was given and how the students responded to the teachers’ correction.

Keyword: Pronunciation, student talk, correction, and practices.

INTRODUCTION

Millions students of foreign language want to have good pronunciation in English (Zhang & Yin, 2009). Since by having good pronunciation they can easily be understood by people who communicate with them using English (O’ Connor, 1998). Here, a good pronunciation teaching
becomes crucial to make the students to able pronouncing words and sentences correctly (O’Connor, 1998). Therefore, teaching pronunciation becomes a challenging area for teachers in many schools around the world (Zhang & Yin, 2009).

Zhang & Yin (2009) stated that teaching pronunciation was challenging because teachers have to deal with students’ native language which might interfere students in learning English pronunciation. In addition, Zhang & Yin (2009) also stated that insufficient students’ knowledge of English is also contributing as a factor that makes pronunciation difficult to teach.

Furthermore, in my experience, I found the reason why the students could not have good pronunciation. As the students, we did not have the chance to practice the words. Teachers talk dominantly in the English classes, and students were just quiet and last they only tried to do their assignments without having an opportunity to pronounce the words. Although, there were might be still many reasons behind why many students have difficulties pronouncing English words, the explanation above probably becomes one of the reasons why students have problems with pronunciation.

Actually, this issue already occurred in English education field. Griffiths (2004) stated that she found that teachers were not able to tackle students’ pronunciation in class. Students’ pronunciation tends to be neglected by the teachers in the classroom settings. Nevertheless, actually as stated by Griffiths (2004) “students’ pronunciation needs constant attention for it to have direct effect to students” (p.1). Hence, the teachers have to integrate pronunciation into daily classroom procedures (Griffiths, 2004). For addressing this issue Griffiths (2004) proposed a technique to teach pronunciation which is called ‘student talk’.
Student talk is an activity where students are provided opportunities to talk with their friends using academic words based on the context, with the teacher monitoring and supporting as needed (Griffiths, 2004; Rothenberg, Frey, & Fisher, 2008). She believed that by using this activity, students can be involved in the assignments and students can realize that actually they have their own role toward the assignments. Also, Griffiths (2004) added that once students get used to the exercise in the student talk, pronunciation work can be more efficient.

Another important fact why pronunciation has to be a concern because the students they will just fail in pronouncing words correctly if they do not have any chance to talk with others in the class (Bakthin, 1981). It is painful to know that they always hear a lot of words repeatedly by the teachers, but they are not able to pronounce them in the right ways. I think it is crucial to overcome the problem by providing a technique or activity which can facilitate students in learning how to pronounce word correctly. In SMP 7 Salatiga, the teachers use student talk as an activity to teach pronunciation to the students especially for their eighth grader. Therefore, this study aims to understand teacher’s perception toward the use of student talk to teach pronunciation to eight graders students in SMPN 7 Salatiga. Thus, the research question that will be used to address the aim of this study is what are teachers’ perception toward the use of student talk to teach pronunciation to eight graders students in SMPN 7 Salatiga?

Overall, this study is hoped to make us see how student talk works when it is used as the technique to teach pronunciation. Hopefully, it also can give an idea for teachers in teaching pronunciation for Junior High School students in order to increase the students' accuracy in pronouncing words that they have learned.
LITERATURE REVIEW

A. Pronunciation

According to Jones (2007), pronunciation refers to people’s accuracy in pronouncing words. Furthermore, Cambridge Dictionaries stated that pronunciation means how people say the words. In other words, pronunciation refers to the way people utter words and the words’ accuracy is the main part that people pay attention to.

B. Three levels of English pronunciation

Szynalski (2014) stated that there are three levels of someone’s pronunciation. The first level is a person mostly uses the wrong sounds in English words. Therefore people often do not understand what the person wants to say. Furthermore, in the second level when the person are communicating with others, the people will understand what the person delivers through words or sentences, but the people have to give significant effort to understand his/her speaking. Last, a person has clear and understandable pronunciation. Its benefit is that people easily understand what the person is talking about.

C. The reasons why pronunciation is important

Pronunciation will become the first thing that people notice when a person speaks using English (Szynalski, 2014). He added people will say that if someone does not have good pronunciation, they will consider the person to have bad English. If the person does not have good pronunciation, good grammar also vocabulary knowledge will not help the person to communicate. As a result, people simply do not understand what the person wants to say
(Szymalski, 2014). That is the reason why good English pronunciation is needed in oral communication.

**D. Difficult areas of pronunciation**

Sharpling (2012) stated that there are five main areas of difficulty in English pronunciation. They are pronunciation of individual sounds, word stress, sentence stress, rhythm, and intonation. Firstly, in pronouncing individual sounds there might be confusion between minimal pairs so if we do not say the sounds correctly the meaning will be questioned. For example, maybe there will be confusion between minimal pairs bed/bad and ship/sheep if we are not pronouncing the words appropriately, and it will influence the meaning.

Furthermore, word stress also becomes a difficult area of pronunciation because words ‘shift’ their stress and this can make the meaning of the word ambiguous. Sentence stress also becomes a challenging area because here, emphasizing different words suggests different information. For example the sentence, “I don’t think she should follow her parents.” can be changed based on how it is stressed. If the stress is placed on “I” the meaning is somebody else thinks she should follow her parents. It will be different if the stress is on the word “don’t.” The meaning will become it is not true that I think she should follow her parents (Amir, 2015). Thus, we have to be careful in this area.

Last, rhythm is not less important than the others. This is because it is used to maintain the flow of the language. Problems related to this area are not so likely to affect comprehension. Getting the rhythm right helps people to understand what you are saying.
Getting the right intonation can guide the people who listen to us convey our intention. Such as higher intonation for questions, tentative and wide pitch variation show greater enthusiasm.

E. Several ways to teach pronunciation to the students

There are several ways to teach pronunciation to the students. First of all, teachers can use pronunciation books and cassettes, and internet websites to help the students become more aware about their pronunciation. Teachers can also provide a good model of English to teach pronunciation to the students if it is possible. Therefore, the students can have good models of speech and improve their pronunciation (Sharpling, 2012).

Griffiths (2004) also proposed a technique to teach pronunciation and it is called ‘student talk’. Student talk is where students are provided opportunities to talk with their friends using academic words based on the context, with the teacher monitoring and supporting as needed (Griffiths, 2004; Rothenberg, Frey, & Fisher, 2008).

Griffith (2004) explained clearly about procedures how to use student talk at class. To begin with, divide students into a group or pair then give the students talking activity based on their level. The teacher’s roles are listening to and focusing on the pronunciation areas they want. The areas to focus on can be referred to word stress, sentence stress, or intonation. After that, the teachers can correct and provide feedback on the area of pronunciation that leads to miscommunication. Last, teachers have to make sure that student get accustomed to the activity.

F. The advantages of the use ‘student talk’

There are many advantages that students can get from using student talk to learn pronunciation. The advantages are students can be involved in the assignments and students can
realize that they have role in improving their pronunciation. Students will know what area of pronunciation that they have a problem with through teachers’ feedback. Also, they have a chance to learn from their friends’ mistake (Griffith, 2004).

Also by using student talk teacher can provide a chance for students to talk in class. Therefore we can increase the balance of the student talk (Rothenberg, et al 2008). It is very crucial to provide an opportunity for students to speak. Bakthin (1981) stated that if the students do not have a chance to talk with others in class, they will tend to fail in pronouncing words correctly.

**G. Relevant studies related to the topic**

Considering, students’ difficulties in learning pronunciation, Griffiths (2004) and Rothenberg, Frey, and Fisher (2008) have done some studies related to pronunciation. Griffiths (2004) tried to find an appropriate activity that could help students to master pronunciation. Before she proposed the activity, she did an observation at a school where the teachers were not able to tackle students’ pronunciation at class. Then, to overcome the problem she tried to use an activity that called as student talk to teach pronunciation. After using student talk as the activity to teach pronunciation, she discovered that students have better pronunciation because they get involved and pronunciation work became more efficient.

Rothenberg, et al. (2008) researched the instructional strategies which are available for integrating purposeful student talk. His study aimed to explore the strategies in which talk can be integrated. In addition, the findings of this study were strategies that can support the use of student talk in class. The strategies were: combined student talk activity with teacher modelling, gave independent tasks, and guided instructions. Last of all, do not forget to give collaborative
tasks. They believed that by using these strategies the purpose of their study can be achieved. They also found that using student talk was very beneficial for students.

The similarity between these two researchers above is they discussed the same topic that is ‘student talk’. Moreover, the two studies have their own purpose by discussing student talk. In the first research, Griffith (2004) more focused on the steps to do student talk in class and the result after the researcher used student talk for a period of time. On the other hand, the second research discussed tasks that might be combined with student talk in order to achieve a high skill in pronunciation. However, my research focused on teachers’ perceptions on the use of student talk especially in SMP N7 Salatiga.

THE STUDY

This research used qualitative research as its methodology because in this case, the phenomenon of using student talk to teach pronunciation is being investigated. The type of the research was chosen since qualitative research is a research that is used to understand a phenomenon or individuals (Bryman, 2001; McKay, 2006, as cited in Zacharias, 2013).

Context of the Study

This study chose SMPN 7 Salatiga which is located at Setiaki street no. 15 Salatiga as the context of the study. There were several reasons why this place had been decided as the setting of this study. First of all, SMPN7 Salatiga is one of the schools in Salatiga that uses student talk to teach pronunciation for their students especially for eighth graders. Second, the place can easily be reached by public transportation. Then, I was a student-teacher of SMPN 7 Salatiga, therefore, it was easier to ask for the principal’s permission to collect research data because there is already a connection/relation between the researcher and the school.
Participant of this Study

I chose participants by applying criterion sampling. Perry (2011) stated that criterion sampling is a sampling that chooses the participants based on criteria. The three English teachers who graduated from Satya Wacana and Sanata Dharma university taught pronunciation using student talk activity. They were Mrs. Ratih, Mr. Riki and Mr. Riko. It was not their real name since the researcher used pseudonym for the sake of participants’ identity. Moreover, the eighth graders students also be the participants although they were not involved directly because they were my observation object. Eighth graders became the object of this study because pronunciation is one of the main focuses of their English subject.

Data Collection Instruments

I chose interview as my instrument because I believe through interview I could obtain more data in the form of participants’ words. Since the data of a qualitative study usually is in a form of participants’ words and stories (Bryman, 2001; McKay, 2006 as cited in Zacharias, 2013) The interview was conducted using language that the participants chose which were either Indonesian or English. This way was decided to make the participants more relaxed in answering the question and explaining the issue about student talk and pronunciation. The participants’ answers were also recorded. I also took notes during the interview. In addition, there were ten questions related to student talk activity that were used to obtain the data and every interview took around 20-30 minutes to finish.

I did nine observations to see when and how the teacher used ‘student talk’ to teach pronunciation in his/her class. Therefore, field notes were also used to collect the data. The notes which have been written were related to the use of student talk to teach pronunciation that might
not be revealed from the interview section. One instance was the student’s responses when their teachers corrected their mistakes during student talk activity.

**Data collection procedures**

There were some procedures that I followed in order to get the permission to do the interview and the observations. First of all, I asked the faculty to make a request letter to get permission from SMPN7 Salatiga to conduct some observations and interview in the school. After that, I made an appointment with the SMP N7 Salatiga’s principal to get the permission to collect my research data through interview and observations. The request was accepted and I contacted the participants and started the data collection.

**Data Analysis Procedures**

I transcribed my interview data first and analysed it by grouping the data into similar themes that were related to my data. Then, I described every theme and important notes that I had written in the form of good sentences and searched for the related theories.

**FINDINGS AND DISCUSSION**

In this part several explanations were used to address the research question related to the use of student talk to teach pronunciation. All teachers were interviewed and observed three times when they were teaching pronunciation using student talk activity.

**A. Teachers’ Understanding of Student Talk**

This part shows teachers’ perception about student talk activity that they use in their school. Two teachers Mr. Riki and Mr. Riko stated that student talk activity was seen as an
activity where the students could talk to each other to practice English. It could be in pairs or in
groups to express new language that is English.

These were the teachers’ answers toward the question related to teachers’ understanding of student talk.

For me, student talk is a chance for students to talk. It could be done in pairs or in groups
to express language that they have learnt or expressions that were given by the teachers…(Riki, 2016, my translation).

It was confirmed in the observation that, the teacher asked the students to work with a friend who sat next to them or the teacher asked the students to count to make the group.

…Student Talk is an activity where students can speak freely without any pressure using English to talk with others or at least with their pair (Riko, 2016, my translation).

Mrs. Ratih added that related to its context to teach pronunciation, student talk was an activity in which students have to practice words or sentences with correct pronunciation. As she mentioned in the interview she stated that:

Student talk is students’ activity where students can practice using English with the right pronunciation to pronounce words or sentences (Ratih, 2016, my translation).

The interview and the observation data revealed that the teachers defined student talk as the pair or group activity in where students were given a chance to practice speaking in English with correct pronunciation. This was in line with the idea of student talk proposed by Griffith (2004). She stated that student talk needs interaction therefore it has to be done in a group or minimal with their pair. Since, it is a speaking activity it means that it can help students with their English pronunciation. Furthermore, it works not only to develop student’s spoken fluency but also students’ accuracy toward word or sentences through the correction of students’ mistakes as proposed by Griffith (2004). In addition, Griffith (2004) stated that student talk is a
freer speaking activity that can be done in a group or in a pair and it can be used to correct students’ mistakes in pronouncing words or sentences in English.

B. The Similarities in the Application of Student Talk in Class

This section presents some similarities of student talk as explained by the teachers through interview and supported by the observation data. There were two similarities that will be explained in this section. Moreover, the data showed that the application of student talk in this study was quite similar to Griffith (2004).

B.1 Student Talk Placement in Class

The first similarity was related to student talk placement during English lesson. Based on the interview, most teachers said that it was better not to place student talk in the beginning of a lesson. I asked the participants this question, ‘How do you implement or place student talk in your lesson especially for teaching pronunciation?’ and these were their responses:

In relation with pronunciation, since SMP N 7 applies curriculum 2013, then I place student talk on the second or third part of the lesson which are asking and associating part (Riki, 2016, my translation).

... its application at class, students will read together with my examples, then they will repeat and I will ask them to practice in pair. Furthermore, they will practice with their friends after that I will go around to check. If there is enough time I will let them perform (what they have practiced with their friends) in front of the class” (Ratih, 2016, my translation).

... I am teaching about this subject (pronunciation) in order to make student more able with this area. Because of the students are from village with insufficient knowledge of English so that I put student talk in the middle of the learning. First, I will explain things related to the lesson. It can also be put at the end of the lesson. These are my way to do student talk itself (Riko, 2016, my translation)

Observation data also showed that the teachers never put student talk in the early part of English lesson especially to teach pronunciation. From the observation, it could be seen that
every teacher gave examples, instruction, and explained the lessons before they asked their students to talk.

In teaching pronunciation, teachers started the lesson with some modelling in how to pronounce words or sentences. In addition, they tried to make sure that students knew what they had to do in student talk activity. Therefore, student talk activity would not be provided by the teachers at the beginning part of the English lesson.

If the students just were given time to talk without any examples/models in how they have to pronounce the English words or sentences, the development of students’ pronunciation would not happen. Moreover, Rothenberg, Frey, & Fisher (2008) stated that purposeful student talk should be started with teacher’s modelling to activate students’ prior knowledge. This theory may be able to support the finding why student talk application was not directly asking the students to talk with others in the beginning of the English lesson.

B.2 The Steps in Applying Student Talk in Class

The second similarity was in how the teachers decided the steps of student talk activity to teach pronunciation. From the nine observations, all the teachers applied the student talk by giving a task where pronunciation could be addressed through a speaking activity. Students were given time for asking and giving information related to topic within the instruments that the teacher gave. The instrument can be in a form of sentences that students must practice in the conversation.

Then, teacher monitored every group and paid attention on the students’ pronunciation mistakes and gave them feedback. The feedback could be given directly or at the end of the
lesson. It would be based on teacher’s pedagogic judgement. Last, students were given more time to practice and they would be assessed by the teacher.

Those steps above might be similar to how Griffiths (2004) implemented student talk activity for her students. In her findings, she stated that the first step was giving an example then she would listen and took notes while the students were practicing pronounce the words or sentences. Last, she gave feedback in the form of correction to correct students’ mistakes.

C. The Differences in the Application of Student Talk Activity in Class.

This following analysis shows different ways in doing assessment when students talk was used as the activity. Observation data revealed that every teacher had their own way to do the assessment to the students. Two teachers who are Mr. Riko and Mr. Riki mostly did the assessment in a group without requiring the students to talk in front of the class. In the observation, it was clear that the teacher did the assessment to measure students’ ability to pronounce words or sentences in English.

In the assessment, the teacher would pay attention in pronunciation area that could be addressed to word or sentences that had been pronounced by the students. Then the teachers wrote students’ name in a paper and gave a check mark when students were able to pronounce the words or sentences. These were the steps in doing assessment in groups and the students just stayed in their seats.

Moreover, Mrs. Ratih had her own way to do the assessment. From the observation to assess students’ pronunciation, she required the students to talk in front their friends and asked other students to keep silent and listen to what their friends were saying.
D. Teachers’ Perception on the use Student Talk to Teach Pronunciation in Class

This part explains about teacher perceptions toward the use student talk to teach pronunciation in class. The findings cover several things that were related to the advantages, limitation, and belief on how the correction was given during student talk activity.

D.1. The Advantages of the use of Student Talk to teach pronunciation in class.

This part shows the advantages of using student talk to teach pronunciation in class based on both the interview and the observation data. Two advantages could be seen through the data. The advantages here were things that could help students to improve their pronunciation skill.

The first advantage was shown from the interview section with Mrs Ratih. In the interview data, it was revealed that students’ pronunciation improved as they had to do a lot of practicing, as mentioned by one of the participants.

When students get used to with this activity, with repeated emphasizes toward pronunciation area (consonant, vowel sounds, intonation and etc.) it automatically will make students’ pronunciation be better. When the students pronounce words or sentences they can easily be understood. (Ratih, 2016, my translation)

Moreover, from the nine observations, it could be confirmed that the first thing which obviously helps students’ pronunciation through student talk activity was the activity of practice. This is where students have to pronounce the target words or sentences. In the observations, it could be seen that teacher just took little time to explain or give examples, and the rest of the time was used to practice pronouncing words or sentences.

Griffith (2004) stated that having good pronunciation needs constant attention that could be formed from practices. With better pronunciation, it will be easier for the students’ to communicate with others using English and will reduce miscommunication. Therefore, since
student talk provides more time to practice, the practices is in itself its advantages. Moreover, Gilakjani (2012) also stated that learners will be successfully in pronunciation if they participate in every practice. In addition, Griffiths (2004) said that if the students can get familiar with the activity and the practices or exercises, student talk can be an effective way to teach pronunciation.

Second, there were also peer correction and teacher correction when a student made mistakes during student talk activity. From the interview data, it could be seen that student talk might be helpful to help students with their pronunciation because of the feedback that the pair or the teacher gave.

When students speak, when students practice to communicate, it is clear there will be sound. From there we can hear students’ pronunciation. When, we go around as the facilitator, we can find students who speak using correct sentence or not. Later, if there are students who made mistakes especially the pronunciation before the students are given test, we can make them aware of their pronunciation by repeating their mistakes and tell the correct pronunciation of the words by saying, “students, the right pronunciation for this sentence or word is...” (Riki, 2016, my translation)

In here, based on the interview student talk gave the opportunity for teachers as the facilitator to correct or give feedback when their students made mistakes when they were pronouncing words or sentences. Moreover, the observation showed that because student talk activity was not an individual activity, every student had their chance to help with their friends’ pronunciation.

This finding was similar to Griffith’s (2004). Griffiths (2004) stated that student talk activity works on students’ accuracy in pronouncing words and sentences through feedback that the teacher gives. Student talk provides more chance for students to practice talking during student talk activity time. In addition, Ganji (2009) stated that peer correction was very effective in improving writing and speaking accuracy performance that might be related to pronunciation.
D.2 The Limitations of the use of Student Talk to Teach Pronunciation in Class.

This section covers teachers’ perception about the drawbacks or limitations of student talk. There were three limitations of student talk when it was used to teach pronunciation. The first limitation of the student talk in general was it took a long time to finish. It could be seen from the interview with Mrs. Ratih regarding the drawback of student talk activity.

..., it takes much time to finish the lesson. If we use student talk in every English lesson the materials in the syllabus would not be covered all. (Ratih, 2016, my translation).

It was clear that in student talk activity teachers gave more time to practice for students to develop students’ pronunciation but on the other hand it would take a long time to finish because every student had an equal chance to talk. To provide the chance, it meant that teachers should give every student the same opportunity to talk and it took most time of the lesson time as confirmed in the observation.

Second, several students were not willing to speak during student talk activity. The interview data below can show why some students do not want to talk with others.

In my opinion, not all students are extroverts some of them are introverts. Introvert students do not like expressing their feelings and are very shy to speak...” (Riki, 2016, my translation). He also added that introvert students can fail pronouncing words or sentences because they do not want to practice.

The reason above is possibly related to Gregoire (2015), “Introverts are notoriously small talk-phobic” (p.3). Since student talk is a speaking activity that requires students to talk (Griffiths, 2004), that this activity will not be effective to reach introvert students. As a consequence, student’s pronunciation cannot be developed because they were not willing to speak and practicing the target words or sentences.
Last, in student talk activity sometimes students mock each other because they thought that it was funny when their friend mispronounced the words or sentences. In Mr. Riko’s answer in the interview it was clear why students were mocking each other during student talk activity.

Every student has their ability to pronounce words, sometime there is a student who has to repeat many times just want to say /pɪktʃər/ and because of that the student is mocked by other students” (Riko, 20016, my translation).

It also supported in the observation in Mr. Riki’s class, some of the students prefer to be silent when they were mocked by others because they mispronounced a word. Student talk has its limitation because it could not control students’ behaviour not to mock each other when a student could not pronounce words and sentences properly. As a consequence, some students could not get the advantage of student talk since they preferred to be silent rather than practice speaking to develop their pronunciation skill.

D.3. The Teachers’ Beliefs on the Way Corrections is Given

This section provides findings which are related to teachers’ belief in how they gave correction as its part of student talk activity. The big theme that discussed here was the way correction was given whether direct or indirect correction.

... we correct students mistakes directly; its purpose is to make student repeat my correction…(Riko, 2016, my translation)

It was also supported by observation data which showed how correction was given in order to develop student’s accuracy in pronouncing words or sentences. A direct correction was the most common way that teachers used to correct student mistakes. In all observations, three teachers applied a direct correction to student’s error when they mispronounced words or sentence. Here, the purpose of giving the direct correction was to make students avoid the same mistakes during the assessment session. It could be seen from the steps of student talk itself.
After, the teachers monitored and found the students mistake; the teacher corrected the mistake which resulted in a more accurate pronunciation when students’ pronunciation were assessed. Direct correction was mostly used in the student talk application at class because through direct correction students could directly know their mistakes and they could repeat the way how the teacher pronounced the words or sentences.

This is a theory why direct correction can be used to correct students’ mistakes during student talk activity. Sultana (2009) asserted that direct correction feedback plays as an important role to develop the accuracy of students’ speech which possibly includes pronunciation accuracy.

D.4. The Students’ Responses toward the Teachers’ Correction in the Student Talk Activity

Every student in class had their own reaction toward teachers’ correction during student talk activity. From the interview the teachers reported that there were two responses that students showed toward teachers’ correction. The two responses were divided in two categories whether they accept or did not accept the correction. It could be identified from the signs that students gave toward the correction.

... introvert students do not like to express their feelings and are very shy to speak when he or she is corrected... (Riki, 2016, my translation).

They accept my correction because they repeat my word immediately (Ratih, 2016, my translation).

Alhamdulilah, they accept my correction because in the beginning I explained that we learn together. In this school there is no difference between the one who is not smart or the smartest students. I think it will motivate students to learn more and practice my correction (Riko, 2016, my translation)

Three teachers had their own belief in identifying whether their students accepted their correction or not. Mr. Riki believed that introvert students would not accept his correction since they were not willing to repeat the correction. However, Mr Riko added that students repeated
his correction because the students were motivated by him in the beginning of the lesson. In addition, Mrs. Ratih added that her students accepted her correction since they repeated her correction immediately.

Furthermore, from the observation could be seen that most of students accepted the teachers’ feedback and some of them seemed to not want to use their teacher’s correction. From the observation, there were some signs when students accepted the teacher’s correction. First, when students were corrected by the teacher they smiled and laughed realizing that they mispronounced words or sentences. Then, they tried to repeat or imitate the teacher’s correction. Whereas, the students who seemed not to hear teacher’s correction tended to be silent when the teachers corrected them. As a result, they could not provide right pronunciation when they were asked to pronounce words or sentences.

Student talk activity, especially during its feedback, has a different reaction from the students who do the activity as their pronunciation activity. Overall, based on teachers’ perception student talk has its advantages in helping students pronunciation, limitations to be solved, and different reactions from students especially during teachers’ correction.

**CONCLUSION**

This study attempted to answer the research question: what are the teacher’s perceptions toward the use of student talk to teach pronunciation to eight graders students in SMPN 7 Salatiga? Interviews with three teachers and nine observations were done to see how the teachers used student talk activity to teach pronunciation in SMP 7 Salatiga. The perceptions were
directed to what is meant by student talk, its application, advantages, limitations, belief on the way correction was given, and last about the students’ responses toward the correction.

The first finding revealed that the teachers defined student talk as an activity in which students have their chance to talk using right pronunciation. Furthermore, it had to be done in pairs or groups since it needed interaction.

Second, the findings were related to student talk application in class. The data was grouped in two themes. They were the similarities and the differences of its application among the teachers in SMP 7 Salatiga. One of the similarities was where to place student talk in a lesson. The similarity which immersed was to not place it in the early part of the English lesson and the steps in doing student talk were quite similar from one teacher to another. Besides the similarities, there was a difference that appeared when teachers used student talk. The difference was every teacher had their own way to assess students’ pronunciation.

Third, student talk had several benefits for students since it provided more time to practice and there was time for peer and teacher correction. The two things were considered helpful to develop students’ pronunciation. Besides the advantages, student talk also had some limitations. The limitations were that it took a longer time to finish and it could not control the students from mocking each other when someone made mistakes. Last, it seemed that it would not be appropriate for students who are introverts.

The fourth finding showed that three teachers agreed that the correction must be given directly. The reason was to make students aware of their mistakes and apply the teachers’ correction as soon as possible. Last, the reactions or the responses toward the correction were divided into two categories. The first category belonged to students who accepted the teachers’
correction by repeating what the teacher pronounced. The second category was students who seemed not to accept the teachers’ correction since they kept silent and did not want to apply teacher’s correction.

Due to a limited number of participants, this study cannot be generalized to every context of schools. Hence, future studies might be needed to enrich the field on the teaching pronunciation. Adding the number of participants can be very useful for the future studies. Moreover, how to deal with introvert students in student talk activity might be the future research that can be done to complement this study. Therefore, it is hoped that the result of this study can help us see how teachers used student talk in teaching pronunciation and also can give an idea for teachers in teaching pronunciation.
REFERENCES


ACKNOWLEDGEMENTS

This study cannot be completed without many supports and helps. First I would like to thank you to Jesus who always gives me strength to pass every step in doing this study. I would like to express my sincere gratitude to my supervisor, Anne Indrayanti Timotius, M.Ed, for her patience and love in guiding me to finish this study and also my examiner, Victoria Usadya Palupi, M.A. ELT, for her guidance for this thesis. I would like to say thank you for teachers SMP N 7 Salatiga for the valuable time and the opportunity to work together.

I would like to say many thank to my family, my friends (Elis, Ega, Maureen, and Melly), and my boyfriend (Agus Sulistiono) who encouraged me in doing this thesis. Indeed, I would like to express my appreciation gratitude for my ‘batch’ (Twelvers), all lectures, and staffs in Faculty of Language and Literature, Satya Wacana Christian University for all opportunity to learn and get knowledge in the best university in Salatiga.
APPENDIX A

Interview Question

1. What is your understanding about student talk?
2. How do you put student talk in your lesson especially to teach pronunciation?
3. What are advantages of the use student talk especially to teach pronunciation to students?
4. What are disadvantages of the use student talk especially to teach pronunciation to students?
5. How do you give the feedback/ correction to students’ pronunciation during student talk time?
6. What are students’ responses toward your correction?
7. How do you know that students accept your correction?
8. How do you know that students do not accept your correction?
9. Is there any students’ progress after you apply student talk in class especially for teaching pronunciation? If yes, how can you see the progress? (short term progress)
10. Is there any students’ progress after you apply student talk in class especially for teaching pronunciation? If yes, how can you see the progress? (long term progress)
APPENDIX B

Interview Excerps

*The interview excerpts have been translated by the researcher

INTERVIEW 1

RESEARCHER : Good morning Mr Riki, thank you for your time that I can re-interview you. After I observed about the use of student talk in SMP 7, I would like to ask question related to your English lesson which uses student talk especially to teach pronunciation. The first question is based on your perception, what is student talk?

Teacher 1 : For me, student talk is a chance for students (I have to answer in Indonesian, right?) So, student talk is a chance for students to talk. It could be done in pairs or in groups to express language that they have learnt or expressions that are given by the teachers. Sentences in the conversation in student talk activity can be in a form of statement that is given by the teachers. For example, present tense “there is a book can be changed with different statement like “there is a car”. It may help students to develop their English knowledge also rich their vocabularies. Moreover, we hope through student talk students have clear pronunciation in order to avoid miscommunication when students held a conversation using English. It is also being crucial because if students do not have good pronunciation it may lead students to miscommunication so that the information can not be transferred from one student to another.

RESEARCHER : So, student talk can give influence to students’ pronunciation? Is it right?

Teacher 1 : I think so.

RESEARCHER : Then, after I observed your lesson I saw that you applied student talk activity. May I get deeper information on how you apply or place student talk in your English lesson especially to teach pronunciation?

Teacher 1 : In relation with pronunciation, since SMP N 7 applies curriculum 2013, then I place student talk on the second or third part of the lesson which are asking and
associating part. Therefore, if students are asking something to their teachers or friends. Actually in this activity students are more asked to interact with their friends since their teachers just to be the facilitator if there is no student who can give the right answer. If, students can ask a question it means that students have become accustomed to ask using English. In here, students’ pronunciation can be observed and as the teacher we have to try to correct students’ mistake. In addition, in associating the process is similar students will make sentences and they are asked to talk with others or have conversation with their pair who sit next to them.

RESEARCHER : So, student talk will not be placed in the beginning right? I see that you will give explanation before you apply student talk activity.

Teacher 1 : Right.

RESEARCHER : Based on your opinion, I see that students are given a chance to talk in a group or pair. In your perception, what are the advantages that the students can get from the use of student talk to teach pronunciation?

Teacher 1 : When students speak, when students practice to communicate it is clear there will be sound. From there we can hear students’ pronunciation. When, we go around as the facilitator, we can find students who speak using correct sentence or not. Later, if there are students who made mistakes especially the pronunciation before the students are given test, we can make them aware of their pronunciation by repeating their mistakes and tell the correct pronunciation of the words by saying, “students, the right pronunciation for this sentence or word is… For example for “perut” we pronounce it /ˈstʌmək/ and /ˈtɑːɡə/. We give kind of correction, but remember every group has their materials to be practiced therefore we need to write students’ mistake. Don’t be too directly to correct student’s mistake, the correction can be pronounced together in order not to make the student who did mistakes becomes embarrassed.

RESEARCHER : So, since students are given many opportunities to practice and there is pair correction and facilitator who can correct students’ mistakes; student talk can help students to have more accurate pronunciation in pronouncing words and sentences, is it right?

Teacher : Yes, absolutely.
RESEARCHER : Then, what are the limitations of the use of student talk to teach pronunciation?

Teacher 1 : In my opinion, not all students are extroverts but some of them are introverts. Introvert students do not like expressing their feelings and are very shy to speak when he or she is corrected by the teacher using ‘mas kamu salah’, ‘mbak kamu salah’ it would be the problem when student talk is going. Hence, those kinds of students have to be handled first by asking all students to pronounce words or sentences that the students did not pronounce correctly (pronunciation). It might be possible if the introvert students just keep silent so that we have to approach them more and more to encourage them to develop their pronunciation.

RESEARCHER : In other words, student talk could not help the introvert students and their pronunciation can not be developed? Is it right?

Teacher 1 : It seems like that because they do not want to practice during student talk activity.

RESEARCHER : As you said before, you gave correction to students. How do you give your correction, is it direct or indirect correction?”

Teacher 1 : There are two types of students introvert and extrovert. Luckily, the classes that you have observed consist of extrovert students. They like to be corrected directly. If in the case we have to deal with introvert students we have to give the correction in the end of the activity. If they do mistakes we will explain the mistake and ask all the students to apply the correction by pronouncing the words or sentences together. Maybe, the introvert students do not want to pronounce the words or the sentences but at least they can hear. From the listening, we hope they can be encouraged to practicing words or sentences as their friends do. Since all the students will pronounce the same words or sentences together, the introvert student can hear clearer examples pronunciation of the words or the sentences.

RESEARCHER : About, student’s respond toward your correction, are there students who accept and do not accept your correction?

Teacher 1 : If, the students who accept my correction usually at the end after practicing in a group, we will asked the students to perform in front of the class, if they apply the
correction their pronunciation will change as same as what I want but for whom do not apply my correction, their pronunciation will be similar with their pronunciation in the beginning, the simple example like that.

RESEARCHER : Ya, I understand. I saw in the observation that most of students like to join this student talk activity. Is there any progress in students’ pronunciation especially short term progress?

Teacher 1 : It is clear that if there is progress but I think it is not significant enough. We have to train students continually to make their pronunciation can be developed than before.

RESEARCHER : So, do we need longer time to apply this activity?

Teacher 1 : Yes, we have to do the student talk activity in many meetings.

RESEARCHER : Is there any sign that show the students’ pronunciation is developed?

Teacher 1 : I can see the changes when they are tested by me. At first when they are practicing to pronounce something, if they do mistakes I will correct them and at the test they can pronounce the words more correctly than before. I think association and expressing part can be in one meeting so that we can check and remind them in the next meeting if they still do mistakes in pronunciang words or sentences.

RESEARCHER : Ya, these are ten questions that I would like to ask you related to your English lesson using student talk activity. Thank you for your time.

Teacher 1 : You are welcome.

INTERVIEW 2

RESEARCHER : Good morning Mrs. Ratih, today I would like to ask you some questions related your teaching pronunciation which uses student talk. First, based on your perception, what is student talk?

Teacher 2 : Student talk is students’ activity where students can practice using English with the right pronunciation to pronounce words or sentences.
RESEARCHER : How do you place student talk in your English lesson especially to teach pronunciation? I saw in the observation that you always start your lesson with explanation or give the dialog to be practiced by the students. So, is right that you apply student talk in the middle of the lesson?

Teacher 2 : Yes, student talk in its application at class, students will read together with my examples, then they will repeat and I will ask them to practice in pair. Furthermore, they will practice with their friends after that I will go around to check. If there is enough time I will let them perform (what they have practiced with their friends) in front of the class.

RESEARCHER : There are many practices, aren’t there? So, in your perception, what are the advantages that the students can get from the use of student talk to teach pronunciation?

Teacher 2 : When students get used to with this activity, with repeated emphasizes toward pronunciation area (consonant, vowel sounds, intonation and etc.) it automatically will make students’ pronunciation be better. When the students pronounce words or sentences they can easily be understood.

RESEARCHER : Beside the advantage that you have mentioned before, what are the limitations of the use student talk to teach pronunciation?

Teacher 2 : For the limitations, it takes much time to finish the lesson. If we use student talk in every English lesson all the materials in the syllabus would not be reached all.

RESEARCHER : I heard that you will give a correction if your students do mistakes in pronouncing words or sentences. So, how do you give the correction?

Teacher 2 : We repeat the word that misspronounce by students and the students have to repeat the word. Moreover, usually not only that word I will give them another word to be pronounced. Then, I will go back to the first word that my students do mistakes with. So, they will remember because there are many words that have to be pronounced. If just one word I believe they will easily forget how to pronounce that word.

RESEARCHER : So, you give the correction directly, is it right?

Teacher 2 : I think so!
RESEARCHER: After you deliver your correction, what do you think about their reaction?

Teacher 2: They accept my correction because they repeat my word immediately.

RESEARCHER: So, the sign if your students accept your correction is they will repeat the word after you, is it right?

Teacher: Yes,

RESEARCHER: After you apply student talk in your school especially to teach pronunciation of word or sentences, do you think that the students have progress in a short time?

Teacher 2: What do you mean?

RESEARCHER: I mean ‘short term’ progress.

Teacher 2: In short time? In my opinion, there is no significant progress since we need more time to apply student talk continually for helping students in their pronunciation. Oh, this word has to be pronounced like this if just in a short time I believe they will forget how to pronounce it. It might be same in the next meetings; they will just fail to pronounce the word or the sentence.

RESEARCHER: So, this activity has to be applied continually to maximize the advantages, is it right Mrs. Ratih

Teacher 2: Yes, we have to use student talk intensively.

RESEARCHER: So, all the question that I would like to ask you. Thank you, Mrs. Ratih.

Teacher 2: You are welcome.

INTERVIEW 3

RESEARCHER: Good morning, Mr. Riko. After I observed your teaching, I saw that you are applying an activity that you called as student talk activity. Based on your perception, what is student talk?
Teacher 3: For us, actually I was graduated from Satya Wacana for long time ago. For me, Student Talk is an activity where students can speak freely without any pressure using English to talk with others minimal with their pair.

RESEARCHER: Is there any topic when they are talking each other?

Teacher 3: Actually the syllabus requires us to use the certain topics but in the reality we use another topic which is not included in the syllabus.

RESEARCHER: Yes, so before applying student talk you as the teacher will explain the topic which will be discussed. Is it right? How do you place student talk in your English lesson especially to teach pronunciation?

Teacher 3: When I am teaching about this subject (pronunciation) in order to make student more able with this area. Because of the students are from village with insufficient knowledge of English so that I put student talk in the middle of the learning. First, I will explain things related to the lesson and also it can be put at the end of the lesson. These are my way to do student talk itself. For me, since the students are from village I place the activity in the middle of the lesson.

RESEARCHER: So it will be placed in the middle and in the last of the lesson do you assess your students?

Teacher 3: Yes, for pronunciation the evaluation will show that the students have progress in their pronunciation. It might be happened because when they are mispronouncing word or sentences they will be corrected.

RESEARCHER: Based on your explanation, I understand that you give more time students to train their pronunciation also give monitoring for them. So, in your perception, what are the advantages that the students can get from the use of student talk to teach pronunciation?

Teacher 3: I think their pronunciation becomes develop than before. Since, their native language is not English it would be hard for them to have pronunciation as native English do. I see that through student talk activity their pronunciation can be developed because I give correction toward their mistakes.
RESEARCHER : So, students’ pronunciation might be similar with native speaker of English. Is it right?

Teacher 3 : I wish like that.

RESEARCHER : Beside the advantage that you have mentioned before, what are the limitations of the use student talk to teach pronunciation?

Teacher 3 : Every students has their ability to pronounce word, sometime there is a student who have to repeat many times just want to say /ˈpɪkʃər/ and because of that the student is mocked by other students. Some students like that but others can do the right pronunciation after they receive the correction.

RESEARCHER : So, there are some students who do not want to practice because they are mock by their friends? Is it right?

Teacher 3 : Ya, it seems like that. Moreover, if we encourage them I believe they want to practice for improving their pronunciation.

RESEARCHER : I see that you give many corrections in student talk activity. How do you give the correction? Is it directly or not?

Teacher 3 : If in the beginning of the student talk, when student are introduced some texts or something, they will repeat after me, if there is words or sentences are not pronounced correctly, it will be repeated in the group.

RESEARCHER : So, they will be corrected directly, is it right?

Teacher 3 : In the early of the English lesson all students will repeat words or sentences that I pronounced. I will divide into boys and girls. If they do mistakes in pronouncing words or sentences they will repeat again. Therefore, if they work in a group they are ready because the mistakes have been corrected by me directly.

RESEARCHER : So, in the student talk activity they already use the right pronunciation? Is it right? If in the group they still make mistakes, do you will correct them directly? For
example, if in a group there five members if one student do mistakes will you correct him/her directly?

Teacher 3 : Ya, directly but all members have to pronounce the words together. So, who do mistakes will be corrected and it means that all the members can help each other to correct the mistakes. I think it will avoid the student to be embarrassed.

RESEARCHER : Then, based on your perception, how about their reaction/reponses toward your correction?

Teacher 3 : Alhamdulilah, they accept my correction because in the beginning I explained that we learn together. In this school there is no difference between the one who not smart or the smart students. I think it will motivate students to learn more and practice my correction.

RESEARCHER : They want to apply your correction, is it right?

Teacher 3 : I think so.

RESEARCHER : After you apply student talk activity, do the students have progress especially in their pronunciation? For short term progress I mean.

Teacher 3 : Alhamdulilah, they like to practice pronouncing words or sentences but the time is limited.

RESEARCHER : Is it right they have progress for their pronunciation?

Teacher 3 : Ya, at the time they will remember but another day might be they forget. I think my school is different with other school which located in the central of this city.

RESEARCHER : So, their pronunciation can be developed if we remind them day by day, is it right?

Teacher 3 : Ya, we have to remind them.

RESEARCHER : And last, how about their long term progress especially for their pronunciation?
Teacher 3 : Ya, we have to remind them, if we refer to school program sometimes the words that have been learnt in a topic as time goes the students forget about that. Hence, we have to remind them because if we have to study the topic over and over again we run out of time.

RESEARCHER : I see that words have to be repeated and the students get involved in the activity. Is it right through student talk activity helps students to have better pronunciation in pronouncing words?

Teacher 3 : Ya we make it as a habit, if it becomes as their habit I believe that the students can pronounce words well.

RESEARCHER : So, all the question that I would like to ask you. Thank you, for your time.

Teacher 3 : Okay, Good Luck!
# OBSERVATION PROTOCOL

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | Refers to students’ accuracy in word level | 1. Teacher gives a task that related to pronunciation “pronouncing animal vocabularies”  
2. Students are asking and giving information (related to animal)  
3. Teacher gives an instrument to help student easier to communicate with others (in group/pair)  
   ➔ A: What animal do you see in the yard?  
   ➔ B: There are..., There is…...  
4. Teacher does the monitoring for every group (if the time is enough)  
5. Teacher will notice what are mistakes that students did when they are communicating (especially things that related to pronunciation)  
6. Teacher will give a correction or feedback to students’ pronunciation related to animal  
7. Most of students apply the correction in order to get better pronunciation  
8. Students are give more time to practice their conversation  
9. Teacher will do an assessment to check students’ pronunciation (in front of the class) |
| 2  | Advantages of student talk to students pronunciation | Students can get more accurate pronunciation | 1. Students can get better pronunciation because in student talk time students can:  
   ➔ Have more time to pronounce words for example ‘in asking and giving information’ ➔ Repetition  
   ➔ There is pair correction toward words they are saYing (although many students do the correction use their native language) |
3. The drawback of the use of student talk to students’ pronunciation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Situation influence the use of student talk in class</td>
<td>In some situations student talk can lead students in a condition where they do not want to practice pronouncing the words that have been taught by the teacher. In my observation, it makes students’ pronunciation stop at a point and they cannot develop their pronunciation. There are some reasons why students prefer to stop speaking:</td>
<td>➔ Because teacher’s correction is directly given, some students who did mistakes when they are talking/pronouncing words sometimes are mocked by others. This condition makes students prefer to silent rather than continue their conversation. ➔ In some situations, teacher cannot provide balance monitoring to every group so that students just rely on their friend’s pronunciation whether it is correct or not. ➔ Not all students at class have a good pronunciation, for students who do not have good pronunciation tend to follow their friend’s pronunciation. Only if their friend has a good pronunciation it can help other students to develop their pronunciation. If the opposite, there is no a person who has a good pronunciation it will lead all members to have wrong pronunciation because of following other students’ pronunciation. I see their native language influence students’ pronunciation toward words in English. <em>Giraffe / 𬱟 ฌ/ is pronounced / /DTD/.</em></td>
</tr>
<tr>
<td>b. Students’ pronunciation becomes stuck at a point and it cannot be developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What are students responses toward the correction in student talk

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students accept the correction</td>
<td>There are signs that show that students accept the teacher correction:</td>
<td>➔ Students smile ➔ Students want to repeat the words they have mistake with after the teacher ➔ Keep practicing the word in order to improve students’ pronunciation ➔ When students have to pronounce the words in</td>
</tr>
</tbody>
</table>
b. Students seem do not accept the correction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>front of the class, they use words that at first they had mistake with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There are signs that show that students do not accept the teacher correction:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Silent (does not repeat the pronunciation correction)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ In front of the class, students will not use the words that at first they did not pronounce well and they will choose the word they are sure to pronounce (bird shift to dog)</td>
</tr>
</tbody>
</table>
**OBSERVATION PROTOCOL**

Name of course : English
Name of teacher: Mr. Riki
Class length : 80 minutes
Total of students: 34
Class time : 8.30 – 9.50
Date : Monday, 29th February 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to address pronunciation in ‘student talk time’</td>
<td>Teacher include pronunciation learning while students also study about grammar  Topic : Telling comparative and superlative Teacher pay attention not only in grammar section but also in how student pronunciation ‘consonant’ in a word, like /t/, /k/, /s/, /r/</td>
<td>Teacher includes pronunciation learning in grammar learning. 1. Teacher gives a task to students to talk about comparative and superlative (a conversation) 2. <strong>Students are asking and giving information related to the topic</strong> 3. Teacher notices where part that students have mistake with (at this time focus on pronouncing consonants in a word) 4. Teacher will give feedback toward the area 5. At this time, I see all students apply the feedback and keep practicing to talk with others 6. <strong>Students are assessed by the teacher with practice to pronounce some conversation in the book. (in a group)</strong></td>
</tr>
<tr>
<td>2</td>
<td>Advantages of student talk to students pronunciation</td>
<td>Students’ pronunciation can be developed They have more chance to practice words or conversation when they are talking each other</td>
<td>If one student has been corrected by the teacher when she/he is talking with others is she / he notices that his/her friends make mistakes, he / she will correct / give a correction to their friend. Related to consonant pronunciation,</td>
</tr>
</tbody>
</table>
They are aware that there are differences between Indonesian pronunciation and English pronunciation

- It is shown when they are practicing and being assessed by the teacher they improve their skill in pronouncing consonant in a word.
- They try not to pronounce consonant /r/ as well as in Indonesian.

| 3. The drawback of the use of student talk to students’ pronunciation | a. Situation influence the use of student talk in class | In some situation student talk can lead students in a condition where they do not want to practice pronouncing the words that have been taught by the teacher.

In my observation, it makes students’ pronunciation stop at a point and they cannot develop their pronunciation. There are some reasons why students prefer to stop speaking:

- Because teacher’s correction is directly given, some students who did mistakes when they are talking/ pronouncing words sometimes are mocked by others. This condition make students prefer to silent rather than continue their conversation.
- In some situation, teacher cannot provide balance monitoring to every group so that students just rely on their friend pronunciation whether it is correct or not.
- Not all students at class have a good pronunciation, for students who do not have good pronunciation tend to follow their friend’s pronunciation. Only if their friend has a good pronunciation it can help other student to develop their pronunciation. If the opposite, there is no a person who has a good pronunciation it will lead all members to have wrong pronunciation because of |
I noticed that most students are failing to pronounce /r/ correctly such as in words: Older, brother, smaller, also they found hard to pronounce /th/ as in the words ‘they’, ‘that’ (the /th/ is mostly pronounced as /d/ in Indonesian.)
# OBSERVATION PROTOCOL

Name of course: English  
Name of teacher: Mr. Riki  
Class length: 80 minutes  
Total of students: 32  
Class time: Saturday, 5th March 2016  

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | ➔ Teacher include pronunciation learning while students also study about grammar  
 ➔ Topic: Telling comparative and superlative  
 ➔ Teacher pay attention not only in grammar section but also in how student pronunciation ‘consonant’ in a word, like /t/, /k/, /s/, /r/ | Teacher includes pronunciation learning in grammar learning.  
1. Teacher gives a task to students to talk about comparative and superlative (a conversation)  
2. **Students are asking and giving information related to the topic**  
3. Teacher notices where part that students have mistake with (at this time focus on pronouncing consonants in a word)  
4. Teacher will give feedback toward the area  
5. At this time, I see all students apply the feedback and keep practicing to talk with others  
6. **Students are assessed by the teacher with practice to pronounce some conversation in the book. (in a group)** |

| 2. | Advantages of student talk to students pronunciation | Students’ pronunciation can be developed ➔ They have more chance to practice words or conversation when they are | ➔ If one student has been corrected by the teacher when she/he is talking with others is she / he notices that his/her friends make mistakes, he / she will correct / give a correction to their friend. |
| Talking each other | Related to consonant pronunciation, They are aware that there are differences between Indonesian pronunciation and English pronunciation  
- It is shown when they are practicing and being assessed by the teacher they improve their skill in pronouncing consonant in a word.  
- They try not to pronounce consonant /r/ as well as in Indonesian. |
|---|---|
| 3. The drawback of the use of student talk to students’ pronunciation  
- a. Situation influence the use of student talk in class  
- b. Students’ pronunciation becomes stuck at a point and it cannot be developed | In some situation student talk can lead students in a condition where they do not want to practice pronouncing the words that have been taught by the teacher.  
In my observation, it makes students’ pronunciation stop at a point and they cannot develop their pronunciation.  
There are some reasons why students prefer to stop speaking:  
- Because teacher’s correction is directly given, some students who did mistakes when they are talking/ pronouncing words sometimes are mocked by others. This condition make students prefer to silent rather than continue their conversation.  
- In some situation, teacher cannot provide balance monitoring to every group so that students just rely on their friend pronunciation whether it is correct or not.  
- Not all students at class have a good pronunciation, for students who do not have good pronunciation tend to follow their friend’s pronunciation. Only if their friend has a good pronunciation it can help other student to develop their pronunciation. If the opposite, there is no a person who has a good pronunciation it will lead all |
members to have wrong pronunciation because of following other students’ pronunciation. (similar with observation I)

<table>
<thead>
<tr>
<th>4. What are students responses toward the correction in student talk</th>
<th>They accept the correction</th>
<th>Signs that student accept the correction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>➔ They laugh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➔ Keep practicing</td>
</tr>
</tbody>
</table>
## OBSERVATION PROTOCOL

Name of course: English  
Name of teacher: Mr. Riko  

Class length: 80 minutes  
Total of students: 32  

Class time: 9.10 – 9.50  
10.05-10.45  

Date: Monday, 1\textsuperscript{st} March 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | ➢ Teacher include pronunciation learning while students also study about grammar  
➢ Topic: Telling comparative and superlative  
➢ Teacher pay attention not only in grammar section but also in how student pronunciation ‘vocal’ in a word, like …… And diphthongs | Teacher includes pronunciation learning in grammar learning.  
1. Teacher gives a task to students to talk about comparative and superlative (a conversation page 105)  
2. Students are asking and giving information related to the topic  
3. Teacher notices where part that students have mistake with (at this time focus on pronouncing vocal in a word)  
4. Teacher will give feedback toward the area  
5. At this time, I see all students apply the feedback and keep practicing to talk with others  
6. Students are assessed by the teacher with practice to pronounce some conversation in the book. (in a group) |
2. Advantages of student talk to students' pronunciation

- Students' pronunciation can be developed
  - They have more chance to practice words or conversation when they are talking each other.
  - In here the focus is more related to pronouncing vocal and diphthongs.
  - For vocal sound the students try to pronounce vocal sound in English correctly.
  - The students are aware if their native language should not interfere their pronunciation in English.
  - The students try to understand that vocal sounds in their native language are different with vocal sound in English.
  - As the impact, their vocal pronunciation can be better than before using student talk.

3. The drawback of the use student talk to students' pronunciation

- I did not find any disadvantages in this time.

4. What are students' responses toward the correction in student talk

- They accept the correction
  - Signs that student accept the correction:
    - Apa pak bacanya?
    - Repeat after the teacher,
    - Keep practicing

I noticed that most of students are failed when they have to pronounce ‘and’, ‘than’.....

Therefore, the teacher decided this part to be discussed by the students through student talk activities.
## OBSERVATION PROTOCOL

Name of course : English

Name of teacher: Mr. Riko

Class length : 80 minutes

Total of students: 32

Class time : 8.30 – 9.50

Date : Thursday, 3th March 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | In here the teacher tried to teach students one of pronunciation elements which is ‘getting right intonation’ | ➔ Teacher gives student a conversation on page 112 to be discussed  
 ➔ Students practice asking and giving information  
 ➔ Teacher gives monitoring to every group (he found that most mistakes did by the students was getting right intonation)  
 ➔ He gives feedback toward the area  
 ➔ Students keep practicing  
 ➔ To check students pronunciation, teacher did assessment (in a group) |
| 2  | Advantages of student talk to students pronunciation | Students can aware about what pronunciation and why it is important | ➔ They can study how to get right information when they are talking with their friends  
 ➔ They can know the differences between the intonation in how to ask and how to answer |
| 3  | The drawback of the use student talk to students’ pronunciation | At this time I did not find any drawbacks | ➔ They have better pronunciation especially in getting right intonation (when they have been assessed by the teacher) |
4. **What are students responses toward the correction in student talk**

<table>
<thead>
<tr>
<th></th>
<th>They accept the correction</th>
<th>➔ They do what the teacher is saying (feedback)</th>
</tr>
</thead>
</table>

➔ It is okay for students if they are not too fluent when they have their talking because at this time the focus is on their pronunciation area (getting right intonation)
# Observation Protocol

Name of course: English  
Name of teacher: Mr. Riko  
Class length: 80 minutes  
Total of students: 32  
Class time: 8:30 – 9:50  
Date: Thursday, 4th March 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | In here the teacher tried to teach students one of pronunciation elements which is ‘getting right intonation’ | ➡ Teacher gives student a conversation on page 112 to be discussed  
➡ Students practice asking and giving information  
➡ Teacher gives monitoring to every group (he found that most mistakes did by the students was getting right intonation)  
➡ He gives feedback toward the area  
➡ Students keep practicing  
➡ To check students pronunciation, teacher did assessment (in a group) |
| 2  | Advantages of student talk to students pronunciation | Students can aware about what pronunciation and why it is important | ➡ They can study how to get right information when they are talking with their friends  
➡ They can know the differences between the intonation in how to ask and how to answer |
| 3  | The drawback of the use student talk to students’ pronunciation | At this time I did not find any drawbacks | ➡ They have better pronunciation especially in getting right intonation (when they have been assessed by the teacher) |
| 4  | What are students responses | They accept the correction | ➡ They do what the teacher is saying (feedback) |
## OBSERVATION PROTOCOL

Name of course: English  
Name of teacher: Mrs. Ratih  
Class length: 80 minutes  
Total of students: 33  
Class time: Friday, 7th March 2016  
Date: 7.10-8.20

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | Teacher focus on word stress  
Teacher provides a conversation to address pronunciation (hal 136)  
Grouping  
Teacher lets students to practice talking about the topic  
Teacher will go around the groups and see what mistakes that students do (at this time is word stress)  
Teacher see if there is a wrong emphasize toward a word  
If yes, the teacher will give feedback  
All students pay attention to the feedback  
Teacher assesses the students (in front of the class) | |
| 2  | Advantages of student talk to students pronunciation | Get better pronunciation especially in word stress | Students realize if word stress also important in their English pronunciation  
They are aware if they have their role toward their pronunciation |
development

- They can place the stress in a word correctly after they hear their friend pronounce the word many times
- They can place the stress in a word correctly after they hear the feedback from teacher

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The drawback of the use student talk to students’ pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They accept the feedback</td>
<td>They smile</td>
</tr>
<tr>
<td></td>
<td>Repeat</td>
<td>Say thank you</td>
</tr>
<tr>
<td></td>
<td>Also the students try to improve their pronunciation as well as teacher and their friend who has better pronunciation</td>
<td></td>
</tr>
</tbody>
</table>
# OBSERVATION PROTOCOL

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to address pronunciation in ‘student talk time’</td>
<td>➔ Teacher uses page 124 on the book as the material. ➔ In here, students are asked to pretend as Max, Yuni, Zulfikar, Ani and Agus. ➔ The students have to tell something their friend. ➔ Teacher notice that many</td>
<td>➔ Teacher will ask students to do the grouping consist of five members. ➔ Every student has their chance to talk. ➔ Teacher will monitor every group. ➔ Give correction if the students make mistakes when they pronounce words. ➔ Students will try to improve their skill (accept the correction). ➔ Students are being assessed by the teacher (in front of the class). Note: Actually in this time, the teacher also teaches about grammar but since the students make many mistakes in pronunciation especially vocal sound the teacher also teaches pronunciation through student talk.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students are fail to pronounce vocal sound (address the pronunciation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Advantages of student talk to students pronunciation</td>
<td>➤ Students’ pronunciation especially at vocal sound can be developed ➤ At first, most students pronounce the vocal sound similar with their vocal sound in Indonesian. ➤ After they have their talking time with their friends they can develop their pronunciation because they hear pronunciation of a word many times. ➤ It is also supported by teacher’s correction which helps the students to pronounce vocal sound correctly.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The drawback of the use student talk to students’ pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What are students responses toward the correction in student talk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION PROTOCOL

Name of course: English  
Name of teacher: Ratih

Class length: 80 minutes  
Total of students: 32

Class time: 8.20-9.40

Date: Wednesday, 15th March 2016

<table>
<thead>
<tr>
<th>No</th>
<th>Kind of issue that want to be addressed</th>
<th>Important notes</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | How to address pronunciation in ‘student talk time’ | ➞ Teacher uses page 124 on the book as the material.  
➢ In here, students are asked to pretend as Max, Yuni, Zulfikar, Ani and Agus.  
➢ The students have to tell something their friend | ➞ Teacher will ask students to do the grouping consist of five members.  
➢ Every student has their chance to talk  
➢ Teacher will monitor every group  
➢ Give correction if the students make mistakes when they pronounce words  
➢ Students will try to improve their skill (accept the correction)  
➢ Students are being assessed by the teacher (in front of the class) | Note: Actually in this time, the teacher also teaches about grammar but since the students make many mistakes in pronunciation especially vocal sound the teacher also teaches pronunciation through student talk. |
Teacher notice that many students are fail to pronounce vocal sound (address the pronunciation)

2. Advantages of student talk to students pronunciation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students’ pronunciation especially at vocal sound can be developed</td>
<td>At first, most students pronounce the vocal sound similar with their vocal sound in Indonesian. After they have their talking time with their friends they can develop their pronunciation because they hear pronunciation of a word many times. It is also supported by teacher’s correction which helps the students to pronounce vocal sound correctly.</td>
</tr>
</tbody>
</table>

3. The drawback of the use student talk to students’ pronunciation

4. What are students responses toward the correction in student talk