

TECHNIQUES IN TEACHIING THE PRONUNCIATION OF HOMOGRAPH

(A Case Study at the Third Grade of SMIP Widya Patria I

in Jakarta Barat 2006-2007)

A Skripsi

Submitted to the English Teacher's Training Program in a Partial Fulfillment of the

Requirements for the Degree of Strata-1



By:

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THE FACULTY OF TARBIYA AND TEACHER'S TRAINING

STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH

JAKARTA

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However, the writer realizes that this paper is still far from being perfect. Therefore the writer would like to accept any constructive criticism and suggestion to make this paper better.

Jakarta , February 2007

The Writer

Yuni Katma Romida

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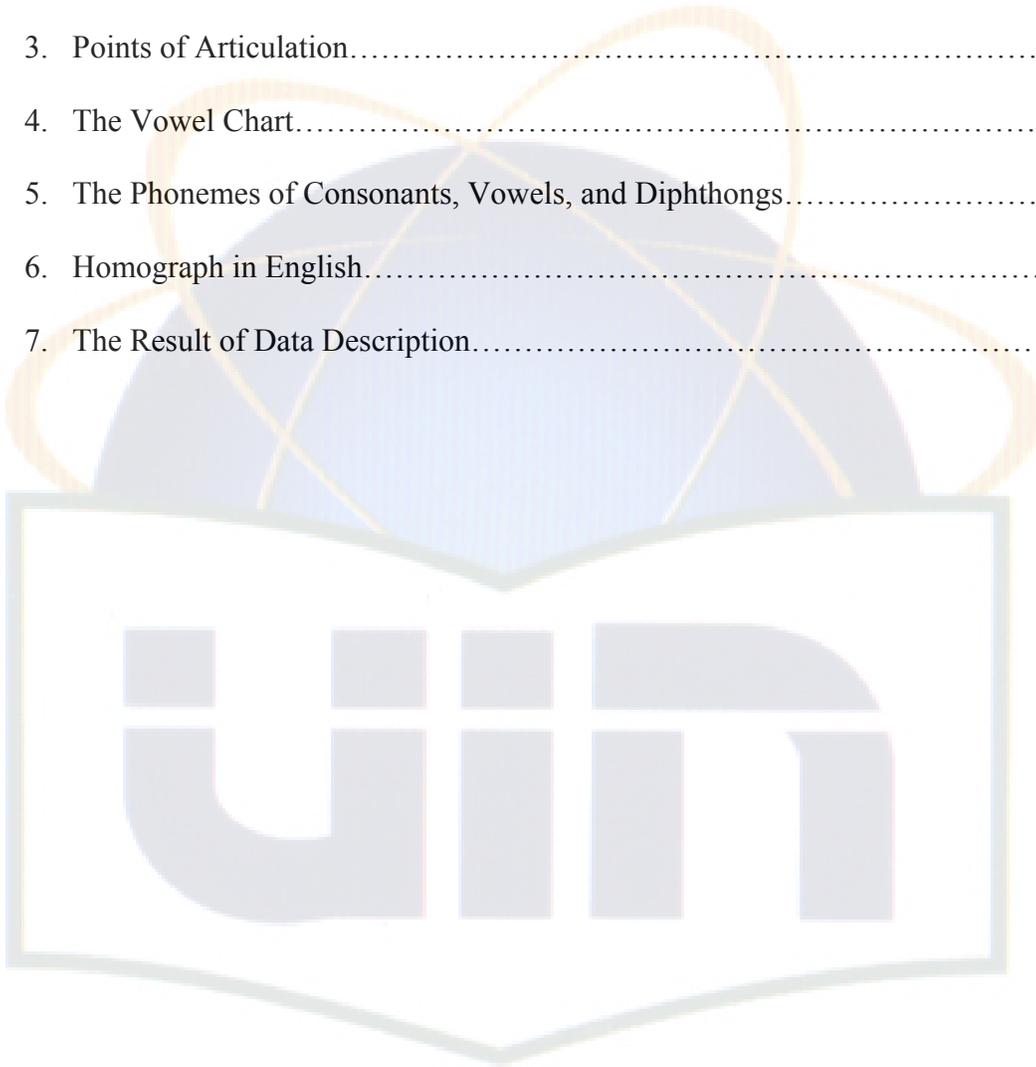
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CHAPTER I

INTRODUCTION

A. The Background of study

Language plays a great part of our life. Among the languages that are spoken today, only few are even tolerably well known to science. One of them is English, which is spoken by more native speakers than any other language.

English as an international language is used as a means of communication in the world. Ability to communicate effectively in English is a must, not only for businessmen but also for almost everyone as well. As a foreign language in Indonesia, this language has been generally taught from elementary school until university.

Almost all English teachers get students to study grammar and vocabulary, practice functional dialogues, and take part in productive skill activities, and become competent in listening and reading. Yet some of these teachers make a little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sounds and intonation.

Being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. But in the process of communication, pronunciation is paramount important in foreign language teaching, since successful communication cannot take place without correct pronunciation. Pronunciation is also the aspect of language that is most difficult to acquire. Although some people with 'an ear for language' can 'pick up' pronunciation very effectively, for most it requires special training.

However, the fact that some students are able to acquire reasonable pronunciation without overt pronunciation teaching should blind us to the benefit of a focus on pronunciation in this paper. Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but also can improve their speaking immeasurably. Concentrating on sound, showing where they are made in the mouth, making students aware of where words should be stressed—all these things give them extra

information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

One of the problems of pronunciation that writer chose is about homograph. According to Oxford Dictionary of English Grammar, homograph is defined as a word that is spelt the same as another but has another meaning. If such a word has only the same spelling as another word, but differs both in meaning and pronunciation, then such a word is a partial homonym and homograph is the more precise term. Another term, emphasizing the different pronunciation (rather than the identical spelling is heterophony.

B. The Problem Statements

This paper dealt with the different pronunciation between Noun and Verb in homograph. The problem is also faced by the 3rd year students of SMIP Widya Patria I Jakarta.

Since it will be too wide to describe the phonological areas in English pronunciation, the writer limited the study only in homograph.

The writer believes that there would be confusing for the students to differ pronunciation between homography by the 3rd year students of SMIP Widya Patria I Jakarta.

The next problem statements coming out are:

1. What tehniques can we use to teach pronunciation of the homograph in English?
2. Is there any confusing with differing of the pronunciation in homograph?

The goal of learning a foreign language or a target language is how to be able to use it. And the ability required is supported by the knowledge on how the language system works. The knowledge of English teachers on the different pronunciation between homograph is the major aspect in solving the problem faced by the 3rd year students of SMIP Widya Patria I Jakarta.

This paper is, then aimed:

1. To describe the techniques in teaching pronunciation especially in homographs in English.
2. To inform the different pronunciation between homographs.

C. The Objectives of the Study

The writer, through this paper, intended to get the data information describing difficulty to determine the pronunciation differences between homographs. She hopes that anybody who is in charge of or pays attention to English teaching can take advantages of this study. She also hopes that the students who have problems as mentioned above, based on the knowledge in different.

D. The Organization of the Study

The paper consists of four chapters. Chapter one is the introduction in which explains the background of study, problem statement, objective of study, significance of study, method of study, and organization of study.

Chapter two contains theoretical framework which explains about pronunciation, aspects of pronunciation, the teaching of pronunciation, the goal of teaching pronunciation, homograph, homograph, techniques for improving pronunciation, some possible problems, factors affecting the acquisition of a reasonable pronunciation in English and the characteristics of third year students of SMP Widya Patria.

Chapter three is about research methodology and findings. It consists of place and time of study, the technique of sample taking, the technique of data collecting, the instrument of research, the technique of data analysis, the data description, the data analysis, and the interpretation of data analysis.

Chapter four consists of conclusion and suggestion.

CHAPTER II THEORETICAL FRAMEWORK

A. Pronunciation

Pronunciation is the act or manner of pronouncing words, sounds and letters. Pronunciation is also the correct way of pronouncing a word or sound in given language or a set of symbols indicating how word to be pronounced.¹ According to Hornby, "pronunciation is the way in which language is spoken or the way in which a word is pronounced."² The writer may summarize that pronunciation is how the sounds are produced or words are pronounced to speak certain language.

One's pronunciation can be considered comprehensible if the listener of a language can understand what the speaker said. That is why pronunciation as an aspect of language cannot be neglected. With a clear and comprehensible pronunciation, one can communicate well.

B. Aspects of Pronunciation

Several aspects of pronunciation are sound, rhythm, stress and intonation.

1. Sounds

As melody to the music and the root to the vegetation, phonemes are to the words or sentences. This rather classical saying, but it points out clearly how important this feature of the language is.

This study will described the pronunciation differences between Noun and Verb in English, in which the phonemes of the language are talked over.

Phoneme is defined as a minimal meaningful sound unit for it may bring about a change in meaning. Thus the phoneme /i:/ and /i/ in English are considered to be two different phonemes, because they have different functions.

Phonemes can be grouped into 'segmental' and "suprasegmental" phonemes. Segmental phonemes consist of vowels, diphtongs, and consonants; and supra segmental phonemes are stress, rhythm, juncture and intonation. And the study will limit only to describe the segmental phonemes.

Generally, the segmental phonems of language are standing upright of vowels and consonants. Daniel Jones says: "every speech-sounds belongs to one or other of two main classes, known as vowels and consonants."³

Therefore, it is important for anybody who learns English to know this feature.

a. The English Consonant

Mark Hancock says in his book that: “consonants are sounds made by blocking the flow of air coming out from the lungs...the blockage of air may be accompanied by vibration of the vocal chords, in which case the consonants is **voiced**; if there is no vibration of the vocal chords, the consonants is **unvoiced**”.⁴

Tabel 1
CONSONANT CHART⁵

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop	p b			t d		k g	
Fricative		f v		s z	ʃ :		h
Affricative					tʃ dʒ	n	
Nasal	m			n			
Liquid				l	r		
Glide	w				y		

Tabel 2
MANNER OF ARTICULATION⁵
What happens to the air stream as the sound is articulated

Name	How the Sound is Pronounced	Example
Stop	Air stream is blocked completely before it is released	/p/
Fricative	Air stream is compressed and passes through a small opening, creating friction.	/z/
Affricative	Combination of a stop followed by a fricative.	/tʃ/
Nasal	Air passes through the nose instead of the mouth	/m/
Liquid	Air stream moves around the tongue in a relatively unobstructed manner.	/r/

Glide	Sound is close to a vowel	/y/
--------------	---------------------------	-----

Tabel 2
POINTS OF ARTICULATION⁷
(From the front of the mouth to the back)

Name	Where the Sound is Pronounced	Example
Bilabial	Two lips together	/b/
Labiodental	Lower lip and upper teeth	/v/
Dental	Tongue tip and inner edge of upper teeth	/θ/
Alveolar	Tongue tip on tooth ridge	/d/
Palatal	Body of tongue on hard palate	/ʃ/
Velar	Back of tongue on soft palate	/g/
Glottal	Throat passage	/h/

The English Vowels

A vowel is a sound produced when the flow of air from the lungs is not blocked and the vocal chords are vibrating. Different vowels can be produced by changing the position of the tongue. Which vowel is produced depends on which part of the tongue is raised and how far it is raised. A sound and ends as another is called diphthong.⁸

Tabel 4
The Vowel Chart⁹

High

--	--	--

mid

low

Tabel 5
The Phonemes of Consonants, Vowels and Diphthongs¹⁰

i:	sheep	aʊ	house	θ	think
ɪ	ship	ɪ	boy	ð	then
e	breath	ɪə	cheer	s	cell
æ	back	eə	chair	z	lens
ɑ	arm	ʊə	sure	ʃ	shell
ɒ	what	p	pen	ʒ	measure
ə	law	b	board	h	he
ʊ	would	t	little	m	plumb
u:	shoe	d	dance	n	no
ʌ	son	k	cup	ŋ	ring
ɜ:	first	g	good	l	let
ə	again	tʃ	chin	r	wring
eɪ	play	dʒ	July	j	jes
əʊ	ago	f	fan	w	when
aɪ	climb	v	van		

2. Rhythm

Rhythm is the way a language sounds a result of the pattern of stressed and unstressed syllables in speech.¹¹ English speech rhythm is characterized by tone units: a words or group of words which carries one central stressed syllable.¹² The sentence:

”Peter come here please!”), for example, would divide into two-tone units: “Peter” and “come here, please”, with the two main stresses on the first syllable of “Peter”, and the word “here”.

3. Stress

Stress is emphasis given to syllables in words. For example, in the word *television* /teləˈvi en/ the stress is on the third syllable. Often, words that look very similar in two languages actually have the stress in different place; making them sound is quite different. It is useful in teaching about stress to use symbols to represent stress patterns. For example, *television* could be represent as.....here, each circle represents a syllable and the bigger circle represents the stressed syllable. The stress patterns of words can change in the context of speech under the influence of surrounding words. For example, the stress on *teen* in *fourteen* /fo:ˈti:n/ may be lost in the phrase *fourteen days*. This is called stress shift.

Stress may also move in words when suffixes are added. For example, look at the change position of the stress syllable (underlined) in these two words; *photograph*, *photography*. Changing the position of the stressed syllable in a word can change its meaning in some cases. For example, *export* (with the stress on the first syllable) is a noun while *export* (with the stress on the second syllable) is a verb. ¹³

4. Intonation

Intonation is the pattern of prominence and tone in speech. These can be compared to rhythm and melody in music. Intonation is used to convey extra meaning in speech beyond the meaning of the words. Prominen is emphasis given to particular words in speech to highlight them as important. Tone is the melody of speech that is the rising and falling in speech. Tone adds an extra level of meaning to what is said. For example, the tag question in *Madras is in india, isn't it?* May have a rising or falling tone. A rising tone makes it sound as if the speaker is not very sure that Madras in India, so that it is a genuine question. A falling tone makes it sound as if the speaker is fairly sure that Madras is in India and merely wants confirmation. ¹⁴

C. The Teaching of Pronunciation

Teaching is defined as to show somebody how to do something so that they will be able to do it themselves. The goal of teaching is the students get competent in the subject meant to. Teaching English pronunciation is as important as teaching other aspects of language such as grammar and vocabulary. To have good oral communication, one should be able to pronounce the language properly, speak with correct grammar, use appropriate and effective words, and understand what people are talking about.

According to Harmer:

...it has become customary for English teachers to consider intelligibility as the prime goal of pronunciation teaching. This implies that the students should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, it is thought, then there is a serious danger that they will fail to communicate effectively.¹⁵

Harmer's statement above is meaning that if the students' pronunciation is not good enough; they will fail in communicating effectively. Teaching pronunciation with sufficient time allocation is considered important to help students develop their English pronunciation.

Harmer also states:

Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean) but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.¹⁶

Pronunciation teaching can give benefit to the students, that is students can get a lot of knowledge and information about spoken English, not only how to produce sounds in the mouth, but also where words should be stressed. With this knowledge, students can improve their speaking ability.

D. The Goal of Teaching Pronunciation

Morley has outlined four important goals for pronunciation instruction: functional intelligibility, functional communicability, increased self-confidence and speech monitoring abilities.¹⁷

intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. in other words, the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers.¹⁸

attempting to completely eradicate a foreign accent in an EFL class is an unrealistic goal. it would be more reasonable to bring learners up to a point where they do not make pronunciation mistakes that would affect their being understood. functional communicability is the learner's ability to function successfully within the specific communicative situation he or she faces. by examining the discourse our students will need to use in reallife, we can see features of pronunciation might be particularly important for them to master.¹⁹

increases self-confidence to our learners is also needed. learners have to gain confidence in their ability to speak and be understood.

speech monitoring ability is the learner's ability to pay attention to his/her own speech as well as that of others. speech monitoring activities can help learners to make better use of input which they receive.²⁰

E. Homograph

Homograph is a word that is spelt the same as another but has a different meaning. If such a word has only the same spelling as another word, but differs both in meaning and pronunciation, then such a word is partial homonym and homograph is the more precise term. Another term, emphasizing the different pronunciation (rather than the identical spelling) is heterophony.²¹

Here are the examples of the homograph in English used in this paper:

Tabel 6

HOMOGRAPHS IN ENGLISH²²

NO	Word	Pronunciation		Meaning
1	Buffet (p. 145)	N	/ˈbʊfeɪ/	A counter where food and drink may be bought and eaten or drunk
		V	/ˈbʌft/	To knock or push somebody or something roughly from side to side
2	Console (p.246)	N	/ˈkɒnsəʊl/	A radio or television cabinet designed to stand on the floor
		V	/ˈkənˈsəʊl/	To give comfort or sympathy to somebody who is unhappy, disappointed, etc.
3	Contest (p. 249)	N	/ˈkɒntest/	An event in which people compete against each other for a price; a competition
		V	/kənˈtest/	To take part in and try to win something
4	Contrast (p. 252)	N	/kɒntrɑːst/	The state of one thing being very different from something else
		V	/kənˈtrɑːst/	To show a clear difference when close together or when compared
5	Estimate (p. 392)	N	/ˈestɪmət/	A judgement of the character or qualities of somebody or something
		V	/kənˈtrɑːst/	To form a rough or general idea of something
6	Export (p. 406)	N	/ekspɔːt/	The business or action of selling and transporting goods to a foreign country
		V	/ɪkˈspɔːt/	To sell and transport goods to a foreign country
7	Desert (p. 314)	N	/ˈdezət/	A large area of land that has very little water and very few plants growing on it
		V	/dɪzɜːt/	To leave somebody without help or support; to abandon somebody
8	Entrance (p. 386)	N	/ˈentrəns/	An opening, a gate, a door, a passage, etc
		V	/ɪnˈtrɑːns/	To fill somebody with wonder or delight

9	House (p. 577-579)	N	/haus/	A building made for people to live in, usually for one family
		V	/haʊz/	To provide a house or building for somebody to live in or something to be kept in
10	Lead (p.669)	N	/led/	A chemical element; a heavy soft metal, dull grey in colour
		V	/li:d/	To show somebody the way, especially by going in front
11	Present (p. 912)	N	/'preznt/	A thing given to somebody as a gift
		V	/pri'zent/	To give something to somebody, especially formally at a ceremony
12	Rebel (p. 971)	N	/'rebl/	A person who fight against, or refuses to serve the established government
		V	/ri'bel/	To fight against or resist the established government
13	Second (1060-1061)	N	/'sekənd/	A university degree of the second class
		V	/si'kənd/	To transfer somebody temporarily from their usual job to other duties or another position
14	Sow (p. 1137)	N	/səʊ/	Fully grown female pig
		V	/saʊ/	To put or scatter seed in or on the ground; to plant land with seed
15	Use (p. 1315)	N	/ju:s/	The action of using something or the state of being used
		V	/ju:z/	To employ something for a purpose; to do something with something

F. Techniques for Improving Pronunciation

According to Jeremy Harmer, there are some techniques can be used in pronunciation teaching.23

1. Teacher shows students how sounds are made through demonstration, diagrams and explanation
2. The teacher draws the sounds to the students' attention every time they appear on a tape or his/her own conversation. In this way teacher gradually train the students' ear. When they can hear correctly, they are on the way to being able to speak correctly.

Peter Hubbard²⁴ has outlines the types of exercises in pronunciation teaching as follows:

1. Practice of individual sounds in isolated words, in shorts phrases and sentences, in dialogues;
2. Practice of contrasting sounds in minimal pairs and in pairs of sentences; exercises contrasting three sounds in isolation and in context; contrasting more sounds, especially in test exercises;
3. Practice of combination of sounds—clusters of consonants can be practiced in isolated words, in minimal pairs and in context

Marianne Celce---Murcia explains some teaching techniques in Pronunciation;

1. Contextualized minimal pair practice
2. Cartoons and drawings
3. Gadgets and Props
4. Rhymes, poetry and jokes
5. Drama
6. Kinaesthetic activities

Besides, there are some techniques that also used by the writer in her pronunciation teaching as follow:

1. Imitaton drills: Individual and/or choral practice.
2. Systematic explanation, including organ of speech and part of speech.
3. Discussion and debating about what is up now.
4. Games by using card or poster.
5. Listening to the song and fill in the blank in the song script.

G. Some Possible Problems

According to Jeremy Harmer²⁵, there are two particular problems occur in much pronunciation teaching and learning.

1. What student can hear

Some students have great difficulty hearing pronunciation features which teachers want them to reproduce. For example, Spanish speakers who have problems with different sound, especially with /b/ and /v/, there are not the same two sounds in their language. If they cannot distinguish between them, they will find it almost impossible to reproduce the two different English phonemes

2. The Intonation Problem

For many teachers, the most problematic area of pronunciation is intonation. Some of people and many students find it extremely difficult to hear 'tunes' or to identify the different patterns of rising (/) and falling tones (\).

H. Factors Affecting the Acquisition of a Reasonable Pronunciation in English

Kenworth as said by Douglas Brown provides the variables that seem to impede or enhance the acquisition of a reasonable pronunciation in English.²⁶ They are:

1. Native Language

Clearly, the native language will be the most influence factor affecting a learner's pronunciation. If you are familiar with the sound system of a learner's native language, you will be better able to diagnose students difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part

2. Age

Generally speaking, children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there seems to be no particular advance attributed to age. A fifty-year-old can be successful as an eighteen-year-old if all other factors are equal. Remind your students; especially if your students are 'older', that youth has no special advantage.

3. Exposure

It is difficult to define exposure. One can actually live in foreign country for some time but not take advantage of being "with the people". Research seems to support the notion that the quality and intensity of exposure is more important than the mere length of time. If class time spent focusing on pronunciation demands the full attention and interest of your students, then they stand a good chance achieving their goals.

4. Innate Phonetic Ability

Often referred to as having an "ear" for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations. Some people would have you believed that you either have such a knack, or you don't. Learner strategy training however, has proven that some elements of learning are a matter of awareness of your own limitations combined with a conscious focus on **doing** something to compensate for those limitations. Therefore, if pronunciation seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

5. Identity and Language Ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego, identifies with those speaker. Learners need to be reminded of the importance of positive attitudes toward the **people** who speak the language (if such a target is identifiable), but more importantly, students need to become aware of—and not afraid of—the second identity that may be emerging within them.

6. Motivation and Concern for Good Pronunciation

Some learners are not particularly concerned about their pronunciation while others are. The extent to which their intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this

list. If that motivation and concern is high, then the necessary effort will be expended in pursuit of goals. You can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self-image and ultimately, in reaching some of their higher goals.

I. The Characteristic of Third Year Students of SMIP Widya Patria I

The students of SMIP Widya Patria I learn English not only in classroom but also in “English Day”; the program for improving their ability in English. This program is held 4 (four) days in a week, i.e. Monday, Tuesday, Wednesday, and Thursday. The program starts at 12.00 and finishes at 12.45 before they have lesson in classroom. It stresses especially in students speaking ability. The teacher and students usually discuss about everything and some times doing games to vary the lesson. The writer is the “English Day” teacher for the third class.

The third year students of SMIP Widya Patria I are active in English especially in speaking. They have great attention to reading aloud and discussion activity in “English Day” lesson. They like activity which are exciting and stimulate their English skills such as games, rhymes and song, etc. They are cooperative with the teacher in classroom activities. Teacher appreciation for what they are doing is quite important.

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. RESEARCH METHODOLOGY

1. Place and Time of Study

The research took place at SMIP Widya Patria I which is located in Jl. Raya Srengseng Kembangan Jakarta Barat. Time that the writer chose is about two months of odd semester in 2006. That was the time for the writer to do teaching and then testing on November 16th 2006.

2. The Technique of Sample Taking

SMIP Widya Patria I has 110 students. They are divided into 5 classes; 1 classes of the first year, 2 classes of the second year with the concentration of hotel and travel department, and 2 classes of the third year with the concentration of hotel and travel department too. The total number of third year are 36 and but the writer took only 29 of them or 26 % of the population as the sample of the research.

3. The Technique of Data Collecting

In collecting the data, the writer used an oral test. This test was aimed for the third year of SMIP Widya Patria I students as a sample. The writer gave 15 items that had to be pronounced twice by the students, first pronunciation is for the Verb form and the second one is for the Noun form. Then the writer recorded each students and makes a sign of checklist () in the list if the students pronounced well from each word. The test focused on the pronunciation differences between Noun and Verb form of the same words.

4. The Instrument of Research

In this research, the writer gave an oral test to the third year students of SMIP Widya Patria I. This test was focused on the pronunciation differences between Noun and Verb form of the word with same spelling.

The instrument of the research for the SMIP Widya Patria I students was taken from *Oxford Advance Learners Dictionary* by A.S., Hornby, Oxford: Oxford University Pres.

5. The Technique of Data Analysis

The writer Analyzes the data by using quantitative descriptive technique. It will be described in the table percentage and the formula as follows:

$$P = \frac{F}{N} \times 100$$

Note:

P= Percentage

F= Frequency is being looked for its percentage

N= Number of cases

B. RESEARCH FINDINGS

1. The Data Description

The writer gave an oral test which was focused on the pronunciation differences between Noun and Verb form of the word with same spelling. 15 items of words was pronounced twice; first pronunciation for the Verb form and the second one is the Noun form.

The table bellow is the result of data that will be analyzed by the writer

TABLE 7

THE RESULT OF DATA DESCRIPTION

Note: N = Noun form of the words

V = Verb form of the words

Those data above will be explained in the data analysis

2. The Data Analysis

The writer used quantitative descriptive analysis that is suitable for the research in analyzing the data. Then the writer counted the experimental result on two categories: true

and false of their ability to differ the pronunciation of differences to get quantitative data. And the result as follows:

- a. There is only 1 students (3%) who made mistake for the pronunciation of *buffet* (V) /'bufeɪ/ and 2 students (7%) in the pronunciation of buffet (V) /'bʌfɪt/. They tend to pronounced the both words same.
- b. There are only 3 students (10%) pronounced word *console* (N) /'kɒnsəʊl/ wrong and 4 students (14%) who made mistake in differing the word *console* (V) /'kən'səʊl/ as the same with word above.
- c. There are 4 students (14%) pronounced the word *contest* (N) /'kɒntest/ same as the Verb form and 9 students (31%) had the same problem with the word *contest* (V) /kən'test/
- d. There are 2 students (7%) made mistake in pronouncing the word *contrast* (N) /kɒntrɑːst/ and 10 students (34%) cannot differ the both words when they were asked to pronounce the word *contrast* (V) /kən'trɑːst/
- e. The word *estimate* has the difficulty to differ the pronunciation as the problem had by 11 students (38%) in the Noun form /'estɪmət/ and 3 students (10%) in the Verb form /'estɪmeɪt/.
- f. The word *export* has the easier problem to pronounce that can be seen by 2 students (7%) in the Noun Form /ɛkspɔːt/ and 2 students (7%) in the Verb form /ɪk'spɔːt/
- g. In differing the pronunciation of *desert*, 11 students (38%) made mistake with the Noun form of the word /'dezət/ and only 5 students (17%) cannot differ the word above with the Verb form /dɪzɜːt/.
- h. The word *entrance* in the Noun form /'entrəns/ has the most difficulty to differ, it is shown by 14 students (48%) mistook to pronounce it otherwise only 6 students (21%) was wrong in pronouncing the Verb form of *entrance* /ɪn'trɑːns/.
- i. There is only 1 student (3%) made mistake in pronouncing the word *house* (N) /haus/ and 5 students (17%) cannot differ the Verb /haʊz/ form to the Noun form.

- j. There are 5 students (17%) who were wrong in pronouncing the word *lead* (N) /led/ otherwise none of the students made mistake in pronouncing the Verb form of *lead* /lɪ:d/. Perhaps this word is the easiest word to pronounce.
- k. Four students (14%) cannot differ the words *present* in the Noun form /'preznt/ and 12 students (41%) made mistake when they were asked to pronounce the Verb form of the word *present* /pri'zent/.
- l. The word *rebel* in the Noun form /'rebl/ had 5 students (17%) mistook in pronouncing it and 6 students (21%) were wrong to pronounce the Verb form /ri'bel/.
- m. There are only 3 students (10%) who made mistake in pronouncing the Noun form of *second* /'sekənd/ but 12 students (41%) cannot differ the Verb form /si'kənd/ from the Noun form.
- n. The word *sow* in Noun form /sav/ had 4 students (14%) wrong to pronounce while 5 students (17%) mistook in pronouncing the Verb form /səʊ/.
- o. Only 1 students (3%) were wrong to pronounce the words *use* in the Noun form /ju:s/ but 12 students (41%) made mistake in pronouncing word *use* in the Verb form /ju:z/.

3. The Interpretation of Data Analysis

After analyzing the data, the writer interprets the data as follows

- a. The data shows the number of true answers that the students pronounced the words correct : $2454 / 30 = 81.8 \%$
- b. the data shows the number of false answers that the students pronounced the words incorrect : $562 / 30 = 18.2 \%$

From the data above, the writer concludes that tehniques in teaching the pronunciation of homograph work.

CHAPTER IV CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, the writer concludes that some techniques used for teaching the pronunciation are effective to improve students' ability to differ the pronunciation of homographs.

The effectiveness can be achieved because:

1. The students' speech organs were trained to produce English sounds that caused difficulty to them because some of the sounds don't exist in Indonesian.
2. The students were trained how to pronounce English words well.
3. The students learned about part of speech in English. they know that in some words, different part of speech means different pronunciation. that is called 'homograph'.
4. by using minimal pair practise, the students become able to differentiate the English words that have similar sounds.
5. By using game, the students more relax and interesting.
6. By using various techniques, they are avoided from bore ness though they learn English not only in lesson classroom but also in 'English day'.
7. The students also got new vocabularies and they become more confident than before in speaking English because they are make mistake in pronouncing English.
8. the studentrs enjoy learning English pronunciation because they found the learning is interesting and not boring with various techniques.

B. SUGGESTION

in this paper, the writer suggests English teachers to implement the various techniques in pronunciation

1. The teacher should give more attention in pronunciation when teaching speaking and reading,
2. the teacher should select suitable material for the students in teaching pronunciation.
3. it would be better if the teacher use various techniques to avoid students' bore ness.
4. the teacher should use tape recorder in teaching pronunciation.
5. the school gives a facility such as language laboratory to support English lesson especially for the teaching listening, speaking, and pronunciation.

