

Appendix 1

Interview Guideline

Strategies in Solving the Problems in Teaching Pronunciation:

A Case Study of University English Teachers

Keyword: pronunciation, problem in teaching pronunciation, strategies in teaching pronunciation, descriptive case study

Research Questions:

1. What are the problems faced by the teachers in teaching pronunciation at ELED of a private university in Yogyakarta?
2. What are the teachers' strategies in solving the problems of teaching pronunciation at ELED of a private university on Yogyakarta?

Category	Theory	Interview Questions
What are the problems faced by teachers in teaching pronunciation?	Stockwell (2013) said that problems in teaching pronunciation are choosing convenient tools and deciding accent to be taught.	<ol style="list-style-type: none"> 1. How long have you been teaching Capita Selecta on Linguistics subject? 2. What topics are covered in Capita Selecta on Linguistics subject?

	<p>Taheeren (2015) stated that problems occurs from spelling system which creates confusion to the way to teach pronunciation.</p>	<p>3. Do you find problems in teaching pronunciation? If so, please mention the problems.</p> <p>4. What do you think causes those problems?</p>
<p>What are the teachers' strategies in teaching pronunciation?</p>	<p>Determining focus and goals make the teacher have consistency and plan in the learning (Taheeren, 2015)</p> <p>Kelly (2000) explained that giving feedback will help the students more confident in pronouncing English words.</p>	<p>1. How do you solve the problems in teaching pronunciation? What strategy do you use?</p>

Appendix 2

Selective Coding

Teaching pronunciation problem	
Theme/findings	Statements
Personal issues: feeling new again, how will deliver the subject, afraid the students are bored	<p>(P1.1) Well, the problem is actually... first is related to myself... I have to remind myself about the topic, I have to remember everything</p> <p>(P1.3) So, mainly the problems is about how I will deliver the subject in front of the students</p> <p>(P1.6) then sometimes I'm afraid that the students will be bored</p>
Familiarizing the different sounds	<p>(P2.4) this source of difficulties of course will affect yeah, the way we... hmm in the meaning also the way we teach yeah, so the source is the different system, the different sound that makes me as a teacher hmm find difficulties and probably the students also</p>

	<p>face that, hmm how to familiarize the different sounds</p>
<p>Students' side: students' mispronounce word, lack of motivation, lazy to practice, underestimate the practice, different levels of students and shy</p>	<p>(P1.4) Well, sometimes the problem lies on the students, himself. Hmm... sometimes it's not easy for them to pronounce a word</p> <p>(P2.3)so when students pronounce that, they hmm... not all, but sometimes, they still make a... mistakes yeah, short and then hmm long and then if it is with the quality then usually the students uhm do not pronounce clearly</p> <p>(P2.6) hmm also the students motivation sometimes, they are lazy to practice, hmm what they heard, what they say, a... daily, seems like all are correct so they feels like what's for, what's wrong, like they underestimate their pronunciation, hmm I mean underestimate the practice</p>

	<p>(P2.7) the different levels of the students yeah, some are fast learners, some are slow learners, that really need more help and more attention from the teachers</p> <p>(P1.12) Hmm... sometimes they are shy to pronounce the word</p>
<p>Timing: lack of time to revise, need time to prepare teaching</p>	<p>(P2.5) The second difficulties that hmm... lack of time to revise or to check the students pronunciation one by one, yeah it is difficult, its time consuming</p> <p>(P2.8) so the more time when teaching pronunciation, I need more time to like myself prepared, yeah get prepared</p> <p>(P2.13) my difficulties is time yeah, lack of time to prepare, lack of time to hmm to correct the students mistake, the most important thing</p>

Strategies in solving the teaching pronunciation problem

Increasing teaching quality

Theme/findings	Statements
Upgrade knowledge	(P1.5) Oh okay, first, hmm... when it is related to my personal problem then I know that I have to upgrade my knowledge
Find effective materials and reflection	(P2.11) find materials that seems effective and can be prepared in shorter time because we teach, I mean I teach, I have experience in teaching so I learn from the previous semester that material can be manipulated by doing this, that hmm... doesn't take a long time to prepared, so by learning, by reflection, I think reflection we can find, shorter time to prepare, as the time goes by, so learning from the practice experience, then I can solve the problems

Strategies in solving the teaching pronunciation problem	
Introducing students to pronunciation rules	
Theme/findings	Statements
Giving visual model: give stress pattern using dots and put the syllable in the capital letter	(P2.22) giving visual reinforcement, giving pattern of the stress using dots, and or... or

	uhm... put the stress syllable in the capital letter
Phonetic transcription	(P2.25) Yeah, phonetic transcription. Yeah, the purpose is uhm... or the outcome is that they can read dictionary by themselves
Explaining	(P1.14) I usually explain them, how to pronounce word correctly and I usually explain them that there are so many irregularities in English and that they have to understand about those irregularities
Give more assignment, give various assessment	(P2.10) Hmm force them to practice by giving more assignment so it is very common for the students when it comes to the assignment then a... assessment sorry, assessment they will work more seriously, yeah, so giving various assessment

Strategies in solving the teaching pronunciation problem	
Using various teaching techniques and classrooms activities	
Theme/findings	Statements

Phonetic transcription	(P2.25) Yeah, phonetic transcription. Yeah, the purpose is uhm... or the outcome is that they can read dictionary by themselves
Give games	(P1.7) so that's why I give them hmm... games something like Kahoot and then the students will be excited... and yeah that is related with me
<p>Ask the students to learn from internet</p> <p>Ask the students to learn from dictionary</p> <p>Practice</p> <p>Give models and samples</p> <p>Repeat and imitate</p> <p>Tongue twister</p> <p>Reading aloud</p> <p>Song</p>	<p>(P1.8) then I will tell them how to learn about the vocabulary which can be done through many ways like for example from internet, from dictionary, and dictionary's still the best tool for the students to pronounce the word correctly. Always try to stick on the dictionary. And also ask my students to practice as many as possible and then I give also models, samples on how to pronounce a word</p> <p>(P2.10) Hmm force them to practice by giving more assignment so it is very common for the students when it comes to the assignment then a... assessment sorry, assessment they will</p>

<p>Various activities</p> <p>Check one by one</p> <p>Give feedback</p> <p>Giving visual reinforcement: give stress pattern using dots and put the syllable in the capital letter</p>	<p>work more seriously, yeah, so giving various assessment</p> <p>(P2.26) So, uhm... with uhm... force them to practice itu (laughing) force them to practice with... it is hopefully they become familiar with the sound</p> <p>(P2.15) asking the students to hmm repeat the word or to pronounce the word in a smaller group like the first row, group one, group two, group three</p> <p>(P2.14) so to solve this problems yeah I apply after the reading together</p> <p>(P2.18) Using tongue twister, using uhm... ini, reading aloud, and then using uhm... song</p> <p>(P2.19) I use rhymes it's like... like uhm... words that has similar sound, rhymes, song</p>
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(P2.20) Tongue twister and then repeat, imitate, yeah itu. Repeat, imitate, various activities

(P2.16) but I did checking one by one, you, you, next, next, next until all the students got their turn

(P2.21) Yes, when one by one of course we give feedback ya, giving feedback and giving the visual uhm... model

(P2.22) giving visual reinforcement, giving pattern of the stress using dots, and or... or uhm... put the stress syllable in the capital letter

(P2.24) Yeah, visualize, using video, yeah. Uhm... if using video then uhm... they trust as the model

(P1.13) then sometimes I have to ask them to repeat the words after me and then they do that in a group

Use storytelling: audio and video	(P1.9) sometimes I use ehm... storytelling
	<p>(P2.10) Hmm force them to practice by giving more assignment so it is very common for the students when it comes to the assignment then a... assessment sorry, assessment they will work more seriously, yeah, so giving various assessment</p> <p>(P2.26) So, uhm... with uhm... force them to practice itu (laughing) force them to practice with... it is hopefully they become familiar with the sound</p>
Become very strict and show anger	(P2.27) ... when facing those kind of student so yeah forcing to be very strict, that's my way, like solve the problem that coming from students' behavior, I become very strict, getting angry sometimes, showing being angry"
Individual session	(P2.27) I think individual session is effective to change the students' behavior because they are like oh it wrong something like oh it's wrong

Explaining	(P1.14) I usually explain them, how to pronounce word correctly and I usually explain them that there are so many irregularities in English and that they have to understand about those irregularities
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Selective Coding Per Participant

Rose's Case

Rose's Teaching pronunciation problem	
Theme/findings	Statements
Personal issue: feeling new again	(P1.1) Well, the problem is actually... first is related to myself... I have to remind myself about the topic, I have to remember everything
Personal issue: how will deliver the subject	(P1.3) So, mainly the problems is about how I will deliver the subject in front of the students
Personal issue: afraid the students bored	(P1.6) then sometimes I'm afraid that the students will be bored

Students' side: students' mispronounce word	(P1.4) Well, sometimes the problem lies on the students, himself. Hmm... sometimes it's not easy for them to pronounce a word
Students' side: shy	(P1.12) Hmm... sometimes they are shy to pronounce the word

Rose's Causes of the teaching pronunciation problem	
Theme/findings	Statement
Being vacuum of campus activity	(P1.2) you know... after... being vacuum from the campus, I feel like this is something new again for me even though I already hmm... learn about that topic
Different language system: mother tongue	(P1.10) they find problem in pronouncing hmm English because probably a... they have different well, not that have, they have different background with English culture, you know that most of the students are Indonesians with Indonesian native mother

	tongue and then hmm... as we know the system in Indonesian hmm... language and English is quite different.
Different language system: spelling	(P1.11) well, <i>study</i> for example, why don't it is said as /'stud.i/ instead of /'stʌd.i/, something like that, yeah. Because that is a different hmm... different system of Indonesia and English language

Rose's Strategies in solving the teaching pronunciation problem	
Theme/findings	Statements
Upgrade knowledge using internet, book, and various resources	(P1.5) Oh okay, first, hmm... when it is related to my personal problem then I know that I have to upgrade my knowledge
Give games	(P1.7) so that's why I give them hmm... games something like Kahoot and then the students will be excited

<p>Ask the students to learn from internet, dictionary, and practice, give models and samples</p> <p>Repeat</p>	<p>(P1.8) then I will tell them how to learn about the vocabulary which can be done through many ways like for example from internet, from dictionary, and dictionary's still the best tool for the students to pronounce the word correctly. Always try to stick on the dictionary. And also ask my students to practice as many as possible and then I give also models, samples on how to pronounce a word</p> <p>(P1.13) then sometimes I have to ask them to repeat the words after me and then they do that in a group</p>
<p>Use storytelling</p>	<p>(P1.9) sometimes I use ehm... storytelling, where the students can listen to the native English speakers tell something in English</p>
<p>Explaining</p>	<p>(P1.14) I usually explain them, how to pronounce word correctly and I usually explain them that there are so many</p>

	irregularities in English and that they have to understand about those irregularities
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Lily's Case

Lily's Teaching pronunciation problem	
Theme/findings	Statements
Students' side: students' mispronounce word	(P2.3) so when students pronounce that, they hmm... not all, but sometimes, they still make a... mistakes yeah, short and then hmm long and then if it is with the quality then usually the students uhm do not pronounce clearly
Familiarize the different sounds	(P2.4) this source of difficulties of course will affect yeah, the way we... hmm in the meaning also the way we teach yeah, so the source is the different system, the different sound that makes me as a teacher hmm find difficulties and probably the students also face that, hmm how to familiarize the different sounds

<p>Timing: lack of time to revise</p> <p>Timing: need time to prepare teaching</p> <p>Timing: lack of time to revise and prepare teaching</p>	<p>(P2.5) The second difficulties that hmm... lack of time to revise or to check the students pronunciation one by one, yeah it is difficult, its time consuming</p> <p>(P2.8) so the more time when teaching pronunciation, I need more time to like myself prepared, yeah get prepared</p> <p>(P2.13) my difficulties is time, lack of time to correct the students' mistake, that's the most important thing</p>
<p>Students' side: lack of motivation, lazy to practice, underestimate</p>	<p>(P2.6) also the students motivation sometimes, they are lazy to practice, what they heard, what they say, daily, seems like all are correct so they feels like what's for, what's wrong, like they underestimate their pronunciation, I mean underestimate the practice</p>
<p>Students' side: different levels of students</p>	<p>(P2.7) the different levels of the students yeah, some are fast learners, some are slow</p>

	learners, that really need more help and more attention from the teachers
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Lily's Causes of the teaching pronunciation problem	
Theme/findings	Statement
Different language system: spelling	(P2.9) Hmm yeah the different sounds, there are many sounds that are not same, sometimes it is pronounce <i>e /e/</i> sometimes it is pronounce <i>hmm /i/</i> longer
Different language system: different phonemes	(P2.1) the problem yes of course because the... the system is different from our language yeah, there are many sounds that are not found in Indonesian phonemes
Different language system: long short vowels	(P2.2) so it brings difficulties for our students and then a... long and short vowels so when the students pronounce that, they <i>hmm</i> not all, but sometimes, they still make a mistake
Different language system: stress use	(P2.23) Yeah, because the different system. Uhm... In Indonesian we don't pay attention a lot on stress

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Lily's Strategies in solving the teaching pronunciation problem	
Theme/findings	Statements
Repeat	(P2.15) asking the students to hmm repeat the word or to pronounce the word in a smaller
Tongue twister, reading aloud, reading dictionary	group like the first row, group one, group two, group three
Rhymes, song	(P2.18) Using tongue twister, using ini, reading aloud, and then using song
Tongue twister, repeat, imitate, various activities	(P2.19) I use rhymes it's like words that has similar sound, rhymes, song
Check one by one	(P2.20) tongue twister and then repeat,
Check one by one, give feedback, give visual model	imitate, yeah repeat, imitate, various activities
Giving visual model: give stress pattern using dots and put the syllable in the capital letter	(P2.16) but I did checking one by one, you, you, next, next, next until all the students got their turn
Give visual model: use video	

	<p>(P2.21) Yes, when one by one of course we give feedback ya, giving feedback and giving the visual uhm... model</p> <p>(P2.22) giving visual reinforcement, giving pattern of the stress using dots, and or... or uhm... put the stress syllable in the capital letter</p> <p>(P2.24) Yeah, visualize, using video, yeah. Uhm... if using video then uhm... they trust as the model, right? Because it's native speaker, so they trust more</p>
<p>Force the students to practice, give more assignment, give various assessment</p> <p>Force the students to practice</p>	<p>(P2.10) force them to practice by giving more assignment so it is very common for the students when it comes to the assignment then assessment sorry, assessment they will work more seriously, yeah, so giving various assessment</p>

	<p>(P2.26) So, with... force them to practice force them to practice with... it is hopefully they become familiar with the sound</p> <p>(P2.26) forcing the students [to practice] until both of us are tired</p>
<p>Find effective materials, prepared in shorter time, reflection</p>	<p>(P2.11) find materials that seems effective and can be prepared in shorter time because we teach, I mean I teach, I have experience in teaching so I learn from the previous semester that material can be manipulated by doing this, that hmm... doesn't take a long time to prepared, so by learning, by reflection, I think reflection we can find, shorter time to prepare, as the time goes by, so learning from the practice experience, then I can solve the problems</p>
<p>Reading together</p>	<p>(P2.14) So to solve this problem I apply after the reading together in one class and divide into for the example the first row, the second row, so when they made mistake it will be easily to spot it, that's my strategy</p>

Phonetic transcription	(P2.25) Yeah, phonetic transcription. Yeah, the purpose is uhm... or the outcome is that they can read dictionary by themselves
Become strict and show anger	(P2.27) ... when facing those kind of student so yeah forcing to be very strict, that's my way, like solve the problem that coming from students' behavior, I become very strict, getting angry sometimes, showing being angry”
Individual session	(P2.27) I think individual session is effective to change the students' behavior because they are like oh it wrong something like oh it's wrong