

**EXPLORING THE PRONUNCIATION TEACHING DIFFICULTIES
FACED BY INDONESIAN HIGH SCHOOL ENGLISH TEACHERS IN SURAKARTA:
A CASE STUDY**

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Abstract

Effective English pronunciation teaching is crucial for language proficiency, yet EFL English teachers in Indonesia often encounter significant difficulties when teaching it. This study investigates the difficulties faced by English teachers at a public senior high school in Surakarta when teaching pronunciation and explores the strategies they employ to overcome these difficulties. Data were collected through semi-structured interviews, questionnaires, and observations with two English teachers as well as documentations of the English textbook used by the teachers to assess the availability of pronunciation materials. Thematic analysis was used to analyze the data. The findings reveal three major categories of difficulties: (1) curriculum and school regulations related difficulties, (2) student-related difficulties, and (3) teacher-related difficulties. Within these themes, various subthemes emerged, highlighting specific difficulties and strategies used to overcome them. This study offers contextual insights into pronunciation teaching challenges and instructional strategies in an Indonesian high school setting. Future research should explore similar issues across different educational levels or regions and assess the long-term impact of the identified strategies.

Keywords: Pronunciation Teaching, EFL English Teachers, Teaching Difficulties, Teaching Strategies

INTRODUCTION

Pronunciation is important if an English learner wants to achieve effective communication and develop aspects of language skills (Low, 2021), especially speaking

skills. The Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number 008/H/KR/2022 also emphasizes the importance of mastering speaking skills, in which of course there is pronunciation, as one of the elements of the learning outcomes or *Capaian Pembelajaran* (CP) of English subject for elementary schools to senior high schools in Indonesia. Of course, in order for the CP to be realized, the teaching of pronunciation in schools in Indonesia must also be carried out properly. Nevertheless, in reality, integrating English pronunciation teaching in general skills classes is not that easy, even very difficult (Jarosz, 2019) and challenging (Azarias & Capistrano, 2019).

It is important for teachers to be directly involved in ensuring the success of students' learning despite some difficulties. Unfortunately, realizing some of these difficulties, teachers instead choose to ignore pronunciation learning (Jarosz, 2019). In fact, if teachers pay attention instead of ignoring teaching pronunciation then identifying and working on its difficulties, it will have the potential to improve teacher professionalism and student learning success rates. It takes the right platform that can facilitate teachers in this regard. Therefore, this study aims to facilitate teachers in identifying their difficulties in teaching pronunciation and how they try to overcome them. Thus, this topic also becomes important to be researched because it can again increase teachers' attention to pronunciation instructions which are often forgotten.

This topic has been studied by many researchers before, both overseas (Azarias & Capistrano, 2019; Grandyana, 2018; Low, 2021; Ha, 2023; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023) and domestic (Amri and Fauzia, 2023; Nangimah, 2020; Purwati et al., 2021). For example, overseas, Whitehead & Ryu (2023) revealed several difficulties in teaching pronunciation, including lack of confidence in one's own pronunciation, lack of knowledge and skills in teaching pronunciation, difficulty dealing with students' pronunciation prejudices, managing students with different levels of pronunciation ability, and lack of time and materials for teaching pronunciation. Domestically, Nangimah (2020) found several difficulties, including the difference between the phonological systems of English and students' first language, teachers' strong and long-standing belief in pronunciation as unimportant, teachers' excessive workload and lack of adequate teaching materials, and teachers' lack of confidence due to preference for native speaker models.

While recent studies have extensively examined the challenges teachers face in teaching English pronunciation, there remains a significant population and contextual gap in understanding the concrete strategies that experienced teachers employ to overcome these challenges. Although a few studies (e.g., Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; Grandyana, 2018) have attempted to explore this area, their participants were limited to university lecturers in Indonesia and the Philippines and trainee teachers at a high school in Malaysia, rather than experienced secondary school teachers. This leaves a notable gap in research focused on how high school teachers address pronunciation teaching difficulties within the context of secondary education.

This research is inspired by theories of pronunciation, especially those sourced from books (Kelly, 2000; Kenworthy, 1988; O'Connor, 1980). However, there is no theory that clearly discusses the difficulties experienced by teachers when teaching pronunciation. Therefore, the author relies on previous findings that are still related to this topic to formulate the content of statements or questions in the research instrument (Kosasih, 2021; Low, 2021; Nangimah, 2020; Purwanti et al., 2023; Tiwari, 2023; Whitehead & Ryu, 2023). The author analyzes the difficulties found in these findings and concludes. The author also divided the difficulties into several themes using the division of themes used by Whitehead & Ryu (2023), namely self, students, and curriculum & materials, plus classroom conditions as an addition.

Based on the research gap that has been stated above, the research objectives can be formulated as follows:

1. to explore the difficulties faced by Indonesian high school English teachers in Surakarta when teaching pronunciation in the classroom; and
2. to identify the efforts made by teachers to minimize and/or overcome these difficulties.

LITERATURE REVIEW

The review is structured around two sections: (A) an overview of pronunciation in English as a Foreign Language (EFL); and (B) a review of previous studies that analyzed the difficulties encountered by teachers in pronunciation instruction, along with the strategies they use to address these difficulties. The previous studies in the second section were gathered through a thorough search of online academic databases, including Google Scholar, Science Direct, and ERIC with a particular emphasis on studies published within the last ten years.

A. An Overview of Pronunciation in EFL

The term "pronunciation" refers to all aspects of how individuals use *speech sounds* for *communicating* (Burns & Seidlhofer, 2019). Using various speech organs, such as the tongue, lips, teeth, lungs, vocal cords, velum, soft and hard palate, larynx, and pharynx, humans are able to orally produce *audible* sounds. Besides the audibility, these sounds must be articulated in the correct sequence to convey *meaning* that is *understandable*. These align with Pennington and Rogerson-Revell's (2019) assertion that pronunciation is essential for "making *meaning* in both an *audible* and an *understandable* form" (p. 1). If what a person pronounces is audible and understandable, it can become a message that can be communicated to others. According to the explanations above, it can be more completely defined that pronunciation is how someone uses speech sounds to produce meaning that can be heard and understood by others, so they can communicate effectively.

As mentioned, a speaker's pronunciation must be understandable to listeners. When pronouncing a word, a speaker must ensure that he pronounces the word correctly according to the standard English pronunciation, so the listener will

understand the word easily. If a listener can understand a speaker's pronunciation, the speaker is intelligible. When it comes to pronunciation, "whether a listener understands a speaker" is actually called intelligibility (Levis, 2018, p. 4). Apart from intelligibility, a speaker also needs to have comprehensibility, "a judgment of how easy it is to understand" (p. 4). A listener can understand someone's pronunciation easily or hardly, and a speaker who pronounces English words correctly, so his pronunciation is easy to understand for the listeners, has that comprehensibility.

Both, "the actual understanding and the ease with which understanding occurs," are more important than accent in pronunciation (Whitehead & Ryu, 2023, p. 2). When talking about intelligibility and comprehensibility, we actually refer to the Intelligibility Principle (IP) in pronunciation. In IP, the learning goal or what is important for a student studying English as a second or foreign language is to be understandable, no matter what accent he uses (Levis, 2020).

Meanwhile, there is another principle which states that a successful learner is a learner that has English pronunciation like native or near-native, being understandable is not enough, and that principle is called the Nativeness Principle (NP) (Levis, 2020). Unlike IP, in NP, accent is important in learning English pronunciation for English as a Second Language (ESL) or EFL learners. If students use this principle, their goal is to speak as similar as possible to how native English speakers speak with a specific accent (e.g., Received Pronunciation & General American accents).

These two principles can be the goal of pronunciation for non-native English speakers. Nonetheless, one of them is considered to be better than the other one as the goal of learning English pronunciation for ESL and EFL learners for some reasons. This is going to be a sub-discussion of this section. There is also a separate sub-brief-explanation about the two features in pronunciation, segmental and suprasegmental features, which are both important whether the goal is IP or NP.

1. Goal of Pronunciation Instruction for Non-Native English Speakers

Pronunciation instruction has traditionally been focused on NP as the student learning goal (Pennington & Rogerson-Revell, 2019). If NP is the goal, having English native-like pronunciation is desirable for EFL learners because they are only seen as successful learners if they can achieve that (Levis, 2005). Meanwhile, many researchers critique this principle as a goal of pronunciation teaching and learning for EFL students (Derwing and Munro, 2015; Levis, 2005, 2015). Many young learners achieve native-like pronunciation in a foreign language, but very few adult learners achieve it (Derwing and Munro, 2015). Even though students' motivation, amount of first language (L1) use, and pronunciation practice are positively correlated more with nativeness, "none of these other factors seems to overcome the effects of age" (Levis, 2005, p. 370). The issue is not that attainment of a native-like accent is impossible for adult learners, but it is difficult for both teachers and students (Murphy, 2013). Tough for

teachers because they are not allowed to teach unless they sound like natives or are native speakers themselves, and it is difficult for students to "get rid of" their L1 accent since that is how they have spoken for most of their lives.

Considering the difficulty of achieving native-like pronunciation, researchers (Levis, 2005; Munro, 2016; Murphy, 2013) agree to shift to the principle that is easier to achieve by ESL and EFL learners as the goal of pronunciation instruction, that is, the IP. According to this principle, successful learners are those who can be understood despite their obvious or even strong foreign accent (Munro and Derwing, 1999). Levis (2005) also mentions that "there is no clear correlation between accent and understanding" (p. 370). As an example, someone can be fully intelligible and even talk in English with his Indian accent. Mutual intelligibility is what matters most to non-native English language learners, not the nativelikeness of their accents (Isaacs and Trofimovich, 2012).

Looking back at the explanation of these two principles above, it can be concluded that IP is easier to achieve and appropriate for the goal of English pronunciation teaching and learning for non-native speakers. This principle implies that different features of pronunciation have different effects on understanding. Generally, the two features of pronunciation, segmental and suprasegmental, are both important. Still, a teacher may emphasize features that are helpful for understanding and may deemphasize those that are relatively unhelpful (Levis, 2005). What is helpful or unhelpful can be different in different contexts.

2. Two Important Features in English Pronunciation Instructions

Pronunciation is divided into two important features, segmentals (i.e., consonant and vowel sounds) and suprasegmentals (i.e., intonation and stress) (Kelly, 2000). Both of these features are important to produce intelligible pronunciations although, in their learning, teachers will have different priorities about the quantity of teaching both features depending on the context of the students they are teaching (Wang, 2022). This section will discuss both features in general.

a. Segmental Features

Segmental features (phonemes) refer to consonant and vowel sounds (Kelly, 2000). English has 24 consonant sounds and they can be voiced (meaning that the vocal cords in one's larynx will vibrate if one says them, for example, /v/ in the word *van* and /z/ in the word *zoo*) or voiceless (not vibrating, for example, /f/ in the word *fan* and /s/ in the word *sue*). Meanwhile, there are 20 vowel sounds in English and all of them are voiced. Vowel sounds can be either singular (e.g., short vowels: /ɪ/ in *hit* and /ʊ/ in *book*; and long vowels: /i:/ in *bead*, /u:/ in *food*) or combined or commonly referred to diphthongs (e.g., /eɪ/ in *cake* and /əʊ/ in *go*).

b. Suprasegmental Features

Suprasegmental features refer to stress and intonation (Kelly, 2000).

Stress is “the degree of force with which a sound or syllable is uttered” (Jones, 1983, p. 245). That is, a stressed syllable or word is pronounced with greater force and effort than others. Stress can be either word stress or sentence stress. The stressed syllable in word stress can be in the first, second, or third syllable, depending on the words (e.g., PAper, arRIVED, and afterNOON). The syllables or words that are stressed in sentence stress are usually content words (such as full verbs, nouns, adverbs, and adjectives), while function words (such as pronouns, prepositions, and articles) are usually unstressed (O'Connor, 1980). However, where a speaker places stress on a syllable or word in an utterance can also depend on the speaker's intention or the context. If someone wants to order, they would say *I'd like a cup of herbal TEA* (a simple request). However, the waiter misunderstands the container that should be used, so the speaker will clear up the misunderstanding by saying *I'd like a CUP of herbal tea* (meaning that he wants a cup of tea, not a mug).

Intonation refers to the melody of speech, that is, rising and falling (Kenworthy, 1988). In English, “tune doesn't belong to word but to the word group” (O'Connor, 1980, p. 108). Imagine how someone would say *You mustn't touch that* if someone else was about to touch a dangerous button or switch. The speaker's voice might start with a very high pitch and the change in tone would be extreme.

B. Review of Previous Studies

Several studies had been conducted to examine the difficulties faced by non-native English teachers when teaching English pronunciation (see Amri and Fauzia, 2023; Asikin and Ibrahim, 2020; Azarias & Capistrano, 2019; Grandyana, 2018; Nangimah, 2020; Ha, 2023; Purwati et al., 2023; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023). All the teachers involved in these studies are non-native English speakers, as are the students they teach. The research was conducted in countries where English is used as a second or foreign language, not as a mother tongue. Therefore, the teaching difficulties analyzed in these articles are limited to the following: (1) both the teachers and students are non-native English speakers; and (2) English is used as a second or foreign language. The difficulties identified can be related to the teachers themselves, the students, classroom conditions, and the curriculum & materials, as shown in Table 1.

According to the researches, teachers face internal challenges in teaching pronunciation. One of the main challenges is lack of confidence due to the preference for native speaker models (Asikin & Ibrahim, 2020; Nangimah, 2020; Shaibani, 2022; Whitehead & Ryu, 2023). In addition, teachers feel they lack adequate pronunciation knowledge and skills to teach students effectively (Asikin & Ibrahim, 2020; Shaibani, 2022; Tiwari, 2023). Inability to teach pronunciation is also a problem, especially for

those without specific training background in this area (Shaibani, 2022; Whitehead & Ryu, 2023).

Teachers also face challenges in teaching pronunciation because of the students. Teachers feel difficult in dealing with differences in students' pronunciation levels (Grandyna, 2018; Ha, 2023; Whitehead & Ryu, 2023). Some students also feel insecure to speak out loud, which making it difficult for teachers to train them to practice some English words (Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; Fauzia & Amri, 2023; Purwanti et al., 2021). In addition, students' low motivation to learn pronunciation is an obstacle (Fauzia & Amri, 2023; Grandyna, 2018; Ha, 2023; Purwanti et al., 2021). Students' habit of imitating their friends' incorrect pronunciation (Tiwari, 2023) and the presence of first language (L1) interference are also significant challenges in the teaching and learning process (Azarias & Capistrano, 2019; Nangimah, 2020; Purwanti et al., 2021).

There are also difficulties that come from the curriculum & material side. Lack of adequate teaching materials is often an obstacle to teaching pronunciation effectively (Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023). In addition, the time allocated for teaching pronunciation is often very limited (Asikin & Ibrahim, 2020; Nangimah, 2020; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023). The low priority of pronunciation teaching in the curriculum also makes this challenge even more difficult to overcome (Asikin & Ibrahim, 2020; Nangimah, 2020; Tiwari, 2023).

Inadequate classroom conditions, such as lack of supporting facilities, also worsen the situation in teaching pronunciation (Ha, 2023; Purwanti et al., 2021). Facilities such as speakers or LCDs that are not available or damaged can limit teachers' ability to teach pronunciation in an interesting and effective way.

Table 1
Pronunciation teaching difficulties of non-native English teachers

Themes	Sub-themes
Self-related difficulties	Lack of confidence due to native speaker preference model (Asikin & Ibrahim, 2020; Nangimah, 2020; Shaibani, 2022; Whitehead & Ryu, 2023)
	Lack of pronunciation knowledge and skills (Asikin & Ibrahim, 2020; Shaibani, 2022; Tiwari, 2023)
	Lack of pronunciation teaching knowledge and skills (Shaibani, 2022; Whitehead & Ryu, 2023)
Students-related difficulties	Dealing with students' different level of pronunciation (Grandyna, 2018; Ha, 2023; Whitehead & Ryu, 2023)
	Dealing with students' lack of confidence to speak out loud (Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; Fauzia & Amri, 2023; Purwanti et al., 2021)

	Dealing with students' low motivation in learning pronunciation (Fauzia & Amri, 2023; Grandyna, 2018; Ha, 2023; Purwanti et al., 2021)
	Dealing with students' habit to copy others' pronunciation (Tiwari, 2023)
	Dealing with the L1 interference (Azarias & Capistrano, 2019; Nangimah, 2020; Purwanti et al., 2021)
Curriculum & material related difficulties	Lack of teaching materials (Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023)
Classroom related difficulties	Lack of pronunciation teaching time (Asikin & Ibrahim, 2020; Nangimah, 2020; Shaibani, 2022; Tiwari, 2023; Whitehead & Ryu, 2023)
	Lack of priority (Asikin & Ibrahim, 2020; Nangimah, 2020; Tiwari, 2023)
	Lack of adequate facilities (Ha, 2023; Purwanti et al., 2021)

Among the numerous studies about this topic, the author only found three articles that address how instructors overcome their difficulties in pronunciation instruction. The first study, conducted by Asikin and Ibrahim (2020), revealed that the participants, teacher trainees in Malaysia, employ the following strategies: 1) seeking help from more experienced individuals, 2) preparing and planning lessons thoroughly, and 3) devising strategies to assist students in improving their pronunciation. The second study, conducted by Azarias and Capistrano (2019), found that the lectures at a university in the Philippines highlight the use of the audiolingual method as a coping strategy for teaching pronunciation. The last study, conducted by Grandyna (2018), reported that the participants, lecturers at a university in Indonesia, categorized the strategies into three main areas. The first strategy focuses on improving teaching quality, emphasizing the need for teachers to enhance their instructional methods. The second strategy involves introducing pronunciation rules to students, helping them understand the foundational aspects of pronunciation. The third strategy relates to teaching techniques and classroom activities, suggesting that teachers can use methods such as reading aloud, conducting individual sessions, using tongue twisters, practicing with dictionaries, and engaging students with stories through songs, among others.

Research on the difficulties teachers face in teaching English pronunciation has been the primary focus of several recent studies. However, there remains a significant population and contextual gap in understanding the strategies that experienced teachers employ to overcome these challenges. Among the ten studies

above, only three studies (Asikin & Ibrahim, 2020; Azarias & Capistrano, 2019; and Grandyna, 2018) explore the strategies that educators employ to overcome these challenges, but their participants were limited to university lecturers in Indonesia and the Philippines and trainee teachers at a high school in Malaysia, rather than experienced high school teachers. This leaves a notable gap in research focused on how high school English teachers address pronunciation teaching difficulties in the context of secondary education. This research will help to support English pronunciation teaching in Indonesia, with the hope of making a significant contribution to teaching practices and future educational policies.

RESEARCH METHOD

This section includes research design, participants, data collection instruments and procedure of data collection, and data analysis procedure.

A. Research Design

This research used a case study as the research design. It was considered appropriate as it focused on a specific case, which was the difficulties of teaching English pronunciation in Surakarta and the strategies to overcome them, to provide insights into that case/issue (Creswell, 2013). This study explored an issue without a single definitive outcome, specifically within the context of teaching high school students in Surakarta, and aims to create a foundation for future studies to examine this issue in greater depth, making it more suitable as an exploratory case study (Fisher & Ziviani, 2004).

B. Participants

The participants of this study are two English teachers in one of the public senior high schools in Surakarta. Both participants were selected using the convenience strategy, a type of purposeful sampling design. This strategy was used because the researcher wanted to collect information from participants who were easily accessible to her (see Palinkas et al., 2015).

The first respondent was an experienced English teacher with 32 years of experience in teaching. She had her bachelor's degree in Teaching English as a Second or Foreign Language/ESL Language Instructor at a reputable university in Surakarta and her Master of Management at a respectable university in Yogyakarta. She has been teaching at this high school since 2005, which means 20 years experience of teaching there. Considering research ethics, the researcher assigned a pseudonym to the first respondent, *Ellisabeth*.

The second respondent was an experienced teacher with 15 years of experience in teaching English at this school. She had her bachelor's degree in Teaching English as a Second or Foreign Language/ESL Language Instructor at a reputable university in Surakarta and her Master of Educational Management at a

different university in Surakarta. The researcher also assigned a pseudonym to the second respondent, *Margareth*.

C. Data Collection Instruments and Procedure of Data Collection

In order to enrich the amount of data, the researcher used various data collection methods, such as questionnaires, documentations, observations, and interviews.

1. Interviews

The main technique used in this study was interviews. The researcher collected oral information through in-depth semi-structured interviews. The instrument used in this technique was a list of interview questions regarding pronunciation difficulties and strategies to overcome these difficulties. This data collection technique aimed to obtain richer data, as well as elaborated and connected data findings from other data collection techniques.

The interviews were conducted once per participant. It was conducted in the second and fourth week of February. The interview process was designed to explore the interviewees' difficulties and strategies related to the research topic, so the results could provide a deeper understanding and relevant to the research objectives.

2. Questionnaires

The second technique used was a questionnaire. It was distributed manually on paper and completed by respondents during the first week of February. The questionnaire given to participants included both closed- and open-ended questions. The closed-ended questionnaire was used to find out the difficulties in teaching pronunciation, while the open-ended questionnaire was used to explore general information about participants, the biggest challenge in teaching pronunciation, and what efforts had been made to overcome these difficulties. Therefore, through the results of the questionnaire, there were both quantitative and qualitative data.

3. Observations

The third technique that was used in this study was observation. Using this technique, the researcher observed how the teacher taught English pronunciation in real situations. In addition, the researcher also observed how the interaction between students and teachers during learning, students' responses to the material being taught, the media used by the teacher to teach, and of course the difficulties or challenges that are seen during the learning process. This was implemented in the first and last week of February.

4. Documentations

The next data collection technique was documentation. This study collected previously existing written materials through documentation of teaching and learning resources. The documents analyzed include a textbook used by teachers in pronunciation learning. This technique did not directly

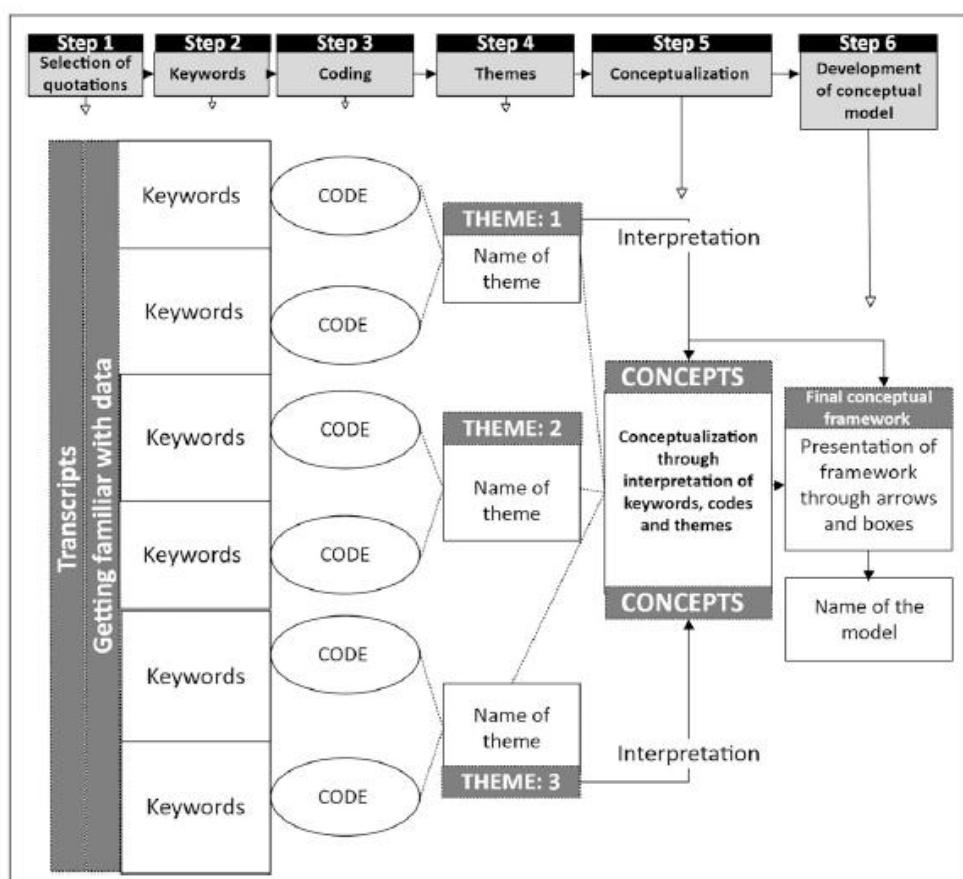
answer the research questions, but only provides information to the researcher if the textbook contained pronunciation materials that could be used to teach pronunciation. Through this technique, the researcher could equate what participants said to the teaching materials they had. The textbook was analyzed in the first week of February.

D. Data Analysis Procedure

The data was analyzed using Thematic Analysis by Naeem et al. (2023). This model was considered appropriate as it provided a systematic approach to identify patterns or themes from qualitative data and linking them into a conceptual model. This thematic analysis was a combination of inductive and deductive analysis. Inductive because the author codes from data taken based on participant experiences. It is also deductive because the author utilizes theoretical constructions from several previous studies (see Braun & Clarke, 2012). There are six steps that the researcher will follow in analyzing the data, as seen in Figure 1.

Figure 1

Six Steps on Thematic Analysis



Note. From A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research in International Journal of Qualitative Methods by Naeem, et al., p. 4, 2023, Sage Publication.

FINDINGS and DISCUSSION

A. Findings

Two research questions needed to be answered in this study, so this section is divided into two sub-sections. The first one talks about pronunciation-teaching difficulties that Indonesian high school English teachers in Surakarta face, and the second sub-section talks about the strategies that Indonesian high school English teachers in Surakarta employ to overcome the difficulties in pronunciation instruction.

1. Pronunciation-Teaching Difficulties that Indonesian High School English Teachers in Surakarta Face

Through the research conducted by the author, various difficulties experienced by English teachers in teaching pronunciation in a high school in Surakarta were found. This section presents the finding from the research to answer the first research question: what pronunciation-teaching difficulties do Indonesian high school English teachers in Surakarta face? As a summary, it is also presented in the form of a table with sub-themes and themes as shown in Table 2.

Table 2

Difficulties in Teaching Pronunciation

Difficulties in Teaching Pronunciation	
Themes	Sub-themes
Curriculum and school regulations related difficulties	<ul style="list-style-type: none"> • Limited time for pronunciation instruction • Lack of pronunciation material in the textbook provided by the school • Lack of priority • Lack of training programs for teaching pronunciation
Students-related difficulties	<ul style="list-style-type: none"> • Dealing with students' low motivation in learning pronunciation • Dealing with students' lack of confidence to speak out loud • Dealing with students' different level of pronunciation skills • Dealing with students' habit to copying others' pronunciation

- Dealing with the L1 and L2 interference

Self-related difficulties	• Lack of teachers' willingness to teach pronunciation
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a. Curriculum and school regulations related difficulties

In the context of one high school in Surakarta, some pronunciation teaching difficulties related to the curriculum and school regulations were reported. Within this theme, four sub-themes were reported: lack of pronunciation teaching time provided, lack of pronunciation material in the textbook provided by the school, lack of priority, and lack of training programs for teaching pronunciation.

1) Limited time for pronunciation instruction

One of the difficulties that emerged in the data was a reference to the lack of time for teaching pronunciation due to the latest curriculum standards, the Merdeka Curriculum. According to the curriculum regulations, there are two subjects about English: one is compulsory English, and the other is specialised English, and in this school, only compulsory English is being taught. Compulsory English is taught in one meeting with a duration of 2 lesson hours (1 lesson hour is 45 minutes, so 2×45 minutes) per week. This indicated that teachers only met with students once per week. In fact, teachers were required to teach many skills in pairs, namely listening-speaking, reading-viewing, and writing-presenting thoroughly. Thus, the participants mentioned that this was not enough time to teach all the skills and focus on the pronunciation aspect. Teacher Ellisabeth expressed her frustration at the lack of time to teach pronunciation as follows.

"... pembelajaran pronunciation itu kurang mendapatkan perhatian karena satu ya itu tadi keterbatasan waktu ya kita cuma 2jp perminggu padahal ada beberapa hal yang harus kita cover ya ... "

2) Lack of pronunciation material in the textbook provided by the school

Another difficulty mentioned was the lack of pronunciation teaching materials in the English textbook provided by the school. Teachers stated that the available textbook contain very limited pronunciation content, as expressed by Teacher Ellisabeth.

"Menurut saya sih sudah banyak, yang ada di luar sana loh ya mbak ya, tapi kalau (materi pronunciation) di buku paket enggak, kurang."

The author examined the pronunciation material in the textbook to verify the teacher's claim that it contained limited pronunciation content. Both teachers taught in grade XI, so the author only analysed the textbook they used to teach at that level to understand the available pronunciation support. The teachers said that there were actually several English books for grade XI available in the school library, but they only used one book that suits the learning objectives and curriculum. Therefore, it was only that one book that the author analysed. As seen in Table 3, there is only one pronunciation material in the English textbook. This proved the teacher's saying that there was very little pronunciation material in the textbook.

Table 3
Analysis of the Grade XI English Textbook

Book Title	Publisher	Chapter	Pronunciation Materials
Buku Interaktif Active English (English for Senior High School Students) Grade XI	Intan Pariwara	<ul style="list-style-type: none"> • Chapter 1. Digital Literacy and Identity • Chapter 2. Clean and Healthy Environment • Chapter 3. The Importance of Healthy Living • Chapter 4. Environmental Activist • Chapter 5. Effective Financial Management 	Page 3: Activity 2 - - - -

3) Lack of priority

The next difficulty in this theme was the lack of priority. Teacher Margareth revealed that the material that was focused on was the material that was included in the school exam and the National Selection-Based Test (SNBT) exam. The material that usually appeared in these two exams were reading and writing, there was no speaking material let alone

pronunciation, so this was not prioritized at all, as teachers Margareth and Ellisabeth revealed below:

"Ya kembali lagi kepada satu struktur kurikulum dan karena kita terpanjang dengan yang namanya SNBT yang basicnya kan teks, jadi yang lebih banyak ya mereka harus belajar banyak teks." (Margareth)

"Ujiannya kan biasanya kan reading comprehension, kemudian writing, tapi untuk speaking dalam tanda kutip pronunciation masuk di dalamnya, itu tidak ada." (Ellisabeth)

4) Lack of training programs for teaching pronunciation

Another difficulty found was the lack of training programs for teaching pronunciation. Teacher Ellisabeth revealed that there was rarely any training on teaching speaking, let alone pronunciation, for English teachers, either from the government or the school.

"Iya. Pronunciation apalagi, kayaknya udah ga begitu diperhatikan. Setahu saya lho ya, nggak tahu kalau di luar itu, tapi kalau di komunitas kami di MGMP jarang kok itu, (pelatihan) pembelajaran speaking, pembelajaran pronunciation jarang kok itu."

Teacher Margareth also said the same thing that there was rarely training programs for teaching speaking, where pronunciation is the part of it. She also added that the rarity of this training also made it difficult to teach pronunciation.

"Kalau yang seperti pelatihan itu sebenarnya metode mengajar. Metode mengajar speaking itu yang seperti apa, yang menarik itu bagaimana, gitu, tapi jarang sekali. Ya ini sebenarnya yang bikin kesulitan, ga ada pelatihan."

b. Students-related difficulties

The second theme is teaching difficulties related to student aspects. Difficulties in this theme were widely reported in both questionnaire and interview data. The questionnaire data can be seen in Table 4. Under this theme, five subthemes emerged: dealing with students' low motivation in learning pronunciation, dealing with students' lack of confidence to speak out loud, dealing with students' different level of pronunciation skills, dealing with students' habit to copying others' pronunciation, and dealing with the L1 and L2 interference

Table 4
Data Emerged from Close-ended Questionnaire

Close Ended Questionnaire

No.	Statements	Respondents' Score		Total Score	%
		Ell	Marg		
1	<i>Mengajar pronunciation adalah hal yang sulit bagi saya karena saya kurang percaya diri dengan English pronunciation saya</i>	2	1	3	30%
2	<i>Mengajar pronunciation adalah hal yang sulit bagi saya karena pengetahuan dan kemampuan pronunciation yang saya miliki masih kurang banyak</i>	1	2	3	30%
3	<i>Mengajar pronunciation adalah hal yang sulit bagi saya karena saya memiliki pengetahuan dan kemampuan mengajar pronunciation yang baik</i>	2	1	3	30%
4	<i>Berhadapan dengan beragamnya level pronunciation siswa adalah hal yang sulit bagi saya</i>	4	4	8	80%
5	<i>Saya merasa bahwa saya masih keuslitan menghadapi siswa yang malu-malu saat diminta untuk melaftalkan kata dalam bahasa Inggris</i>	4	4	8	80%
6	<i>Saya merasa kesulitan dalam menghadapi siswa dengan motivasi belajar pronunciation yang rendah</i>	4	4	8	80%
7	<i>Saya kesulitan mengatasi kebiasaan siswa dalam menirukan bagaimana kebanyakan orang yang di sekitarnya melaftalkan suatu kata dalam bahasa Inggris meskipun pronunciationnya salah</i>	4	5	9	90%
8	<i>Saya merasa kesulitan dalam menghadapi bagaimana L1 siswa memengaruhi cara mereka melaftalkan sebuah kata dalam bahasa Inggris</i>	4	5	9	90%
9	<i>Tidak banyak teaching materials tentang pronunciation membuat saya dengan kesulitan mengajar pronunciation</i>	2	2	4	40%

	<i>Tidak tersedianya banyak waktu</i>					
10	<i>mengajar yang saya punya membuat saya kesulitan mengajar pronunciation</i>	4	4	8	80%	
11	<i>Dalam pembelajaran bahasa Inggris di sini, pronunciation bukanlah prioritas. Ini mengakibatkan saya kesulitan ketika ingin mengintegrasikan pronunciation dalam pembelajaran.</i>	4	4	8	80%	
12	<i>Tidak ada/ tidak berfungsinya fasilitas di dalam kelas membuat saya kesulitan mengajar pronunciation</i>	2	2	4	40%	

1) Dealing with students' low motivation in learning pronunciation

One of the most common student-related difficulties reported by both teachers was dealing with students' low motivation in learning pronunciation. In the close-ended questionnaire distributed, both teachers 'agreed' with the statement *Saya merasa kesulitan dalam menghadapi siswa dengan motivasi belajar pronunciation yang rendah*. During the interview, Ellisabeth also added the same thing stating that the student was not very motivated to learn pronunciation which made it difficult for her to teach it.

"... yang kurang itu malah biasanya tidak begitu termotivasi khususnya dalam belajar speaking dan pronunciation tentu saja. Nah itu, itu tantangan sebenarnya untuk menghadapinya. "

2) Dealing with students' lack of confidence to speak out loud

Another difficulty is dealing with students' lack of confidence to speak out loud. The teachers revealed that many students were afraid to pronounce English words for fear of being wrong and then being laughed at by their friends. In fact, they are so insecure that they really do not want to open their mouths. Therefore, it was really difficult for the teachers to deal with them and teach pronunciation, as Ellisabeth said below.

"Jadi mereka ya itu tadi minder dulu, takut kalau salah. Jadi kadang-kadang keluar (suaranya) aja enggak itu, sulit menghadapi yang seperti itu. "

3) Dealing with students' different level of pronunciation skills

The next difficulty was dealing with students' different levels of pronunciation skills. In the close-ended questionnaire, both teachers 'agreed' with the statement *Berhadapan dengan beragamnya level pronunciation siswa adalah hal yang sulit bagi saya*. During the observation, Margareth was also seen several times having difficulty dealing with

students with different levels of pronunciation skills, especially those with poor abilities. This is also in line with what Margareth said during the interview as follows.

"Ada, kemampuannya itu beda-beda, dan yang kurang itu mereka nggak mau ngomong kayak seakan-akan waktu SMP nggak diajarin bahasa Inggris. Itu tantangan."

4) Dealing with students' habit to copying others' pronunciation

Difficulty number four was dealing with students' habit of copying others' pronunciation. Based on the observation of the lesson led by Ellisabeth, students often followed how their friends pronounce a word in English without wanting to confirm the correctness of the pronunciation through the dictionary. For example, one of the members from group 1 who was in charge of presenting the material always pronounced the word *breath* as /briθ/ instead of /breθ/. The observer found that his groupmates also pronounced it the same way, as well as many members from other groups who gave them questions about their presentation. This of course makes it difficult for teachers to teach pronunciation to students, as Ellisabeth said below.

"Jadi kayak siswanya biasanya sudah apatis, lalu ada yang lain yang membuat salah, eh malah diikuti, bikin repot sebetulnya."

5) Dealing with the L1 and L2 interference

The final difficulty related to this theme was dealing with L1 and L2 interference. The students' first and second languages at this school are generally Indonesian and Javanese. The teacher stated that the phonetic differences between Indonesian and English sometimes become an obstacle for students when attempting to pronounce English words correctly. For instance, during an observation with Margareth as the teacher, the observer repeatedly found students pronouncing the word *path* as /pat/ or /pet/ instead of /pæθ/. In Indonesian, the phonetic alphabet /θ/ does not exist, making it difficult for Indonesians to practice and become accustomed to pronouncing words containing this sound accurately.

The teacher acknowledged that students were already accustomed to using Indonesian and Javanese. Their environment primarily used these two languages from an early age. This presented a considerable challenge for the teacher when teaching English pronunciation. Nevertheless, the teacher remained understanding of this issue, as these two languages were, after all, the students' mother tongues, as Ellisabeth expressed.

"Karena itu kan mother tongue mereka. Jadi itu kan mereka sudah terbawa dengan bahasa itu. Kalau akhirnya agak kesulitan menggunakan bahasa Inggris ya bisa dipahami. Jadi itu cukup menjadi tantangan."

c. Self-related difficulties

The final theme concerns the difficulties related to the teacher themselves. In this context, only one sub-theme was identified under this main theme: lack of teachers' willingness to teach pronunciation.

1) Lack of teachers' willingness to teach pronunciation

The only difficulty related to the teacher themselves was the lack of teachers' willingness to teach pronunciation. Teacher Ellisabeth stated that there was indeed an internal factor within herself that made it difficult for her to teach pronunciation, namely the teacher's lack of willingness to teach pronunciation.

"Kayaknya enggak ada (kesulitan lain) sih Mbak, cuma ya willingness dari guru aja, jadi internal faktor dari saya sendiri sebenarnya, dari guru sendiri untuk mengajarkan pronunciation."

2. Strategies that Indonesian High School English Teachers in Surakarta Employ to Overcome the Difficulties in Pronunciation Instruction

This section discusses the findings of this study aimed at answering the second research question: What strategies do Indonesian high school English teachers in Surakarta employ to overcome the difficulties in pronunciation instruction? Based on the data collected, English teachers at a high school in Surakarta reported the strategies they used to address pronunciation teaching challenges in their classrooms. The problems are categorized into three major themes, each with several sub-themes, and each sub-theme contains one or more strategies used by the English teachers to address these issues. These strategies were identified through interview data, observations, and questionnaires, with interviews providing the most extensive information. The findings on these strategies are also presented in a table, as shown in Table 5.

Table 5

Difficulties in Teaching English Pronunciation and the Teachers Strategies to Overcome These Difficulties

Difficulties in Teaching Pronunciation		Strategies to Overcome the Difficulties
Themes	Sub-themes	

Curriculum and school regulations related difficulties	Limited time for pronunciation instruction	<ul style="list-style-type: none"> Inserting pronunciation materials when teaching English skills and grammar Selecting and focusing on essential pronunciation materials
	Lack of pronunciation material in the textbook provided by the school	<ul style="list-style-type: none"> Searching for pronunciation materials on the internet
	Lack of priority	<ul style="list-style-type: none"> Designing lesson plans that include pronunciation materials and test
	Lack of training programs for teaching pronunciation	<ul style="list-style-type: none"> Looking for training or seminar pronunciation teaching themselves Sharing and asking pronunciation teaching methods with fellow English teachers
Students-related difficulties	Dealing with students' low motivation in learning pronunciation	<ul style="list-style-type: none"> Giving external motivation for students
	Dealing with students' lack of confidence to speak out loud	<ul style="list-style-type: none"> Creating a positive classroom environment Giving intensive guidance for students Enhancing students' pronunciation confidence through exposure to diverse models
	Dealing with students' different level of pronunciation skills	<ul style="list-style-type: none"> Applying peer tutoring for students Adapting pronunciation instruction to students' pronunciation ability
	Dealing with students' habit to copying others' pronunciation	<ul style="list-style-type: none"> Increasing exposure to videos demonstrating accurate pronunciation Revising students' pronunciation and offering models of correct pronunciation

Dealing with the L1 and L2 interference	<ul style="list-style-type: none"> Offering regular exposure to clear and consistent pronunciation models Regularly encouraging students to practice pronunciation
Self-related difficulties	<p>Lack of teachers' willingness to teach pronunciation</p> <ul style="list-style-type: none"> Prioritizing speaking tests for students with pronunciation as part of the assessment criteria

a. Curriculum and school regulations related difficulties

1) Strategies to manage limited time for pronunciation instruction

The teachers employed two strategies to overcome the limited time available for teaching pronunciation. The first strategy was integrating pronunciation materials into English skills and grammar lessons. Due to the time constraints, Ellisabeth had to be resourceful in finding opportunities to teach pronunciation while delivering English skills, such as listening, speaking, reading, and writing.

"Makanya kita itu aja disisip-sisipkan terus seingetnya, ya benar tadi, begitu anak ada yang salah pronunciation baru kita bahas."

In addition, another important consideration was prioritizing the teaching of pronunciation materials that, if not taught, could lead to errors or shifts in meaning then resulting in misunderstandings. Therefore, the second strategy involved selecting and focusing on essential pronunciation materials, as Ellisabeth revealed below.

"Yang penting-penting dan menurut saya anak harus mengetahuinya, kalau tidak mereka akan bermasalah gitu, akan menghadapi masalah tersebut. Nek cuma biasa-biasa ya kita biarkan saja."

These two strategies were considered effective by the teachers, given that they still had to teach pronunciation within the limited time available. However, the teachers also expressed hope that more time would be allocated for teaching pronunciation in the future.

2) Strategy to overcome lack of pronunciation material in the textbook provided by the school

One strategy the teacher used to overcome this issue was searching for pronunciation materials on the internet. Ellisabeth revealed that due to the limited pronunciation content in existing textbooks, teachers must actively seek materials online to ensure they can still teach pronunciation using those resources.

"Mencari di internet dan kita harus pintar-pintar harus banyak rajin-rajin mencari. Itu yang penting itu."

In addition to her efforts, Ellisabeth also suggested that textbook authors should include phonetic transcriptions for new vocabulary that could cause misunderstandings if mispronounced.

"Itu menurut saya perlu di ditambahkan, kalau saya boleh usul ya. Jadi beberapa vocabulary baru yang problematik atau yang apa ya butuh fokus terhadap cara pronunciation yang baik sebaiknya diberi phonetic transcription-nya."

3) Strategy to overcome lack of priority

The strategy used to overcome this problem is by designing lesson plans that include pronunciation materials as Ellisabeth said below.

"... ya guru harus mendesain sendiri kapan saya akan mengajarkan pronunciation."

Unfortunately, this contrasts with what these English teachers actually do. They do not have lesson plans for teaching the eleventh grade during this semester. As a result, the researcher cannot confirm whether their instructional design includes pronunciation materials.

4) Strategies to overcome lack of training programs for teaching pronunciation

The teachers revealed two strategies to address this issue. The first strategy was looking for training or seminars on pronunciation teaching themselves. Ellisabeth mentioned that she once attempted to attend a training session on pronunciation teaching after coming across information about it on her social media feed.

"O, cari sendiri mbak. Pokoknya itu datang ke beranda saya trus saya ikut."

The second strategy was sharing and asking about pronunciation teaching methods with fellow English teachers. Margareth mentioned that she discussed about effective pronunciation teaching methods with other English teachers during an event called Sharing Best Practice.

"Nanti kita ada yang namanya Sharing Best Practice. 'Best practice-nya siapa yang akan di-sharing? Jadi best practice cara mengajar, 'ini saya pakai metode ini lho.' Maksudnya, gampangnya seperti itu."

b. Students-related difficulties

1) Strategy to overcome students' low motivation in learning pronunciation

The teachers revealed that there was only one method they usually used to address this issue, which was giving external motivation to students, as Ellisabeth expressed below.

"He'e, memotivasi externally. Pokoknya jangan takut dengan teori yang banyak yang dipelajari di balik itu. Pokoknya ayo ngomong dulu. Itu biasanya kita beri contoh, listen and repeat dulu, terus saya suruh ngomong sendiri habis itu baru biar mereka belajar tentang teorinya."

2) Strategies to overcome students' lack of confidence to speak out loud

According to the teachers, one of the most common reasons students lack confidence to speak out loud was their awareness of their poor pronunciation skills, which made them afraid of being ridiculed. Since this was a major cause of students' lack of confidence, teachers usually employed the strategy of creating a positive classroom environment. Ellisabeth emphasized that everyone in the classroom was learning, including the teacher, so students should respect each other and be brave to speak out loud.

"Ya, yang pertama ya harus dikondisikan dulu kelasnya. Kondisikan kelas, ingatkan bahwa kita semuanya belajar. Nggak hanya murid yang pintar banget, nggak hanya murid yang bodoh banget, bahkan Ibu aja juga belajar. Maka kita hargai apa yang mereka ucapkan. Yang kedua, ini untuk semua, tidak hanya untuk siswa yang seperti itu saja. Kondisikan dulu bahwa kita itu we are in the process of learning, jadi don't be afraid to make mistakes, habis itu kalau mereka udah 'Iya, iya' baru anak-anak yang kurang itu kita minta berlatih. Kan kondisinya, lingkungannya sudah kondusif tuh. Nah, itu mereka tidak akan minder, jadi mereka mau ngomong."

In addition to the previous strategy, Ellisabeth also suggested giving intensive guidance to students. She emphasized that teachers should support students who lacked confidence. Teachers also needed to encourage students with the principle of "*Aku maju*," without fear of making mistakes, as errors were a natural part of the learning process.

"Kalau dia bisa mengolah kekurangan ini, agar dia bisa lebih PD, ya ada. Sebenarnya pakai prinsip 'aku maju.' Entah benar atau salah, 'aku maju.' Tapi kalau siswa yang sudah mampu, kita berasa tidak apa-apa, dia mampu. Itu berarti kita lepas, dia sudah bisa. Nah yang kurang kan memang kita harus mendampingi."

Students' lack of confidence also sometimes stemmed from their strong Javanese and Indonesian accents when speaking English. According to Ellisabeth, this issue could be addressed by raising students' awareness that having an accent was not a problem as long as their

pronunciation was accurate and acceptable. Therefore, a strategy that could be implemented was enhancing students' pronunciation confidence through exposure to diverse models. Here is what Ellisabeth wrote in the open-ended questionnaire as an *answer for this question: Apa saja upaya yang telah Anda lakukan untuk mengatasi kesulitan dalam mengajar pronunciation? Sebutkan kesulitan dan solusinya.*

Murid tidak pd, apalagi karena logat jawanya: ... Seyogyanya siswa diberi kesadaran untuk bisa menerima semua pengucapan bhs inggris dg dialek yg berbeda, misalnya adanya Indian English, Chinese English, Singaporean English, Australian English dll supaya mereka bisa percaya diri dg pengucapan mereka. Juga supaya sadar akan keberagaman di dunia global ini.

3) Strategies to overcome students' different level of pronunciation skills

The teachers employed two strategies to address this difficulty. The first strategy was adapting pronunciation instruction to students' pronunciation ability. During the observation, the researcher noted that Margareth implemented this strategy. She made an effort to provide differentiated instruction according to the students' abilities. The teacher still involved the male students, who were not really good in their pronunciation, in the drilling process, asking them to comprehend the text and then read it correctly. For some advanced female students, she asked them to speak in front of the class and share their opinions on what constitutes a healthy diet. Meanwhile, the other students were asked to respond orally to these opinions, and the male students were only required to respond as best as they could.

The second strategy was applying peer tutoring for students, which was carried out by Ellisabeth. She usually grouped the students and included one student with good pronunciation skills as a pronunciation model. This student would provide examples and assist their peers in pronouncing English words. Ellisabeth also mentioned that this method was successful in several classes.

"Kalau itu ya itu tadi, memberikan seorang yang sudah bagus sebagai model untuk jadikan apa ya istilahnya, contoh. Nah, itu baru mereka akan 'oh ya anak itu saja bisa, saya juga harus bisa.'

"Kalau tentor sebaya, di beberapa kelas jalan, ..."

4) Strategies to overcome students' habit to copying others' pronunciation

There were two strategies that teachers used to address students' habit of copying others' pronunciation. The first strategy was increasing students' exposure to videos demonstrating accurate pronunciation. This approach aimed to help students become more familiar with correct pronunciation rather than imitating their peers, whose pronunciation

might not be accurate. For example, Ellisabeth often asked students to watch educational videos or YouTube content while imitating the pronunciation accurately. Here is what Ellisabeth wrote in the open-ended questionnaire as an *answer for this question*: *Apa saja upaya yang telah Anda lakukan untuk mengatasi kesulitan dalam mengajar pronunciation? Sebutkan kesulitan dan solusinya*. More clearly, it can be seen in Table 6.

Kebiasaan meniru-niru: Meminta siswa melihat video pembelajaran ataupun youtube sambil menirukan pengucapannya dengan tepat. Siswa juga saya minta mengaktifkan subtitle berbahasa Inggris untuk mencocokkan spelling dan pronunciation yang bisa jadi sangat problematik bagi mereka.

Table 6

Data Emerged from Open-ended Questionnaire

Open-ended Questionnaire		
Questions	Ellisabeth	Margareth
<p><i>Dari pengalaman Anda, apa tantangan terbesar dalam mengajarkan pronunciation?</i></p> <p><i>Apa saja upaya yang telah Anda lakukan untuk mengatasi kesulitan dalam mengajar pronunciation?</i></p> <p><i>Sebutkan kesulitan dan solusinya</i></p>	<p><i>Waktu yang terbatas</i></p> <p><i>Kebiasaan meniru-niru: meminta siswa melihat video pembelajaran ataupun youtube sambil menirukan pengucapannya dengan tepat. Siswa juga saya minta mengaktifkan subtitle berbahasa Inggris untuk mencocokkan spelling dan pronunciation yang bisa jadi sangat problematik bagi mereka.</i></p> <p><i>Murid tidak pd, apalagi karena logat jawanya: Memberikan exposure kepada siswa sebanyak mungkin model pengucapan yang standardized untuk dipelajari. Selain itu juga menyadarkan siswa bahwa banyaknya ragam pengucapan berbeda yang sangat dipengaruhi tempat asal atau dialek lokal mereka, sehingga mereka tahu banyaknya perbedaan antara yang standardized dan tidak. Seyogyanya siswa diberi kesadaran untuk bisa menerima semua pengucapan bhs inggris dg dialek yg</i></p>	<p><i>Kurangnya kemauan siswa untuk belajar</i></p>

berbeda, misalnya adanya Indian English, Chinese English, Singaporean English, Australian English dll supaya mereka bisa percaya diri dg pengucapan mereka. Juga supaya sadar akan keberagaman di dunia global ini.

The second strategy was revising students' pronunciation and offering models of correct pronunciation, as Ellisabeth did in the lesson she led during the observation. At that time, Ellisabeth would ask the students to repeat their words if their pronunciation mistakes were fatal enough to change the meaning and were not understandable, by saying "what do you mean?" "can you repeat?" and so on. Then, the teacher would give an example of proper pronunciation if the student did not realize the mistake they made by saying: "*That's not the way you read it, it should be /breθ/.*" Next, the teacher asked the student to repeat using the correct pronunciation. The teacher also ensured that the other students who were there also heard well so that they could correct the way they pronounced the word.

5) Strategies to overcome the L1 and L2 interference

There were two strategies that teachers used to reduce this difficulty. The first strategy was by offering regular exposure to clear and consistent pronunciation models. The teachers emphasized that the students should be given exposure to intelligible pronunciation as much as possible. Ellisabeth also explained that although having a Javanese accent is not a problem, she still advised students not to show it too much.

"Ya, kita tekankan bahwa itu medhok banget, nanti ndak nggak enak didengarkan. Kita sama-sama dari Jawa, tapi saya tekankan bahwa Jawanya jangan tunjukkan betul-betul saat ngomong pakai bahasa Inggris dengan cara memberikan contoh model pronunciation paling tidak yang berterima dululah. Yah, jangan yang fluent-fluent banget lah nanti ndak mereka minder lagi kan."

Regularly encouraging students to practice pronunciation was the second strategy. After getting used to hearing intelligible pronunciation, students must also be accustomed to practicing pronouncing English words intelligibly, as expressed by Margareth below.

"Latihan. Satu kita benarkan, yang lain mereka harus latihan."

c. Self-related difficulties

1) Strategy to overcome lack of teachers' willingness to teach pronunciation

The strategy that teachers used to increase their willingness to teach pronunciation was by prioritizing speaking tests for students with pronunciation as part of the assessment criteria. This was used as a solution because one of the causes of teachers' unwillingness to teach pronunciation was because speaking, in which there is an aspect of pronunciation, was not tested for students, as Ellisabeth said below.

“... kemampuan speaking siswa itu harusnya ditonjolkan dan harus diuji secara tersendiri. Selama ini kan enggak ada kan ujian speaking, bahkan listening-speaking itu kita taken for granted karena toh nanti juga enggak ada ujian.”

They agreed that including the pronunciation aspect in the assessment made them inevitably have to teach pronunciation.

B. Discussion

This section discussed the meaning of the research findings in relation to the research questions and findings from previous studies. The first theme described the difficulties related to the curriculum and school regulations. A distinct challenge was identified in this theme, leading to a change in terminology from "curriculum and material-related difficulties" to "curriculum and school regulations-related difficulties." The difficulties were not only about curriculum materials but also about school policies themselves. In line with research conducted by Asikin and Ibrahim (2020), Nangimah (2020), Shaibani (2022), Tiwari (2023), and Whitehead and Ryu (2023), this study found that teachers experienced difficulties in teaching pronunciation due to limited time for pronunciation instruction, and lack of priority.

In line with research conducted by Asikin and Ibrahim (2020), Nangimah (2020), Shaibani (2022), Tiwari (2023), and Whitehead and Ryu (2023), this study found that teachers experienced difficulties in teaching pronunciation due to limited time for pronunciation instruction and lack of priority.

There were two significant differences compared to previous studies. While prior research often highlighted that teachers struggled with pronunciation instruction due to a lack of teaching materials, this study found that teachers specifically faced difficulties due to the lack of pronunciation materials in the textbooks provided by the school. Teachers acknowledged that abundant pronunciation resources were available online, but the textbooks provided contained very few materials. Another newly identified difficulty was the lack of training programs for teaching pronunciation. Although teachers knew pronunciation teaching methods, such as drilling, they also expressed a desire for training programs on teaching speaking, which would naturally include pronunciation aspects, provided by the school or the government.

To overcome these difficulties, teachers implemented various strategies. Some of the strategies used were similar to those employed by instructors in

previous study, such as designing lesson plans and discussing with fellow English teachers (Asikin and Ibrahim, 2020). There were also new strategies, such as inserting pronunciation materials when teaching English language skills and grammar, selecting and focusing on pronunciation materials that were considered essential, searching for pronunciation materials through online sources, and taking training independently. Although these strategies showed teachers' active efforts in overcoming policy limitations, their effectiveness was situational. What worked in one school did not necessarily work effectively in another school. Therefore, a comprehensive and sustainable policy was needed from related parties so that the challenges in teaching pronunciation could be overcome evenly across various educational contexts.

The second theme discussed student-related difficulties. It was reported that teachers experienced difficulties when dealing with students' low motivation in learning pronunciation, students' lack of confidence to speak out loud, students' different levels of pronunciation skills, students' habit of copying others' pronunciation, and the L1 and L2 interference. These findings were in line with findings from previous studies by Asikin and Ibrahim (2020), Azarias and Capistrano (2019), Fauzia and Amri (2023), Grandyna (2018), Ha (2023), Nangimah (2020), Purwanti et al. (2021), Tiwari (2023), and Whitehead and Ryu (2023). These similarities indicated that the difficulties faced by teachers were not just a local phenomenon, but rather a common challenge across various contexts of learning EFL.

To overcome these difficulties, teachers provided many strategies, misalnya, giving external motivation for students, creating a positive classroom environment, giving intensive guidance for students. enhancing students' pronunciation confidence through exposure to diverse models, applying peer tutoring for students, adapting pronunciation instruction to students' pronunciation ability, increasing exposure to videos demonstrating accurate pronunciation, revising students' pronunciation and offering models of correct pronunciation, offering regular exposure to clear and consistent pronunciation models, and regularly encouraging students to practice pronunciation. Although these difficulties occurred in various contexts, the strategies implemented by the teachers in this study might not be universally applicable. However, it would be beneficial to attempt them first. For instance, strategies like offering regular exposure to clear and consistent pronunciation models align with previous research emphasizing the importance of exposure in pronunciation learning (see Pourhosein-Gilakjani, 2012; Rosyid, 2016).

Finally, the findings on the major theme of self-related difficulties. The findings on this theme are significantly different from previous studies. In this study, there was only one difficulty faced by teachers: the lack of willingness to teach pronunciation. This finding aligns with what was stated by Pourhosein-Gilakjani and Sabouri (2016), who noted that many teachers still ignored pronunciation instruction in EFL classrooms. The teachers admit that they realize pronunciation is

important, but still did not have a big desire to bother looking for pronunciation materials on the internet, making lesson plans for pronunciation materials, and teaching pronunciation because pronunciation would not come out in the exam for students. Therefore, as a solution, the teachers at this school tried to prioritize speaking tests for students with pronunciation as part of the assessment criteria.

CONCLUSION

The results revealed that teachers in a high school in Surakarta struggled in several ways with teaching pronunciation. Furthermore, this study revealed specific strategies that teachers employed to overcome these difficulties. This study, however, concentrated on the setting of a high school in Surakarta, thus the findings might not be completely reflective of difficulties and strategies in other areas or degrees of education. Teachers who wish to implement the strategies used here should modify and assess the effectiveness of these strategies depending on their students' characters and classroom conditions. It is suggested that future researchers could expand the scope of the study. It would be better if future research explores the difficulties of teaching pronunciation and the effectiveness of its strategies at different levels of education or in other regions, as well as examining the long-term impact of implementing the identified strategies.

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