

UNIVERSITY OF EDUCATION, WINNEBA

**POOR PRONUNCIATION OF ENGLISH WORDS BY SHS STUDENTS OF
ASHAIMAN SENIOR HIGH SCHOOL**



ISSAKA MUMUNI

(190014606)

**A Dissertation in the department of Applied
Linguistics, Faculty of Languages, submitted to the school of
Graduate Studies, in partial fulfillment**

**of the requirements for the award of
Master of Education
Degree in Teaching English as Second Language
in the University of Education, Winneba**

OCTOBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, Issaka Mumuni declare that this thesis, with the exception of the quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

SUPERVISOR NAME: DR. REBECCA AKPANGLO-NARTEY

SIGNATURE.....

DATE.....

DEDICATION

This work is dedicated to Mr Bandago Hameed Awelinga and his wife, Auntie Margaret Salifu and my parents Mr. and Mrs. Yiiga.



ACKNOWLEDGEMENT

My profound appreciation goes to my supervisor, Dr Rebecca Akpanglo-Nartey for her advice, support and patience throughout the conduct and completion of this work.

I will like to thank the students, staff and Headmaster of the Ashaiman Senior High School for allowing me to conduct the study in their school.

All sources from which materials have been taken during the conduct of this study are duly acknowledged.



TABLE OF CONTENTS

DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of Problem	4
1.3 Purpose of the Study	6
1.4 Research Objectives	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitations of the Study	7
1.8 Delimitation	8
1.9 Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Theoretical Framework – Chomsky’s Generative-Transformational Theory	10
2.2 Conceptual Framework	12
2.3 Empirical Literature Review	38
2.4 Chapter Summary	41



CHAPTER THREE: METHODOLOGY	43
3.0 Introduction	43
3.1 Research Design	43
3.2 Population	44
3.3 Sampling Technique and Sample Size	45
3.4 Source of Data	45
3.5 Data Collection Instrument	46
3.6 Procedure for Data Collection	47
3.7 Methods of Data Analysis	47
3.8 Validity of Research Data	48
3.9 Reliability of Research Data	48
3.10 Ethical Considerations	48
3.11 Summary of the Chapter	49
CHAPTER FOUR: RESULTS AND DISCUSSIONS	50
4.0 Introduction	50
4.1 Analysis of Respondents Biodata (Teachers)	50
4.2 Analysis of Main Data (Students and Teachers)	53
4.3 Discussion of Results	59
4.4 Summary of Chapter	69
CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATIONS	70
5.0 Introduction	70
5.1 Summary of Findings	70
5.2 Conclusion	73
5.3 Recommendation	73
5.4 Suggestions for Further Research	74

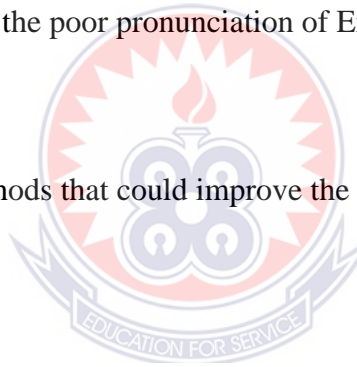


REFERENCES	75
APPENDICES	83



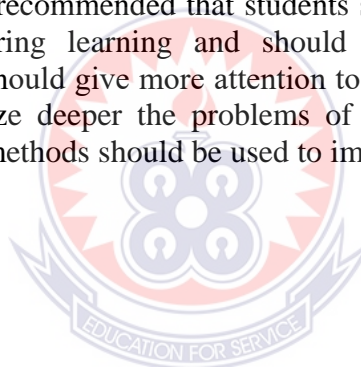
LIST OF TABLES

Table	Page
1: Gender of Respondents	50
2: Years of Teaching Experience	51
3: Highest Educational Qualification	52
4: Types of pronunciation errors students of Ashaiman Senior High School	53
5: Factors that led to the poor pronunciation of English words by the students	55
6: Strategies and methods that could improve the pronunciation of English words	57



ABSTRACT

A descriptive survey was conducted on the poor pronunciation of English words by students in the Ashaiman Senior High School. The research questions that were answered included what types of pronunciation errors do students of make? What are the factors that led to the poor pronunciation of English words by the students? And what strategies and methods could be used to improve the pronunciation of English words among the students? The study population 1750 out of which 300 students and Five (5) teachers participated through random and purposive sampling respectively. The study found five (5) types of pronunciation errors that students often make in the study area that include errors in Fricative and Plosive Consonants, short pure vowel, Pure Long Vowels and Diphthongs as problematic to the students. It also found five factors that led to the poor pronunciation of English words resulting from performance conditions, affective variables such as self-confidence, and anxiety, students listening ability, topical knowledge, and feedback during pronunciation activities. The study found strategies and methods in dealing with the problem and concluded that drilling, chaining, the direct method of teaching, reading method and teacher facilitation are strategies and methods to improve the pronunciation of English words among the students as they learn pronunciation. The study recommended that students should give more attention to their pronunciation ability during learning and should practice more to improve their pronunciation. Teachers should give more attention to the student's pronunciation ability in teaching and to analyze deeper the problems of pronunciation and more practical classroom strategies and methods should be used to improve the pronunciation of English words among students.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In our everyday life, the most common and easiest way to communicate is through speech. Any communication process requires that the speaker and the listener understand each other, otherwise it breaks down. One of the most important factors to ensure effective communication is good pronunciation without which communication is hard or even impossible. According to Arnaud (2015), having a good knowledge of grammar without understandable pronunciation does not ensure successful communication. According to Atli and Bergil (2012), in the late 19th century pronunciation emerged as a field of systematic study when International Phonetic Association was established in 1886.

Pronunciation describes the way in which language is spoken. Yates and Zielinski (2014) described pronunciation as the production of sounds that we use to make meaning. They propose that “Pronunciation includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmentally aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language” (Yates, Zielinski & Pryor, 2011, p.34).

According to Gilakjani (2012), pronunciation is a set of habits of producing sounds. Abd and Torky (2006) agree with Gilakjani’s idea of pronunciation as he defines

pronunciation as the production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use. Hence, pronunciation is the habit of producing sounds. It is acquired by repeating the process over and over again by being corrected when it is done wrongly. Pronunciation is the combination of both suprasegmental and segmental features. According to Asher (2003), pronunciation is essentially based on sounds in an oral form and the basic ability of speaking English as well as other languages. English language is the language of international communication, and it is widely used. There are many people all over the world who have strong desire to learn and speak English language. According to Nour and Abdalla (2015), English pronunciation is a salient element of English Language learning.

The learning of English pronunciation skill is a preference for many English as a Foreign/Second Language (EFL/ESL) learners (Richards 1990). In this light, it is explained that language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990).

According to Gilakjani (2016), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication (Harmer, 2007).

Pronunciation is very important in second language learning. Despite its importance, pronunciation has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Pronunciation has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out pronunciation tests (Clifford, 1987). Pronunciation is a skill which is worthy of attention in both first and second language. Learning the pronunciation skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

Pronunciation is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

In discussing pronunciation, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. According to Bashir, Azeem, & Dogar (2011), this skill is often ignored in some teachers' classes where learners do not have enough opportunity either in their classes or outside to speak English. Learners need a lot of practice to improve their pronunciation skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat or use short questions and short dialogues in the classrooms to develop their students' pronunciation skills (Bashir, Azeem, & Dogar, 2011).

One of the most difficult skills language learners face in language learning according to Bueno, Madrid, & McLaren (2006), is pronunciation skill. The researchers believed that pronunciation is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006).

It is essential for all English learners to acquire good pronunciation and it is crucial especially for those who are learning English as a major subject. Pronunciation of English words is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Pourhosein 2016). Understandable pronunciation of English words is one of the basic requirements of learners' competence and it is also one of the most important features of the English language instruction. According to Pourhosein (2012), a good pronunciation of English words leads to learning while bad pronunciation promotes great difficulties in English language learning

1.2 Statement of Problem

English language is a worldwide communication tool taught in Ghana as a foreign language for many decades. Though the language teaching is said to be successful in enhancing students' knowledge of English grammar and usage, it fails for some reason, in making students communicate fluently in a real situation. Having good knowledge of grammar is important, but a good pronunciation is essential and can even cover gaps in other aspects of language such as grammar. Also, a clear pronunciation makes the students easy to understand. In spite of the advantages of students' ability to communicate orally, studies by Abbas and Mohammad (2011) on detecting and

improving poor pronunciations for multiwords in English has shown that the quality of students' skill in English keeps deteriorating.

Generally, it has also been observed that of late candidates have been performing poorly in English language. Recently, the West African Examination Council (WAEC) disclosed that candidates performed abysmally in subjects such as mathematics and English language in the year's West African Senior School Certificate Examination (WASSCE). The provisional results in 2018, according to statistics by WAEC, fell below that of the previous year. The Council said the performance score range A1- C6, with English language recording 46.79 percent as against 54.06 percent for 2017, a 7/27 percent decline. (The Daily Guide. July, 16 2018 Edition).

Many reasons have been cited for this state of affairs in the secondary institutions across the country. Some of the major factors identified as being responsible for learners' difficulties with mastering speaking skills include: inadequate classroom conditions, poor quality teaching learning materials, little opportunity provided to practice and personality factors such as anxiety, timidity, and low self-confidence (Richards, 2015). Studies such as that of Richards need to be conducted across many more secondary institutions in order to identify peculiar problems that student's encounter which hinder their good performance in English language. The Ashaiman SHS students have not been engaged in any such research to unearth their peculiar problems in speaking English in order to help them perform better in the subject.

In Ashaiman Senior High School, students especially those in form-two (2) faced some problems in learning English language pronunciation of English words. Students

often guessed the pronunciation of words and that sometimes led to misunderstanding. Considering the fact that they had only one year to write their West African Senior Secondary certificate examination (WASSCE), the situation needs to be addressed and yet not investigation had been conducted into the problem. Hence, this study intends to investigate the factors behind their poor pronunciation and its associated effects on these students.

1.3 Purpose of the Study

Punctuation is a critical aspect of English speaking especially learners at the senior High School. Based on this reason, the study is purported at using descriptive statistics in diagnosing the types of errors students make in the teaching and learning of pronunciation and the factors that might have led to the situation. It calls for strategic measures in correcting the problem of punctuation among students.

1.4 Research Objectives

The main objective of the study was to investigate the situation of poor pronunciation of English words by form-two students of Ashaiman Senior High School. The following specific objectives were set for the study:

1. To assess the types of error that students of Ashaiman Senior High School make in the pronunciation of English words.
2. To determine the factors that led to poor pronunciation of English words by the students.
3. To determine strategies and methods to improve pronunciation of English words among the students.

1.5 Research Questions

The study sought the answer the following research questions.

1. What types of pronunciation errors do students of Ashaiman Senior High School make?
2. What are the factors that led to poor pronunciation of English words by the students?
3. What strategies and methods could be used to improve pronunciation of English words among the students?

1.6 Significance of the Study

Results of this study will be of great significance to all stakeholders in education especially students, teachers and curriculum developers. It will equip stakeholders in education with the various causes and effects of poor pronunciation and also, prescribe measures for appropriate pronunciation of English words among Senior High Students. This study also seeks to contribute to existing scope of knowledge on pronunciation. Learning to pronounce English words correctly can be one of the hardest parts of learning English. The findings of the study will enhance the knowledge of other researchers as the findings can also be used in future as reference material by students or researchers.

1.7 Limitations of the Study

The study was limited to an analysis of information made available through the use of questionnaires to collect primary data to pursue the study. This limited the respondents' views to only the items specified by the researcher, hence the opportunity for expression was limited. This sought to affect the outcome of the study since the study

did not employ any other instrument in order to verify the information gathered through the questionnaires.

The researcher was faced with excessive bureaucracy and suspicion and sometimes fears of victimization by superior officers within the school and for that reason, some of them felt reluctant in availing themselves for answering the questionnaires. Therefore, many of the participants did not respond to the questionnaires. Some respondents did not cooperate with the researcher during the data collection period. Finally, the restriction imposed by the government on the visiting of Senior High School Student due to Covid-19 affected the time allocated for the study which affected the quality of the data collected from the school.

1.8 Delimitation

In as much as the study is to study the causes and effects of poor pronunciation of words in English language among students in the Senior High School, it was restricted to only students of form two (2) of Ashaiman Senior High School in the Greater Accra region of Ghana.

Even though there are a few other Senior High schools in the Ashaiman Municipality and its environs, students of Ashaiman Senior High form two (2) were the target of this study in order to manage high cost in dealing with large populations due to easy accessibility to the students and judicious management of limited time available for the conduct of the study.

This study solely concentrated on the segmental aspects of pronunciation although pronunciation as a broad topic of study deals with both segmental and suprasegmentally aspects.

1.9 Organization of the Study

The thesis is organized into five chapters. Chapter one constitutes the introductory overview of the entire research work. This includes background and scope of the study, as well as the aims and objectives. It addresses the research contributions and significance of the study. It concludes with a review of the thesis structure.

Chapter two is the literature review. It discusses pronunciation by taking a detailed insight from existent scholarly materials that have direct bearing on the topic of study.

Chapter three talks about the research methodology. It presents a detailed discussion of the research methodology, including data collection and data analysis procedures.

Chapter four is the data presentation and analysis. It includes the findings from the main quantitative study as discussed.

The final chapter, chapter five, is the conclusions and recommendations for the study.

This final chapter summarizes the main findings and conclusions derived from the research. The chapter concludes with recommendations and directions for future research, as well as author's own personal reflections on this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The previous chapter highlighted the structure for the study. This chapter discusses the overview on the English language, various definitions, functions and roles related to pronunciation. The chapter also reviews literature on errors of pronunciation and factors that lead to poor pronunciation of English words by the students. Literature on strategies used in effectively teaching pronunciation are also discussed in this chapter. The chapter reviews literature on challenges of teaching and learning of English pronunciation and ways to improve English pronunciation of Students.

2.1 Theoretical Framework – Chomsky’s Generative-Transformational Theory

The study was influenced by the Chomsky’s generative-transformational theory, along with the cognitive-code theory of the 1960s, which focused on listening at the discourse level and discarded skill ordering, paved the way for the trend to avoid, and ignored direct pronunciation teaching altogether. The advent of the communicative approach in the late 1970s and early 1980s likewise deemed the teaching of pronunciation as ineffective and hopeless, instead, it emphasized language functions over forms with the goal being overall communicative competence and listening comprehension for general meaning: McCall, M.W., Lombardo, M.M., & Morrison, A.M. (1988), stated that “at present, any teaching of pronunciation is so ineffective as to be largely a waste of time.” (p. 212). At that time, many instructors of the communicative approach assumed that pronunciation skills would be acquired naturally within the context of second language input and communicative practice.

However, the pronunciation was not entirely ignored in the period of the 1960s through the mid-1980s. Remnants of the audiolingual approach lingered within structural linguistics, which viewed language learning as a process of mastering hierarchies of structurally related items for encoding meaning (Nasiri, and Pourhossein, 2016). Therefore, when pronunciation was addressed, the instruction was generally oriented toward the drilling of individual sounds via articulatory descriptions and minimal pair contrasts.

It is the reliance on this traditional phonemic-based approach which Leather (1987) mentions one of the reasons for the demise of pronunciation teaching during this era: “The process, viewed as meaningless non-communicative drill-and-exercise gambits, lost its appeal; likewise, the product, that is, the success ratio for the time and energy expended, was found wanting.” (Morley, 1991, p. 486). Attitudes ranged from serious questioning as to whether pronunciation could be overtly taught and learned at all (Patkowski, 1994) to unwavering claims that adults were simply unable to acquire second language pronunciation.

According to Rubin (2012), the lack of attention to pronunciation, which was prevalent in the communicative approach of the late 1970s and early 1980s and the direct assertion by many that pronunciation could not be taught, resulted in a great number of international students who were failed to communicate effectively or even intelligibly although they had been instructed for a long time. This situation sparked research in second language acquisition that suggested a departure from the traditional, bottom-up phonemic-based approach to pronunciation teaching toward a top-down orientation focusing on suprasegmental or prosodic aspects such as rhythm, intonation, and duration.

2.2 Conceptual Framework

In this section, the study reviewed the various concepts that connect poor pronunciation in English to students in multiple settings that has a relationship with the teaching and learning of English in Schools.

2.2.1 Overview of Pronunciation in English Language

Language is the orderly production of speech sounds through which people communicate their thoughts, feelings, and experiences. Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Among the numerous languages spoken across all the continents in the world, it is obvious that, English language is the most spoken amongst all. English language has acquired a significant role recognized as an international language. In today's society English language plays a vital role in many areas of the economy, political, commerce, diplomatic and cultural arenas. Due to this wide spread of English in virtually all countries in the world, scholars argue that the language no longer represents the societies of native speakers only, and neither can they claim to own the language exclusively (Chengxu, 2017). English is considered as an international lingua franca and is utilized by both native speakers and non- native speakers in intercultural communications (Burri, 2015). This means that there are different accents of the language from different speakers around the globe.

It is considered a global communicative language. In countries such as in China, Bangladesh, India among others, where English is not the first language, there is a growing emphasis for learning the English language. According to Baker (2014), more countries want their citizens to be efficient in English speaking so as to develop the

people's communicative competence on the global front. English language is of such great importance that foreign students invest time and effort in upgrading their eloquence and comprehensibility in intercultural communications.

The basic skills of language learning being impacted on the learners include: reading, writing, speaking and listening. However, pronunciation is hardly given enough attention, yet it is the most difficult part in the English language (Monroe, 2015). Although, more countries are introducing the teaching and learning of English at the primary, secondary, and tertiary levels, pronunciation seems to be a growing problem among foreign students (Jenkins, 2007).

2.2.2 Definitions of Pronunciation

There are many definitions of the word “pronunciation” that have been suggested by the researchers in language learning. In Webster New World Dictionary, pronunciation is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), pronunciation is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined pronunciation as an interactive process of making meaning that includes producing, receiving, and processing information.

Balboni (2012) defined pronunciation as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Abd El, Fattah, Torkey (2006) defined pronunciation as a two-way process including a true communication of opinions,

information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

Yates and Zelinski (2014), described pronunciation as the production of sounds that we use to make meaning. In the 19th century, it emerged as a field of systematic study when the International Phonetic Association was established in 1886 (Atli & Bergil, 2012). Pronunciation is a major component of oral language. It is one of the important aspects in English, especially in oral communication which describes the way in which a word of language is spoken. According to Rubin (2012), pronunciation is the mechanism used in the teaching and learning of the English language. It is the use of a sound system in speaking and listening. According to Richards and Renandya (2002), pronunciation is also known as phonology.

Pronunciation in language learning, is the practice and meaningful use of the target language phonological features in speaking, supported by practice in interpreting those phonological features in a target language discourse that one understands. It includes the role of individual sounds and sound segments, that is, features at the segmental level as well as supra-segmental features such as stress, rhythm and intonation. It is a way of speaking a word, especially a way that is accepted or generally understood. According to Kristina et al. (2006), pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. Pronunciation is the act of speaking, production, and reception of sounds.

2.2.3 The Importance of Pronunciation

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than

using it in its written form. Pronunciation is the most important skill because it is one of the abilities that is needed to perform a conversation. English pronunciation is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English pronunciation ability to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that pronunciation is used twice as much as reading and writing combined. According to Brown (1994), listening and pronunciation are learners' language tools.

Gilakjani (2016) expressed that pronunciation is of great significance for the people interaction where they speak everywhere and every day. Pronunciation is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rodgers (2001) stated that in the traditional methods, the pronunciation skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and pronunciation and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, pronunciation, reading, and writing, pronunciation is the most important one that is very necessary for the effective communication.

The significance of pronunciation is indicated with the integration of the other language skills. Pronunciation helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories;

request; talk, discuss, and show the various functions of language. Pronunciation is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and pronunciation skills. He stated that when students speak, their pronunciation provides evidence that they have acquired the language. This idea led some teachers to jump quickly from pronunciation teaching to reading and writing teaching.

When students learn English, pronunciation is significant to support their ability to apply the language. According to McDonough & Shaw (1993), pronunciation skill has been very important to the success of human beings. The significance of pronunciation skill is observed in the daily activities of persons as an interactive activity and it occurs under the real time constraints (McDonough & Shaw, 1993). That implies, persons can use words and phrases fluently without very much conscious thinking. Therefore, pronunciation skills enables individuals to produce sentences for the real communication,

in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

2.2.4 Elements of Pronunciation

There are two elements of pronunciation, namely segmental and suprasegmentally features. The segmental aspect of pronunciation refers to sound units which are arranged in a sequential order in speech. The sound units of utterance are represented by phonetic symbols (Wahyukti, 2008). Segmental features include vowel and consonant sounds. Vowel sounds are produced with vibration of air passing through different mouth shapes caused by different position of the tongue and of the lips. There are 20 vowel sounds in English, divided into three main types of vowel sounds. Pure vowels are categorized into long vowel sounds, short vowel sounds, and diphthongs (Wahyukti, 2008). A long vowel is characterized by the length mark made of two dots or colon (Wahyukti, *ibid*). There are five long vowels in English, which are, /i:/ as in feel, /a:/ as in garden, /u:/ as in true, /ɔ:/ as in all and /ɜ:/ as in dirty. Consonants are produced when there is an obstruction made by two articulators against the out-going air somewhere in the mouth cavity (Wahyukti, 2008). Consonants contribute more to make English understandable. Secondly, consonants are generally made by a definite interference of the vocal organ with the air stream, so easier to describe and understand. There are various types of consonants in English which include: plosives, affricates, fricatives, nasals, and approximants, (Ramelan, 1985).

Supra-segmental (macro) features are also called prosodic features. These are features of speech such as intonation, stress, duration, that accompany consonants and vowels during speech. These features are not limited to single sounds often extend over

syllables, words, or phrases. According to Gilakjani (2012), stress is the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into three categories namely; strong or primary stress, medium or secondary stress, and weak stress or no stress (Wahyukti, 2008). It has an important role in English pronunciation because different stress patterns will differentiate meaning and intention. It is realized through a wide range of phonetic properties such as loudness, vowel length, and pitch, which are also used for other linguistic functions. It is signaled by volume, force, pitch change and syllable length and tends to maintain a rhythm from stressed syllables to an unstressed syllable and therefore, reducing the syllables in between.

Intonation is a prosodic feature which shows the movement of the voice between high and low pitches. It is the going up and down of pitch over different syllables in an utterance. It can be formed by a sequence of contrasting pitch levels in a sentence (Wahyukti, 2008) and is used to express a number of different meanings including emotions and attitudes. The word 'Yes' for instance, can be said with falling or rising voice. A rising can make 'Yes' mean 'I agree' or 'perhaps it is true' or 'you cannot be serious' or 'wow, you are so right' or any number of other things.

2.2.5 Characteristics of Pronunciation

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of pronunciation performance is fluency and it is the main aim of teachers in teaching pronunciation skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of pronunciation performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when pronunciation such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pays attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.2.6 Teaching Pronunciation

According to Tennant (2007), teaching pronunciation is fundamental to teaching speaking. Based on this notion, effective teaching of pronunciation can occur when a teacher has a good knowledge about the sound system of the language, good background knowledge about the pedagogy of pronunciation, and some information about his learners and their backgrounds. Teaching pronunciation refers to teaching about aspects that influence meaning of sentences through segmental phonemes. It is important to teach pronunciation because it is a basic sub skill in speaking. Teaching pronunciation may be overlooked in classrooms.

According to Avery and Ehrlich (2008), many teachers preferred not to teach pronunciation because they had no expertise in it. Other teachers felt they do not have an 'ear' for pronunciation which they decide not to teach it as they would not be helping their students if they do so. According to Tennant (2007), teachers do not want to teach pronunciation as they claim that many aspects of pronunciation are difficult to teach (or at least that is the perception). He also states that, unlike a grammatical or functional area of language, it can be quite difficult to build a lesson around a pronunciation point and therefore such points are add-ons to a unit in a course book or a lesson in the class. Some teachers say that English pronunciation is not significant for their learners and just few tests will require learners to indicate their skills pertinent to English pronunciation (Avery and Ehrlich, 2008).

Tennant (2007) claims that teachers often feel under-prepared to teach pronunciation and many seem to struggle to learn the phonemic alphabet. Teaching pronunciation is not a computational process whereby learners are required to know all

the phonological rules of the language they are learning in a mechanical way (Tennant, 2007). It depends on the role both the student and the teacher plays. The following describe the roles of the teacher and that of the student in pronunciation teaching and learning:

2.2.6. (1) Teacher's role

Teachers, as models of pronunciation carry a huge responsibility in their classrooms, they influence their learners either in a positive or negative way and their main goal is to create a friendly and supportive atmosphere (Macháčková, 2012). Their practical proficiency is not sufficient since if the teacher can only exemplify pronunciation by his or her own speech performance, the learners are left to work out what is significant for themselves. Learners of a second language will not readily discern crucial phonological distinctions. Macháčková (2012), identifies the teachers' roles in the pronunciation teaching and learning process. Some of the proposed roles of a teacher in teaching pronunciation according to him include: helping learners to make sounds; devising suitable activities, establishing priorities and providing feedback.

One of the roles of a teacher in teaching pronunciation is to help their students to perceive sounds that are often misperceived because of the false similarity in learners' mother tongue. According to Avery and Ehrlich (1987), learners of a language have different ways of speaking the target language. This can be as a result of the influence of the native language and or the ability of the learner to self-consciously work towards the achievement of the appropriate pronunciation of the target language. Teachers need to

check whether their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

Avery and Ehrilch (1987), indicated another role that teachers of pronunciation play is helping learners make sounds. This is where teachers have to explain and guide their students on how to imitate and pronounce new or unfamiliar sounds that do not exist in their mother tongue.

Teachers also the role of devising suitable activities that make students practice pronunciation. When choosing the most suitable activities that offer the best opportunities for practice, teachers need to also take into consideration students learning styles as the effectors of their progress (Avery and Ehrilch, 1987).

The teachers also need to establish priorities in teaching pronunciation. The teacher guides learners on which features they should focus on and which not to, as learners themselves are aware that their pronunciation is in some ways different in comparison to native speakers, but what they are unaware of is its relevance.

Finally providing feedback is another role played by the teacher in teaching pronunciation. Teachers need to give their students accurate and constructive feedback about their level of progress in performance, since they are not able to judge whether their pronunciation is comprehensible or not (Avery and Ehrilch, 1987). Not providing students with feedback could mean that students might make wrong assumptions about pronunciation.

2.2.6. (2) Student's or Learner's role:

The primary learners' roles are not only to pay attention to what they are doing in the classes or to be active participants of the learning process but also, they need to be

able to observe their progress. In other words, what all learners need to do is respond (Kenworthy 1990) to the teacher otherwise no progress or slight improvement will become evident. Therefore, there is no doubt that the ultimate success in pronunciation will depend on how much effort the learner puts into it and whether the student is willing to take responsibility for his or her own learning (Kenworthy 1990). Learners' willingness to be responsible to their own learning and to take action goes hand in hand with factors influencing learners' pronunciation learning.

2.2.7 Pronunciation Problems

There are some problems for pronunciation skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in

a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the pronunciation class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the pronunciation class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the pronunciation ability is that when some learners share the same mother-tongue, they try to use it in the pronunciation class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their pronunciation classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their pronunciation class. Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in English was a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties were related to the productive skills of writing and pronunciation. Evans and Green (2007) examined the language difficulties experienced

by the students at a Hong Kong university. The results of this study represented that the students' difficulties centered on the academic pronunciation such as grammar, fluency, and pronunciation and the academic writing like style, grammar, and cohesion.

2.2.8 Factors Affecting Pronunciation

If teachers want to help learners overcome their difficulties in learning pronunciation skill, they should identify some factors that influence their pronunciation performance. Learners' pronunciation performances are influenced by factors like performance conditions, affective factors, listening skill, and feedback during pronunciation tasks (Tuan & Mai, 2015).

The first factor is pertinent to performance conditions. Learners carry out a pronunciation activity under different conditions. Performance conditions impact pronunciation performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their pronunciation ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able

to reply if they cannot comprehend what is told. That is to say, pronunciation is very closely related to listening.

Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' pronunciation performance.

The fifth factor is related to the feedback during pronunciation activities. A lot of learners expect their teachers to give them the necessary feedback on their pronunciation performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the pronunciation task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while pronunciation.

According to Mahripah (2014), EFL learners' pronunciation skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words is not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of

their surrounding contexts like tenses and phonemes that come after them. This can cause many problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitise learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their pronunciation skill. Without positive attitudes towards the pronunciation performance, the aim of pronunciation will not be obtainable for learners.

The fear of pronunciation English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Pronunciation a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Pronunciation anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which lead to their silence during the whole class activity.

Inhibition is a feeling of worry that stops people from telling or performing what they want (Brown, 2000). All human beings make a series of defenses to protect the ego. Because committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their pronunciation tasks which resulting in the inhibition to the betterment of their pronunciation skill (Mahripah, 2014).

2.2.9 Strategies in Teaching Pronunciation

Drilling is a strategy used in teaching pronunciation. Basuki (2016, p.45) stated “teaching English pronunciation is both simple and complicated procedure. It is simple in

that such teaching involves merely drilling of students on the various sounds of English”. To explain further, Riswanto and Haryanto (2012), stated that drilling system is exceptionally helpful in teaching pronunciation since it can make right and precise pronunciation. It is the main way of pronunciation practice in classroom. The basic form of drilling involves teacher saying a word or structure and getting students to repeat it. According to Kelley (2016), it helps students achieve better pronunciation of language items and helps them to remember new items. Drilling often follows a process known as eliciting. It encourages students to bring up a word, phrase or structure as studied before. The teacher’s main role in drilling is to provide a model of the word, phrase or structure for students to copy.

Chaining is another strategy used in teaching pronunciation used to drill long sentences involving difficult words and sounds (Kelley, 2016). Teachers separate certain words from sentence and model them separately for students to repeat and gradually build the sentence up until they become complete sentences. According to Kelley (2016), there are two kinds of chaining namely back chain and front chain. Back chain is a process where students are drilled to pronounce sentences and build up parts of the sentences from the end and gradually adding to the length. Students. Mistakes in pronouncing certain parts of words well will be drilled by teachers separately. Each part of a sentence is modeled by teachers and repeated by students. Front chain is a process where students are drilled to pronounce sentences and build-up from start of the sentences and gradually adding up to the full length of the sentence. Students’ errors in pronouncing certain parts of a word will be drilled by teachers separately. Each part of a sentence is modelled by teachers and repeated by student.

2.2.10 Methods in Teaching Pronunciation

Pronunciation is an essential component of communicative competence. Pronunciation is one of the necessary components of oral communication (Larsen-Freeman, 1986). The following approaches below are the ways of teaching pronunciation.

2.2.10 (1) Direct Method

According to Elisabeth (2004), direct method which is also known as natural or conversational method, has been popular since it enables students to communicate in the foreign language. This method is usually done in a classroom. It is the approach in which students are taught directly in the target language. This method is the best to be taught by using it actively in the classroom because students would then “pick it up” as the way children learn their first language “mother tongue”. Elisabeth (2004) described the following as the basic principles of the Direct Method. The principles below stipulate that, the direct association between thought and words is very essential in this method as the learners think and speak by using the same medium.

Another principle of this method advocates that, oral practice is necessary with which stress is laid on functional grammar and not on theoretical grammar (Elisabeth, 2004). Furthermore, the inhibition of mother tongue, that is, this method propagates the teaching of the foreign language without using mother tongue. Finally, this method states that, the unit of speech is a sentence and not a word and therefore, emphasis is laid on speaking full sentences. Thus, this method favors the presentation of limited vocabulary, based on needs and experiments of the learners.

2.2.10 (2) The Reading Method

This method focuses more on reading for comprehension purposes, and emphasizes the transfer of linguistic understanding of English. Stern (1983) described the main objective of the reading method is to restrict the goal of language instruction to one practical attainable unit, and vocabulary control is of a great importance. The main characteristics of the Reading Method can be summarized as follows: Firstly, the Reading Method prioritizes studying the target language and the reading ability of language learners where grammar is equally necessary for reading comprehension and fluency. Secondly, under this method, maximum attention is paid on pronunciation or gaining conversational skills in the target language as students are exposed to a great amount of reading in the target language, both in and out of class. Furthermore, maximum attention on vocabulary of the early reading passages and texts is strictly controlled for difficulty, and it is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Finally, translation appears in this approach as a respectable classroom procedure related to comprehension of the written text. The reading approach pays more attention to pronunciation and gaining conversational skills in the target language.

2.2.11 Problems related to the teaching of English pronunciation

2.2.11 (1) Spelling and pronunciation

The problems of English pronunciation included the problem of spelling. Rodman and Fromkin (1978, p.159) stated that “writing has, however affected speech only marginally and most notably in the phenomenon of spelling pronunciation”. Many

English words are not pronounced the way they are spelt. Without having knowledge about their correct pronunciation, one may pronounce the words as they are spelt. For instance, the word ‘island’ [ailənd] is not pronounced as [islænd] neither ‘pneumonia’ [nju:məuniə] pronounced [pənuj:məuniə]. With their reference to spelling pronunciation, they discussed how spelling has affected speech especially since the sixteenth century.

Rodman and Fromkin (1978, p.159) made reference to the struggle between those who were of the view that words should be pronounced according to their spelling and those who felt words should be spelt according to their pronunciation. They indicated that at that time /h/ sound was not pronounced in honest, hour, habit etc. Also, most of the words underwent change from /t/ to /θ/ such as anthem, author, and theater. This is how the issue of spelling is a pronunciation problem in terms of teaching. When the teacher himself/herself as well as the student is not well abreast with the changing trends and does not have a good grasp of comfortably intelligible pronunciation, this becomes another problem altogether.

2.2.12 Influence of L1 on L2

In considering this as another problem, Nunan’s (1991) view, the influence of L1 on L2 is an obvious problem in pronunciation teaching and learning. It is thus likely to be a challenge for teachers as well as students. Nunan (1991) indicated that: “teaching and learning of pronunciation is dealt with from different points of view because the influence of the first language of the student seems prominent in the case of pronunciation and only gifted learners can attain mastery over pronunciation, though they start learning language after puberty”. Deducing from Nunan’s (1991) view, the problem of pronunciation does

not only linger around the L1 influence on L2 but also about the age at which they begin their pronunciation lessons.

By puberty age, all the wrong pronunciation skills would not only be learnt but well adopted by the individual. This will make change difficult for such individual at that puberty age. It may be more helpful for L2 learners of English to resort to English pronunciation training at the early age. This is very vital considering Celce-Murcia, Brinton and Goodwin's (1996) view of pronunciation. To them, "there is a threshold level of pronunciation of non-native speakers of English, if they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be". There is therefore the need for teachers to make conscious effort to overcome the challenge of the influence of the L1 on L2 and attain the threshold level of English pronunciation which Celce-Murcia et al (1996) made reference to. The influence of L1 on L2 can be very challenging to the teacher as well as the student. There is obviously the need to improve one's pronunciation irrespective of the influence of L1 on L2.

2.2.13 Poor foundation at the basic level

The researcher is of the view that schools are used to educate students formally, hence students of Senior High Schools grew and schooled from the basic level until the stage they find themselves. It is therefore assumed that pronunciation problems might have been part of their life, one cause that could be a factor is the fact that they had poor foundation at the basic level. Poor foundation of pronunciation training of individual also at the basic level obviously contributes to problems of English pronunciation teaching. Hughes, (2002) indicated that a beginner learner of English language must be taught

pronunciation. Pronunciation must be taught properly at the basic level of education. It is therefore obvious that there may be problems when this is overlooked or not properly done (Hughes, 2002). When this basic need is overlooked, it will result in having grown-ups with poor pronunciations that will in turn influence other students and society negatively.

2.2.14 Strategies for improving pronunciation

2.2.14 (1) Structure of the Curriculum

Monroe, (2015, p.496) stated that, “students can be expected to do well in pronunciation of English if the pronunciation class is taken out of a ‘meaningless isolation’ and becomes an integral part of the oral communication class”. The main purpose of pronunciation is for communication; thus, if the curriculum and teaching is made so practical that the use of pronunciation is realized in the classroom irrespective of the subject under study, obviously it will go a long way to improve the communication between the teacher and the student and education for that matter. On the contrary, the times allocated to topics on the course outline in secondary institutions may not be sufficient to go extra mile and make room for pronunciation teaching.

Before this, Robertson (2002, p.4) had indicated in his work, the inclusion of pronunciation in government school curriculum, as one of the ways to improve pronunciation. Teaching pronunciation should not be a study with a status comparable to physics, History, or English subject, but should be studied as a fundamental aspect of the embodiments of the English subject.

2.2.14 (2) Learner-centered classrooms

Another problem of English pronunciation reviewed is less opportunity for students to express themselves in class. Robertson (2002, p.6) indicated that, “students in government schools receive almost no opportunity to speak in the L2 in classes that are still teacher-centered”. When a class is teacher-centered and the students do not get the opportunity to speak, they neither get the opportunity to express themselves nor have their mistakes corrected. This does not help such students to build up their English pronunciation skills. In relation to the study, if teachers in Ashaiman Senior High School, and teachers of Senior High schools in general have such pedagogical problem, it might be a contributing factor to students’ pronunciation problem.

2.2.14 (3) Students’ Natural Ability to Imitate Sounds

According to Kenworthy (1990), large classes do not favor the individual oral repetition of sounds, words, or sentences. It therefore makes sense to state that the choral activities, individual oral reproduction activities do not take place so often because they are time consuming, taking into account the large number of students that have to be listened to and corrected. This situation as expressed by Kenworthy (1990), could be improved by the existence of language laboratories in the various schools that would allow students to listen to native speakers and then to reproduce their way of speaking while recording their voices. It implies that a follow up activity on students could help check their pronunciation with emphasis on repetition until an acceptable level of accuracy is reached. Based on this evidence, the exercise of the language laboratory would both save time showing greater effects in terms of pronunciation improvement.

The students' phonetic ability is something that teachers cannot really change as it has been proved that some persons "have a better ear for foreign languages than others" (Kenworthy, 1990, p.6).

2.2.14 (4) Students' Need

According to, Kelly (2000), one of the fundamental manners by which pronunciation is practiced in the classroom is through drilling. It is also considered the fundamental for the teaching of word stress, sentence stress, and intonation. According to Kelly, drilling method is a better way to improve the students' phonetic transcription and word stress mastery of pronunciation. The student needs considerable drilling and repetition - but this must directly exercise the speech that they will actually use in real life. Old fashioned drilling of sounds and minimal pairs or more modern practice with chants and tongue twisters is useful only as far as it is directly related in the learners' minds with the speech that they will actually use outside the classroom.

Listening is a language skill that is very important and is the most widely used. According to (Rivers, 1983), listening is also a language skill that is recommended to be mastered first in the early stages of language learning because this is in accordance with the natural process of language acquisition as experienced by native speakers. Given the importance of listening skills, various efforts must be made to so that learners are able to become competent and effective listener to aid in learning pronunciation (Asher, 2003).

The learning materials provided must be intrinsically capable of motivating learners and can make them want to listen to the material not only because they are required to, but because they are truly interested and want to listen to. This is where students need ample opportunity to listen to their own speech and that of fellow learners

in comparison with that of native speakers, and to learn to distinguish the aspects of learner pronunciation that make comprehension difficult. Listening to your own speech as you are speaking is very difficult. It is essential for learners and teachers to work with recorded voices so that the speech with which they are discussing is external to both of them, and can be referred to objectively without distortion.

2.2.14 (5) Teachers Needs

There has been a number of approaches towards teaching pronunciation. These include fluency-building activities such as effective listening exercises, fluency workshop, discussion wheel, values topic, using multi-sensory carefully modes such as visual and auditory reinforcement etc.

Celce-Murcia et al (1996), indicates the communicative approach, because the primary purpose of language is communication, the use of language to communicate should be central in all classroom language instruction. Generally, workshops seek to motivate people to do things right and to introduce them to new good methods of doing things. Celce-Murcia et al, (1996, p.291) “organizing fluency workshops will obviously expose new skills and beneficial information that will aid members to better pronounce sounds of a language, thus, a good way of teaching pronunciation. Improved training for newly trained and in-service teachers should be able to receive professional development in pronunciation teaching (on a voluntary but properly funded basis), and trainee teachers should receive such tuition as part of their teaching courses. Teachers should receive a range of different stories from different pronunciation specialists. There is a need for a more coordinated approach.

Provision of materials and courseware for teachers and learners: The lack of suitable materials for teachers, teacher trainers, and learners has been commented on at several points above. Though there are some highly commendable materials, there is the need for much more to cover the wide range of needs. Ideally, this should be based on a sound foundation of well-documented research on ‘what works’ in pronunciation teaching. Computer disks are particularly well suited as a medium for imparting information about pronunciation and pronunciation teaching, and are also a useful way of up-skilling teachers and learners in computer use. Auditory reinforcement is one of the ways through which pronunciation could be taught. Celce-Murcia et al (1996, p.295-296), mentioned the use of auditory reinforcement such as mnemonic device, or ‘memory peg’. One listens to some sounds with the hope of remembering how to make that sound. Though its efficiency is not assured to some extent, it is helpful in pronunciation teaching.

2.3 Empirical Literature Review

In this section, some studies pertinent to the factors influencing pronunciation skill are reviewed. Park and Lee (2005) investigated the connection between second language learners’ anxiety, self-confidence, and pronunciation performance. One hundred and thirty-two Korean learners participated in this research. The results obtained from this research showed that students’ anxiety level had a negative relationship with their oral performance.

Boonkit (2010) carried out a study on the factors increasing the development of learners’ pronunciation skill. The results represented that the use of appropriate activities for pronunciation skill can be a good strategy to decrease speakers’ anxiety. The results

also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the pronunciation confidence among EFL learners.

Ali Dincer and Savas Yesilyurt (2013) carried out a study on teachers' beliefs on pronunciation skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about pronunciation instruction though they believed that it was of great significance in pronunciation skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards pronunciation English. The researchers indicated that those learners have different opinions about the significance of pronunciation skill in English language and this difference is related to the learners' motivational orientations and their competent/incompetent feelings in pronunciation skill. The results demonstrated that learners' self-assessment about their pronunciation skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in pronunciation tasks.

Tanveer (2007) examined the factors caused anxiety for learners in learning pronunciation ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that high anxiety lowers learners' pronunciation performance.

Eissa, Misbah, and Najat (1988) performed a study on the difficulties of using English as a means of instruction and communication. The results of this study displayed that learners had many difficulties in using the English language as a means of instruction.

Many participants stated that their learners have low English proficiency. The results also indicated that many learners faced serious difficulties in understanding the lectures' content without translating or applying L1 to deliver the content of the lectures.

Urrutia and Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their pronunciation skills. Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve pronunciation skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests in order to encourage them.

Bozorgian (2012) investigated the relationship between listening skill and the other language skills. The results revealed that there is a close correlation between listening comprehension and language proficiency. That is, the higher the listening score, the better the pronunciation score. Lukitasari (2003) carried out a study towards learners' strategies in overcoming their pronunciation problems. The results obtained from this study show that learners face many pronunciation difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their pronunciation classes. The other result of this study demonstrate that learners did not better their pronunciation skill because they had not learnt three components of pronunciation called vocabulary, grammar, and pronunciation.

2.4 Chapter Summary

This paper reviewed the factors that affect students' English pronunciation performance. The mentioned factors in this paper have an important role in developing learners' pronunciation skill. The factors make learners less self-confident and less comfortable in their pronunciation classes. The findings of this paper indicated that learners with low self-esteem, higher anxiety, and low motivation have serious difficulties in pronunciation skill despite having acceptable linguistic skills. The paper showed that students who have higher motivation and lower anxiety can speak easily and effectively.

Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the pronunciation activity. Teachers should praise their students to speak English. They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. This chapter has thus presented a preview of literature on the roles of both teachers and students in pronunciation.

The section has highlighted the elements of pronunciation and also the factors influencing the learning of pronunciation. In addition to that, the section also highlights the teaching methods and principles of pronunciation as well as strategies to be implored to improve pronunciation of students' learning English as second language. The next

chapter will present essential research methods that will be used to carry out this research.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The preceding chapter reviewed literature on works that are relevant to achieving the objectives of this study. However, this chapter rolls out the details of methodology in line with the research design, population sample size and sampling techniques, source of data, procedure for data collection and methods of data analysis. Research methodology is very important as it forms the nerve centre of every successful research. According to Buame (2006), methodology is very crucial to every research as it ensures that the validity and reliability is attained which invariably allows for the generalisation and replication of research results.

3.1 Research Design

Saunders, Lewis, and Thornhill, (2009), defined research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It serves as a guide to the researcher in the process of collecting, analysing and interpreting observation. The research design also used in this study was descriptive survey as a type of quantitative methodology, as the researcher implore the use of survey to help ascertain the research objects' prevailing conditions and underlying poor pronunciation. This was as necessary as it allows for the research to be conducted in the respondents' natural environment which ensures that high quality and honest data is collected.

Descriptive survey simply describes what is or what the data shows and helps to simplify large amounts of data in a sensible way. The descriptive survey reduces lots of

data into a simple summary. According to Avoke (2005), descriptive surveys are designed to portray accurately the characteristics of particular individuals, situations or groups. The research design is based on a quantitative research method. Creswell (2007), explains quantitative research method as the method that provides an objective measure of reality. This research study has lots of measures/may measure a large number of people on any measure.

The study adopting the quantitative research method focused on gathering numerical data and generalizing it across groups of people or explain a particular phenomenon. This quantitative research method emphasized on objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie, 2010).

3.2 Population

The population identifies the entire group of potential participants to whom a researcher wants to generalise the results of a study. According to Collins and Hussey (2003), a target population refers to the total number of subjects which are of interest to the researcher. Borg (2010) described the target population as all participants of a true or hypothetical set of subjects/people/events to which an investigator wants to generalize the research outcomes. In this study, the target population is all students and teachers of the Ashaiman Senior High School numbering 1750 as indicated by school records (Logbook and attendance registers).

3.3 Sampling Technique and Sample Size

According to Collins and Hussey (2003), sampling method is the process of selecting the sample from a population to obtain information regarding a phenomenon that represents the population of interest. Therefore, sampling is a calculated choice of number of the people representing a given population. Based on the estimated population of 1750, a 5% margin of error, and a 95% confidence level, the number of respondents needed for the study hence the sample size was 316. With an estimated response rate of 80%, 395 individuals out of the population were asked to participate, to achieve the required sample size based on the expected response rate.

The simple random sampling technique was used in the selection of students that yielded 300 students from the Ashaiman Senior High School. This technique was used to avoid bias and on the reason that every student in the school pursues English language as a core subject deemed mandatory by the Ghana Education Service. Five (5) teachers were however selected using purposive sampling since the requirement was English language teachers. The total sample size was 305 respondents made up of teachers and students.

3.4 Source of Data

It is important to obtain all the necessary information and relevant data in order to be successful in achieving the desired aims and objectives of this study. According to Saunders, et al (2009), basically there are two data collection methods. This study used the basic types of data, namely, primary data.

3.4.1 Primary data

Collins and Hussey (2003), defined primary data as a known original data that is collected from the main source. Primary data is known as original data that is collected

from the main source. According to Collins and Hussey (2003), data collected through primary sources is more relevant and consistent with the set objectives to the study. This study used structured questionnaire method as instruments to obtain responses from the participants in the study. These responses were the data analysed in order to achieve the objectives of the study. This study adopted survey strategy using Self-administered questionnaire technique in order to collect primary data for this study.

3.5 Data Collection Instrument

A close ended questionnaire was developed as a research instruments for data collection from the respondents. Two sets of questionnaire were designed one for students and the other for teachers who served as respondents in the study. The items on the questionnaire for students directly sought to assess the types of errors that students of Ashaiman Senior High School make in the pronunciation of English words. Biodata was not considered on the student questionnaire because the study was not considering to draw a relationship between biodata and the teaching and learning of pronunciation.

The questionnaire for teachers had two sections with section (A) indicating biodata and section (B) soliciting answers on the factors that led to poor pronunciation of English words by the students and the strategies to improve pronunciation of English words among the students. Teachers experience and qualifications were considered for biodata because it shows the extent to which they have gained experiences in teaching pronunciation.

A five point numerically scaled Likert-type of multiple-choice answers ranged from 1 to 5-point scale in the following pattern: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree, was used from which the respondents were asked to make a single

choice. Likert scale questions are relatively easy to complete (Robson 1993). Using questionnaire is an efficient way of collecting responses from a large number of people because every respondent is asked to respond to the same set of questions (Saunders et al., 2009).

3.6 Procedure for Data Collection

The researcher printed the questionnaires, recruited two (2) supporting staff and set out to the Ashaiman Senior High school for administration. The consent of the respondents was sought with assurances made on their privacy. Once accepted, the researcher then issued the questionnaire and waited for the respondent to mark out the necessary portions required. Upon completion, the researcher thanked them and made for the next person. Four weeks were used for the entire data collection. Creswell (2012) postulates that though the process of collecting data may differ as regards the instrument used, two essential components of interest are the recognition of ethical practices and the usage of standard procedures.

3.7 Methods of Data Analysis

Vonesh, Greene and Schluchter (2006) describe data analysis as a systematic and essential taxonomic process of sorting and classifying collected data. Holsti (2006), it is the process of analytical and logical evaluation of data obtained from a study with the aim of drawing appropriate conclusions. The data collected from respondents was analysed with the Statistical Package for Social Sciences (SPSS) version 22 which generated tables and charts for presentation of the results of the study. Saunders et al. (2009), describes the data collected through survey strategy is easy to explain and understand.

The survey strategy allows the researcher to collect data which can be analysed quantitatively using descriptive and inferential statistics. Therefore, data can be whatever a researcher deems necessary to address a research question. The analysis of the data helped to suggest useful information for both teachers and learners; for students to learn and practice pronunciation, and for teachers to teach aiming at a better English pronunciation.

3.8 Validity of Research Data

Validity was achieved through a review and critique by the supervisor before administration of the instruments. Such alternative explanations sought to ensure that the questionnaire measured what it intended to measure. Creswell (2012) summarizes that validity is the extent to which all of the indicators point to the projected interpretation of test scores for the anticipated purpose.

3.9 Reliability of Research Data

The researcher ensured reliability by using an inter-rater reliability test where other researchers observed the research instruments which were consistent in their judgement. Barbie (2007) defines the reliability of a study as the excellence of a measurement technique that proves that similar data was gathered each time in the continual interpretation of the same phenomenon.

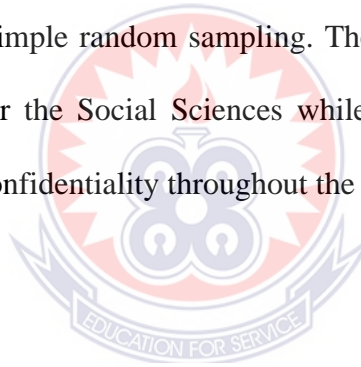
3.10 Ethical Considerations

The researcher ensured that participants were protected from any form of harm in the conduct of the study in the following ways. Before proceeding with the soliciting of information, respondents' information was about the nature and purpose of the study. The

respondents were informed of the ethical principles the researcher is bound to keep. Oral consent was sought from the respondents. All measures were taken to protect the data and information produced by the participants in the study. Participation in the study was voluntary and measures were put in place to allow participants the opportunity to opt-out if need be. Confidentiality and anonymity of the participants were strictly observed.

3.11 Summary of the Chapter

This chapter discussed the research methodology used for the study. In the survey, quantitative methodology was chosen for the study because it allows for surveying representative sample thereby making the study's findings generalizable. Respondents were selected through a simple random sampling. The data gathered was analysed with the Statistical Package for the Social Sciences while adhering to ethical principles of consent, anonymity and confidentiality throughout the entire research process.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

Chapter four contains the analysis of results, and discussion according to the research questions of the study. The study answered the following research questions. What types of pronunciation errors do students of Ashaiman Senior High School make? What are the factors that led to the poor pronunciation of English words by the students? And what strategies and methods could be used to improve the pronunciation of English words among the students? In all 300 students and Five (5) teachers had their questionnaire certified to work with. The researcher used a simple majority decision to determine the level of consent or dissent on the statements coined from the research questions.

4.1 Analysis of Respondents Biodata (Teachers)

In this study, a set of personal characteristics of teachers namely gender, years of teaching experience and highest educational qualification of the Five (5) respondents have been examined and presented.

Gender of Respondents

Table 1

Gender of Respondents

Variables	Frequency	Percentage
Male	3	60
Female	2	40
Total	5	100

Source: Field data, 2020

Data gathered on the gender of the respondents is presented together with other variables in Table 1. Based on the data analysed, the majority (60%) of them were males, whereas about (40%) were females. This indicates that the male teachers dominated the female in this study which according to the United Nations (2016) is a feature of most Ghanaian schools; the male has dominated the school population due to various unavoidable and unique family conditions and perhaps because of the importance of male attached to education from since the inception education in the colonial era.

Years of Teaching Experience

Table 2

Years of Teaching Experience

Variables	Frequency	Percentage
Below 5 years	0	0
6 - 10 years	2	40
Above 11 years	3	60
Total	5	100

Source: Field data, 2020

It is evident from Table 2 that about (40%) of the respondents had a teaching experience of between Six to Ten years on the teaching of the English language. Also, the majority of the teacher respondents (60%) had a teaching of above 11 years in the teaching field. The number of years spent on the field determines the level of experiences one could acquire especially in the field of teaching. All the years examined in this study could manifest positive outcomes under normal conditions. Work experience is perhaps one of the most commonly encountered concepts in personnel research and practice.

Work experience is relevant for career development (Campion, Cheraskin, & Stevens, 1994; McCall, Lombardo, and Morrison, 1988). Given the importance of work experience for human resource practice and research, it based on this premise that the study examined the concept and its relationship with important outcomes such as teaching and learning of English at the Senior High School level. But early studies by Fiedler (1970) concluded that work experience was not as important for successful performance as had been previously thought.

Highest Educational Qualification

Table 3

Highest Educational Qualification

Variables	Frequency	Percentage
Degree	1	20
Masters	4	80
PhD	0	0
Total	5	100

Source: Field data, 2020

Considering the highest educational qualification data on Table 3 shows that about (20%) of the respondents had a degree in English language Education while (80%) had a Masters in Applied linguistics. The idea that the knowledge produced by universities has a measurable impact on the wider context of the economy and society has a long tradition and has been empirically confirmed many times (Mansfield 1991).

It is therefore common knowledge that in Ghana, those with higher educational qualifications have opportunities for employment into certain higher levels of government sector employment against those with lower qualifications. It is based on this

notion that Governments and policymakers at the national, regional, and local level are keen on encouraging teachers to pursue further studies since the benefits of higher education are instrumental for the economy (Goldstein and Renault, 2004).

4.2 Analysis of Main Data (Students and Teachers)

The percentage scores of the responses were presented on all the tables (Tables 4 - 6) and used for the discussions.

Research Question One

What types of pronunciation errors do students of Ashaiman Senior High School make?

Table 4 presented analysed results of the first research question that sought to identify the types of pronunciation errors students of Ashaiman Senior High School commit.

Table 4

Types of pronunciation errors students of Ashaiman Senior High School commit. n=300

Statement	SA	A	N	D	SD	Total (%)
1. Students make errors in pronouncing Fricative Consonants as /v/ travel /θ/ north /z/ was.	42%	32%	9%	7%	10%	100
2. Students make errors in pronouncing Plosive Consonant as /t/ attempt /d/ fold, /g/ stronger.	45%	40%	8%	4%	3%	100
3. Students make errors in pronouncing Pure Short Vowels /ɪ/ wind /e/ confess /ɒ/ was /ə/ were.	36%	39%	12%	8%	5%	100
4. Students make errors in pronouncing Pure Long Vowels /i:/ succeeded /ɑ:/ hard /u:/ blew.	32%	37%	14%	9%	8%	100
5. Students make errors in pronouncing Diphthong /eɪ/ take, came, and gave /aɪ/ obliged.	28%	31%	17%	13%	11%	100

Source: Field data, 2020

As indicated in Table 4, the researcher is of the view that students make errors in pronouncing Fricative Consonants as /v/ travel /θ/ north /z/ was. After the analysis, the data shows that 42% of the respondents strongly agreed and 32% agreed. However, 9% remained neutral while 7% disagreed and 10% strongly disagreed with the statement.

The researcher also proposed also in Table 4 that students make errors in pronouncing Plosive Consonant as /t/ attempt /d/ fold, /g/ stronger. The analysis indicated that 45% of the respondents strongly agreed and 40% equally agreed to the proposition. About 8% remained neutral while 4% and 3% disapproved respectively to the statement.

The researcher indicated students make errors in pronouncing Pure Short Vowels /ɪ/ wind /e/ confess /ɒ/ was /ə/ were. The data in Table 4 shows that 39% strongly agreed and 36% agreed to the hypothesis stated with 12% being neutral. On the other hand, 8% disagreed, and 5% strongly disagreed with the statement.

The researcher indicated that students make errors in pronouncing Pure Long Vowels /i:/ succeeded /ɑ:/ hard /u:/ blew as presented in Table 4. The data available after the analysis shows that 32% strongly agreed and 37% agreed that students make errors in pronouncing Pure Long Vowels. Out of the sample, 14% were neutral while 9% disagreed and 8% strongly disagreed with the proposition.

Finally, in Table 4, the researcher suggested that students make errors in pronouncing Diphthongs when they occur in words such as /eɪ/ take, came, and gave /aɪ/ obliged. The data shows that 28% of respondents strongly agreed and another 31% agreed. About 17% were neutral on the statement while 13% disagreed and 11% strongly disagreed.

Research Question Two

What are the factors that led to the poor pronunciation of English words by the students?

Analysis of the second research question that sought answers on the factors that led to the poor pronunciation of English words by the students the data analysed is presented in Table 5.

Table 5

Factors that led to the poor pronunciation of English words by the students (n=5)

Statement	SA	A	N	Total (%)
4. Students' performance conditions are factors that influence their pronunciation performance.	4(80%)	1(20%)	0	100
5. Affective variables such as self-confidence, and anxiety are factors that influence their pronunciation performance.	3(60%)	1(20%)	1(20%)	100
6. Listening abilities of students are factors that influence their pronunciation performance.	2(40%)	1(60%)	0	100
7. Student's topical knowledge (long- term memory) constitutes factors that influence their pronunciation performance.	3(60%)	2(40%)	0	100
8. Feedback during pronunciation activities constitutes factors that influence their pronunciation performance.	4(80%)	1(20%)	0	100

Source: Field data, 2020

The researcher wanted to find out whether students' performance conditions are factors that influence their pronunciation performance. The data analysis in Table 5 shows that 80% strongly agreed and another 20% agreed. The data shows evidence of

performance conditions as a factor militating against students in their quest to pronounce words in English.

As shown in Table 5, the researcher was interested in identifying whether the affective variables such as self-confidence and anxiety are factors that influence their pronunciation performance. The data shows that 60% of respondents strongly agreed and another 20% agreed and 20% remained neutral. The data is an indication that affective variables are factors that play a role in the pronunciation efforts of students.

The statement on whether the listening abilities of students are factors that influence their pronunciation performance shows that 40% of respondents strongly agreed and 60% agreed to a statement as shown in Table 5 of this study. The data unanimously confirmed the researchers' stance on the listening abilities of students.

The researcher stated that student's topical knowledge (long-term memory) constitutes factors that influence their pronunciation performance. According to the data in Table 5, after the analysis, 60% of respondents strongly agreed, and another 40% agreed to the statement on topical knowledge. This shows a unanimous degree of consent on the factor under consideration.

The researcher premised that feedback during pronunciation activities constitutes factors that influence their pronunciation performance. The data available in Table 5 shows that 80% of respondents strongly agreed and 20% agreed to a statement. This a unanimous decision arrived at by the respondents who are seasoned English teachers. It must be emphasised that teachers with their level of qualifications and several years at their disposal in terms of experiences stand to make good judgement in situations of this nature.

Research Question Three

What strategies and methods could be used to improve the pronunciation of English words among the students?

The third research question sought the strategies and methods that could improve the pronunciation of English words among the students. After the analysis, the results are presented in Table 6.

Table 6

Strategies and methods that could improve the pronunciation of English words among the students (n=5)

STATEMENT	SA	A	Total (%)
9. Teachers use drilling as a strategy in teaching pronunciation due to its complications.	5(100%)	0	100
10. Teachers use chaining as a strategy in teaching pronunciation when drilling long sentences involving difficult words and sounds.	4(80%)	1(20%)	100
11. Teachers use the direct or natural /conversational method to facilitate the teaching of pronunciation.	3(60%)	2(40%)	100
12. Teachers use the reading method that focuses more on comprehension to facilitate the transfer of linguistic when teaching pronunciation.	3(60%)	2(40%)	100
13. Teachers' should facilitate learners' learning of pronunciation instead of just teaching.	4(80%)	1(20%)	100

Source: Field data, 2020

The researcher sought to find out whether teachers use drilling as a strategy in teaching pronunciation due to its complications. The results from the responses are shown in Table 6 which shows that a unanimous decision of 100%

was arrived at in responding to the statement. The implications are that drills could be effective strategies based on the respondents' views and must therefore be encouraged.

Also in Table 6, the researcher stated that teachers use chaining as a strategy in teaching pronunciation when drilling long sentences involving difficult words and sounds. The results reveal that 80% strongly agree and 20% agreed with the statement. The consenting opinions to the hypothesis on the use of chaining as a strategy sought to indicate that teachers have a lot to do in ensuring that pronunciation is taught and taught well in schools.

It was hypothesized in Table 6 that teachers use the direct or natural /conversational method to facilitate the teaching of pronunciation. The results show that 60% strongly agree and 40% agreed with the statement. Using the natural or conversational method in teaching pronunciation has been supported by the majority of the respondents. It makes sense to state that the direct method serves much good in facilitating the learning of pronunciation.

In addressing the challenges of pronunciation, the researcher indicated in Table 6 that teachers use the reading method that focuses more on comprehension to facilitate the transfer of linguistic when teaching pronunciation. About 60% strongly agrees, 40% agreed to the statement posed. As a method that focuses on reading, respondents believed that it works well for them and has therefore confirmed its use in the classroom as an effective method of instruction.

Finally, in Table 6, the researcher proposed that teachers' should facilitate learners' learning of pronunciation instead of just teaching. The results show that 80%

strongly agree and 20% agreed with the proposition. The most important aspect of pedagogy is to lead or facilitate learning. In the teaching and learning of pronunciation, respondents have consented to serve as facilitators but not teachers.

4.3 Discussion of Results

Research Question One

From the data presented earlier, it is found that participants are more likely to make mistakes in pronouncing fricatives consonants. The results as presented here indicates that majority of the students make errors in Fricative Consonant as they occur in pronunciations such as /v/ travel /θ/ north /ð/ then, other, they, that /z/ was. It is important to state that the results on Fricative Consonants (/v/, /θ/, /ð/, /z/) make a confirmation that students indeed have challenges. Yamaguchi (2014) stated that these TH sounds (/ð/ and /θ/) are not found in the sound inventory of local languages across the world. Hence, the participants made these mistakes as these sounds were unfamiliar, and they, therefore, faced problems when they were asked to pronounce these unfamiliar sounds. From this finding, language instructors should then be aware of the need to focus their attention on the teaching of these sounds to English learners.

Data obtained from this study have also indicated that Ghanaian students have problems with pronouncing the /t/, /d/, and /g/ plosive consonants. This may seem peculiar as Ghana has all three plosive consonants and yet they are listed as problematic for the participants. Nevertheless, one possible reason as to what makes these sounds problematic for the students may be that in Ghana, these plosive consonants usually appear in the beginning and middle of a word, either preceded or followed by a vowel.

The data as presented shows a direct confirmation of the researchers' proposition that Plosive Consonants that occur in words such as in /t/ attempt /d/ fold, around /g/ stronger tend to cause students to make errors. Plosive Consonants (/t/, /d/, /g/) therefore form part of the errors for which serious attention should be given. In English, consonant clusters (where two or more consonants are placed together with no vowels in between) are common. In Ghana, the sounds /t/ and /d/ do not appear in consonants clusters, except in borrowed words. They are usually preceded or followed by a vowel. Thus, this unfamiliar formation of consonant clusters creates confusion for the participants when they attempted to pronounce those sounds.

Besides, it can also be observed from the data collected that the participants have problems with deciding whether to use long and short pure vowel sounds. This could be attributed to the fact that there are only five vowels in English, namely /a/, /e/, /i/, /o/, and /u/, (Tan & Ranaivo-Malancon, 2009). There is Pure Short Vowel sound that occurs in words as follows; /ɪ/ wind /e/ confess /æ/ wrap /ʊ/ was /ʊ/ should, could, took /ə/ were, succeeded, agreed, as, obliged. The data as indicated in Table 4 confirms that majority of the students have had challenges in dealing with these Pure Short Vowels (/ɪ/, /e/, /æ/, /ʊ/, /ʊ/, /ə/) whenever they come across them in sentences. In some dialects or instances, when long sounds are used in Ghana, they are mainly used purposely to put stress on the word and carry paralinguistic meaning. Apart from that, in pronunciation research and pedagogy, Levis (2005) emphasized two primary principles, namely: (1) to achieve native-like pronunciation, and/or (2) to produce intelligible pronunciation. As the study embarked to identify the commonly mispronounced sounds by low oral proficiency Ghanaian students, the issue of intelligibility is recognized.

The evidence as indicated here shows that Pure Long Vowels that occur as /i:/ succeeded /ɑ:/ hard /ɔ:/ warm /u:/ blew, disputing etc are often pronounced in error by students. Pure Long Vowels (/i:/, /ɑ:/, /ɔ:/, /u:/) occur in everyday sentence construction and must be an issue of concern at the senior high school when students cannot pronounce them well in sentences. Regarding the students' status as non-native speakers of English, pronunciation is more crucial, and thus problems related to pronunciation intelligibility should not be treated lightly as Levis (2005) stated: "the intelligibility principle implies that different features have different effects on understanding" (p. 370).

Diphthongs such as /eɪ/ take, making, came, gave /aɪ/ obliged /əʊ/ cloak, closely etc form part of daily grammar and are often mispronounced by most students. Rajadurai (2006) urged that it is important for people to understand each other's English because English is a global language and to prevent difficulties and misunderstanding in the conversation due to unintelligible speeches. Since the majority of the students in this study confirmed their difficulty, it calls for swift action to deal with the challenges across schools. Moreover, Jenkins (2000) pointed out that phonological problems often are reasons for unsuccessful communications. The mispronunciation of a word could make it sound like another word altogether, or lead to a non-recognizable word.

Research Question Two

In this discussion, if teachers want to help learners overcome their difficulties in learning pronunciation skill, they should identify some factors that influence their pronunciation performance. According to Tuan and Mai (2015), learners' pronunciation performances are influenced by factors like performance conditions, affective factors, listening skill, feedback during pronunciation tasks and pronunciation activities.

The first factor which is pertinent to performance conditions ensures that learners carry out a pronunciation activity under different conditions. The data shows evidence of performance conditions as a factor militating against students in their quest to pronounce words in English.

Performance conditions affect pronunciation performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The data is an indication that affective variables are factors that play a role in the pronunciation efforts of students. It is the second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), many affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

As shown in Table 5 of this study. The data unanimously confirmed the researchers' stance on the listening abilities of students. It points out that listening ability is the third factor that prevents learners from pronunciation. Doff (1998) says that learners cannot improve their pronunciation ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, pronunciation is very closely related to listening.

On student's topical knowledge (long-term memory), Table 5, shows a unanimous degree of consent on the factor under consideration. Topical knowledge constitutes the fourth factor that prohibits the development of pronunciation in students. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language concerning the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on learners' pronunciation performance.

The data available in Table 5 shows a unanimous decision arrived at by the respondents who are seasoned English teachers. It must be emphasised that teachers with their level of qualifications and several years at their disposal in terms of experiences stand to make good judgement in situations of this nature. The fifth factor is related to the feedback during pronunciation activities. Many learners expect their teachers to give them the necessary feedback on their pronunciation performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the pronunciation task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking.

According to Mahripah (2014), EFL learners' pronunciation skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a

difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, the pronunciation of English words is not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause many problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should know words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of the English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this does not create serious problems for the listeners to comprehend them. Motivation can influence and be influenced by the components of language learning.

According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of the language. The above sentences support the view that just communicative competence is not sufficient

for learners to improve their pronunciation skill. Without positive attitudes towards pronunciation performance, the aim of pronunciation will not be obtainable for learners.

The fear of pronunciation of English is pertinent to some personality constructs like anxiety, inhibition, and risk-taking. Pronunciation of a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful about making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Pronunciation anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. Strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which lead to their silence during the whole class activity.

Research Question Three

The results from the responses are shown in Table 6 which shows that a unanimous decision of 100% was arrived at in responding to the statement on drilling as a strategy used in teaching pronunciation. Basuki (2016, p.45) stated “teaching English pronunciation is both simple and complicated procedure. It is simple in that such teaching involves merely drilling of students on the various sounds of English”. The implications are that drills could be effective strategies based on the respondents' views and must therefore be encouraged. To explain further, Riswanto and Haryanto (2012), stated that the drilling system is exceptionally helpful in teaching pronunciation since it can make right and precise pronunciation.

It is the main way of pronunciation practice in the classroom. The basic form of drilling involves the teacher saying a word or structure and getting students to repeat it. According to Kelley (2016), it helps students achieve better pronunciation of language items and helps them to remember new items. Drilling often follows a process known as eliciting. It encourages students to bring up a word, phrase, or structure as studied before. The teacher's main role in drilling is to provide a model of the word, phrase, or structure for students to copy.

The consenting opinions to the hypothesis on the use of chaining as a strategy sought to indicate that teachers have a lot to do in ensuring that pronunciation is taught and taught well in schools. Chaining is another strategy used in teaching pronunciation used to drill long sentences involving difficult words and sounds (Kelley, 2016). Teachers separate certain words from a sentence and model them separately for students to repeat and gradually build the sentence up until they become complete sentences. As shown in Table 6, the results reveal that 80% strongly agree and 20% agreed with the statement. According to Kelley (2016), there are two kinds of chaining namely back chain and front chain. The back chain is a process where students are drilled to pronounce sentences and build up parts of the sentences from the end and gradually adding to the length.

Mistakes in pronouncing certain parts of words well will be drilled by teachers separately. Each part of a sentence is modelled by teachers and repeated by students. The front chain is a process where students are drilled to pronounce sentences and build-up from the start of the sentences and gradually adding up to the full length of the sentence.

Students' errors in pronouncing certain parts of a word will be drilled by teachers separately. Each part of a sentence is modelled by teachers and repeated by the student.

Based on the results in Table 6, it makes sense to state that the direct method serves much good in facilitating the learning of pronunciation. According to Larsen-Freeman (1986, p.29), Direct Method which is also known as the natural or conversational method, has been popular since it enables students to communicate in the foreign language. This method is usually done in a classroom. It is the approach in which students are taught directly in the target language. This method is the best to be taught by using it actively in the classroom because students would then "pick it up" as the way children learn their first language "mother tongue".

Elisabeth (2004) described the following as the basic principles of the Direct Method. The principles below stipulate that the direct association between thought and words is very essential in this method as the learners think and speak by using the same medium. Another principle of this method advocates that oral practice is necessary with which stress is laid on functional grammar and not on theoretical grammar. Furthermore, the inhibition of the mother tongue, that is, this method propagates the teaching of the foreign language without using the mother tongue. Finally, this method states that the unit of speech is a sentence and not a word and therefore, the emphasis is laid on speaking full sentences. Thus, this method favours the presence of limited vocabulary, based on needs and experiments of the learners.

In addressing the challenges of pronunciation, Stern (1983) described the main objective of the reading method is to restrict the goal of language instruction to one practical attainable unit, and vocabulary control is of great importance. The researcher

indicated in Table 6 that respondents believed that it works well for them and has therefore confirmed its use in the classroom as an effective method of instruction. This method focuses more on reading for comprehension purposes and emphasizes the transfer of linguistic understanding of English.

The main characteristics of the Reading Method can be summarized as follows: Firstly, the Reading Method prioritizes studying the target language and the reading ability of language learners where grammar is equally necessary for reading comprehension and fluency. Secondly, under this method, maximum attention is paid to pronunciation or gaining conversational skills in the target language as students are exposed to a great amount of reading in the target language, both in and out of class. Furthermore, Stern (1983) indicated that maximum attention on the vocabulary of the early reading passages and texts is strictly controlled for difficulty, and it is expanded as quickly as possible since the acquisition of vocabulary is considered more important than grammatical skill. Finally, translation appears in this approach as a respectable classroom procedure related to comprehension of the written text. The reading approach pays more attention to pronunciation and gaining conversational skills in the target language.

The teachers' role in English pronunciation instruction Morley (1991) expressed that teachers do not teach but facilitate learners' learning pronunciation. This implies the role of teachers is like a coach, a speech coach, and a pronunciation coach. The results show a decision of consent making facilitation an important aspect in pedagogy in the teaching and learning of pronunciation. The pronunciation coach has the critical role of checking and guiding modifications of spoken English at two levels (a) speech production and (b) speech performance.

According to Morley (1991), teachers perform pronunciation diagnostic analyses and select those aspects that can have a great effect on changing the speech of learners toward increased comprehensibility. It also assists learners in setting both long-range and short-term objectives, develops a lot of instructional modes and modules (e.g., whole-class instruction, small-group work, individual one-on-one tutorial sessions; prerecorded audio and/or video materials; work with new computer program speech analysis systems). It provides models, cues, and suggestions for modifications of elements in the speech patterning for all learners, monitor learners' speech production and speech performance and evaluate pattern changes as a continuous part of the learning process and persuade learners' speech awareness and realistic self-monitoring.

4.4 Summary of Chapter

The chapter presented the data that was analysed using the Statistical Package Social Sciences. The biodata on teachers was presented to reflect their professional standing especially years of experience and highest professional qualifications. The chapter presented and discussed the types of error students in the study area commit in pronunciation of words in English. This was solely answered by students only. Teachers answered research questions two and three in line with the factors that hinder students in pronunciation and the strategies and method to deal with the situation. The results was discussed in the light of the ensuing evidence from the study and backed by empirical evidence drawn from the literature reviewed.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations made with regard to the findings and objectives of the study.

5.1 Summary of Findings

A descriptive survey was conducted on poor pronunciation of English words by shs students in the Ashaiman Senior High School. The research questions that were answered included what types of pronunciation errors do students of make? What are the factors that led to the poor pronunciation of English words by the students? And what strategies and methods could be used to improve the pronunciation of English words among the students? In all 300 students and Five (5) teachers participated through random and purposive sampling. After the analysis, presentation, and discussions of the results, the following was found.

5.1.1 Research Question One

Considering the types of pronunciation errors students often make, the study found that majority of the students make errors in Fricative Consonant as they occur in pronunciations such as /v/ travel /θ/ north /ð/ then, other, they, that /z/ was. Respondents made errors as these sounds were unfamiliar. It was also found that respondents have problems with pronouncing the /t/, /d/, and /g/ that are plosive consonants. Plosive Consonants occur in words such as in /t/ attempt /d/ fold, around /g/ stronger tend to cause students to make errors. Plosive Consonants (/t/, /d/, /g/) therefore form part of the errors for which serious attention should be given. The researcher found that respondents

have problems with deciding whether to use long and short pure vowel sounds that occur in words as follows; /ɪ/ wind /e/ confess /æ/ wrap /ɒ/ was /ʊ/ should, could, took /ə/ were, succeeded, agreed, as, obliged. The evidence as indicated also shows that Pure Long Vowels that occur as /i:/ succeeded /ɑ:/ hard /ɔ:/ warm /u:/ blew, disputing etc are often pronounced in error by students. Pure Long Vowels (/i:/, /ɑ:/, /ɔ:/, /u:/) occur in everyday sentence construction. The study found errors in the pronunciation of Diphthongs such as /eɪ/ take, making, came, gave /aɪ/ obliged /əʊ/ cloak, closely etc. Diphthongs form part of daily grammar and are often mispronounced by most students.

5.1.2 Research Question Two

On the factors that led to the poor pronunciation of English words by the students, the study found performance conditions as the first factor which hinders learners' ability to pronounce words and this occurs under different conditions. Performance conditions affect pronunciation performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. The second factor found in this study is affective variables that hinder students in their pronunciation efforts. Studies show that many affective variables such as self-confidence, and anxiety have been connected to second language acquisition and motivation.

The study also found that listening ability is the third factor that prevents learners from grasping pronunciation. Hence learners cannot improve their pronunciation ability unless they develop listening ability. The study found student's topical knowledge (long-term memory), that constitutes the fourth factor that prohibits the development of pronunciation in students. Topical knowledge is the speakers' knowledge of related topical information and enables students to apply language concerning the world in which

they live. The study found feedback during pronunciation activities as the fifth factor that hinders pronunciation. These are situations where learners expect their teachers to give them the necessary feedback on their pronunciation performance but never got.

5.1.3 Research Question Three

In the use of strategies and methods to improve the pronunciation of English words among the students, the study found that drilling as a strategy when used in teaching pronunciation could go a long way to support their ability to pronounce words correctly. The implications are that drills could be effective strategies based on the respondents' views and must therefore be encouraged. It encourages students to bring up a word, phrase, or structure as studied before. The researcher found that using chaining as a strategy could ensure that pronunciation is taught and taught well in schools. Here, teachers separate certain words from a sentence and model them separately for students to repeat and gradually build the sentence up until they become complete sentences. It was also found that the direct method of teaching serves much good in facilitating the learning of pronunciation. It is the approach in which students are taught directly in the target language.

It is best taught by using it actively in the classroom because students would then “pick it up” as the way children learn their first language “mother tongue”. In addressing the challenges of pronunciation, the study found the reading method very critical as it sought to restrict the goal of language instruction to one practical attainable unit, and vocabulary control. This method focuses more on reading for comprehension purposes and emphasizes the transfer of linguistic understanding of English. The study found teacher facilitation an important aspect in pedagogy in the teaching and learning of

pronunciation. The teacher in this instance assumes the position of a coach and has the critical role of checking and guiding modifications of spoken English at two levels (a) speech production and (b) speech performance.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn.

1. The types of pronunciation errors that students often make in the study area include errors in Fricative Consonant such as /v/, /θ/ and /z/, Plosive Consonants as in (/t/, /d/, /g/), short pure vowel as in /ɪ/ wind /e/, Pure Long Vowels such as (/i:/, /ɑ:/, /ɔ:/, /u:/) and Diphthongs such as /eɪ/ and /aɪ/.

2. The factors that led to the poor pronunciation of English words by the students are due to performance conditions, affective variables such as self-confidence, and anxiety, students listening ability, topical knowledge (long- term memory), and feedback during pronunciation activities.

3. Drilling, chaining, the direct method of teaching, reading method and teacher facilitation are strategies and methods to improve the pronunciation of English words among the students as they learn pronunciation.

5.3 Recommendation

Based on the conclusions drawn, the following recommendations are made;

1. Pronunciation errors have consequences for students as the progress hence students should give more attention to their pronunciation ability during learning and should practice more to improve their pronunciation especially fricative and plosive

consonants, short and long pure vowel and diphthongs that featured prominently in the study.

2. The teachers should give more attention to the student's pronunciation ability in teaching and to analyze deeper the problems of pronunciation especially performance conditions, affective variables, students listening ability, topical knowledge and to provide adequate feedback during pronunciation activities.

3. More practical classroom activities that entail drilling, chaining, reading and other direct methods should be used through effective teacher facilitation as strategies and methods to improve the pronunciation of English words among students.

5.4 Suggestions for Further Research

Due to the limitations of the study in terms of methodology and other factors, the study could not cover all aspects of the teaching and learning of pronunciation at the study area. It is therefore suggested that further studies be conducted on the following topics.

1. An analysis of pronunciation errors of English consonant sounds produced by students in senior high schools using mixed methods in senior high schools within the Shai Osudoku District.

2. Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students in the Tema Senior High School.

REFERENCES

- Abbas P. G. & Mohammad R. A. (2011). Why is pronunciation so difficult to learn? www.ccsenet.org/elt *English Language Teaching*, 4, (3), 19 – 27.
- Abd E. F. & Torky, S. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Pronunciation Skills of Secondary Stage Students*. PhD. Dissertation. Curricula and Methods of Teaching Department, Women's College, Ain Shams University.
- Asher, J. J. (2003). *Learning Another Language through Actions (6th edition)*. Los Gatos, CA: Sky Oaks Productions, Inc.
- Atli, I. & Bergil D. (2012). *The effect of pronunciation instruction on students' overall speaking skills*. [online]. Turkey: Elsevier Ltd. Retrieved on January 12, 2021.
- Avery, P. & Ehrlich, S. (2008). *Teaching American English Pronunciation*. London: Oxford University Press.
- Avoke, M. (2005). *Special Education Needs in Ghana: Policy, Practice and Research*. University of Education, Winneba.
- Babbie, E. R. (2010). *The Practice of Social Research*, 12th ed. Belmont, CA: Wadsworth Cengage.
- Bachman, L., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Baker, J., & Westrup, H. (2003). *Essential Pronunciation Skills: A Handbook for English Language Teachers*. London: Continuum.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor Affecting Students' English Pronunciation Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.

- Basuki, Y. (2018). The use of drilling method in teaching phonetic transcription and word stress of pronunciation class. *Journal of English Language Teaching Learning and Literature* 1(5), 54-69.
- Bizongwako, A. (2015). *Error Analysis as a Remedy for Pronunciation Problems: The Case of Tanzanian Students Learning French* (Doctoral dissertation).
- Boonkit, K. (2010). Enhancing the Development of Pronunciation Skills for Non-Native Speakers of English. *Procedia Social and Behavioral Sciences*, 2(2010), 1305–1309.
- Bozorgian, H. (2012). The Relationship between Listening and Other Language Skills in International English Language Testing System. *Theory and Practice in Language Studies*, 2(4), 657-663.
- Bryman, A & Bell, Emma. (2007). *Business Research Method*. 2nd Edition: London: Oxford University Press
- Buame, P. S. (2006). *Business Research Methods*. New York: McGrew-Hill Companies.
- Bueno, A., Madrid, D., & McLaren, N. (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.
- Burri, M. (2015). Student Teachers' Cognition about L2 Pronunciation Instruction: A Case Study. *Australian Journal of Teacher Education*, 40(10),10 - 19.
- Celce-Murcia, M., Brinton, D. M. & Goodwin, J. M. (2010). *Teaching Pronunciation*. Hong Kong: Cambridge.
- Clifford, R. T. (1987). *Language Teaching in the Federal Government: A Personal Perspective*. *Annals, AAPSS*, 490.

- Collins & Hussey (2003). *Research Design: Primary and secondary data*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J. (2003). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Crystal, D. (2003). *A dictionary of Linguistics and Phonetics*. Oxford: Blackwell.
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. London: Oxford University Press.
- Doff, A. (1998). *Teach English: A Training Course for Teacher*. Cambridge University Press.
- Eissa, A., Misbah, & Najat, A. (1988). Problems of Using English as a Medium of Instruction and Communication at the College of Science, Kuwait University. *Educational Journal*, 4(15), 47-94.
- Elisabeth W. (2004). Foreign language learning differences: Affective or native language aptitude difference? *The Modern Language Journal*, 75 (1), 3-16.
- Fiedler, F.E. (1970). Leadership experience and leader performance: An other hypothesis shift to hell. *Organizational Behavior and Human Performance*. 5, 1-14
- Gilakjani, P. A. (2012). The Significance of Pronunciation in English Language Teaching. *English Language Teaching*. 5(10) 96 - 104.
- Harmer, J. (1991). *The Practice of English Language Teaching*. The 3rd Edition. Longman: London and New York.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. London: Oxford University Press.

- Holsti, D. (2006). Knowledge management as an ephemeral management fashion. *Journal of Knowledge Management*, 14(6), 779-790.
- Hughes, R. (2002). *Teaching and Researching Pronunciation*. New York: Pearson Education.
- Hyland, K. (1997). Is EAP Necessary? A Survey of Hong Kong Undergraduates. *Asian Journal of English Language Teaching*, 7, 77-99.
- Isil A. & Ayfer S. B. (2012). The effect of pronunciation instruction on students' overall speaking skills. *Procedia - Social and Behavioral Sciences*, 46, 3665 – 3671.
- Kelly, G. (2016). *How to Teach Pronunciation*. Charlbury: Bluston Press.
- Kenworthy, J., (1990). *Teaching English Pronunciation*, London, Longman.
- Krashen, S. (1982). *Second Language Acquisition and Second Language Learning*. California: Pergamon Press.
- Latha, B. M. (2012). Teaching English as a Second Language: Factors Affecting Learning Pronunciation Skills. *International Journal of Engineering Research & Technology (IJERT)*, 1(7), 1-6.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Lukitasari, N. (2003). *Students' Strategies in Overcoming Pronunciation Problems in Pronunciation Class*. The University of Muhammadiyah Malang.
- Macháčková V. (2012). *Teaching English pronunciation to large groups of students: some suggestions. Paper presented at the National Japanese Conference for English Language Education*, Japan.

- Mahripah, S. (2014). *Exploring Factors Affecting EFL Learners' Pronunciation Performance: from Theories into Practices*. Proceedings of the 3rd UAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia.
- Mazouzi, S. (2013). *Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils of Menaa's Middle Schools*. M. A. Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People's Democratic Republic of Algeria.
- McBurney & White (2010). *Business research methods*. New York: McGraw-Hill Companies.
- McCall, M.W., Lombardo, M.M., & Morrison, A.M. (1988). *The lessons of experience*. New York: Lexington.
- McDonough, J., & Shaw, C. (1993). *Materials and Method in ELT; A Teacher's Guide*. UK: Blackwell Publishing Ltd, p. 134.
- Monroe, M. J. (2015). Foreign accent and speech intelligibility. In J. G. Hansen Edwards and ML Zampini (eds), *Phonology and Second Language Acquisition*. Amsterdam: John Benjamins.
- Nasiri, A., & Pourhossein Gilakjani, A. (2016). A Review of EFL Learners' Pronunciation Skill and the Strategies for Improvement. *Modern Journal of Language Teaching Methods (MJLTM)*, 6(9), 53-59.

- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Pronunciation*. ESL & Applied Linguistics Professional Series. Routledge Taylor & Francis Group.
- Nour A. & Abdalla Y. A. (2015). *Investigating the Causes behind Pronunciation Problems Facing Sudanese University Students Majoring in English: A Case Study of Khartoum University Faculty of Arts, English Department* Sumia Mohamed.
- Nunan, D. (1995). *Language Teaching Methodology: A Textbook for Teachers*. NY: Phoenix Ltd., p. 593.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.
- Park, H., & Lee, A. R. (2005). *L2 Learners' Anxiety, Self-confidence, and Oral Performance*. Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics (pp. 107-208). Edinburgh University.
- Patkowski, M. (1994). The critical age hypothesis and interlanguage phonology. In M. Yavas (Ed.), *First and second language phonology*, 205-221. San Diego, CA: Singular Publishing Group.
- Pourhosein G, A. (2016). What Factors Influence the English Pronunciation of EFL Learners? *Modern Journal of Language Teaching Methods*, 6(2), 314-326.
- Prieto, (2007). *Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies*, PROFILE, 8, 75-90. Bogotá, Colombia.

- Richards, J. C. (1990). Conversationally Pronunciation: Approaches to the Teaching of Conversation. In Jack. C. Richards. *The Language Teaching Matrix*. New York: Cambridge University Press. 67-85.
- Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press, New York.
- Rivers, W. M. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Rivers, W. M. (1981). *Teaching Foreign Language Skills (2nd edition)*. Chicago: University of Chicago Press.
- Saunders, M., Lewis, P. & Thornhill, A. (2006). *Research Methods for Business Students*. (6th Edition), Pearson Education Limited.
- Shumin, K. (1997). Factors to Consider: Developing Adult EFL Students' Pronunciation Abilities. *English Teaching Forum*, 35(3), 8.
- Tanveer, M. (2007). *Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Pronunciation Skills and the Influence It Casts on Communication in the Target Language*. Dissertation, University of Glasgow.
- Thornbury, S. (2005). *How to Teach Pronunciation*. Harmer, J. (Ed). London: Longman.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Pronunciation Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.
- Ur, P. (1996). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.

- Urrutia León, W., & Vega Cely, E. (2010). *Encouraging Teenagers to Improve Pronunciation Skills through Games in a Colombian Public School*, Profile, 12(1), 11-31. Bogotá, Colombia.
- Vonesh, G. & Schluchter P. (2006). *Action Research: Principles and Practice*, Routledge, London. Menyimak dan Berbicara: CV. Pionir Jaya.
- Woodrow, L. (2006). Anxiety and Pronunciation English as a Second Language. *RELC Journal*, 37(3), 308-328.
- Yates, L. & Zielinski B., (2014). *Give it a go: Teaching Pronunciation to Adults*. Sidney, National Centre for English Language Teaching and Research, Macquarie University.



APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENT

The questionnaire is based on the study “poor pronunciation of English words by student of Ashaiman Senior High School”. The purpose study is to use descriptive statistics in diagnosing the types of errors students make in the teaching and learning of pronunciation, factors that might have led to the situation and the strategic measures in correcting the problem of punctuation among students. Please read carefully and tick one appropriate choice for each statement. All information gathered shall be used purely for research purposes and shall be treated with confidentiality.

(Please put a tick (✓) against the answers you choose)

What types of pronunciation errors do students of Ashaiman Senior High School make?

1. Students make errors in pronouncing Fricative Consonants as /v/ travel /θ/ north /z/ was.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

2. Students make errors in pronouncing Plosive Consonant as /t/ attempt /d/ fold, /g/ stronger.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

3. Students make errors in pronouncing Pure Short Vowels /ɪ/ wind /e/ confess /ɒ/ was /ə/ were.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

4. Students make errors in pronouncing Pure Long Vowel /i:/ succeeded /ɑ:/ hard /u:/
blew.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

5. Students make errors in pronouncing Diphthong /eɪ/ take, came, and gave /aɪ/ obliged

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

Thank You



APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

The questionnaire is based on the study “poor pronunciation of English words by student of Ashaiman Senior High School”. The purpose study is to use descriptive statistics in diagnosing the types of errors students make in the teaching and learning of pronunciation, factors that might have led to the situation and the strategic measures in correcting the problem of punctuation among students. Please read carefully and tick one appropriate choice for each statement. All information gathered shall be used purely for research purposes and shall be treated with confidentiality.

(Please put a tick (✓) against the answers you choose)

Biodata of respondents

1. Gender

Male Female

2. Years of Teaching Experience

Below 5 6 – 10 Above 11

3. Highest Educational Qualification

Degree Masters PhD

What are the factors that led to poor pronunciation of English words by the students?

4. Students’ performance conditions are factors that influence their pronunciation performance.

Strongly agree Agree No opinion Disagree Strongly Disagree

5. Affective variables such as self-confidence, and anxiety are factors that influence their pronunciation performance.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

6. Listening abilities of students are factors that influence their pronunciation performance.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

7. Student's topical knowledge (long- term memory) constitutes factors that influence their pronunciation performance.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

8. Feedback during pronunciation activities constitutes factors that influence their pronunciation performance.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

What strategies and methods could be used to improve pronunciation of English words among the students?

9. Teachers use drilling as a strategy in teaching pronunciation due to its complications.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

10. Teachers use chaining as a strategy in teaching pronunciation when drilling long sentences involving difficult words and sounds.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

11. Teachers use the direct or natural/conversational method to facilitate the teaching of pronunciation.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

12. Teachers use the reading method that focuses more on comprehension to facilitate the transfer of linguistic when teaching pronunciation.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

13. Teachers' should facilitate learners' learning of pronunciation instead of just teaching.

Strongly agree [] Agree [] No opinion [] Disagree [] Strongly Disagree []

Thank You

