TEACHER STRATEGIES IN TEACHING PRONUNCIATION

IN POST PANDEMIC AT MTS WAHID HASYIM 01 DAU

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

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Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan (S.Pd)*

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TITLE PAGE

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment

of the Requirement for the Degree of English Language Teaching (S.Pd) in the

English Education Department.

By:

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MAULANA MALIK IBRAHIM STATE ISLAMIC
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MALANG
2022

STATEMENT OF AUTHORSHIP

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I state that the thesis entitled **"Teacher Strategies in Teaching Pronunciation in Post Pandemic at MTs. Wahid Hasyim 01 Dau"** is my original work to meet a bachelor's degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis's bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, June 5th , 2022

The researcher

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APPROVAL SHEET

TEACHER STRATEGIES IN TEACHING PRONUNCIATION IN POST PANDEMIC AT MTS. WAHID HASYIM 01 DAU

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In

Malang

Assalamuaikum Wr. Wb.

After interpret and correcting Jelita Mifthalil Baroroh's thesis paper entitled **"Teacher Strategies in Teaching Pronunciation in Post Pandemic at MTs. Wahid Hasyim 01 Dau."** I have decided and would like to propose that this thesis paper can be submitted to the Faculty of Education and Teacher Training. Hopefully, this thesis will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Advisor,

Dr. Hj. Like Raskova Octaberlina, M.Ed
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MOTTO

"The limits of the possible can only be defined by going beyond them

into the impossible."

-Arthur C. Clarke-

DEDICATION

All glory to God, who has provided the author with mercies, graces, strengths, and guidance for this thesis to be completed. Sholawat and salam always to our prophet Muhammad S.A.W, who has brought us from the dark to the light. This thesis is dedicated to my parents, particularly my dear mother, Lilis Adhaeni, who always support and guid me to become the best version of myself. I am nothing without her. This aslo dedicated to my lovely family, "The Mardjoekis," who has inspired me to complete this thesis.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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All praises are to Allah for all blesses to the author, so the thesis that discusses *"Teacher Strategies in Teaching Pronunciation in Post-Pandemic at MTs Wahid Hasyim 01 Dau"* can becompleted well.

My Peace and Salutation presented be given to Prophet Muhammad SAW the last messenger of Allah who bring all Muslim from the darkness to the lightness.

This thesis exists to be one of the assignments that must be taken by student as a final study at State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, English Education Department. The author hopes this thesis can be useful for all parties, especially in the English education.

The author would like to say thank you to all parties that always give motivation and support in writing this thesis. To the honorable:

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The last, the author realizes that there is some mistakes in this thesis. Therefore, the author asks some constructive suggestions from the readers so that the author can improve for the future. May Allah gives us mercies and blessing.

Malang, June 5th, 2022

Jelita Mifthalil Baroroh

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

اؤ	=	aw
اي	=	ay
او	=	û
ائ	=	î

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LIST OF ABBREVIATION

ABBREVIATION	MEANING
Covid-19	Corona Virus which was emerged in 2019
MTs	Madrasah Tsanawiyah
EFL	English Foreign Language
FLA	Foreign Language Anxiety
IR	Interviewer
TI	English Teacher
ADR	Student
CFNL	Student
ZYA	Student

LIST OF APPENDICES

ABSTRACT

Baroroh, Jelita Mifthalil. 2022. TEACHERS STRATEGIES IN TEACHING PRONUNCIATION IN POST PANDEMIC AT MTs Wahid Hasyim 01 Dau. Thesis. Department of English, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Supervisor: Dr. Hj. Like Raskova Octaberlina, M. Ed.

The strategy has an important role in teaching and learning, especially in learning pronunciation. As we know, pronunciation is the most important factor in learning English. This is because the basis of good communication is the pronunciation that can be understood. The teacher must have the right strategy for teaching pronunciation. Moreover, Covid-19 required students to online learning for approximately two years. This causes the need for special attention from English teachers in implementing strategies for teaching pronunciation.

This study was aim at: (1) Finding the strategies teacher use in MTs Wahid Hasyim 01 Dau in teaching pronunciation after the covid-19 pandemic. (2) Finding the implement strategies to improve pronunciation after the covid-19 pandemic. In addition, the researcher used a qualitative descriptive analysis method. This study was used to determine the teacher's strategy in teaching pronunciation in face-to-face schools after the covid-19 pandemic. Researcher used three research instruments in collecting data: observation, interview, and documentation. The object of this research is the English teacher in MTs Wahid Hasyim 01 Dau who will teach class VIIIA at MTs Wahid Hasyim 01 Dau Academic Year 2021/2022. The data obtained would then be analyzed through several stages: data reduction, presenting data findings and conclusions.

This study shows three strategies used by English teacher in teaching pronunciation in face-to-face learning after the covid-19 pandemic. They are conjunctions, drills, and songs. The three strategies can increase students' courage and make learning activities fun. At the same time, the drawback is that the class looks messy if applied for too long.

Keywords: *Teaching Pronunciation, Teacher Strategy*

ABSTRAK

Baroroh, Jelita Mifthalil. 2022. STRATEGI GURU DALAM MENGAJAR PRONUNCIATION PADA PASCA PANDEMI DI MTs Wahid Hasyim 01 Dau. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Like Raskova Octaberlina, M. Ed.

Strategi memiliki peranan penting dalam proses belajar mengajar, khususnya dalam pembelajaran pengucapan. Seperti yang kita ketahui, pengucapan adalah faktor terpenting dalam belajar bahasa Inggris. Hal ini karena dasar dari komunikasi yang baik adalah pengucapan yang dapat dipahami. Guru harus memiliki strategi yang tepat untuk mengajarkan pengucapan. Apalagi, Covid-19 mengharuskan siswa untuk belajar online selama kurang lebih dua tahun. Hal ini menyebabkan perlunya perhatian khusus dari guru bahasa Inggris dalam menerapkan strategi pengajaran pengucapan.

Penelitian ini bertujuan untuk: (1) Untuk mengetahui strategi apa yang digunakan guru di MTs Wahid Hasyim 01 Dau dalam mengajarkan pengucapan setelah pandemi covid-19. (2) Untuk mengetahui bagaimana menerapkan strategi untuk meningkatkan pengucapan setelah pandemi covid-19. Selain itu, peneliti menggunakan metode analisis deskriptif kualitatif. Penelitian ini digunakan untuk mengetahui strategi guru dalam mengajarkan pengucapan di sekolah tatap muka pasca pandemi covid-19. Peneliti menggunakan tiga instrumen penelitian dalam pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Objek penelitian ini adalah guru bahasa Inggris di MTs Wahid Hasyim 01 Dau yang akan mengajar kelas VIIIA di MTs Wahid Hasyim 01 Dau Tahun Pelajaran 2021/2022. Data yang diperoleh selanjutnya akan dianalisis melalui beberapa tahapan yaitu reduksi data, penyajian data temuan dan penarikan kesimpulan.

Studi ini menunjukkan tiga strategi yang digunakan oleh guru bahasa Inggris dalam mengajar pengucapan dalam pembelajaran tatap muka setelah pandemi covid-19. Mereka adalah connect *word, drilling* and *song*. Ketiga strategi tersebut dapat meningkatkan keberanian siswa dan membuat kegiatan belajar menjadi menyenangkan. Sedangkan kekurangannya adalah kelas terlihat berantakan jika diterapkan terlalu lama.

Keyword: *Pengajaran Pengucapan, Strategi Guru*

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ملخص البحث

باروروه ، جليتا مفتليل. 2022. استراتيجيات المعلم في تدريس النطق في مرحلة ما بعد الوباء في مدرسة الوسطى واحد هشيم 01 Dau. فرضية. قسم اللغة الإنجليزية في تدريس اللغة الإنجليزية، كلية التربية والتعليم ، جامعة مولانا مالك إبراهيم الإسلامية الحكمية، مالانج. المشرفة: .Dr. Hj. Like Raskova Octaberlina, M. Ed

ب

تلعب الإستراتيجية دورًا مهمًا من حيث التدريس والتعلم. خاصة في تعلم النطق. كما نعلم أن النطق هو أهم عامل في تعلم اللغة الإنجليزية. لأن أساس التواصل الجيد هو النطق الذي يمكن فهمه. لذلك، يجب أن يكون لدى المعلم الإستراتيجية الصحيحة في تدريس النطق. علاوة على ذلك، بسبب Covid-19 الذي يتطلب من الطلاب الدراسة من بعد بمدّة سنتين تقريبًا. هذا يسبب الحاجة إلى اهتمام خاص من قبل معلمي اللغة الإنجليزية في تنفيذ استراتيجيات تعلم النطق.

المجال من عند هذا البحث: (1) كيفية تطبيق المعلمين للاستراتيجيات في تدريس النطق في الترجمة الآلية. واحد هشيم 01 Dau ؟ (2) ما هي الاستراتيجية الأكثر تأثيراً في تحسين نطق الطلاب؟

استخدمت الباحثة في هذه الدراسة أسلوب التحليل الوصفي النوعي. استخدمت هذه الدراسة لتحديد استراتيجية المعلم في تدريس النطق في المدارس وجهاً لوجه بعد جائحة Covid-19. في جمع البيانات استخدم الباحثون 3 أدوات بحثية وهي: الملاحظة والمقابلات والتوثيق. استخدم الباحث موضوع البحث في شكل مدرس لغة إنجليزية في المدرسة الوسطى. وحيد حسيم 01 داو ويساعده الفصل VIIIA في المدرسة الوسطى. واحد هشيم Dau 01 للعام الدراسي 2022/2021. سيتم بعد ذلك تحليل البيانات التي تم الحصول عليها عبر عدة مراحل، مثل: تقليل البيانات، وتقديم نتائج البيانات، واستخلاص النتائج.

تشير نتائج هذه الدراسة إلى أن هناك 3 استراتيجيات يستخدمها مدرس اللغة الإنجليزية في تدريس النطق في التعلم وجهًا لوجه بعد جائحة كوفيد -19. الاستراتيجية المستخدمة هي اللعب والاستماع والتقليد والأغنية. هناك طريقتان يتم استخدامها ، (1) في استخدام استراتيجيات اللعبة والاستماع والتقليد يجمع المعلم بين الاثنين عن طريق مطالبة الطلاب بالعثور على المفردات واتباع المعلم في القراءة و (2) في استخدام إستراتيجية الأغنية، يعطي المعلم أغنية وفي النهاية سيرددها في نفس الوقت. ستكون هذه الاستراتيجية قادرة على زيادة شجاعة الطلاب وجعل التعلم ممتعًا. في حين أن الضعف هو أنه يجعل الفصل فوضويًا إذا تم تنفيذه لفترة طويلة.

الكلمات الدالة: تعليم النطق والنطق

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain several things related to the research, such as background of the study, research question, objectives of the researchs, research significance, limitation of the research and definision of keyterms

1.1 Background of the Study

There are several essential international languages that used in so many contexts nowadays, including English. English has a very significant role in many aspects. Mastering English is a requirement that every student must meet. Especially in speaking skill because basically everyone needs communication. Communication is done so that everyone can change perceptions or behavior and can share other informations. As contained in the Qur'an Surah Ibrahim, which reads:

وَمَآ اَرْسَلْنَا مِنْ رَّسُوْلٍ اِلَّا بِلِسَانِ قَوْمِهٖ لِيُبَيِّنَ لَهُمْ ۗفَيُضِلُّ اللّٰهُ مَنْ يَّشَاۤءُ وَيَهْدِيْ مَنْ

يَّشَاۤءُ ۗوَهُوَ الْعَزِيْزُ الْحَكِيْمُ

And We did not send any messenger save one who spoke in his people's tongue and stated plainly for them, and Allah leads whose He wills astray and guides whom He wills. And He is the Mighty One, the Wise One (ETC of King Saud University, 2020)

In this verse, it is said that a messenger must know the language of the people to whom he is preaching in order to transmit a clear message. This is also true for students or anyone who wishes to converse with native speakers. The main thing one needs to do to communicate well is practice and improve pronunciation. Pronunciation itself means how language, words, and sounds are articulated.

According to Gilakjani and Sabouri (2016), pronunciation is integral to language learning. It consists of a much wider variety of elements than consonants and vowels. It also contains aspects of rhythm and intonation that support the communication process. Therefore, it can interpret that pronunciation is very important in the communication process, where all aspects of pronunciation can produce understandable communication. Unfortunately, there are still many people who ignore the importance of learning pronunciation, especially EFL teachers. According to Moedjito (2016), EFL teachers pay more attention to classroom interactions through games and assignments than to have accurate pronunciation. There are still many cases where many students can only communicate or speak English where only the teacher can understand. Though the main goal of learning pronunciation itself is not that narrow, pronunciation learning has a goal where everyone can understand what is being said to produce good and understandable communication. As Gilakjani (2016) stated in his journal, comprehensible pronunciation is an important part of communication. In addition, Shabani and Ghasemian (2017) state that one of the most important requirements for proficiency in language is to secure pronunciation that students

can understand. Therefore, communication will be a challenge for EFL students if students do not have perfect pronunciation skills. It is necessary to have different and more effective strategy carried out by the EFL teacher to get perfect pronunciation skills.

According Micheal Wei (2006), the current and future problem is that some language teachers do not have the right strategy to teach pronunciation. As a result, many schools still do not provide comprehensive pronunciation instruction. In addition to the lack of strategy in teaching pronunciation, EFL teachers also consider pronunciation as one of the most difficult challenges teachers and students face. Gilakjani and Sabouri (2016) said that EFL teachers should be given special material to improve their ability in pronunciation. A study was written by Bani (2019) and Astinah, Nurhamdah and Amzah (2020) stated that in addition to understanding how to improve pronunciation skill, teachers must also be able to choose suitable strategies at each level being taught. This material is expected to be the basis for EFL teachers in teaching pronunciation and determining which strategies are suitable for teaching at each level.

Apart from being difficult and lack of strategy, online learning has also become one factor that makes pronunciation learning less optimal. This pandemic has caused almost all schools to conduct online learning. In this incident, many schools still lack preparation and facilities so that they cannot carry out the teaching and learning process perfectly. Previous studies said that face-to-face learning has more advantages than online learning. In the early pandemic, almost all schools conducted online learning, including pronunciation learning. When

face-to-face learning is carried out again, many students cannot pronounce English vocabulary correctly and adequately. Therefore, the researcher wants to see and find out what strategies the teacher uses to improve students' ability to pronounce english words well. Thus, the researcher took the title "Teacher's Strategy in Teaching Pronunciation in Post-Pandemic at MTs Wahid Hasyim 01 Dau".

In this study, the researcher found several previous studies that relate to teaching pronunciation, such as the research conducted by Maghdalena Szyszka in 2016 entitled "english pronunciation teaching at different educational levels: insights into teachers' perceptions and actions". This study discusses how to learn pronunciation by EFL teachers from various school levels, from elementary school to high school. The difference is that the research I did only focused on junior high schools.

The second study found by researchers was conducted in 2019 by Niken Kencono Ungu, entitled "improving pronunciation ability and teaching pronunciation for student through listening english song". This research has similarities with my research, namely regarding pronunciation strategies using songs. The difference is that this study uses students in the early semesters, while mine uses junior high school students.

The third study found by the researcher was conducted in 2019 by Yousef Bani Ahmad, entitled "problems and strategies in teaching pronunciation in the English Department". This study has similarities in the form of discussion or the

main objective, namely about strategies in teaching pronunciation, and the difference is the object to be studied. The researchers used students majoring in English as the object of this study.

Furthermore, Astinah, Nurhamdah, and Amzah (2020), entitled "the analysis of teaching english pronunciation at young learners". This research aimed at examining the most effective ways to teach pronunciation. This research has different object, where that study uses young students, while mine uses junior high school students.

The next previous research was carried out in 2017 by Karim Shabani and Atefeh Ghasemian, entitled "teacher personality type and techniques of teaching pronunciation". This study discusses and compares several strategies in teaching pronunciation, where each strategy is measured for its effectiveness in improving students' ability in pronunciation.

Therefore, in this investigation, the researcher is interested in analyzing the issue of pronunciation strategy implemented by the teacher at MTs Wahid Hasyim 01 Dau to improve the speaking skills in English subject. However, the pronunciation learning strategy implementation is still not applied in this school. Hence, the researcher will investigate this issue by doing some research instruments to find out the appropriate learning strategy for students.

1.2 Research Questions

Based on the explanation above, the researcher conducted this study to find out how the teacher in MTs Wahid Hasyim 01 Dau teaches pronunciation. To clarify the problem of this research, the researcher formulates it as follows:

1. What are the strategies used by teacher in teaching pronunciation in the post-pandemic?

2. How do the teacher implement the strategies in teaching pronunciation at a pandemic situation?

1.3 Objectives of the Research

Following the existing research questions, it can be concluded that the objectives of this study are:

1. To find out what strategies teacher use in MTs Wahid Hasyim 01 Dau in teaching pronunciation after the covid-19 pandemic.

2. To find out how to implement strategies to improve pronunciation after the covid-19 pandemic.

1.4 Research Significance

The researcher hopes that the results of this research will be useful in the future. First, the researcher hopes that this research is very useful for English teachers because it contains information on pronunciation learning strategies which can be applied to teaching. Second, the researcher hopes that this research can be useful for readers where the strategies in this study can be followed or applied to improve the quality of teaching and learning pronunciation.

1.5 Scope and Limitation of the Study

In this study, there are scope and limitations in the research, as follows:

1. Scope of the Study

Based on the explanation of the background, the main focus of this research is to find out the most effective strategies in teaching pronunciation used by English teacher in MTs Wahid Hasyim 01 Dau. The researcher will observe how the English teacher teaches pronunciation using several learning strategies.

2. Limitation of The Study

This study is limited to the observed sample—the number of classes in MTs Wahid Hasyim 01 Dau has seven classes, of which class VII has three classes, class VIII has two, and class IX has two. While the observed sample represents the number of classes, one class VIII was considered, and the reasons for the researcher teaching in class VIII MTs Wahid Hasyim 01 Dau and know the students' pronunciation ability. The class taken in this study is class VIII A which has 26 students. In this study, researchers examined the strategies of English teacher. There was one female teacher who the researchers would observe.

1.6 Definition of Keyterms

There are several keywords in this research, namely:

1. Teaching Pronunciation: The way to teach pronunciation through connecting words and drilling with grammar material and songs with songs playing are *a million dreams* in class VIII A at MTs Wahid Hasyim 01 Dau.

2. Teaching Strategy: General direction design method or plans teacher use in teaching students to achieve educational goals by using the connect word, drilling and song method to teach pronunciation in MTs Wahid Hasyim 01 Dau.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter covers some previous study well as theoretical based used to conduct this study.

2.1 Teaching Pronunciation

Pronunciation is one of the basic skills that must be possessed when learning a foreign language. Pronunciation is also the basis of oral communication. Gilakjani (2012) and Widyaningrum, Budiman and Putri (2019) argue that pronunciation is a way to produce sounds that are used to make meaning when a speaker speaks.

Widiyanti (2019) also expresses his opinion regarding the meaning of pronunciation, and she argues that pronunciation is a way of pronouncing a word in general. In his journal, pronunciation also includes certain sounds of a language and has many important aspects in which each of these aspects is interconnected to produce good pronunciation. Therefore, it can be concluded that pronunciation is a place of sound production to make a word that requires various aspects to have an understandable pronunciation.

Pronunciation according to Penington and Richard (1986) is a complex interaction of perceptual, articulatory, and interactional variables in three types of qualities: segmental features, voice setting features, and prosodic features. According to Yates and Zielinski (2009), it is critical for speakers to pay attention

to all aspects of their pronunciation that improve pronunciation and prevent miscommunication.

In other previous journals, it was said that pronunciation includes attention to certain sounds of a language aspects of speech beyond the individual voice level, such as intonation, expression, rhythm, etc. Gilakjani (2012) said that the sound system in English is divided into four groups, such as:

1. Vocal (Vowel)

    It is a sound formed from the air from the throat and mouth. In English, there are 12 vowels, but they are divided into 3 parts:

    a. Front vowels: vowels that come out through the front mouth, such as: i,e

    b. Vocal cords: part of the larynx that is used to produce speech. In the vocal cords, there are: a: ,ɔ:,u,u:

    c. Vocal center: vowels whose division depends on the tongue and lips, such as: ,ɜ,ə.

2. Diphthong

    It's a glide from one vowel to the next, and the whole thing sounds like a long.

3. Consonant

    It is a sound pronounced with a blockage and sounds like friction. Consonants are divided into several classifications, namely:

a. Articulation Point:

    1) The labial articulation of sounds is on the lips. Divided into two, namely: bilabial (p, b, m) and labial teeth (f, v)

    2) Teeth that have a sound that is articulated by the tip of the tongue to the front teeth (ꞵ,)

    3) Palatal-Alveolar (t,d^3)

    4) Palatal (j)

    5) Velar (k,g,n)

    6) Glottal Sound produced in the glottis.

b. According to the articulation:

    1) Plosive (p, b)

    2) Affricate (t, ʃ, d^3)

    3) Nassal (m,n,ŋ)

    4) Lateral air freely out but obstacle lies in the middle of the mouth (i)

    5) Rolled the sound generated by the rapid movement by the organs that are elastics (r)

    6) Flapped sounds that resemble rolled consonants (r)

    7) Fricative noise (f,v,o,s,z,h,^{3},ʃ,ꝺ)

    8) Semi vowel sound

According to Gilakjani and Sabouri (2016), students must speak English with their accent, which the interlocutor quickly understands. The purpose of this

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learning is to be understood in conversation. In Indonesia, there are still many students with pronunciation that only the teacher can understand. Jenkins (2002) suggests that native and non-native speakers must understand students' pronunciations. Yates and Zielinski (2009) say that clarity in itself is not an ideal goal.

Butler-Pascoe and Wiburg (2003) expressed their opinion that the purpose of learning pronunciation is to develop English that is easy to understand and does not confuse listeners, develops English to meet the needs of communication competence, develops positive self-awareness as a non-native speaker in oral communication. And speech monitoring and speech monitoring strategies help to learn progress in and out of the classroom. Speakers can have good pronunciation if they can be understood by the other person and comfortable accent when heard.

Many things need to be considered in teaching pronunciation, such as approaches, strategies, and techniques. Some of these things are closely related to each other.

In the first discussion in this subsection, researchers will discuss the approach. Many previous studies have discussed the approach used to teach pronunciation. According to Shabani and Ghasemian (2017), there are three practical approaches in teaching pronunciation, namely:

1. Intuitive-Imitative Approach

In this approach, the learner imitates and listens to the sounds and rhythms of a foreign language will enhance pleasant pronunciation without being intervened by any explicit data.

2. Analytical-Linguistic Approach

In contrast to the previous approach, explicit pedagogical interventions related to pronunciation focus on this approach. This approach was created to focus on imitation and listening, but it is supplemented with other tools such as the phonetic alphabet.

3. Integrative Approach

In this approach, pronunciation is learned through task-based exercises.

Meanwhile, another journal initiated by Shabani and Ghasemian (2017) has grouped what approaches and methods are used to teach pronunciation by year. The following is a grouping initiated by Shabani and Ghasemian (2017):

Years	Approach/Method	Definition
1800s-1900s	Direct Method	Students were given a model for a native-like speech by their teachers. Students improved their pronunciation by listening to and then mimicking the modeller.
1940s-1950s	Audio Lingual Method	Pronunciation was explicitly taught from the beginning. Students imitated or repeated what they heard from their teacher or a recording model. Teachers employed an articulation chart or a visual transcription system. Minimal pair drill technique
1960s	Cognitive Approach	Because it was considered that native-like pronunciation was an unachievable goal that could not be accomplished, and time would be better spent on teaching more learnable objects, such as grammatical

		structures and words, this de-emphasized pronunciation in favour of grammar and vocabulary.
1970s	Silent way	Without needing to learn a phonetic alphabet or explicit linguistic content, the students concentrated on the sound system. The accuracy of the target language's sounds and structure was emphasized from the start. Sound-color charts, Fidel charts, word charts, and colour rods are some tools you can use.
	Community Language Learning	
1980s	Communicative Approach	Communication was the ultimate goal. Intelligible pronunciation was considered vital in oral communication, so teaching pronunciation was a priority. Listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, the practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, and recordings of learners' production were among the techniques used to teach pronunciation.
20th century	Grammar translation and reading based approach	The fundamental purpose of language training was not an oral communication. As a result, speaking received minimal attention, and pronunciation received nearly none.
	Total Physical Response	

	Natural Approach	The learners could absorb the target sound system due to the initial concentration on listening without any compulsion to speak.
Today	New Directions	Other fields, such as drama, psychology, and speech pathology, have contributed new ideas. Fluency-building activities, accuracy-oriented exercises, appeals to multimodal modes of learning, an adaptation of natural materials, and the use of instructional technology in pronunciation teaching are some of the techniques used.

Grouped in previous research as follows:

Reseach Based Approach	Traditional Approach
Gain sufficient pronunciation skills so as not to interfere with communication	To acquire nativelike pronunciation.
Teachers place a strong emphasis on stress and intonation.	The main goal is to teach sound.
Instructions emphasize teaching communicative pronunciation.	The segment being taught is non-communicative
Only when phonetic descriptions are helpful to pupils in tutorials does the teacher supply them.	Traditional pronunciation training includes a lot of phonetic information.
Student motivation is the most important thing.	Students refuse to take responsibility for improving their own speech.
In pronunciation instruction, affect is crucial.	Affect isn't given much weight in educational activities.

The explanation above can interpret that previous researcher also have almost the same opinion regarding teaching pronunciation. Next is to discuss techniques in teaching pronunciation. There are many strategies or techniques in teaching pronunciation in previous research. The following are some strategies or methods used in teaching pronunciation:

1. Drilling

This method is done by the teacher saying a word or structure and asking students to repeat it. The goal is to achieve better pronunciation and remember new items. Drilling is divided into seven types, namely: backward build-up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformational drill and question and answer drill. Drilling most often used, namely:

a. Chain Drill

This method is in the form of continuous questions from one person to another. The teacher starts a chain of questions to student number 1, then student number 1 asks student number 2, and so on. This method makes students communicate where on the other hand, the teacher can observe the pronunciation of each student.

b. Repitition Drill

This method asks students to repeat the teacher's words as quickly and accurately as possible. Usually, this exercise is used for lines of dialogue.

2. Tongue Twister

Tongue twister is an activity of twisting the tongue orally and done repeatedly to train the tongue with certain sounds.

3. Game

The game is an activity that focuses on student activities. This activity is very helpful in learning pronunciation, from an instructional point of view, creating a useful game context for language use. Using this activity, the teacher can make students who enable unconscious learning. Therefore, when they focus on the game activity, students learn the language in the same way they acquire their mother tongue, that is, without knowing it.

4. Song

Learning pronunciation by using songs is very often used. Using this song makes students not feel bored, so students learn pronunciation through the lyrics of the sung songs without realising it.

Some of the strategies above are the most widely used strategies in teaching pronunciation. On the other hand, there are still many strategies that can be used in teaching pronunciation, depending on the students' needs and the teacher in teaching it.

2.2 Teaching Strategy

One of the teacher's jobs is to impart knowledge to students. In the process carried out by the teacher, the teacher cannot directly provide his knowledge. Still, the teacher must also pay attention to several aspects, such as student backgrounds, learning objectives, time, and problems in the teaching and learning

process. Therefore, the strategy is needed by teachers in the teaching and learning process to get maximum results.

Sarode (2018) explained that teaching strategy refers to the method used by a teacher to help students learn and understand the desired course content and develop goals that can be achieved in the future. In his book, Harmer (2001) says that the strategies used for teaching refer to the techniques, structures, approaches, methods used by teachers in teaching and learning activities.

Strategy is a method of solving a problem, or it can also be a specific method to achieve certain goals. Learning strategies are mechanisms or solving techniques teachers use to provide learning with a particular purpose. The teacher uses this strategy to solve obstacles during the learning process and make the classroom situation more effective. It is designed to base teaching and learning processes on students and the learning environment. Therefore, it can be concluded that the learning strategy is the teacher's effort in achieving the learning objectives which the teacher uses in dealing with difficulties during the teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will discuss the methodology used to achieve the desired results and answer the problems that have been described in the background of study.

3.1 Research Design

In this study, the researcher wanted to determine what strategies the English teacher at MTs Wahid Hayim 01 Dau used in teaching pronunciation. Therefore, the design used is a descriptive qualitative research method. Qualitative research method is designed to find information about certain phenomena. This method involves non-numeric research, such as interviews, observations, and other things as the source of information.

In this study, researchers used qualitative research methods because this research method was very helpful in examining the problem. Therefore, it can be interpreted that qualitative research methods are research methods that look deeply at a problem and solve problems using non-numeric data. The aim is to describe a social phenomenon. In this study, the main objective of the descriptive research is to observe and describe the strategies used by English teachers in teaching pronunciation in MTs Wahid Hasyim 01 Dau. In his study, the researcher made observations in the classroom for six meetings. Then the researcher interviewed the teacher and students about the learning that was carried out. After that, the research was conducted at the end of the research document.

3.2 Research Setting and Participant

3.2.1 Research Setting

This research was conducted in MTs Wahid Hasyim 01 Dau. This school is located at Jetis number 33A Mulyoagung Dau Malang, East Java. The researcher chose this school because of the discovery of problems, and in learning esnglish especially pronunciation then the researcher was eager to find approptiate strategy in teaching pronunciation.

3.2.2 Research Participants

The participants in this study were students of class 8A, totaling 26 students. There are 7 female students and 19 male students in one class.

3.2.3 Research Subject

The subject in this research is a senior female teacher approximately 40 years old. This teacher teaches grades 8 and 9 in MTs Wahid Hasyim 01 Dau. Beside, this teacher also takes care of the curriculum section at the school.

3.3 Data Source

Research requires data sources to obtain information and answer the problem formulation, which is an essential part of the research. Arikunto (2002) argues that data sources are all facts and figures researchers carry out to compile information, and this information is the result of data processing that produces a goal. This research data is information from English teachers regarding what strategies are used to improve students' English pronunciation skills in MTs Wahid Hasyim 01 Dau in post pandemic era. In this study, the primary data

source is observation and interviews, and in comparison, the secondary data is in the form of documentation.

3.4 Research Instrument

To get the desired results in this study, the researcher will use several instruments: observation, interview and documentation. Those instrument that will used by the researcher include in the qualitative data collection technique. The researcher will observe how the teacher teaches in the classroom and will interview the teacher deeper about the strategies used to teach pronunciation.

Denzin and Lincoln (2005) revealed that the data collection instrument is a tool used by researchers to obtain activity data so that it is systematic and transparent. The method used by the researcher this time is as follows:

1. Observation

There are two types of observation, the first is participant observation, and the second is non-participant observation. In this study, the researcher is a non-participant observation, where the researcher only observes the way, the teacher applies pronunciation teaching strategies in the classroom for six meetings from May to early June.

2. Interview

The interview is one of the data collection techniques in qualitative methods, which is done by asking questions, and this helps researchers get more information about what is being studied.

In-depth interviews are to obtain information needed for research by using question and answer sessions between the interviewer and the research subject. The researcher interviewed one teacher and three students in this study. Researchers interviewed teacher to get information about what strategies were used and interviewed students to find out the results of the methods used by teacher and there are nine questions posed to the teacher and three to students.

3. Documentation

Lodico (2006) argues that the documentation obtained before the research includes public records, private writings, or teaching materials. In this study, researchers used documentation in the form of photos during interviews between researchers and teachers, and students, which were used to support the results of this study.

3.5 Data Analysis

After collecting data, the next step is data analysis. Data analysis is used to describe what is in the data. In another study, it was stated that there were several stages in analyzing data: data reduction, data display, and making verification and conclusions. In this study, researchers used data collected by observation and interviews, which then the data will be analyzed.

1. Data Reduction

The first thing the researcher will do is observe, see and listen to what the teacher does in teaching pronunciation. The researcher will write in his notes what strategies the teacher uses in teaching pronunciation. After that, the researcher will

interview the teacher in question and some students about the teacher's strategy in teaching pronunciation. After that, a teacher will complete the research with documentation in the form of files such as the lesson plans used by the teacher, grades used by the teacher to see the results of what is being taught and other complementary documentation.

2. Data Display

Next is, the researcher presents the data qualitatively. The depiction of the data is done in a narrative manner. Researchers present data taken from the results of observations, interviews and documentation that have been done previously.

3. Conclusion

Lastly is the conclusion. After the data is presented, the researcher will conclude with the research or the results obtained during the study. In short, the researcher performed three steps in analyzing the data. The researcher reduces the interview transcription, presents the data, and concludes the data presented.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents data analysis related to the data studied. The data is about the teacher's strategy in teaching pronunciation in post-pandemic at MTs Wahid Hasyim 01 Dau. In this chapter, the researcher describes two things: the findings and the discussion of the research.

4.1 Research Finding

The Covid-19 pandemic has caused schools to conduct distance learning online for approximately two years. It makes teaching and learning activities less effective. One that is affected is learning pronunciation in English. This can occur due to the lack of teacher strategies and limited interaction between teacher and students, which causes students' lack of ability in English, as happened in MTs Wahid Hasyim 01 Dau.

Before explaining the pronunciation teaching strategies used by English teacher and how to apply them, the researcher will introduce the participant in this research, namely the English teacher at MTs Wahid Hasyim 01 Dau, Mrs. TI. She is an English teacher who teaches grades 8 and 9.

> *"... online schools can also make students able to pronounce and speak English well supported by adequate facilities, such as using certain applications that support pronunciation learning that has been made or used by schools. Still, unfortunately, there are no resources human resources in our school who can help IT, so we are only limited to using youtube, google meet and zoom." (Interview with TI, which was conducted on May 24, 2022, 16.00-17.00, at the teacher's private house)*

From the TI narrative above, this becomes a different homework for the teacher in overcoming the problems. The teacher must find the right strategy to get a solution to the problem. According to TI, the right strategy is the one that fits the student's condition:

> *"... We can provide strategies by looking at the student's shortcomings that make it difficult to speak or pronounce English. As we know that many students lack vocabulary, from there, we will examine again what causes students to lack vocabulary? Is he lazy to memorize, or is he hard to pronounce? As we know in class 8A, there are still a lot of students who don't know a lot of vocabulary from there. I asked students to memorize ten vocabularies in a day so that when they arrived in class and were ready to learn, students were ready for new vocabulary. It will be used in learning. Here the teacher will use appropriate strategies to attract students' interest in learning. So far, I have used strategies related to students, so teaching strategies must be mastered by the teacher so that students can understand well what is being taught and delivered. (Interview with TI held on May 24, 2022, at 16.00-17.00, at the teacher's private house)*

From TI's explanation above, the teacher decided to teach pronunciation using cognitive strategies. The teacher uses several techniques in learning, such as games, drilling and songs. The teacher uses several techniques in learning, such as games, drilling, and songs. By using this technique, the teacher makes it easier for students to understand. The researchers conducted interviews with three students, namely ZYA, ADR, and CFNL, with the same results. These three students argued that the three techniques used for learning made it easier for students to understand and understand the purpose of the teaching, which also made it easier for students to learn pronunciation. These three students also think that learning without using interesting techniques will make the class boring and make it

difficult to understand the lesson. Below is a technique used by English teacher in

MTs Wahid Hasyim 01 Dau:

a. Connect Words

The first technique used by the teacher to improve the quality of

students' pronunciation is *Connect Words*, which in this game the teacher

uses to attract students' interest in learning pronunciation. In learning, the

teacher uses this technique to teach pronunciation learning indirectly.

> *"... Using game by pronouncing words, the first 5 minutes are used to search for vocabulary. After that, students are asked to make sentences from vocabulary such as nouns, adverbs, and so on that have been previously searched. Students are asked to make sentences from these words, which students are expected to pronounce correctly, as exemplified by the teacher. So that students get a lot of learning, such as the meaning of vocabulary, recognize words to be used as sentences, and lastly, students are expected to be able to pronounce. (Interview with TI which will be held on May 24, 2022, 16.00-17.00, at the teacher's private house)*

In learning this technique, the teacher asks students to say one word,

which the next friend follows by saying the word starting from the last letter

of the word that his friend mentioned.

No	Student	Word	Student Pronunciation	Corrected Pronunciation	Student Pronunciation After Using The Technique
1.	Student 1	Rainbow	*/reinbou/*	*/reinbou/*	*/reinbou/*
2.	Student 2	Window	*/windou/*	*/windou/*	*/windou/*
3.	Student 3	Water	*/ˈwaː.tər/*	*/ˈwoːtər/*	*/ˈwaː.tər/*
4.	Student 4	Rain	*/reɪn/*	*/reɪn/*	*/reɪn/*
5.	Student 5	Nine	*/nin/*	*/nain/*	*/nain/*

6.	Student 6	Eat	*/əat/*	*/it/*	*/it/*
7.	Student 7	Tea	*/ti:/*	*/ti:/*	*/ti:/*
8.	Student 8	Apple	*/aple/*	*/'æepl/*	*/'æepl/*
9.	Student 9	Eyes	*/eyez/*	*/ai/*	*/ai/*
10	Student 10	Smile	/smil/	/small/	/smil/
11	Student 11	Eraser	*/əraser/*	*/I'reIsər/*	*/əraser/*
12	Student 12	Rabbit	*/rabɪt/*	*/'ræebit/*	*/'ræebit/*
13	Student 13	Tall	*/tal/*	*/tɔ:l/*	*/tɔ:l/*
14	Student 14	Lamp	*/lem/*	*/læemp/*	*/læemp/*
15	Student 15	Picture	*/pikturə/*	*/piktʃIər/*	*/piktur/*
16	Student 16	Egg	*/eg/*	*/eg/*	*/eg/*
17	Student 17	Guess	*/gues/*	*/ges/*	*/ges/*
18	Student 18	Swim	*/swIm/*	*/swIm/*	*/swIm/*
19	Student 19	Money	*/money/*	*/mʌni/*	*/mʌni/*
20	Student 20	Yard	*/yard/*	*/ja:rd/*	*/ja:rd/*

Table 1 Student Pronunciation Before and After Using the Technique

After this game, it can be seen that there are still many students who make mistakes in their pronunciation. Therefore the teacher provides a solution by telling the students the correct pronunciation, and the students will follow what the teacher says three times.

After being evaluated and given examples of their pronunciation, students could pronounce words better than before. From the beginning, there were sixteen errors to only six students who still could not pronounce words correctly.

STUDENTS ABILITY BEFORE AND AFTER USING CONNECT WORDS TECHNIQUE
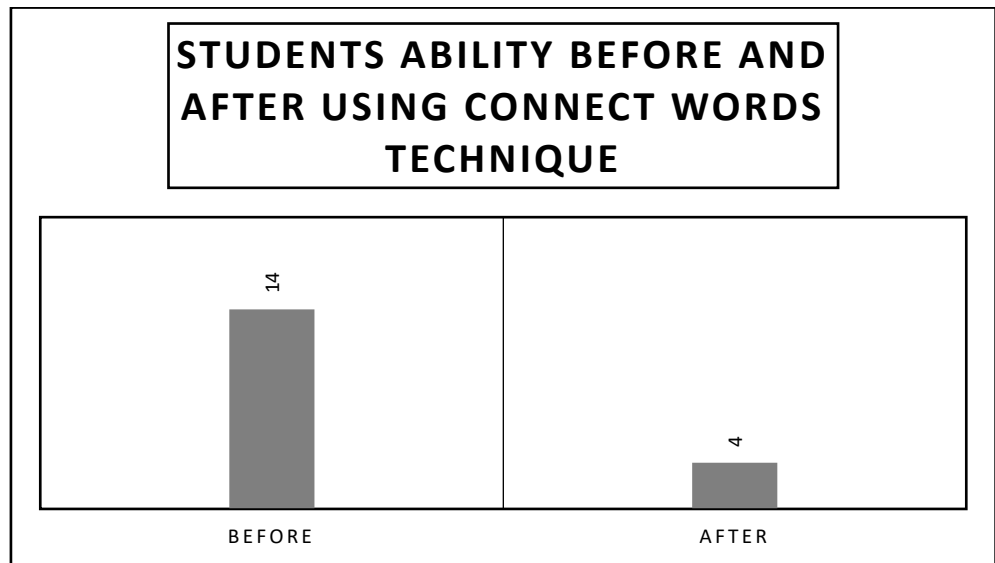
Therefore, this technique is one of the techniques that can improve the quality of students' pronunciation with activities that are not boring and make students have their interested in this learning.

b. Drilling Technique

The teacher's second technique is drilling.

No	Student	Vocabulary	Pronunciation
1.	Student 1	*They*	*/ðeɪ/*
2.	Student 2	*Write*	*/rait/*
3.	Student 3	*A*	*/e/*
4.	Student 4	*Letter*	*/ˈletər/*
5.	Student 5	*In*	*/ɪn, ˈɪn dət/*
6.	Student 6	*This*	*/ðɪs/*
7.	Student 7	*Class*	*/klæs/*

Table 2 Vocabulary for Drilling

In this technique, the teacher will make the word into a meaningful sentence after students say words to each other, such as "*they write a letter*

in this class". After this, students will listen to the teacher say a sentence from the existing vocabulary, and students will follow what they hear. The sentence will be said repeatedly together until several students are designated and have been able to pronounce the sentence correctly according to what has been exemplified by the teacher. In this technique, students are expected to be able to pronounce not only vocabulary but also sentences with the correct pronunciation.

c. Song

The last technique used by the teacher is a *song*. The teacher uses this technique by the learning material being taught.

This technique was used to see which vocabulary most students could not pronounce correctly. Therefore, in this technique, the teacher will first introduce the song that will be used to increase the quality of students' pronunciation. After that, the teacher will ask the students to read each stanza of the song, and in the end, the teacher will know which vocabulary many students cannot comprehend. Pronounce it correctly. In this technique, the song used is *A Million Dream*.

First stanza: I close my eyes and I can see
  The world that's waiting up for me
  That I call my own
  Through the dark, through the door
  Through where no one's been before
  But it feels like home

In the first stanza, it can be seen that there are seven words that are most often mispronounced.

No	Words	Student Pronunciation	Correct Pronunciation
1.	Eyes	/eyez/	/ai/
2.	Can	/kan/	/kən/
3.	Through	/throg/	/thru/
4.	Feels	/fel/	/fi:l/
5.	Like	/lɪke/	/laɪk/

Table 3 The Student Pronunciation First Stanza

Second stanza: They can say, they can say it all sounds crazy

They can say, they can say I've lost my mind

I don't care, I don't care, so call me crazy

We can live in a world that we design

In the second stanza, ten words are not properly pronounced.

No	Words	Student Pronunciation	Correct Pronunciation
1.	Say	/saɪ/	/seɪ/
2.	Crazy	/krazi/	/'kreɪzi/
3.	Mind	/mɪn/	/maɪnd/
4.	Care	/care/	/ker/
5.	Live	/lɪve/	/laɪv/
6.	Design	/desɪn/	/dɪ'zaɪn/

Table 4 The Student Pronunciation Second Stanza

Third stanza: 'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are keeping me awake

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

Oh a million dreams for the world we're gonna make

In the third stanza there are five vocabularies which cannot be pronounced with the correct pronunciation.

No	Words	Student Pronunciation	Correct Pronunciation
1.	Lie	/lɪ/	/laɪ/
2.	Brightest	/brɪg/	/braɪtəs/
3.	Colors	/colorz/	/ˈkʌlərz/
4.	Awake	/awak/	/əˈweɪk/
5.	Dreams	/drəam/	/driːm/

Table 5 The Student Pronunciation Third Stanza

Fourth stanza: There's a house we can build

    Every room inside is filled

    With things from far away

    The special things I compile

    Each one there to make you smile

    non a rainy day

In the fourth stanza, there are five words that have not been able to be pronounced correctly.

No	Words	Student Pronunciation	Correct Pronunciation
1.	Build	/buɪl:d/	/bild/
2.	Filled	/fɪləd/	/fil/
3.	Far	/far/	/faːr/
4.	Compile	/comiplə/	/kəmpail/
5.	Each	/əach/	/iːtʃ/

Table 6 The Student Pronunciation Fourth Stanza

Fifth stanza: However big, however small

    Let me be part of it all

    Share your dreams with me

You may be right, you may be wrong

But say that you'll bring me along

To the world you see

To the world I close my eyes to see

I close my eyes to see

And in the fifth or last stanza, there are three vocabularies that are still wrong in pronunciation.

No	Words	Student Pronunciation	Correct Pronunciation
1.	Share	*/share/*	*/ʃeə®/*
2.	May	*/mai/*	*/meɪ/*
3.	Along	*/along/*	*/əˈlɒŋ/*

Table 7 The Student Pronunciation Fifth Stanza

From what we see above, many students still make mistakes in pronouncing some of the vocabulary in the lyrics of a song. At first, the teacher introduced the song that would be used as a medium to see the students' pronunciation skills. After that, the teacher asked the students to read the verses and see the vocabulary that was most wrong and then taught it in pronunciation again so that at the end or at the third time the song was played, students could pronounce the vocabulary.

> *When it comes to song learning, the first thing I do is play a song to introduce it, ask the students to say it and finally ask the students to sing it together. So here students not only get vocabulary, but students will also learn about the courage to come back by interacting with their friends, this interaction is rarely found when online schools." (Interview with TI, which was conducted on May 24, 2022, 16.00-17.00, at the teacher's private house)*

Therefore, this technique was chosen by the teacher to improve the quality of students' pronunciation because this technique is not only boring but also learning that does not occur directly. Therefore this technique is also able to attract students' interest.

As can be seen above, these three techniques can improve the quality of students' pronunciation. It's just that its use is certainly needed to adjust to the conditions experienced by students. Teacher do not take special techniques to improve students' pronunciation after the covid-19 pandemic. The teacher also has to try several other techniques. This technique is used for the adjustment period of students from the online learning period to the offline learning period. But the teacher only adjusts to the conditions of the existing students. On the other hand, one thing that affects the improvement of students' pronunciation quality is courage. This is assessed because if students do not dare to speak, it is certain that their pronunciation skills will not be honed well.*

> *... in learning pronunciation, the most important thing is courage first because if he doesn't dare even though he has a lot of vocabulary and is very good at making sentences but if students don't have the courage, they won't be able to pronounce, therefore the teacher must be good at drawing student interactions such as asking to play games which will increase students' courage in speaking or speaking in English."*
> *(Interview with TI, which was conducted on May 24, 2022, 16.00-17.00, at the teacher's private house)*

Each learning technique has its advantages and disadvantages. Moreover, this learning technique is used according to the condition of the students and what

the students need as the teacher said that in the learning that has been done above, there are short comings that are also owned by this technique.

> *"If it's been too long using this strategy, the children will be more crowded, the lack there. But it can also be overcome by giving additional search for vocabulary that can make their friends joke, or students are also asked to specify words that make students think more" ." (Interview with TI, which was conducted on May 24, 2022, 16.00-17.00, at the teacher's private house)*

From the narrative above, we can see the drawbacks of this techniques. If it is done for too long, the techniques will make the class more crowded. Therefore, the teacher must also have a way of controlling the class again, such as by giving other assignments to students who are still included in the lesson. The techniques that is being carried out.

Each techniques is indeed the most effective according to the conditions of the students in the field. Even the teacher will not use a techniques far from the student's condition, but according to what has been done by TI, the most effective strategy is to drilling. Besides being easy to use, this techniques can also quickly improve pronunciation. This is the reason TI uses this strategy more often.

4.2 Discussion

Based on what the researcher has researched, the researcher finds out the strategies used by English teacher to teach grade 8A in MTs Wahid Hasyim 01 Dau. The teacher uses cognitive strategies to teach pronunciation, which in this strategy, the teacher uses three techniques that are known to improve the quality of students' pronunciation. The three techniques used by this teacher are games, drilling and songs. These three techniques are expected to improve the quality of

students' pronunciation, which we know that students have been doing online learning during the covid-19 pandemic. This causes a lack of good interaction and communication, so this greatly affects the activities in the teaching and learning process, especially pronunciation learning.

The first technique used by the teacher is the game technique. According to Kurniati (2016), using games in language learning can make learning fun and relax the atmosphere. By using this game technique, the teacher ensures that students dare to express the vocabulary they have thought of. Teacher also use this technique to attract students' interest in learning. At first, the teacher asked the students to think about the vocabulary and pointed them to pronounce it in sequence. In this technique, the teacher will know the students' mistakes in pronouncing the vocabulary, and the teacher will tell the students the correct pronunciation for the wrong pronunciation. The result is that using this technique will improve the quality of students' pronunciation in a short time. This causes many students to be able to pronounce the vocabulary they have thought of properly and correctly.

The second technique used by the teacher is drilling. This technique asks students to listen and follow what the teacher says. This technique is a technique that English subject teacher widely use. Ghasemian and Shabani (2017) state that 83.3% of English teachers use this technique in their teaching. This technique is considered straightforward in its implementation. In learning, the teacher applies this technique combined with the material to be taught, where the teacher asks each student to think of words by the arrangement. In the end, the words that have

been compiled will be spoken by the teacher and then repeated by the students until the teacher appoints students one by one to pronounce them so that the teacher can find out the results of repeating words to improve the quality of students' pronunciation.

And the last strategy used is a song. Widyaningrum, Budiman, and Putri (2019) found that children learn language by listening, imitating, and doing, especially in the early stages of language learning. Therefore the teacher uses this technique to improve the quality of students' pronunciation. Learning in this technique is carried out in three stages. In the first stage, the teacher will introduce the song to students, then ask students to read each stanza of the song. In this process, the teacher will assess what students have read and correct students when pronouncing incorrectly. This can make students pronounce better later in the third process. The teacher will sing the song simultaneously. Of the three techniques that have been carried out by the teacher and some opinions from previous research, the researcher also agrees that these three techniques can improve the quality of students' pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter elaborates the conclusion drawn from the data and discussion. Then it is followed by, specific recommendations which provide information and assistance for future research.

5.1 Conclusion

Based on the results of this study, since the Covid-19 pandemic caused a lack of communication between teachers and students, many students in grade 8A in MTs Wahid Hasyim 01 Dau cannot pronounce vocabulary and sentences correctly. This causes different homework for teachers. To improve students' quality in pronunciation, English teacher in MTs Wahid Hasyim 01 Dau uses cognitive strategies with some techniques, like connect word, drilling, and songs. The techniques used by the teacher have been adapted to the needs and conditions of the students as a whole. The teacher uses this technique to improve the quality of students' pronunciation by attracting students' attention to learn and make pronunciation learning fun.

In addition to the teacher ensuring the most suitable strategy for students, the teacher first trains students' courage because this is the main thing to improve the quality of students' pronunciation. The teacher invites students to interact continuously to improve the quality of students' courage. Besides that, the teacher also provides games and songs where these games and songs are used as a form of student pronunciation training.

From the data that has been collected above, it can be concluded that to improve the quality of students' pronunciation after the covid-19 pandemic, teacher use cognitive strategies with three learning techniques, namely games, drilling and songs because the three strategies are considered capable. To improve the quality of students' pronunciation.

5.2 Suggestion

This research is used as a basis for future research. It is hoped that further researchers will continue this research by using concrete data to know the quality of the strategies used by teachers in teaching pronunciation. In addition, it also expects teachers to try other techniques for teaching pronunciation so that teachers can find out the best techniques that can be used in learning.

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APPENDIXES

Appendix 1 Permission leter to conduct the research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50. Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 1001/Un.03.1/TL.00.1/04/2022   18 April 2022
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala MTs. Wahid Hasyim 01 Dau
di
    Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama   : Jelita Mifthalil Baroroh
NIM   : 18180030
Jurusan   : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik   : Genap - 2021/2022
Judul Skripsi   : **Teacher Strategies in Teaching Pronunciation in Post Pandemic At MTs. Wahid Hasyim 01 Dau**
Lama Penelitian   : **Mei 2022** sampai dengan **Juli 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

المؤسسة المعارف نهضة العلماء "مفتاح العلوم" المدرسة الثانوية واحد هاشم
YAYASAN ALMA'ARIF NAHDLATUL ULAMA MIFTAHUL ULUM

MTs. "WAHID HASYIM" 01 DAU
STATUS : TERAKREDITAS "B"
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E-mail : mts.wahidhasyim.01dau@gmail.com

SURAT KETERANGAN
Nomor:1907/MTs.WH/F/III/2022

Yang bertanda tangan dibawah ini :

Nama   : Uswatun Khasanah, M. Pd.
Jabatan   : Kepala Madrasah

Menerangkan bahwa :

Nama   : Jelita Miftahlil Baroroh
Prodi/Jurusan   : Tadris Bahasa Inggris
Universitas   : UIN Maulana Malik Ibrahim Malang
NIM   : 18180030
Waktu Penelitian : Mei 2022 - Juli 2022

   Yang bersangkutan telah melakukan penelitian "*Teacher Strategies In Teaching Pronunciation in Post Pandemic At MTs. Wahid Hasyim 01 Dau*" selama 1 (satu) bulan di bulan Mei 2022 sampai dengan Juli 2022 di MTs. Wahid Hasyim 01 Dau

   Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

.

Malang, 31 Mei 2022
Kepala MTs. Wahid Hasyim 01 Dau

Uswatun KHasanah, M. Pd.

Appendix 2 The Blueprint of Interview Guideline for The Teacher

No	Questions	Answer
1	what is the cause of the lack of effectiveness of online schools in improving the quality of students' pronunciation?	
2	While the teacher is teaching, is the strategy used to improve the quality of students' pronunciation?	
3	Have you implemented strategies according to students' abilities?	
4	To improve pronunciation, what should students have in themselves?	
5	What strategy are you currently using?	
6	Why were this strategy chosen in teaching pronunciation?	
7	What are the disadvantages of the game strategy used?	
8	Suppose the strategy used does not make students develop. Does the teacher continue to use the strategy by re-evaluating or replacing the strategy with another strategy that is considered to improve the quality of students' pronunciation?)	
9	What pronunciation strategy do you use the most?	

Appendix 3 The Blueprint of Interview Guideline for The Students

No	Questions	Answer
1	Is the teacher's explanation easy to understand?	
2	What do you think about the teaching strategy used by the teacher?	
3	Has the learning strategy been used effectively?	

Validation Sheet

Blueprint of Interview

Teacher Strategies in Teaching Pronunciation in Post Pandemic at MTs. Wahid Hasyim 01 Dau

Validator	:	Septia Dwi Jayanti M. Pd
NIP	:	19890912201802012223
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

1. In this part, please give a score on each item with sign (✓) in the following columns below:

   1 = Very poor
   2 = Poor
   3 = Average
   4 = Good
   5 = Excellent

2. Please give your feedback and suggestion in the columns.

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives						*Please check the blueprint*
2	Research instrument formulated as well						*Please check the blueprint*
3	Research instrument based on the previous study						*Please check the blueprint*

2. The language used in the research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instruments use excellent and correct language						Please check the blueprint
2	Research instrument clear and easy to understand						Please check the blueprint
3	Research instrument interactive and communicative						Please check the blueprint

3. The effectiveness of the research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	The research instrument can help the researcher examine detail the strategi of the teacher in teaching pronunciation						Please check the blueprint
2	Research instrument can describe the strategi of the teacher in teaching pronunciation						Please check the blueprint

D. **Feedback and suggestion**

The content and structure in the blueprint need to be revised in advance for distribution to research participants.

E. **Conclusion**

Based on the assessment, it can be concluded that:

You can give a strikethrough on the answer that does not relate or match with your opinion.

1. Suitable to be used to collect data without revision
2. Suitable to be used to collect data in revision
3. Not suitable to use collect data

Malang, Mei 23th, 2022

Validator,

Septia Dwi Jayanti, M. Pd

Appendix 5 The result of observation checklist

No	Learning Activities	Qualification		Description
		Yes	No	
1.	Teacher using an interesting and relevant introduction on the lesson.	V		Before any learning activity begins, the teacher always provides ice-breaking, which is tailored to the content to be taught and the requirements of the students.
2.	The goals of the lesson were set and defined.	V		Before beginning the learning process, the instructor has created a lesson plan in which the learning objectives are presented clearly and in a structured manner.
3.	Teacher using variety of activities to make students interested.	V		Teachers always employ a variety of learning activities to engage students' attention, such as student-to-student discussions, question-and-answer sessions, games, and other activities, rather than relying just on the lecture technique, as most teachers do.
4.	Encourages learners to engange in dialogue both with the teacher and other students.	V		The teacher encourages students to speak actively because one of the keys to being able to pronounce well is the

				students' courage in speaking and communicating.
5.	Clear understanding of the objectives and how it is delivered.	V		The purpose of learning is simply understood, and the teacher communicates these goals indirectly through a variety of easy games, such that at the conclusion of the game, students can conclude the learning objectives to be reached through the game's messages.
6.	Students feel happy with the learning activities and learning system.	V		After being seen, practically all students in class VIIIA appear to be pleased and appreciate the learning activities set by the teacher; the tactics utilized for learning activities may be described as engaging and do not become monotonous rapidly.
7	Students respond to the teacher instruction.	V		Almost all students replied positively to all of the teacher's instructions, such as reciting the words that had been thought. Even yet, many students found it difficult to follow the teacher's instructions.

TRANSCRIPT OF INTERVIEW

Participant

Name: Thoifatun, M. Pd

English Teacher: VIII and IX (Eight and Nine grades)

Day/Date: Tuesday, 24th May 2022

Time: 16.00

JMB (*Interviewer*)   TI (*Participant*)

JMB: Selamat sore Bu

(Good afternoon, ma'am)

TI: Selamat sore

(Good afternoon)

JMB: Bagaimana kabar Ibu hari ini?

(How are you today?)

TI: Alhamdulillah baik

(Alhamdulillah, fine)

JMB: Disini saya memohon izin untuk mewawancarai Ibu, apakah Ibu bersedia?

(Here I ask permission to interview you, are you willing?)

TI: Ya, silahkan.

(Yes, please)

JMB: Baik, Ibu di sini saya akan mewawancarai Anda tentang strategi pembelajaran pengucapan yang digunakan. Saya sendiri sudah menyiapkan beberapa pertanyaan, Baiklah, kita awali dengan pertanyaan pertama, Apa penyebab kurangnya keefektifan sekolah online dalam meningkatkan kualitas pengucapan siswa?

(Ok, Mam here I will interview you about strategy pronunciation learning used. I myself have prepared some questions, Alright, let's start with the first question, what is the cause of the lack of effectiveness of online schools in improving the quality of students' pronunciation?)

TI: Sekolah online juga dapat membuat siswa dapat melafalkan dan berbicara bahasa Inggris dengan baik yang didukung dengan fasilitas yang memadai, seperti menggunakan aplikasi tertentu yang mendukung pembelajaran pengucapan yang telah dibuat atau digunakan oleh sekolah. Namun sayangnya, di sekolah kami tidak ada sumber daya manusia yang bisa membantu IT, jadi kami hanya sebatas menggunakan youtube, google meet dan zoom.

(Online schools can also make students able to pronounce and speak English well supported by adequate facilities, such as using certain applications that support pronunciation learning that has been made or used by schools. Still, unfortunately, there are no resources human resources in our school who can help IT, so we are only limited to using youtube, google meet and zoom.)

JMB: Selama ibu mengajar, apakah strategi yang digunakan mampu meningkatkan kualitas pengucapan siswa? karena seperti yang kita ketahui masih banyaknya murid yang belum bisa mengucapkan dikarenakan adanya pandemi covid-19 yang mengharuskan siswa belajar secara online dari rumah.

(While the teacher is teaching, is the strategy used to improve the quality of students' pronunciation? Because as we know, there are still many students who cannot pronounce due to the covid-19 pandemic, which requires students to study online from home.)

TI: Kita sudah mengetahui bahwa siswa kekurangan kosa kata, dari situ kita telaah lagi, sebab dari kurangnya kosa kata pada siswa, apakah kurangnya dalam menghafal? ataukah ketidak mampuan siswa dalam mengucapkan sehingga sulit untuk menghafal? jadi dari situ dapat kita liat karakter siswa. Sehingga setiap pertemuan, menggunakan permainan untuk menarik niat siswa dan membuat nyaman dalam belajar, sehingga membuat siswa mau menghafal dan mendapat banyak kosa kata yangmana menjadi pembendaharaan siswa, karena kalau tida memiliki kosa kata otomatis dia tidak bisa mengucapkan.

(We already know that students lack vocabulary. We will examine the cause of the lack of vocabulary in students again. What is the lack of memorization? Or is the student's inability to pronounce so difficult to memorize? So, from there, we can see the character of students. So that every meeting, using games to attract students' intentions and make them comfortable in learning, thus making students want to memorize and get a lot of vocabulary, which becomes the student's treasury because if he doesn't have a vocabulary, they automatically can't pronounce.)

JMB: Apakah ibu sudah menerapkan strategi sesuai dengan kemampuan siswa? Karena yang kita ketahui setiap siswa mempunyai kemampuan yang berbeda-beda.

(Have you implemented strategies according to students' abilities? Because we know that every student has different abilities.)

TI: Untuk selama ini di kelas 8A, kita sudah tau pasti setiap guru menggunakan strategi yang sesuai dengan siswa, jadi strategi dalam mengajar harus benar benar dikuasai dalam segi memberi ilmu pada siswa sehingga siswa bisa untuk memahami apa yang kita ajarkan, yang kita omongkan. Strategi itu juga berpengaruh siswa bisa memahami apa yang kita sampaikan.

(So far, in grade 8A, we already know that every teacher uses a suitable strategy for students, so teaching strategies must be mastered to give students the knowledge to understand what we teach and what we are talking about. The strategy also influences students to understand what we are conveying.)

JMB: Untuk meningkatkan pengucapan, apa yang harus ada pada diri siswa?

(To improve pronunciation, what should students have in themselves?)

TI: Keberanian, jika sudah sangat banyak kosakata yang dihafal siswa tapi dia tidak memiliki keberanian, tetap saja siswa tidak akan dapat mengucapkan. Salah satu untuk menarik itu semua adalah dengan menempatkan diri lebih dekat dengan apa yang siswa suka, seperti bermain game yang dipadukan dengan pembelajaran.

(Courage, if the student has memorized a lot of vocabulary, but he doesn't have the courage, the student still won't be able to pronounce it. One of the ways to pull it all off is to get closer to what students like, such as playing games combined with learning.)o

JMB: Untuk saat ini strategi apa yang anda gunakan?

(What strategy are you currently using?)

TI: Mendengar dan mengulang

(Drilling)

JMB: Mengapa strategi tersebut yang dipilih dalam mengajarkan pengucapan?

(Why were this strategy chosen in teaching pronunciation?)

TI: Melihat dari kondisi kekurangan siswa, ketika siswa kekurangan kosakata berarti kita harus menggunakan permainan pada saat pembelajaran , setelah berdoa. Jadi 5 menit digunakan untuk mencari kata susai dengan game yang digunakan, yang kedua dari kosa kata yang didapatkan baik dari noun, adverb akan digunakan untuk kalimat, dari kalimat itu siswa diminta untuk mengikuti pengucapan yang dicontohkan oleh guru, sehingga siswa mendapat banyak hal, seperti arti, susunan kalimat, dan

yang terakhir siswa dapat mengucapkan. Jadi pola dasar harus dikuasai oleh siswa.

(From the condition of student shortages, when students lack vocabulary, we have to use games during learning and after praying. So 5 minutes are used to look for words according to the game used, the second is from the vocabulary obtained from both nouns, adverbs will be used for sentences, from that sentence students are asked to follow the pronunciation exemplified by the teacher, so that students get a lot of things, such as meaning, sentence structure, and finally, students can pronounce. So the basic pattern must be mastered by students.)

JMB: Apa kekurangan strategi game yang dipakai?

(What are the disadvantages of the game strategy used?)

TI: Kalau sudah terlalu lama penggunaan strategi permainan ini, anak anak akan tambah ramai, kekurangnnya disana. Tapi bisa juga diatasi dengan memberi tambahan mencari kosakata yang bisa membuat bercanda temannya, ataupun juga siswa diminta untuk menspesifikan kata yang membuat siswa berfikir lebih.

(If it's been too long using this game strategy, the children will be more crowded, the lack there. But it can also be overcome by giving additional search for vocabulary that can make their friends joke, or students are also asked to specify words that make students think more.)

JMB: Jika strategi yang dipakai tidak membuat siswa berkembang, apakah guru tetap menggunakan strategi tersebut dengan mengevaluasi kembali atau mengganti strategi dengan strategi lain yang dianggap mampu meningkatkan kualitas pengucapan siswa?

(Suppose the strategy used does not make students develop. Does the teacher continue to use the strategy by re-evaluating or replacing the strategy with another strategy that is considered to improve the quality of students' pronunciation?)

TI: Dilihat dari topiknya, jadi guru akan menyesuaikan strategi dengan topik pembelajaran yang akan diajarkan, sehingga juga akan membuat siswa berkembang.

(Judging from the topic, the teacher will adjust the strategy to the learning topic to be taught, so that it will also make students develop.)

JMB: Jika ada pembelajaran pengucapan yang mana seperti "song", apakah tetap menggunakan ice breaking?

(If there is a pronunciation lesson which is like "song", do you still use ice breaking?)

TI: Jadi langsung menggunakan materi lagu dengan cara yang pertama guru akan memutarkan lagu agar dapat dinegrkan secara bersamaan oleh siswa, selanjutnya guru meminta siswa untuk mengucapkannya satu persatu, jika sudah, tahap yang terakhir adalah menyanyikan lagu bersamaan untuk meningkatkan kualitas pengucapan siswa, selain itu juga guru akan memberikan tugas kepada siswa untuk mengisi titik titik kosong yang ada dipertengahan lagu untuk samasama meningnkatkan kosakata siswa.

(So directly using the song material in the first way the teacher will play the song so that it can be mixed together by the students, then the teacher asks the students to say it one by one, if so, the last step is to sing the song together to improve the quality of students' pronunciation, besides that the teacher will give assignments to students to fill in the blanks in the middle of the song to both increase students' vocabulary.)

JMB: Strategi pengucapan apa yang paling sering digunakan oleh anda?

(What pronunciation strategy do you use the most?)

TI: Pengulangan dan permainan, karena strategi ini sangat mudah digunakan.

(Repetition and game, because this strategy is very easy to use.)

TRANSCRIPT OF INTERVIEW

Name: Aprillya Dewi Ratnasari

Class: VIII A

JMB (*Interviewer*)   ADR (*Participant*)

JMB: Selamat Siang, saya mau meminta tolong untuk interview, apakah bersedia?

(Good Afternoon, I want to ask for help for an interview, are you ready?)

ADR: Baik, silahkan

(Fine, please)

JMB: Apakah penjelasan guru mudah dipahami?

(Is the teacher's explanation easy to understand?)

ADR: Miss Ifa jika menjelaskan dapat dipahami namun kadang saya yang gak bisa memahami apa yang dimaksud penjelasan dari miss Ifa

(Mrs. Ifa, if she explains, it can be understood, but sometimes I don't understand what is meant by Mrs. Ifa's explanation)

JMB: Apa pendapat Anda tentang strategi pengajaran yang digunakan oleh guru?

(What do you think about the teaching strategy used by the teacher?)

ADR: Saya lebih suka pembelajaran yang melibatkan sejenis game terlebih dahulu, dan lebih senang lebih rileks.

(I prefer learning that involves some kind of game first, and prefers to be more relaxed.)

JMB: Apakah strategi pembelajaran telah digunakan secara efektif?

(Has the learning strategy been used effectively?)

ADR: Iya karena lebih mudah menangkap materi pembelajaran.

(Yes, because it is easier to catch the learning material)

TRANSCRIPT OF INTERVIEW

Name: Zaki Yusdiardha Alfadil

Class: VIII A

JMB (*Interviewer*)   ZYA (*Participant*)

JMB: Selamat Siang, saya mau meminta tolong untuk interview, apakah bersedia?

(Good Afternoon, I want to ask for help for an interview, are you ready?)

ZYA: Baik bu, silahkan

(Fine maam, please)

JMB: Apakah penjelasan guru mudah dipahami?

(Is the teacher's explanation easy to understand?)

ZYA: Ya menurut saya mudah untuk dipahami.

(Yes, I think it's easy to understand.)

JMB: Apa pendapat Anda tentang strategi pengajaran yang digunakan oleh guru?

(What do you think about the teaching strategy used by the teacher?)

ZYA: Tentu saja saya menyukai strategi pembelajaran menggunakan games yang di berikan oleh Miss ifa,karena perlahan² itu dapat melatih kemampuan siswa dalam menghafal kosa kata dan mengucapkannya dalam waktu yang singkat.

(Of course I like the learning strategy using games given by Miss ifa, because slowly it can train students' ability to memorize vocabulary and pronounce it in a short time.)

JMB: Apakah strategi pembelajaran telah digunakan secara efektif?

(Has the learning strategy been used effectively?)

ZYA: Pendapat saya dengan adanya strategi pembelajaran tersebut membuat saya lebih mudah dalam menangkap pelajaran yang di berikan.

(In my opinion, the existence of this learning strategy makes it easier for me to capture the lessons given.)

TRANSCRIPT OF INTERVIEW

Name: Chelsy Fransiska Nataly Laurentina

Class: VIII A

JMB (*Interviewer*)   CFNL(*Participant*)

JMB: Selamat Siang, saya mau meminta tolong untuk interview, apakah bersedia?

(Good Afternoon, I want to ask for help for an interview, are you ready?)

CFNL: Baik, silahkan

(Fine, please)

JMB: Apakah penjelasan guru mudah dipahami?

(Is the teacher's explanation easy to understand?)

CFNL: Menurut saya penjelasan guru bahasa Inggris agak susah dipahami

(I think the English teacher's explanation is a bit difficult to understand)

JMB: Apa pendapat Anda tentang strategi pengajaran yang digunakan oleh guru?

(What do you think about the teaching strategy used by the teacher?)

CFNL: Strategi yang digunakan menjadikan pembelajaran lebih menarik dan seru

(The strategies used make learning more interesting and fun)

JMB: Apakah strategi pembelajaran telah digunakan secara efektif?
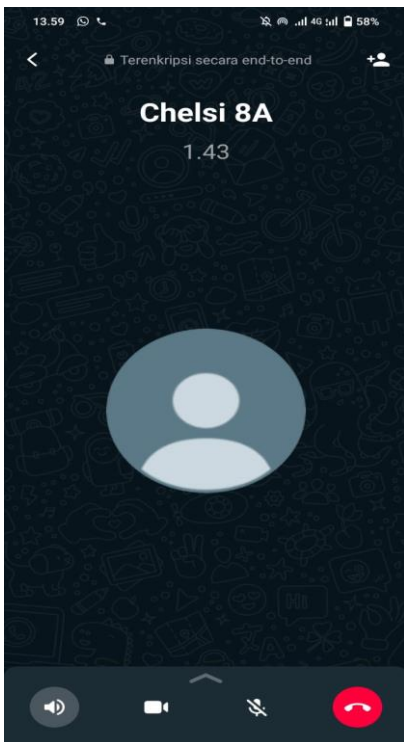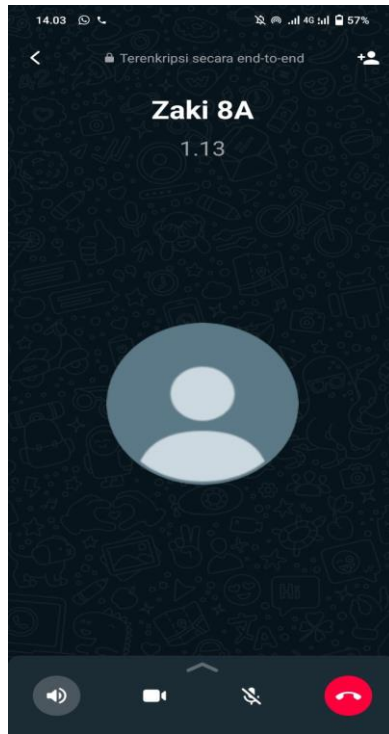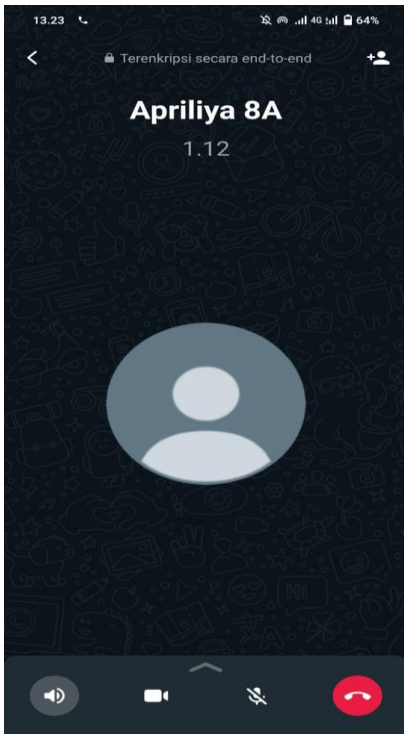
(Has the learning strategy been used effectively?)

CFNL: Efektif karena dengan strategi tersebut dapat membuat siswa cepat mengerti

(Effective because this strategy can make students understand quickly)

Appendix 7 Pictures of Interview

CURRICULUM VITAE

Nama Lengkap	:	Jelita Mifthalil Baroroh
Tempat, tanggal lahir	:	Pasuruan, 27 April 1999
Jenis Kelamin	:	Perempuan
Agama	:	Islam
Fakultas, Jurusan	:	FITK, Tadris Bahasa Inggris
Perguruan Tinggi	:	UIN Maulana Malik Ibrahim Malang
Alamat Rumah	:	Genengan Timur Gkagahsari Sukorejo RT001/RW003 Pasuruan, 67161.
No. HP/Telepon	:	081332744461
Alamat E-mail	:	Jelitamifthalil27@gmail.com
Nama Wali	:	Lilis Adhaeni

Riwayat Pendidikan

1. 2003 – 2005   TK Dharma Wanita
2. 2005 – 2011   SD Negeri Glagahsari 1 Sukorejo
3. 2011 – 2014   SMP Negeri 1 Sukorejo
4. 2014 – 2017   Pondok Modern Darussalam Gontor Putri
5. 2017 – 2018   PKBM Putra Bangsa
6. 2018 – Sekarang   UIN Maulana Malik Ibrahim Malang

Malang, June 5th, 2022
Mahasiswa,

Jelita Mifthalil Baroroh
NIM. 18180030