

## TOPIC: HOW TO IMPROVE 9<sup>TH</sup> GRADE STUDENTS' PRONUNCIATION SKILLS ESPECIALLY, COMBINATION OF LETTERS EFFECTIVELY?

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### ABSTRACT

How to improve students' knowledge on pronunciation especially combination of letters is the problem of the research. In order to tackle the issue some ways were done based on pre while post actions. Firstly, students level of knowledge were checked by made them read English texts from the book. Then different rules were taught by the teacher and listened various samples of correct pronunciation. at the end of this research variety of exercises were takeb from the students to check their skills development on this theme. As a result, almost all students said that it worked and roughly their skills on combination of letters increased for 20%. When the teacher made the students read the text they made few mistakes compared to the previous mistakes. It means that in order to improve one side of second language teachers shouls try to improve it by using all the sections of the language, such as listening, reading as I used in this research.

**Keywords:** pronunciation, participants, methods, interviews, google survey, skills, steps, students.

### INTRODUCTION

Teaching pronunciation is one of the vital and challenging tasks for 9<sup>th</sup> grade pupils. This is because, even in these classes students make the pronunciation mistakes while they are reading texts. Consonant clusters are distinct aspects found in most languages of the world (Chomsky, 1981). These aspects have the ability to control the production of a target language. However, each language has variable restrictions in the final and the initial syllable of a word or an utterance (Chomsky, 1981; Jabbari, 2011; Arnold, 2010). Helping students improve their pronunciation is an important part of English language teachers' job. Yet, particularly for new teachers, it is not always obvious how to incorporate pronunciation practice and assessment into lessons. To help, we will explore the ways pronunciation lead to effective communication and share some English pronunciation tips.

Johanna Kawasaki Juliy, 07, 2022(TESOL/TEFL strategies and methodology). This research is planned to analyze further teaching pronunciation particularly,

combination of consonant letters, various tips that will aid to increase students' pronunciation skills. In addition to this, it is intended to explain and analyze the phonemes, combination of sounds and letters in this article which were found less analyzed in the previous articles.

This article, will investigate further the information about pronunciation, teaching methods, importance of learning pronunciation together with tips and activities. This research paper reveals detailed look at the following objectives:

1 How to improve pronunciation skills particularly, combination of letters for 9<sup>th</sup> classes properly?

2 Why 8-9 the grade students keep making mistakes on the pronunciation especially combination of consonant sounds while they are reading texts?

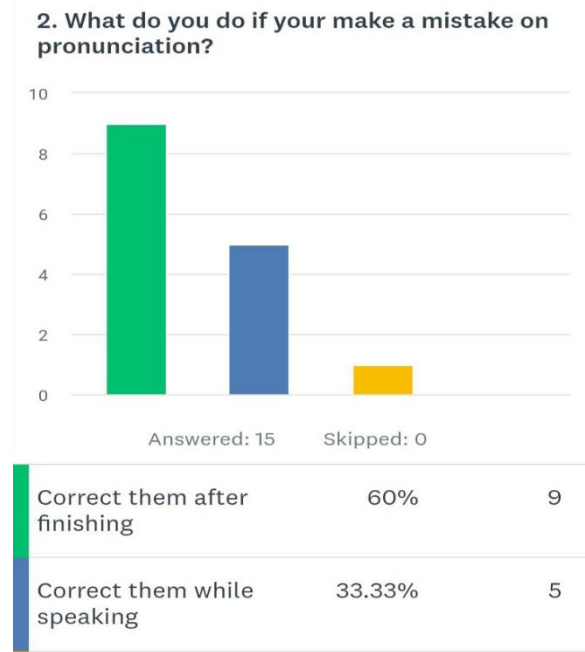
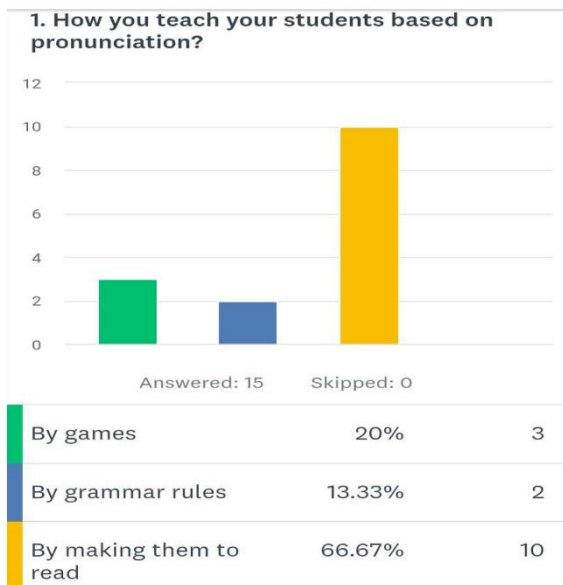
3 Practical and sufficient techniques which can be applied for the learners to tackle the issue? 18 students from 8-9 the classes at the 5<sup>th</sup> state school in Chartak district, Namangan region. This paper first discusses several examples of survey based research on how to teach pronunciation especially, combination of consonant letters, then goes to the results and some possible solution to this research problem.

### **METHODOLOGY**

This research paper prepared according to the procedure used by Samah Yaslam, Baagbah Saleh, Paramawvari Jaganathan, Akmar Mohamad. March 2019. In this research researchers selected reading texts and make the students listen correct pronunciation of consonant combinations. Then they analyzed students knowledge PRAAT program. Traditionally, teaching pronunciation, especially combination of letters properly has been assessed by measuring grammar rules as an effective way and several activities to revise and improve students' pronunciation skills especially, combination of letters. However in previous research researchers select firstly, make the students read texts then listen correct pronunciation of consonant combinations. When it comes to the connection to the previous research both of us selected improving students skills by make them to read then listen correct pronunciation of consonant clusters and do exercises to revise. The aim of this research paper is to analyze further reasons why students make a mistake on pronunciation especially combination of consonant sounds, while they are reading texts. To test our primary hypothesis, methodology part was divided into three sub sections pre, while and post actions. The design was a mixed-method study based on questionnaire and participants interviews. Observations were conducted at 5<sup>th</sup> school in one of the district of Namangan, called Chartak. Approximately, 5 kilometer away from the city center. Criteria for selecting the subjects were as follows: This research paper was done among 9<sup>th</sup> class students during the English lessons. The reason why this class was selected as research sample is that there are more students who have pronunciation mistakes while they are reading

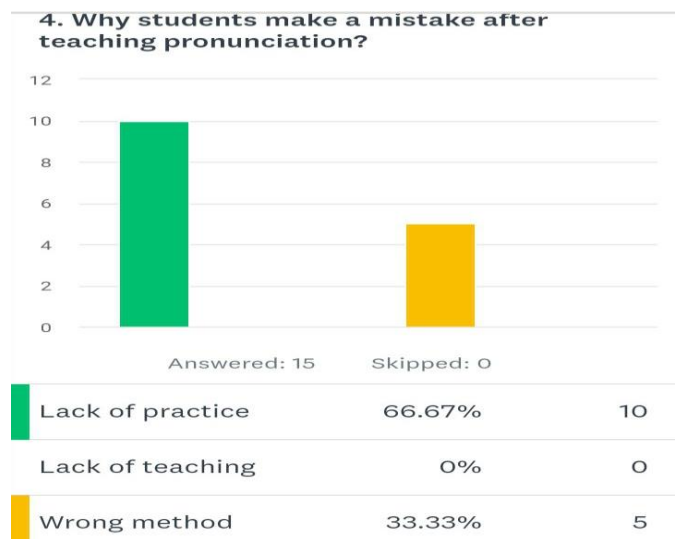
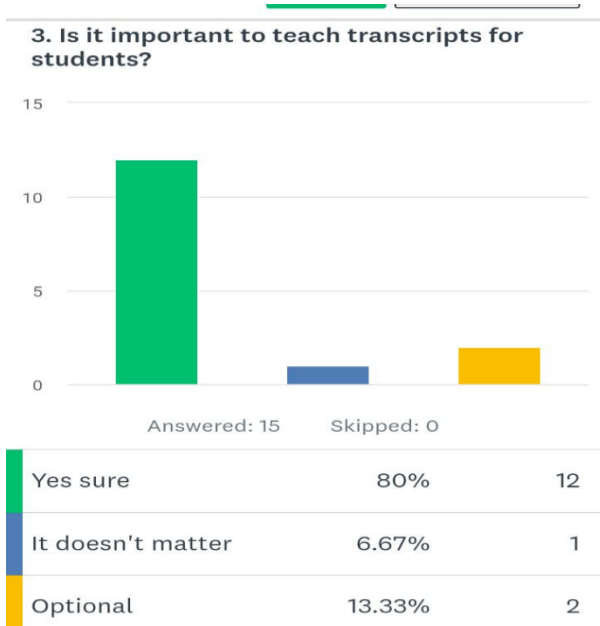
texts than other classes that the teacher is teaching. A major advantage of teaching pronunciation is that tackling the pronunciation problems particularly, combination of consonant clusters that students come across while they are English texts. The results of this research were collected from the interviews which were taken School students as participants and google survey questions were the main data collection asked from teachers as participants. Data consists of 10 interviewers and 15 participants from the survey. Firstly, during the first lessons 8-9 th grade students' lesson was recorded in order to analyze their pronunciation skills an errors. In the second lesson pronunciation rules were taught grammatically together with relevant examples. Students leant by heart the rules at home, then different exercises based on pronunciation combination of consonant letters were given for the students in the lesson. For the next lesson five types of texts were hang out and students read the texts one by one while teacher was recording students' voice on pronunciation mistakes. In the last lesson students' pronunciation knowledge were checked with computer, especially by the help of the pronunciation app which gives any sentences and show the percentage of that student's pronouncing ability. At the end of this method pupils gave interview one by one. During the interview, student gave their personal opinions based on teacher method and wether it worked or not, did they feel improvements? When it comes to the Google survey, five questions based on pronunciation methods and mistakes were asked from the participants. The first step in this process was to test and analyze students knowledge and mistakes on pronunciation which is called pre action. During the three lessons different pronunciation tests were taken, in addition to this various texts from the students' book were made read the students to analyze mistakes and percentage of pronunciation skills. When it comes to google survey, six questions were given based on participants' methods on pronunciation. The interviews were found as a effective way of analyzing improving in students' pronunciation knowledge and google suvey is the most comfortable tip of gaining answers from other participants who may be living in a foreign country. Two types of pronunciation tests and three types texts were taken from students' book and the the internet. The survey questions were made according the researcher's experience. Data management and analysis were performed using students books, pronunciation paper version tests together with speakers. Internet and the computer were the vital resources needed to the survey. The statistics were prepared for the analysis, by collecting all the interviews from the pupils and making a table according to the interviews. The Google form survey was considered as a second data which was gained for analysis. The interview data were analyzed, then scheduled in a table according the positive, negative ideas and the percentage of increased skills on pronunciation after teaching. Survey was known as a second statistics for the analysis. Then, percentage of reply by the participants was collected.

These frameworks were chosen because it accounts for as one of the effective, common, easy and understandable type of collecting data.

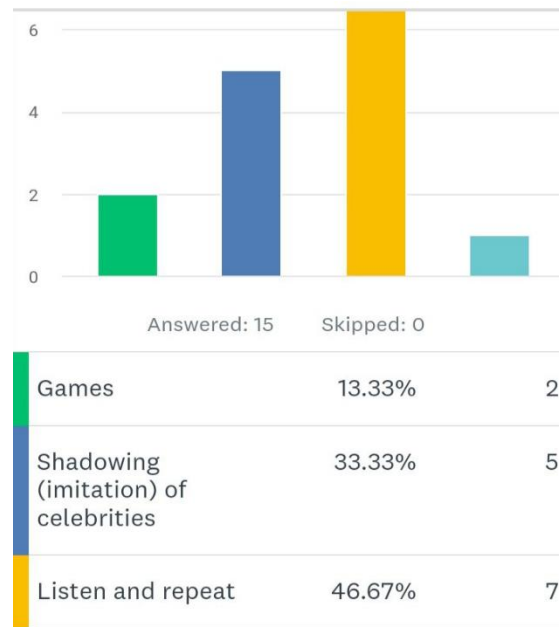


### RESULTS SECTION

This figure shows that 66.7% participants teach pronunciation by making students read, while others prefer by games and grammar rules respectively 20-13,33%.



When it comes to the second column question ,large number of teachers correct their students mistakes after they finished reading or speaking60%, while 33.3% participants select correcting while students were reading or speaking.



This column chart shows that most of the teachers(80%) improves their students pronunciation with transcripts, while 6,67% participants do not pay attention ,and 13,33% the others replied is optional.

In this column chart fifth question represents that

46,67% teachers improves their students pronunciation skills especially combination of letters with listen and repeat, however 33,33% participants replied with shadowing of celebrities.

### DISCUSSION PART

In this research it was analyzed that what is the more effective way to improve combination of consonant letters in English pronunciation. This analysis supports the theory that students may learn pronunciation(consonany clusters) effectively by grammar rules and this may improve pupils' overall pronunciation skills . In addition to this they can avoid pronunciation mistakes while they are reading by learning pronunciation grammar rules. In line with hypothesis, it was proved that improving combination of letters by grammar rules may improve students' not only pronunciation knowledge, but also their listening and speaking skills which are one of the fundamentals of learning English for roughly15%. There are some reasons why students make pronunciation mistakes while they are reading. Firstly, although pupils' mother tongue (uzbek language) and English have some similarities in alphabet, both

are not in the same language family. There are some letters and sounds which do not exist in Uzbek language. As a result students do not know how to pronounce them correctly. It means that results met my expectations. The pronunciation of initial consonant cluster showed better articulation after training sessions reading and listening. (page 8 March 2019) According to the Google survey, there are such teachers who do not pay attention to the students' mistakes on pronunciation while they are reading or speaking. However, I think that, pronunciation mistakes should be corrected, because even one letter or sound in a word can change the meaning of the sentence. For instance: sink and think. It would be effective if students' mistakes were corrected and analyzed what they are saying fully. In the survey it was answered that a majority of participants make an attempt to improve consonant clusters to their students by only making them read, however it is considered more effective teaching pronunciation by grammar rules according to my results. These results build on existing evidence of improving combination of consonant letters written by Samah Yaslam Paramaswari Saleh Akmar Mohamad "Improving pronouncing English consonant clusters by young Yemeni learners in Malaysia". "Hence, to solve the problematic pronunciations of English consonant clusters by Yemeni learners, some training courses focused on listening and speaking skills can be provided over this difficulty". This research was done over only with 13 students in Chartak who are studying in 9<sup>th</sup> grade. Thus the rest of the students who are studying in other A group was not able to be analyzed during the research. Although taking and collecting interview results was somehow complex I managed to do it honestly, because during the interview some students could not explain their ideas and research results understandably. Further studies should take into account number of students and organizing scheduled tables for results rather than interviews.

## CONCLUSION

How to improve 9<sup>th</sup> grade students' knowledge on combination of consonant letters while reading was the problem of the research. In this research it is said that identifying combination of consonant letters to the students then practicing by listening correct pronunciation of them, finally checking students' knowledge was an effective way to develop students' skills on consonant clusters.

## Appendix A

Google survey questions

1 How do you teach your students based on consonant combinations?

By grammar

By games

By making them read



2 What do you do if your students make a mistake on pronunciation ?

Correct them after finishing

Correct them while reading

Do not pay attention

3 Is it important to teach transcripts for students ?

Yes sure

It does not matter

Optional

4 Why students make a mistake after teaching pronunciation ?

Lack of practice

Lack of teaching

Wrong method

How do you revise pronunciation with your students ?

By games

Shadowing of celebrities

Listen and repeat

Appendix B. Interview

Interviewer: Thanks for your participation for the interview.

Participant: Welcome

Interviewer: Did you notice increase in your knowledge based on consonant clusters after your teacher 's research?

Participant: Yes sure it was beneficial and my knowledge improved for 15% than before.

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