

**AN ANALYSIS OF THE TEACHERS' STRATEGIES  
IN TEACHING PRONUNCIATION AT SMAN 3 SEUNAGAN**

**Thesis**

**Submitted in Partial of Requirement for Degree of  
"Sarjana Pendidikan" S1**

**By:**

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BANDA ACEH**

**2024**

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**AN ANALYSIS OF THE TEACHERS' STRATEGIES IN TEACHING  
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Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim  
Penguji Skripsi Program Studi Pendidikan Bahasa Inggris  
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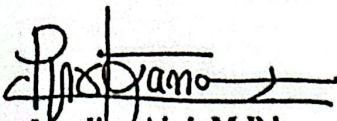
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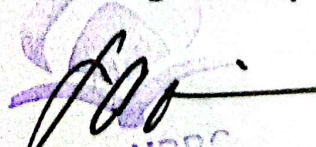


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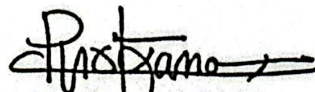
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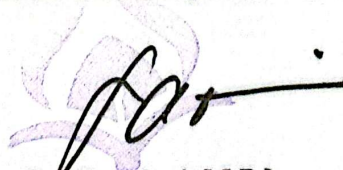
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**PENGESAHAN KELULUSAN**

Skripsi dengan judul "AN ANALYSIS OF THE TEACHERS' STRATEGIES IN TEACHING PRONUNCIATION AT SMAN 3 SEUNAGAN" telah dipertahankan dalam ujian skripsi oleh PUTRI NOVIRA, 1911060020, Program Studi Pendidikan Bahasa Inggris, Universitas Bina Bangsa Getsempena Banda Aceh pada Kamis, 26 Agustus 2024.

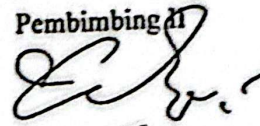
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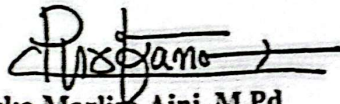
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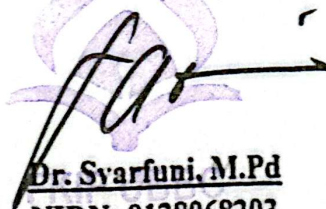
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The author acknowledges all limitations and shortcomings in this thesis. Therefore, we welcome constructive criticism and suggestions from all parties.

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## **PERNYATAAN KEASLIAN**

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## ABSTRACT

Putri Novira, 2024. An Analysis of The Teachers' Strategies in Teaching Pronunciation at SMAN 3 Seunagan, University of Bina Bangsa Get Sempena, Advisor I. Dr. Sariakin, M.Pd . Advisor II. Mulyani, M.Pd., M. TESOL

This study aims to analyze the pronunciation teaching strategies implemented by an English teacher at SMAN 3 Seunagan, focusing on the types of strategies used, their classroom application, and the challenges encountered during the teaching process. Pronunciation plays an essential role in students' speaking fluency and confidence, yet it is often not explicitly taught in many Indonesian high schools. Therefore, understanding how teachers implement pronunciation instruction becomes important for improving learning outcomes. This research employs a qualitative descriptive method, with data collected through classroom observations and semi-structured interviews. One English teacher was selected through purposive sampling based on teaching experience and involvement in pronunciation instruction. The collected data were analyzed using data reduction, data display, and conclusion drawing to ensure clarity and accuracy. The findings reveal that four strategies Role Play, Drill, Discussion, and Communication Games are applied in teaching pronunciation. Each strategy offers different learning benefits, such as providing contextual practice, reinforcing correct pronunciation through repetition, promoting collaborative speaking, and creating an engaging classroom atmosphere. The Storytelling strategy, however, is not implemented due to time limitations and instructional priorities. The study also identifies challenges, particularly students' low confidence and limited class time. Overall, the combined use of these strategies helps create a supportive environment that encourages active student participation and greater awareness of pronunciation.

**Keyword:** Teachers Strategies, Teaching Pronunciation.

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