

APPENDICES

Appendix 1 : Classroom observation sheet

Teacher Name : Resa

Observation Date : 20 May, 2025, 26 May 2025

Class : X4

No	Observed aspects	Description	Notes
1	Focus Priority and phonetics mastery	- Does the teacher seem hesitant or unsure when correcting students' pronunciation errors?	allocated approximately 45 minutes to almost every learning session, focusing on reading and repetition to ensure pronunciation accuracy.
2	Focus: Time & Resource Constraints	- How long does the teacher spend on pronunciation practice in one session?	noted that some students displayed shyness and low self-confidence, reflected in their tendency to speak softly and their reluctance to pronounce words. To address this, the teacher established class rules prohibiting cell phone use and teasing, while also encouraging students to speak up.
3	Focus: Student Interaction	- How do students interact with the teacher and their peers during pronunciation activities, and does this interaction support or hinder the learning process? - What observable challenges does the teacher face in managing student interaction and engagement during pronunciation tasks?	- used icebreakers, humor, and deep breathing exercises to lighten the mood, and the material included topics relevant to students' lives. - provided direct corrections in a supportive tone, ensuring students felt comfortable.
4	Focus: Classroom Conditions & Management	- What are the teacher's strategies for maintaining student concentration?	although some students remained passive, the firm classroom rules and teacher support created a conducive environment for participation. In

Adapted from Tiwari. (2023)

Appendix 2 : Classroom observation sheet

Teacher Name : Retna

Observation Date : 20 May, 2025, 26 May 2025

Class : X8

No	Observed aspects	Description	Notes
1	Focus Priority and phonetics mastery	- Does the teacher seem hesitant or unsure when correcting students' pronunciation errors?	implemented more intensive pronunciation practice, lasting two to three hours in total, conducted before and during the main learning process. This approach allowed students to gain extended exposure to the pronunciation of the material.
2	Focus: Time & Resource Constraints	- How long does the teacher spend on pronunciation practice in one session?	encountered relatively passive, unmotivated students who were unfamiliar with using English in spoken contexts, requiring extra effort to encourage participation.
3	Focus: Student Interaction	- How do students interact with the teacher and their peers during pronunciation activities, and does this interaction support or hinder the learning process? - What observable challenges does the teacher face in managing student interaction and engagement during pronunciation tasks?	- utilized tricks and activities aligned with the pronunciation topic of the day to capture and maintain students' attention throughout the session. Meanwhile, - consistently corrected errors by providing examples of correct pronunciation and asking students to repeat them several times.
4	Focus: Classroom Conditions & Management	- What are the teacher's strategies for maintaining student concentration?	interaction was initially low due to students' shyness and passivity, but increased after the teacher implemented engaging and interactive activities.

Adapted from Tiwari. (2023)

Appendix 3 : Classroom observation sheet

Teacher Name : Lia

Observation Date : 20 May, 2025, 26 May 2025

Class : X6

No	Observed aspects	Description	Notes
1	Focus Priority and phonetics mastery	- Does the teacher seem hesitant or unsure when correcting students' pronunciation errors?	integrated pronunciation practice into reading activities and introduced new concepts for 30–40 minutes per session, considering the effectiveness and consistency of the practice in maintaining student focus.
2	Focus: Time & Resource Constraints	- How long does the teacher spend on pronunciation practice in one session?	found that some students were reluctant to volunteer to answer questions and frequently repeated the same pronunciation errors despite correction, indicating the need for ongoing reinforcement.
3	Focus: Student Interaction	- How do students interact with the teacher and their peers during pronunciation activities, and does this interaction support or hinder the learning process? - What observable challenges does the teacher face in managing student interaction and engagement during pronunciation tasks?	- actively participated by calling students by name, varying the activity formats (individual, pair, and group), and implementing a collaborative repetition method (choral repetition) to ensure all students were engaged in the learning process. - combined individual and collective corrections through group clippings to ensure improvements were achieved by the entire class. This firmness and consistency align with language learning principles that emphasize the importance of clear and immediate feedback.

4	Focus: Classroom Conditions & Management	- What are the teacher's strategies for maintaining student concentration?	interaction tended to be more active through group work and repeated practice, allowing students to provide feedback and improve pronunciation collaboratively. These interaction patterns suggest that pronunciation learning involving collaboration among students can strengthen comprehension and pronunciation skills.
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Adapted from Tiwari. (2023)

Appendix 4 : The list of question for teachers interview

1. Based on your teaching experience so far, what are your challenges in teaching English pronunciation?
2. What do you think is the most difficult thing about teaching pronunciation to students?
3. Which part of the pronunciation material was the most difficult for you to understand or teach, and why?
4. Have you ever had an unpleasant experience or a major challenge when teaching pronunciation to students?
5. How important is student motivation to the pronunciation learning process, and how do you try to improve it?

Adapted from Lestari n.d. (2021)

Appendix 5 : Detailed Transcription Data From the Interview

No.	Interview Questions	Teachers Answers
1.	Based on your teaching experience so far, what are your challenges in teaching English pronunciation?	Teacher 1: "The challenge I face when teaching pronunciation exercises is how to motivate students and how to develop their interest in interacting in English during the teaching and practice process. Because the students are very passive, teachers must attract their attention so they can get used to speaking English." Teacher 2: "The challenge I face is maintaining student interest, because some students lack confidence and are afraid of making mistakes. They tend to speak slowly and are only willing to try." Teacher 3: "Based on observations, teachers face difficulties in getting students to actively participate in pronunciation exercises. Some students tend to be quiet, only answer when pointed at, and don't voluntarily try to pronounce new words."
2.	What do you think is the most difficult thing about teaching pronunciation to	Teacher 1: "The most difficult thing is explaining that in English there are words

	students?	that are pronounced almost the same but have different meanings. Students are often confused by this." Teacher 2: "The biggest difficulty is when students have to pronounce words that are similar but have different meanings. They often get confused, especially if the pronunciation is even slightly different. Regional dialects also affect their pronunciation." Teacher 3: "The main difficulty is correcting pronunciation errors that students have become accustomed to. Even after correction, they often revert to their old pronunciation."
3.	Which part of the pronunciation material was the most difficult for you to understand or teach, and why?	Teacher 1: "The difficult part is teaching the difference between the pronunciation of 'the' and 'thee,' or similar sounds but with different usages. This is difficult for students to understand." Teacher 2: "The most difficult part is training students to distinguish between vowel and consonant sounds that don't exist

		in their native language. They often pronounce sounds according to their local language habits." Teacher 3: "The most difficult part to teach is intonation and word stress, because students tend to focus on reading the text without paying attention to syllable stress."
4.	Have you ever had an unpleasant experience or a major challenge when teaching pronunciation to students?	Teacher 1: "The biggest challenge is teaching words that are pronounced similarly but have different meanings. Moreover, most of the students here speak Sundanese as their mother tongue, so the influence of dialect is very noticeable." Teacher 2: "There was a time when almost all the students mispronounced a word I was teaching, even though I had repeated it many times. It was quite frustrating." Teacher 3: "Once, during group pronunciation practice, some students were joking around and not focusing, making the class atmosphere less conducive."
5.	How important is student motivation to the pronunciation learning process,	Teacher 1: "Pronunciation is very important. If pronunciation is unclear, the message we

	and how do you try to improve it?	convey will not be understood. I emphasize this to students and encourage them to read texts related to the lesson topic, then look up unfamiliar words and practice their pronunciation." Teacher 2: "Student motivation is very important. I try to increase it by praising them every time they try to speak, and I also use word games to make practice more fun." Teacher 3: "Motivation is key. I try to increase it by calling on students to participate, using a variety of activities, and providing opportunities to practice with peers to build their confidence."
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Appendix 6 : Observation Process



Appendix 7 : Interview Process



Appendix 8 : Documents (Research Guidance Attendance List)


PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
UNIVERSITAS GALUH
 Jl. R.E. Martadinata NO. 150 Phone : 0265-772192, Fax : 0265-776787 Ciamis 46251

LEMBAR ASISTENSI BIMBINGAN SKRIPSI

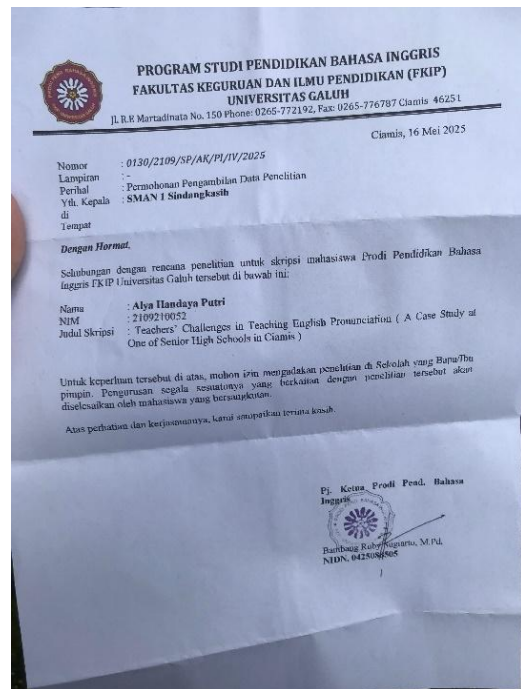
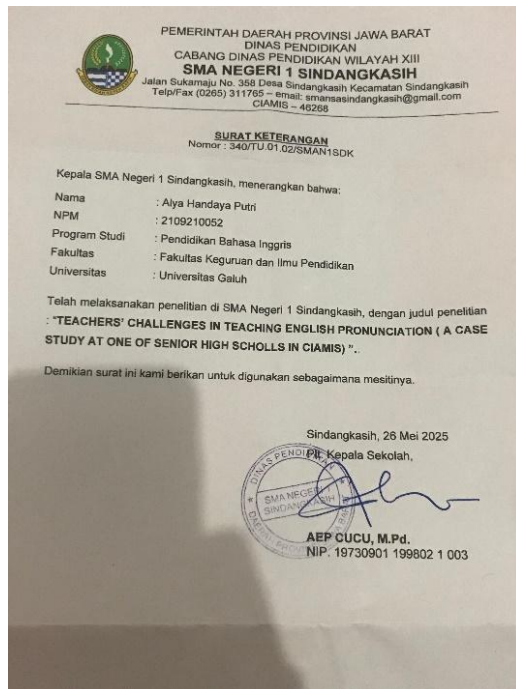
NAMA : Alta Handana Putri
 NIM : 2108210052
 JUDUL SKRIPSI : Teachers' Challenges in Teaching English Pronunciation
 PEMBIMBING 1 : Didit Perdoni, M.Pd.
 PEMBIMBING 2 : Berni Harnani, M.Pd.

NO.	Waktu		Pembimbing 1 Tupak Bimbingan	Pembimbing 2 Tupak Bimbingan	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal	Jam				
1	09/06/2025	10.00 - 11.00	Bab 1 - 3	Bab 1 - 3		
2	17/06/2025	15.00 - 16.00	Bab 1 - 3	Bab 1 - 3		
3	18/06/2025	15.00 - 16.00	Bab 1 - 3	Bab 1 - 3		
4	06/07/2025	10.00 - 11.00	Bab 2 - 3	Bab 2 - 3		
5	08/07/2025	10.30 - 11.30	Bab 2 - 3	Bab 2 - 3		
6	16/07/2025	09.45 - 10.30	Bab 2 - 3	Bab 2 - 3		
7	17/07/2025	08.50 - 10.00	Bab 3	Bab 3		
8	23/07/2025	10.00 - 11.30	Bab 3	Jurnal		


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NO.	Waktu		Pembimbing 1	Pembimbing 2	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal	Jam				
9	31/07/2025	11.00 - 12.00	Bab 3 - 4	Jurnal		
10	01/08/2025	10.30 - 11.30	Bab 3.4.5	Bab 3 - 5		
11	18/08/2025	10.30 - 11.30	Bab 4 - 5	Bab 4 - 5		
12	19/08/2025	10.00 - 11.00	Bab 4 - 5	Bab 4 - 5		
13	14/08/2025	11.00 - 12.30	Jurnal	Jurnal		

Appendix 9 : Documents (Research Permit Request Letter & Research Approval Letter from the School)



Appendix 10 : Biodata

PERSONAL INFORMATION



Full Name	: Alya Handaya Putri
Place, Date of birth	: Tasikmalaya, December 25 th , 2003
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Marital Status	: Single
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