

TEACHERS' PRACTICES OF INTEGRATED PRONUNCIATION INSTRUCTION IN JUNIOR HIGH SCHOOL

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Abstract

Penelitian ini dilakukan dilatarbelakangi oleh kurangnya penelitian-penelitian yang berfokus pada praktek pengajaran pengucapan Bahasa Inggris khususnya di sekolah menengah pertama. Penelitian ini bertujuan untuk menggambarkan praktek-praktek pengajaran pengucapan Bahasa Inggris khususnya di level sekolah menengah pertama yang selama ini telah dilakukan oleh guru Bahasa Inggris di Indonesia. Selanjutnya, berangkat dari hasil yang akan diperoleh dari penelitian ini, praktek-praktek tersebut dapat dikaji lebih dalam pada penelitian-penelitian selanjutnya maupun kebijakan pemerintah untuk pengembangan kualitas dan profesionalitas pengajaran pengucapan Bahasa Inggris khususnya pada level sekolah menengah pertama. Penelitian ini menggunakan desain penelitian kualitatif untuk mendeskripsikan pengalaman dan praktek dalam mengajarkan materi pengucapan Bahasa Inggris. Subjek dalam penelitian ini adalah empat guru Bahasa Inggris yang mengajar di sekolah-sekolah menengah pertama di Surabaya dan Mojokerto. Hasil penelitian menggambarkan telah adanya kesadaran pentingnya dalam menyisipkan pengajaran pengucapan dalam setiap materi Bahasa Inggris yang diajarkan, pendekatan pengajaran yang sering dilakukan oleh para pengajar meliputi pengajaran pengucapan bersamaan dengan penegenalan kosa kata baru dan mengikutsertakan murid untuk senantiasa menunjukkan pemerolehan pengajaran pengucapan dengan role play, berpidato atau membuat proyek video.

Kata Kunci: Pronunciation, pronunciation instruction, junior high school

1. INTRODUCTION

Pronunciation has been a neglected part of English language teaching and learning particularly in EFL context. There are some reasons to not teach the skill in the language classroom which are mentioned by researchers. The first, pronunciation has no good position in curriculum (Wong, 1993; Wei & Zhou, 2002; Gilakjani & Sabouru, 2016). Learning pronunciation needs extra time meanwhile it has less important role in achieving successful learning. The second, the scope for teaching the skill is still questioning and its adequate teaching materials are still finite (Szyzka, 2016).

However, today, pronunciation should be integrated with the teaching of the English four skills listening, reading, speaking, and even writing due to achieving the successful communication using the target language (Cimenli, 2015). Today, there has been prominent shift of the language learning purpose from achieving native accuracy to intelligibility which then depends on the speakers and the listener (Jenkins, 2000; McKay, 2002). Thus, the English language teachers should be more aware to consider the needs, techniques, and even teaching materials to integrate the skill in their teaching and learning activities.

In Indonesian educational context, pronunciation has received attention by the

government and curriculum developer. According to the curriculum, pronunciation should be taught integrated with the four skills particularly for speaking skill. Specifically, pronunciation is embedded to the aspect of language features which should be taught in every topic of the English lesson. Pronunciation aspects which are taught to the students comprised segmental and prosodic features particularly for stress and intonation.

In fact, either researchers or the English teachers are rarely integrated pronunciation to their EFL classes. Less study has been conducted revealing teachers' practices of integrated pronunciation instructions particularly in junior high school. Several studies have been concerned to the investigation of students' pronunciation errors (e.g. Hidayah, 2013; Istiani, 2018; Hasanah, 2019), meanwhile, several studies have been focused on conducting an action research such as Gusrina & Amri, 2013; Apriyan & Purnawan, 2017.

To this case, the need to investigate the actual teaching practices of pronunciation is important. Understanding the current teaching practices in the English language classroom will provide important information for assisting future research and the government as its effort to develop pedagogical training for the English teachers. Thus, this current study may seek the actual practices of

integrated pronunciation instructions in the English lesson particularly in junior high school. Specifically, this study will investigate which is the more popular approach that is used by the participants to integrate pronunciation instructions in their teaching of the English lesson. Moreover, the techniques for teaching the skill will be also identified.

2. RESEARCH METHODS

This current study uses qualitative research design. In accordance with the characteristic of the qualitative study, this kind of research design is often aimed to understand the experience of participants in a particular situation. The current study will use the design since the objective is to understand the teachers' practices of teaching pronunciation to junior high school. Often, teachers' practices can be formed by their experiences in learning and teaching the skill then it may be developed to be several thoughts and decisions in class. Moreover, its characteristic of the qualitative design allows the researcher to directly observe and investigate the experiences of the participants naturally done in the field.

Further, the current study involves four English teachers from the two of junior high school in Mojokerto and Surabaya. The selection of the participants is based on the two criteria; the first, they are the English teachers who have already conducted pronunciation instructions in separated or integrated way and the second; they are the English teachers who have different professional backgrounds as its effort to enrich the data of the current study.

To collect the data, the current study involves one kind of data collection technique observation. The observation has been conducted in four different classes of the two junior high schools and done in four weeks of April and May. By doing observation, the researcher may collect the data from the four English teachers which are comprised to the teachers' actions and utterances while delivering the pronunciation lesson.

Analysis involves transcribing, reducing, categorizing, searching for patterns, and noticing the important matters (Ary, Jacobs, Sorensen, & Razavieh, 2010). For this study, the researcher uses four steps to analyze the data. The first stage is transcribing the data. The second step is reading all the data and noting kinds of approach to integrate pronunciation to the teaching of the English lessons. The third stage is categorizing the data based on two theories; integrated pronunciation instructions by Kenworthy (1987) and techniques for teaching pronunciation by Celce-Murcia (1996). The last stage is drawing conclusion comparing teachers' performances of pronunciation instructions and then coming up with

the conclusion of which teaching approach that is more familiar by the participants.

3. RESULTS AND DISCUSSIONS

Consulted with Kenworthy's (1987) classification about integrating pronunciation to the English lesson, she mentioned five kinds of ways to include pronunciation in the teaching of English materials; pronunciation and vocabulary work, exploiting transcriptions of recorded material, integrating intonation, the role of self-evaluation and monitoring, and opportunities to excel. This study will look at which of the five mentioned ways that is more popular among the participants.

Moreover, the techniques to teach pronunciation will be identified too by looking at Celce-Murcia's (1996) classifications listen and imitate, phonetic training, minimal pair drills, contextualized minimal pair, visual aids, development approximation drills, practice of vowel shifts and stress related by affixation, reading aloud or recitation technique, and recording of learners' production.

As it is mentioned before, to collect the data for the current research, the researcher has conducted observation three times on each participant who is involved to this study. While conducting observation, the researcher wrote some important information in her field note and did video recording to comprise some missed information collected through the note.

After conducting observation to the four classes of the two different junior high schools, almost all of the participants have performed the same approach to integrate pronunciation in their English lessons. The description of the findings will be elaborated as the following section.

Pronunciation and vocabulary work

Pronunciation and vocabulary work allows the English teachers to integrate pronunciation materials while teaching new words or vocabularies to the students. This integration approach could be done in the very beginning of the main lesson or maybe in the end of the main lesson. Specifically, they may integrate pronunciation with vocabulary while introducing new vocabularies before having further about learning today's topic or they may integrate pronunciation with vocabulary work while providing some feedbacks after discussing some topics for coming up with the difficult words.

Further, according to the observation findings, all of the participants have used this approach to integrate pronunciation into their English lesson. They may use this kind of integration approach almost in every meeting of their classes sections.

For instance, teacher 1 often tried to integrate pronunciation and vocabulary work before discussing further about main topic of the day. She tried to introduce some new vocabularies which are having related to the main topic describing animals

or pets. To this case, she asked students to mention kinds of pet such as 'cat', 'dog', 'rabbit', 'chicken', 'bird' and others. While introducing the words, she invites students to pronounce the words correctly.

- Teacher 1 : "Ok students, we are going to learn describing about our pets, do you have a pet?"
- Students : "yes, ma'am"
- Teacher 1 : "Can you give me the example kinds of pets?"...
- Students : "chicken, bird,..."
- Teacher 1 : "well, students repeat after me! /b rd/ not /bird/"....
- Students : /b rd/.../b rd/
- Teacher 1 : "What else students?"
- Students : "dog, rabbit, cat, goat....."
- Teacher 1 : "Good! Thank you!
"ok students, now please repeat after me again! For rabbit we say /ræbit/....not /rAbit/ please repeat after me! /ræbit/....say /ræbit/....
- Students : /ræbit/....

Similarly, teacher 2 also tried to integrate pronunciation while teaching vocabularies. Using the technique of listen and imitate, she often invites her students to correctly pronounce the new or difficult vocabularies.

- Teacher 2 : "After you discuss with your group, please each person of each group mention one thing you may find in the classroom!"
- Student 1 : "marker"
- Teacher 2 : "Ok class, please repeat after him, /m rk r!"
- Students : /m rk r/
- Student 2 : "whiteboard"
- Students : /waitbo:rd/
- Student 3 : pen....
- Students : /pen/
- Student 4 : pencil..
- Students : /pens l/
- Teacher 2 : yes, guys pencil is pronounced as /pensəl/ not /pensil/..

Teacher 3 and teacher 4 also tried to comprise pronunciation instruction while teaching new vocabularies however the technique use is different with the other two teachers. While they asked their students to read aloud a text which was related to describe place and pet, they may correct the wrong pronunciation of the new words which are found in the text.

- Students : "I have a cat. His name is Four. Four is one year old. He is adorable cat. He has white fur and he has a black spot. Four doesn't like rice. Four is an active animal. He does like run all around the house. When he fells tired or sleepy, he usually

sleeps on the sofa of the living room across the table. "

- Teacher 3 : "You have already read well, however there are some words are mispronounced, for instances /a cat/ you will say /kæ t/ not /a kæ t /"..... adorable: you will say / do r b l/ not /ado r blə/ like /teɪbəl/ not /t bl /....

According to the observation, all of the participants have integrated pronunciation through the teaching of related vocabularies. They often integrate the skill while introducing new words or vocabularies before having the main topic for further learning activities.

In accordance with pronunciation teaching technique, teacher 1 and teacher 2 have used the technique of listen and imitate to their students, meanwhile teacher 3 and 4 tries to invite their students to read aloud first and they may provide some feedbacks for them.

Exploiting transcriptions of recorded material

Based on Kenworthy's (1987) suggestions about the way to integrate pronunciation to the teaching of English lesson, this approach allows teachers to integrate pronunciation instructions while giving listening materials for the students. She may add we learn English by hearing the words.

In line, Jones & Evans(1995) argued that audio materials may include so many aspects of phonology. It may help students providing useful point of pronunciation work. In other words, providing some listening materials which are comprised to some audio of native English speakers may assist the students to produce better pronunciation of their target language.

Despite of its useful for learning better pronunciation, according to the observation done in the four weeks, all of the participants may not use this kind of integrated approach to their teaching of English lesson. One may contribute to this situation is their difficulty to find adequate listening materials for their students.

Integrating intonation

This kind of integrated approach allows teachers to teach not only the segmental aspect of pronunciation but also the prosodic aspect intonation (Kenworthy, 1987). Zsiga (2013) explained intonation as pitch pattern of a discourse; the rise and fall of the pitch. By learning intonation, students may produce the natural flow of speaking English rather than the monotone one.

Based on the findings in the field, many of the English teachers are reluctant to teach this kind of pronunciation aspect; they may only concern to teach segmental aspect rather than prosodic aspect. They may argue by learning consonant or vowel system of the target language may achieve better successful in producing the English words.

Similarly, all of the participants of the current study may not perform well about integrating intonation to their teaching of the English lesson.

The role of self-evaluation and monitoring

The role of self-evaluation and monitoring is one of integrated way to teach pronunciation materials by building self-correctness by the students (Kenworthy, 1987). Learning pronunciation can be more effective if the students may know their own mistakes when acquiring the skill. Thus, they may not simply make any mistake in their future chance.

To this case, only one teacher may successfully perform this kind of integrated approach. While teaching the English lesson focused on describing something, teacher 2 invites the students to act some dialogue for assessing their knowledge of the lesson. There are students can correct their own mistakes and other friend's mispronunciation without any instruction from their teacher.

- Student 1 : "Hi.. What do you have?"
Student 2 : "I have a pen. It is a red pen."
Student 1 : "What is it for?"
Student 2 : "I /As/.... use /ju z/ the pen to write something on the paper."
What do you have?
Student 1 : "not /writ/ but /wrait/
I have book."

From the dialogue above, it may infer that those students have tried to develop their self-evaluation towards themselves or even their friends. In teaching and learning pronunciation, this will be more effective if the feedback may not only provide by the teachers but also the students; the teacher could invite the students to provide some feedbacks for their friends while act some speaking performances.

Opportunities to excel

Opportunities to excel allow the students to give their best performances in pronunciation. By performing some spoken productions, the teacher may assess students' ability of the skill. Based on Kensworthy's statement (1987), she mentioned that opportunities to excel may simply done while ask the students to give their spoken performances at the end of the class or at home making some video projects such as role play, speech, storytelling or even being a television reporter.

4. CONCLUSION

Based on the findings of this current study, all the participants have already put their students to be involved in any pronunciation activities. The teacher lets the students to take part in activities from planning, rehearsal and presentation.

In summary, all participants have been already aware for integrating pronunciation to their

English lesson. Among the five integration approaches which have already mentioned, only two approaches are reluctant being used by the participants; they are exploiting transcriptions of recorded material and integrating intonation. Meanwhile, there are two integration approaches which have received more popularity among the participants; they are pronunciation and vocabulary work and opportunities to excel. Moreover, the integration approach of developing students' self-evaluation and monitoring is only performed by one teacher.

In accordance with the techniques for teaching the skill, all participants only use the technique of imitation and reading aloud. Yet, those techniques could be more communicative if the teachers involve the students to set the learning input. Moreover, the teachers may use more than one pronunciation teaching techniques in one meeting as its effort to enhance students' engagement and knowledge of pronunciation.

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