



Improving the Teaching of Pronunciation in A Junior High School by Integrating Segmental and Suprasegmental Learning

Muhamad Rasyid Al Mawardi*, Anita Triastuti, Anis Ichwati Nur Rohmah

Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, Indonesia

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*Correspondence Address:

rasyidtasik6@gmail.com

Abstract: This research aimed to improve pronunciation teaching for junior high school students by integrating the learning material's segmental and suprasegmental features of pronunciation. This classroom action research was conducted in three cycles. Each cycle consists of planning, action, observation, and reflection. This study implemented six actions, i.e., 1) the use of classroom English, 2) implementing the integration of pronunciation teaching; 3) giving feedback on students' pronunciation; 4) introducing phonetic transcription; 5) implementing engaging activities to teach pronunciation; and 6) reinforcing pronunciation. The data were collected through interviews, class observation, and pronunciation assessment using a rubric developed based on the indicators of hearing sounds, stress and intonation, and imitation. The qualitative data from the field notes and interviews were analyzed qualitatively. Meanwhile, the quantitative data from the assessment results of student pronunciation were analyzed using the paired-t test to confirm the significant difference before and after the actions. The research results show that integrating segmental and suprasegmental learning improved pronunciation teaching for Junior High School students (as reflected in the data from the interview and field notes), and their pronunciation assessment results improved student pronunciation. In all cycles, integrating segmental and suprasegmental learning in pronunciation teaching improved student pronunciation.

INTRODUCTION

Pronunciation is required to convey information from the speakers effectively. The components of pronunciation, from the individual sounds that make up speech to the rise and fall of the voice, are used to convey meaning. Thus, pronunciation is a crucial component of language learning oral skills for English as a foreign language student (Nushi & Golesorkhi, 2019; Yenkimaleki & van Heuven, 2021).

The teaching of pronunciation should provide students with a description of phonemes regarding how English sounds are differentiated (Kang &

Johnson, 2018; Sharma, 2021; Sulukiyyah & Mardiningsih, 2018). It will teach students how to record the words and utterances. In this case, the segmental feature is recommended for teaching pronunciation because learners can recognize different vowel and consonant sounds in English. Learning segmental sounds allows the students to determine whether a consonant is pronounced using vibration.

Despite its importance, most teachers do not teach students how to produce appropriate sounds in speaking (Gilakjani, 2016; Newton et al., 2020).

Many teachers overlook teaching the essential elements of pronunciation, such as segmental and suprasegmental. English teachers did not teach differentiating sounds. The teacher did not convey the recognition of consonants and vowels. Students did not know about the voiced and unvoiced sounds because the teacher did not teach the materials. The students also did not recognize how to produce the sounds of vowels appropriately because the teacher did not teach about vowels deeply.

Moreover, teachers should also give clear information about suprasegmental features. Suprasegmental features allow students to have speech using stress and intonation. When someone uses stress for the words worthy of giving stress, the listener will catch the difference between those stressed words (Kang & Johnson, 2018; Sharma, 2021; Yenkimaleki & Heuven, 2021). Moreover, learning the intonation allows students to know how the pitch of sounds goes up and down to accentuate the speaker's intention.

However, teachers did not explain intonation and stress. Students do not learn to pronounce English sounds with rising or falling intonation. The teacher also did not give techniques about how the words or sentences were stressed or unstressed. In addition, the English teacher did not provide English symbols to describe how English sounds should be pronounced correctly. The lack of phonemic transcription activity causes the students not to know how to pronounce English sounds.

Several research studies have been conducted in the area of pronunciation teaching (Alghonaim, 2020; Amalia, 2019; Echelberger et al., 2018; Georgiou, 2019; Nguyen et al., 2021; Nguyen & Hung, 2021). However, minimal studies were conducted in the context of English pronunciation teaching of junior high school students in Indonesia.

Therefore, this study aims to improve the teaching of English

pronunciation for junior high school students by integrating segmental and suprasegmental elements of pronunciation. The results of this study would show how segmental and suprasegmental learning contribute to the improvement of pronunciation teaching perceived from the teaching process and the student pronunciation assessment. It would also be beneficial to share best practices in teaching English pronunciation by integrating segmental and suprasegmental learning.

THEORETICAL SUPPORT

The Teaching of Pronunciation

It is essential to integrate pronunciation with other programs of language work. The teacher should consider giving space for pronunciation to play an essential role in learning English and getting understandable pronunciation. However, pronunciation is given a lower priority in some classes than other language components, such as grammar and vocabulary. It is sometimes relegated to an 'end-of-the-day' activity or a five-minute filler to relieve students from the 'real' work of language learning. For most students, however, understandable pronunciation will be essential to their communication skills. This justifies giving pronunciation a more central role in teaching by integrating it with other areas of language work, such as vocabulary and grammar (Georgiou, 2019; Gilakjani, 2017; Khan, 2019; Newton et al., 2020).

There are four critical goals for pronunciation instruction. These are functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities (Morley, 1991; Hajar, 2020). Intelligibility is defined as spoken English with an accent. Since learners rarely achieve accent-free pronunciation, we set our students up for failure if we strive for native-like accuracy. Eradication of an accent should not be our goal. Some practitioners use the term accent addition

instead of accent reduction to acknowledge the individual's first language identity without demanding it. Functional communicability is the ability of English learners to face a specific situation in conducting communication. We can see which pronunciation features might be significant for them to master. If we teach students to employ pauses, pitch movement, and stress to achieve communicative goals, they can communicate better. When the learners gain communicative skills, they must also gain confidence in speaking. By teaching learners to pay attention to their speech and that of others, we help them better use the input they receive. Good learners attend to certain aspects of the speech and try to imitate it. Speech monitoring activities help focus learners' attention on such features in our courses and beyond them.

It is good to integrate pronunciation into vocabulary teaching to be confident. If students have confidence that they can pronounce a word correctly, they are more likely to use it as they speak, and using words successfully aids memorization. A teacher can also integrate pronunciation teaching into grammar. Practising the integration of grammar with pronunciation can be helpful when the teacher wants to convey materials.

Some techniques can be implemented to teach pronunciation activities. Drilling techniques and minimal pair activities in teaching pronunciation might improve students' pronunciation (Alghonaim, 2020; Georgiou, 2019; Khan, 2019). Drilling is one of the primary ways to teach pronunciation in the classroom. Drilling lets the students repeat the teacher's words or structures. Being able to drill appropriately is a fundamental language-teaching skill. Drilling aims to help students achieve better pronunciation of language items and to help them remember new items (Alghonaim, 2020; Dandee & Pornwiriyakit, 2022; Hajar, 2020; Khan, 2019; Korkut & Çelik, 2021). Drilling can be in the type of chaining and

eliciting. Teachers can implement chaining for sentences with difficult pronunciation, either because they are long or include difficult words or sounds. On the other hand, eliciting encourages students to bring up a previously studied word, phrase, or structure (Dandee & Pornwiriyakit, 2022).

The other strategy is minimal pairs activity. Teachers can use minimal pairs to good advantage in the classroom to focus on sounds that have been causing students difficulties. Therefore, teachers should help the students learn pronunciation. There are several teacher's roles in learning pronunciation, such as helping learners hear sounds, making sounds, providing feedback, highlighting activities, establishing priorities, devising activities, and assessing progress (Hasibuan & Yusriati, 2019; Khan, 2019; Nguyen & Hung, 2021). The teacher should help learners to perceive sounds. With the teacher's help, students will learn to produce sounds as much as possible with native speakers.

However, sometimes, some sounds are not available in one place. In contrast, the learners want to imitate new sounds. For that reason, the teacher should help learners to make sounds appropriately. Helping students to hear and make sounds leads teachers of English to explain what activities students will do. The teacher should give feedback to the learners about their performance. It is done to make them aware of their pronunciation progress. The teacher should make learners aware of the potential of sounds. By pointing it out, the learners will know what they should give more attention to and what they should practice.

Learners may be aware of some features that differ from their pronunciation, but they will not be able to speak whether it is essential. The teacher should provide help in establishing an action plan. Learning pronunciation is not a simple thing. The teacher should be able to decide what exercises are suitable and

helpful for the learners. In addition, the teacher should know what learning styles and approaches are ideal for teaching and learning pronunciation. Sometimes, learners find it challenging to assess their progress in learning. Thus, the teacher should determine if the learners need to provide information about their progress (Hasibuan & Yusriati, 2019).

Segmental and Suprasegmental Features

Segmental is regarded as the different units of sounds. Segmental is known as phonemes. Phonemes are the other languages within a language. When one sound is pronounced using another phonem, it can change the meaning (Sharma, 2021; Yenkimaleki & Heuven, 2021).

Suprasegmentals can give the phonemes of the segment the tunes of sounds. Suprasegmentals are features implemented in the group segment or phonemes. The suprasegmental features necessary in English are stress, intonation, and how sounds change in connected speech. Stress gives rhythm to speech. One or more words conveyed by stress will be prominent for the listener. On the other hand, intonation is how the pitch of sound goes up and down in the course of utterance (Sharma, 2021; Yenkimaleki & Heuven, 2021).

Segmental and suprasegmental teaching will enhance students' skills in English. They will recognize pronunciation features that are very useful when communicating with others and become familiar with the variety of sounds in English. Students become more skilled in using segmental and suprasegmental features in the target language, and their orientation to spoken input may shift towards noticing how particular characteristics of English speech carry specific meanings. Pronunciation instruction attunes listeners to the sound system of the target language (Sharma, 2021; Yenkimaleki & Heuven, 2021).

In addition, segmental and suprasegmental variation can make differences in meanings when people speak to each other. The English learners will clearly understand the meanings of every word if they hear English sounds using a segmental and suprasegmental variation. The majority of the world's languages rely on both segmental (vowels, consonants) and suprasegmental (lexical tones) information to contrast the meanings of individual words (Sharma, 2021; Yenkimaleki & Heuven, 2021).

In this case, the teacher should consider improving pronunciation teaching in the classroom to improve students' pronunciation. Teachers must improve their pronunciation skills. When teachers have good pronunciation skills, the students will imitate them. Thus, the teacher should improve the teaching techniques in conveying the materials about segmental and suprasegmental features. The teacher should find references for some classroom activities for pronunciation teaching and learning.

The teacher must integrate segmental and suprasegmental features in teaching learning pronunciation. By integrating those features, students can have comprehensive information. Students can practice pronouncing consonants and vowels, intonation, and stress. They can learn voiced and unvoiced sounds, single vowels, and diphthongs. Students can also learn rising and falling intonation, word stress, and sentence stress. By learning segmental and suprasegmental, students can learn pronunciation goals: functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities (Khan, 2019).

Based on observations in school, English teachers and researchers know that teaching pronunciation needs more attention in terms of action in the classroom. To know the teaching pronunciation improvement, the English teacher and researcher decided to do action research in the classroom. The researcher

conducted action research in a 7th-grade class. As this study is a collaborative project, the researcher and the teacher are committed to organizing action research by teaching the integration of segmental and suprasegmental.

METHOD

Setting

The setting of this research was a 7th-grade Junior High School in West Java, Indonesia. The research was

conducted in Class 7A using action research design to address specific, practical issues and seek solutions to a classroom problem (Creswell, 2012).

Design

This study followed the action research procedure proposed by (Kemmis et al., 2014), as cited in Madya (2018), which includes planning, action, observation, and reflection. The flow is depicted in the Figure 1.

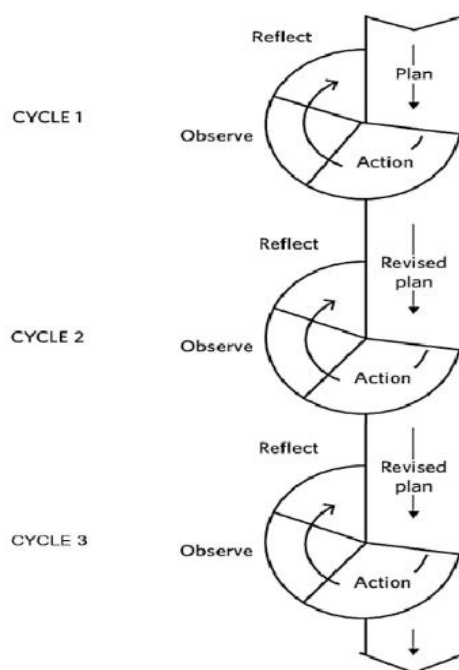


Figure 1. Research Flow.

The researcher and the collaborator planned and implemented the actions of 1) the integration of language function materials with pronunciation; 2) the use of classroom English; 3) recording the students' pronunciation to observe their improvements in pronunciation; 4) providing phonetic transcription; 5) implemented enjoyable activity; and then 6) conducted reinforcement in pronunciation for students to retain what they have studied. The implemented actions were then observed and reflected to understand the process, problems, and obstacles in strategic action and the supporting factors that make implementing the action easy to improve.

Collecting Data

Several techniques were used to collect research data. The techniques were classroom observation and interview. The researcher used field notes and interview protocols as the research instruments. The researcher also used a rubric to assess the pronunciation improvement to support the qualitative data. The indicators used in the rubric were hearing sounds, stress and intonation, and imitation (Dang & Nguyen, 2018), which is suitable for learners who cannot read or are beginning with English. Each of the indicators was scored 1-5. Then, the scores were multiplied by 5 to comply with the school grading regulations. The rubric was also tested for

validity using expert judgment. The researcher video-recorded the whole teaching and learning activities process in the classroom. It helped the researcher to build the description of the teaching and learning process by looking at videos repeatedly. The researcher also interviewed the teacher and transcribed the interview. The researcher mainly collected qualitative data supported by quantitative data from students' pronunciation assessments.

Therefore, the researcher analyzed the observation and interview data qualitatively using the data analysis techniques proposed by (Burns, 2010): assembling, coding, comparing, building meanings and interpretation, and reporting the outcomes. Meanwhile, the data obtained from the pronunciation assessment were analyzed using paired t-tests to confirm the significant differences before and after the actions.

RESULT AND DISCUSSION

Planning

In the preliminary stage, the researcher conducted some activities to find problems in teaching pronunciation. The researcher wants to know the problems in teaching and learning pronunciation.

First, the observation of teaching and learning pronunciation in the school was carried out. Second, after observing the teaching and learning process of pronunciation in the classroom, the researcher interviewed the students and the English teacher to get more information about the teaching process in and outside the classroom. After observing the teaching process and interviewing the students and English teachers, the researcher identified the main problems to be solved in the first cycle. The subsequent cycles were planned after reflecting on the whole process of the previous cycles with the collaborator.

1) Using classroom English

Using classroom English, the students would be used to applying English in and outside the classroom. They would be familiar with the instruction given by the teacher, expressions of asking and giving something, and pronunciation of particular vocabulary (Khan, 2019).

2) Implementing integrated teaching of pronunciation

The teaching and learning process of pronunciation was integrated with the material structures of the curriculum. The researcher combined the teaching and learning process between the material from the curriculum with pronunciation. It aligns with the study that revealed how teachers constructed their pronunciation lessons with various classroom tasks ranging from form-focused to meaning-focused practice closely following the teaching sequence (Georgiou, 2019; Nguyen & Hung, 2021).

3) Giving feedback on students' pronunciation

The researcher recorded the students' pronunciation and pronunciation activities when the teacher gave the material. The researcher used audio and video recorders to record the students' pronunciation and all the activities of the teaching and learning process in the classroom. Subsequently, the teacher provided constructive feedback. Giving feedback is one of the roles of teachers in teaching pronunciation (Giraldo, 2019; Khan, 2019).

4) Introducing phonetic transcription

Phonetic transcription was introduced to students to guide them in pronouncing English words. The students were guided by pronunciation symbols when the teacher pronounced English vocabulary. Giving phonetic transcription was important because phonetic transcription would describe how English vocabulary is pronounced using symbols.

Thus, knowing how English sounds are produced and pronouncing English words appropriately is crucial (Sulukiyyah & Mardiningsih, 2018).

5) Implementing engaging activities for pronunciation

The teacher gave students an exciting pronunciation activity to maintain their enthusiasm for learning pronunciation in the classroom. The teacher gave games of pronunciation in the classroom. The games would make students feel interested and have fun with pronunciation teaching and the learning process (Ariyanti & Fauzan, 2018; Georgiou, 2019).

6) Giving reinforcement of pronunciation

Reinforcement of pronunciation is essential for students not only in the classroom but also outside the classroom. The teacher gave reinforcement in the form of pronunciation drilling that has been studied in the classroom. The reinforcement made students hear the particular pronunciation and practice them after activities in the classroom (Dandee & Pornwiriyaakit, 2022; Sunra et al., 2020).

Actions

1) The use of classroom English

The use of English in a classroom was provided to make the students and the teacher use English in the classroom. In the cycles, the students were more interactive when the teacher gave the trigger for students to use English. The collaborator and the researcher decided to use classroom English more often in Cycle 3 so that we could trigger students to use English more often.

2) Implementing integrated teaching of pronunciation

The researcher provided pronunciation teaching and learning in cycle two by finding out the pronunciation points that were important to teach, which

were taken from the materials based on the national standard. The students were engaged in the classroom by teaching and learning pronunciation from the materials. The researcher decided to convey the pronunciation points deeply to the students to be used to applying pronunciation well in Cycle 3.

3) Giving feedback on students' pronunciation

In cycle two, the researcher recorded the whole process of teaching and learning English. The collaborator assisted the researcher in recording the students' pronunciation to give corrective feedback. For example, when the researcher wanted to know the students' improved pronunciation of how to pronounce people's names in English, the researcher recorded the students' pronunciation using a recorder. A similar procedure was conducted in Cycle 3.

4) Introducing phonetic transcription

The researcher decided to give phonetic transcription in cycle two in every meeting because the researcher believed phonetic transcription of English words would be very helpful for students. Phonetic transcription helped the teacher guide the students in pronouncing English words. Introducing phonetic symbols to the students of Junior high school earlier would make them interested in learning English pronunciation.

5) Implementing engaging activities of pronunciation

The collaborator and the researcher gave an engaging pronunciation activity in cycle two to make the students enjoy their English learning. They would be enthusiastic and cheerful in learning pronunciation. The researcher continued to teach using games that could make students curious and happy in Cycle 3. For example, the researcher provided the games of a tongue twister but in a different way. The students were asked to have

tongue twisters, but the researcher combined it with dictation.

6) Giving reinforcement of pronunciation

Reinforcement of pronunciation in cycle two was giving tasks for students to pronounce the words chosen from all meetings. Hopefully, the students will remember the pronunciation of words from the two and three-cycle meetings. The teacher gave the vocabulary from the cycle two and three meetings, and the students were given the model of word pronunciation.

Action and Observation

1) The use of classroom English

The students were invited to use classroom English. In Cycle 2 and 3, the students habitually used classroom English. The researcher asked students to raise their hands when they were called to check the attendance list. The students followed the instructions as implied in the following vignette excerpt.

"The teacher checked the students individually and asked them to raise their hands while saying something when they called them their names. "Please say something when I call your name," the teacher instructed the students. The students followed the teacher's advice well. They raised their hand while saying something when the teacher called them." (Vignette 5, August 23 2022)

2) Implementing integrated teaching of pronunciation

The researcher gave pronunciation teaching and learning in Cycles 2 and 3 combined with the language function. The language function was still taken from the curriculum instructed by the government. The researcher followed the materials in chapter two, which were adjusted with base competence in the curriculum given. The researcher took the pronunciation materials from the language function studied by the students.

The activities in cycle two applied more practice in pronouncing words and

expressions; the teacher did not explain the theories of segmental and suprasegmental features. The teacher focuses on the practice of how the students get the habituation in pronouncing English words and expressions. The pronunciation points provided to the students in cycles two and three were intonation, minimum pairs, practising long and short vowels, diphthongs, and voiced and voiceless consonants.

In the first meeting, the teacher gave materials about introducing oneself or others, and the pronunciation points given were rising and falling intonation, voiced and voiceless consonants, and diphthongs. The teacher practised the pronunciation of voiced consonants and diphthongs by giving the analogy of tajwid in the Arabic lesson. Providing the analogy made the students curious to learn English because they studied in an Islamic boarding school.

For the second meeting, the researcher gave pronunciation practice about segmental of short and long vowels, voiceless consonants, and diphthongs. When the students found a word that contained a segmental long vowel, the researcher encouraged students not to doubt the pronunciation of long vowels. For example, when the students were provided with the word "law", the teacher advised pronouncing long /ɔ:/.

3) Giving feedback on students' pronunciation

To be able to give corrective feedback on the student's pronunciation, the researcher recorded the students' activity using a video and sound recorder.

"Then, the teacher instructed the students to work in pairs to compose the expressions studied in the dialogue. When the students were ready to practice the dialogue, the students were asked to perform it in front of the teacher, and the teacher recorded it. And the students started to practice it." (Vignette 1, August 2 2022)

4) Introducing phonetic transcription

The researcher gave phonetic transcription in every meeting to guide the students on how to pronounce English words in the right way. The teacher provided phonetic transcription for students to facilitate students in studying them, as illustrated in the following excerpt.

"The teacher gave an example of pronunciation of "introduce" by using two ways, British and American. The teacher gave phonetic transcription and stressing for "introduce" and "introduction". The students were asked to pay attention to the word and the sound pointed by the teacher on the whiteboard. Then, the students were asked to repeat the word "introduce" in British and American version. "There are two ways of pronouncing introduce in general. Those are British and American." For British, we can say /intrədju:s/, and for American, we can say /intrədu:s/. The students repeated what the teacher pronounced by using two styles." (Vignette 5, August 23 2022)

5) Implementing engaging activities to teach pronunciation

The collaborator and the researcher still gave an exciting activity, which was a game. The students seemed attractive when the researcher provided games between teaching and learning. The researcher gave interactive games in every meeting in cycle two. In meeting 6, the teacher also gave a pronunciation game,

tongue twister. The students seemed enthusiastic and cheerful, as shown in the following excerpt.

"The pronunciation game was tongue twister, but it was done differently. The teacher dictated several sentences; the students wrote what they were listening to. The students conducted the game enthusiastically and cheerfully." (Vignette 5, August 23 2022)

6) Giving reinforcement of pronunciation

At the end of Cycle 3, the teacher reinforced pronunciation by giving the students the task of practising the pronunciation of words taken from the whole meeting in Cycle two.

"The teacher informed the students that they would be given reinforcement, a recording to repeat the pronunciation learned by students. Their dormitory supervisor would support it." (Vignette 1, August 2 2022)

Reflection

After conducting each cycle, the collaborator and the researcher reflected on what we had done regarding the qualitative improvement in the learning process and the students' pronunciation assessment scores. The summaries of the improvements in the teaching process are presented in Tables 1 and 2.

Table 1. Improvement in the Teaching of Pronunciation.

Action	Cycle 1	Cycle 2	Cycle 3
The use of English classroom	I used English for classroom routines. Some students did not respond to the teacher's questions or instructions.	I used English for classroom routines. The students were getting used to applying classroom English. The students responded to the teacher's expression together.	I used English for classroom routines. The students responded well.
Implementing integrated pronunciation teaching	I felt overwhelmed by integrating the materials of language function and the pronunciation (segmental and suprasegmental) features. In addition, the students were still confused about pronouncing words or expressions from language function.	The materials were managed better. I integrated the language function and pronunciation features. The students were able to practice the segmental and suprasegmental pronunciation features.	I integrated the language function and pronunciation features. The students showed consistency in their pronunciation practice.

Action	Cycle 1	Cycle 2	Cycle 3
Giving feedback on students' pronunciation	The students' voices were almost inaudible, so I should ask them to repeat their responses.	The students' voices were more evident and louder. They made fewer pronunciation mistakes.	They spoke more confidently with fewer pronunciation errors and mistakes.
Introducing phonetic transcription	I rarely use the dictionary to give pronunciation examples. In addition, the students were still confused about the phonetic transcription.	I realized that I often opened the dictionary to get the best performance in teaching pronunciation. The students started to understand how to read the phonetic transcription given.	We used a dictionary most of the time to check the phonetic transcription. They could read the phonetic transcription better and thus made fewer mistakes.
Implementing engaging activities to teach pronunciation	Conducting enjoyable activities, pronunciation became helpful when the students were bored. I taught with a game during the teaching and learning process. The students seemed enthusiastic about the game.	I conducted the game at the end of the lesson before closing. The students felt happy with the activity.	I conducted the game at the end of the lesson before closing. The students felt happy with the activity.
Giving reinforcement of pronunciation	I gave pronunciation drills, which is a listening activity, as homework.	I gave pronunciation drills directly in the classroom and gave immediate feedback.	I gave pronunciation drills directly in the classroom and gave immediate feedback.

Table 1 meticulously illustrates and quantifies the discernible advancements in the instructional approach to pronunciation, underscoring the pronounced enhancements achieved through the deliberate integration of segmental and suprasegmentals within the designated learning materials. This table serves as a comprehensive repository of data, showcasing the quantitative metrics and nuanced details that substantiate the positive impact of this integrated linguistic strategy on the overall efficacy of the pronunciation teaching process.

In essence, "segmentals" encompasses individual speech sounds, including consonants and vowels. At the same time, "suprasegmentals" encapsulate broader linguistic features such as intonation, stress patterns, and rhythmic elements that extend beyond individual segments. The deliberate and strategic integration of these linguistic dimensions is meticulously documented in Table 1, providing a systematic breakdown of the improvements observed in the instructional process.

Table 2. Improvement in Students' Pronunciation.

No	Before	After
1	thank /tæŋ/	thank /θæŋk/
2	night /naig/	night /nait/
3	afternoon /'aftənu:n/	afternoon /aftə'nu:n/
4	how /həu/	how /hʌu/
5	about /əbət/	about /əbaut/
6	later /letə/	later /leitə/
7	take /tek/	take /teik/
8	star /sta/	star /sta:/
9	eat /it/	eat /i:t/
10	high /haig/	/hai/
11	market /market/	market /ma:kit/
12	name /nim/	name /neim/
13	vegetable /vegetəbəl/	vegetable /vedʒtəbəl/
14	fever /fepə/	fever /fivə/
15	village /pileg/	village /vilidʒ/
16	introduce /intrədʒus/	introduce /intrədʒu:s/
17	father /fadə/	father /faðə/
18	child /tʃild/	child /tʃaild/
19	daughter /dɔugtə/	daughter /dɔ:tə/
20	law /lau/	law /lɔ:/
21	George /geɔrge/	George /dʒɔ:dʒ/
22	Martha /mɑ:rtə/	Martha /mɑ:θə/
23	Rachel /rahel/	Rachel /reitʃəl/

1) The use of classroom English

The students had many improvements in using classroom English. Almost all students in the classroom gave a response to the researcher when the teacher spoke up in English. The use of classroom English consistently has

improved the teaching of pronunciation. The students could respond to the teacher's expressions in the classroom when teaching and learning English. It shows an improvement in the ability to incorporate pronunciation teaching into the current curriculum and daily classroom routines (Echelberger et al., 2018; Huensch, 2019; Khan, 2019).

2) Implementing integrated teaching of pronunciation

The collaborator and the researcher decided to integrate the language function stated by the government with the pronunciation points for students to improve their language function and pronunciation skills. Segmental and suprasegmental features were given to the students.

The integration of teaching and learning language function and pronunciation features gave feedback for us to learn more about pronunciation practice to give the best teaching and learning process. Providing some cutting-edge teaching approaches to pronunciation that are suitable for EFL environments, along with a set of varied techniques/activities, pronunciation instruction can be made more effective and facilitative in EFL classrooms (Amalia, 2019; Chong, 2022; Nguyen, 2023).

3) Giving feedback on the students' pronunciation

In recording students' pronunciation in cycle three, the researcher could get students' pronunciation performance. Mostly, the researcher could get the recording of the whole teaching and learning process. The students received corrective feedback on their pronunciation. The finding confirms longer interventions, treatments that provide feedback, and more controlled outcome measures show larger effects, and pronunciation instruction generally has a significant effect (Dai, 2022; Evers & Chen, 2022; Fudholi & Suominen, 2018; Giraldo, 2019;

Khan, 2019; Lee et al., 2015; Newton et al., 2020).

4) Introducing phonetic transcription

Phonetic transcription was a new thing for the students learning English. The students found symbols of sounds that could guide them in pronouncing English words appropriately. The researcher gave phonetic transcription in teaching pronunciation to give the students direction on pronouncing English words correctly.

The students were impressed with the symbols of English sounds. They paid more attention to the phonetic transcription given by the teacher. The findings were supported by the research employing an audio-lingual teaching method and one exploiting phonetics exercises in pronunciation teaching (Sulukiyyah & Mardiningsih, 2018). Explicit phonetics instruction showed improvement in the students' pronunciation.

5) Giving engaging activities

The researcher has applied an exciting pronunciation activity in cycle two. The students seemed cheerful with the activity. Time allocation was something that the researcher had to think about because the researcher had to divide language function materials with the exciting activity of pronunciation, which was a game. Nevertheless, the researcher could make students feel cheerful and engaged in the activity. Communicative pronunciation instruction may help students have broad communicative goals and enhance pronunciation (Ariyanti & Fauzan, 2018; Nguyen et al., 2021).

6) Giving reinforcement of pronunciation

Pronunciation practice needed support so students could remember what they had learned in the classroom. The collaborator and the researcher decided to give drills of words and expressions taken from the whole lesson at the end of each

cycle. Such a reinforcement in pronunciation for students was very helpful in improving students' pronunciation. The finding confirms studies about the effectiveness of drills in pronunciation teaching (Dandee & Pornwiriyaakit, 2022; Fudholi & Suominen, 2018; Nguyen et al., 2021).

The findings in all cycles above support the value of suprasegmental-based instruction, even with beginner-level EFL learners with limited second-language conversational experience (Dang & Nguyen, 2018). Meanwhile, the improvements in the students' pronunciation assessment scores are presented in Figures 2 and Tables 3, 4, 5, and 6.

The score before Action 1 had lower values ($M = 83.1481$, $SD = 2.99620$) than the score of the variable after the action in Cycle 1 ($M = 84.9259$, $SD = 3.45216$). A t-test for dependent samples showed that this difference was statistically significant, $t(26) = -5.564$ $p = .000$, 95% confidence interval $[-243.455, -112.101]$. This results in a p-value of 0.000, below the defined significance level of 0.05. The t-test result is, therefore, significant in that the null hypothesis is rejected, and the alternative hypothesis is accepted. It concluded that in Cycle 1, integrating segmental and suprasegmental learning in pronunciation teaching contributed to improving student pronunciation.

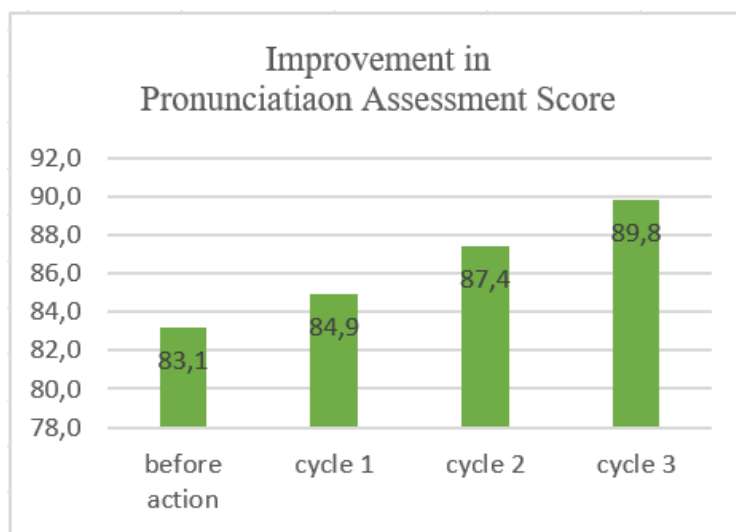


Figure 2. Improvement in Students' Pronunciation Assessment Score.

As depicted in Figure 2, the scores derived from the pronunciation assessment showed improvement. However, to ensure the check if the improvement is significant,

the researcher conducted a paired t-test. Before that, we did normality tests to see if the data were normally distributed.

Table 3. Test of Normality of the Pronunciation Score.

Description	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before action	.176	27	.031	.922	27	.045
Cycle 1	.166	27	.053	.903	27	.016
Cycle 2	.123	27	.200	.932	27	.077
Cycle 3	.140	27	.188	.894	27	.010

Based on the normality test, all data sets are normally distributed. Therefore, the researcher proceeded to paired t-test

analysis to check on the alternative hypothesis that the actions in each cycle affect the students' pronunciation.

Table 4. Paired t-test Result of the Pronunciation Score.

	Description	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before Action	83.1481	27	2.99620	.57662
	Posttest 1	84.9259	27	3.45216	.66437
Pair 2	Posttest 1	84.9259	27	3.45216	.66437
	Posttest 2	87.4259	27	3.38749	.65192
Pair 3	Posttest 2	87.4259	27	3.38749	.65192
	Posttest 3	89.7778	27	3.76812	.72517

Then, the process was repeated to see the difference before and after the implementation of Cycle 2. The score before Cycle 2 (after Cycle 1) had lower values ($M = 84.9259$, $SD = 3.45216$) than the score of the variable after the action in Cycle 2 ($M = 87.4259$, $SD = 3.38749$). A t-test for dependent samples showed that this difference was statistically significant, $t(26) = -12.408$, $p = .000$, 95% confidence interval $[-291.417, -$

$208.583]$. This results in a p-value of 0.000, below the defined significance level of 0.05. The t-test result is, therefore, significant in that the null hypothesis is rejected, and the alternative hypothesis is accepted. It concluded that, as in Cycle 1 and Cycle 2, integrating segmental and suprasegmental learning in pronunciation teaching contributed to improving student pronunciation.

Table 5. Paired Sample Correlations.

	Description	N	Std. Deviation	Std. Error Mean
Pair 1	Before action & Posttest 1	27	.877	.000
Pair 2	Posttest 1 & Posttest 2	27	.953	.000
Pair 3	Posttest 2 & Posttest 3	27	.952	.000

Table 6. Paired Sample Test.

Description	Paired Differences						t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Intercal of the Difference					
				Lower	Upper				
Pair 1	Before action Posttest 1	-177.778	166.024	.31951	-243.455	-112.101	-5.564	26	.000
Pair 2	Posttest 1 Posttest 2	-250.000	104.697	.20149	-291.417	-208.583	-12.408	26	.000
Pair 3	Posttest 2 Posttest 3	-235.185	117.518	.22616	-281.7674	-188.697	-10.399	26	.000

To confirm the results of the two cycles, another cycle was commenced. Perceived from the students' pronunciation assessment, the scores before and after the implementation of Cycle 3 were compared. The score before Cycle 3 (after Cycle 2) had lower values ($M = 87.4259$, $SD = 3.38749$) than the score of the variable after the action in Cycle 3 ($M = 89.7778$, $SD = 3.76812$). A t-test for dependent samples showed that this difference was statistically significant, $t(26) = -10.399$, $p = .000$, 95% confidence interval $[-281.674, -$

$188.697]$. This results in a p-value of 0.000, below the defined significance level of 0.05. The t-test result is, therefore, significant in that the null hypothesis is rejected, and the alternative hypothesis is accepted. It concluded that, as in Cycles 1 and 2, in Cycle 3, the integration of segmental and suprasegmental learning in pronunciation teaching contributed to improving student pronunciation.

The student's pronunciation assessment results support the contribution of segmental and

suprasegmental learning to pronunciation mastery. It shows the value of suprasegmental-based instruction, even with beginner-level EFL learners with limited second-language conversational experience (Echelberger et al., 2018).

After three cycles, the actions of including segmental and suprasegmental pronunciation components improve the teaching of English pronunciation to junior high school students, as shown in the data of the teaching process and the results of students' pronunciation assessment. At the practical level, this study may inspire teachers to integrate segmental and suprasegmental learning in their EFL classes, especially when teaching pronunciation.

CONCLUSION

The actions conducted in cycles one to three improved pronunciation teaching. In terms of the learning process, the improvements were shown in terms of using English in the classroom, providing integrated teaching of pronunciation, recording the students' pronunciation, providing phonetic transcription, providing engaging pronunciation activities, and reinforcing pronunciation. Besides the improvement in the teaching process above, the students' pronunciation was shown through the results of the pronunciation assessment after the integration of segmental and suprasegmental learning in the cycles. The t-test results comparing the scores before and after each action were significant, and it can be concluded that, in all cycles, the integration of segmental and suprasegmental learning in pronunciation teaching contributed to improving student pronunciation.

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