THE INTEGRATION
OF ENGLISH PRONUNCIATION
IN ENGLISH DEPARTMENT

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ABSTRACT

This study aims to investigate the integration of English pronunciation teaching and learning in the speaking skill-related courses at English department of State University of Jakarta. This study applied a descriptive-qualitative research design which employed three data collection procedures: classroom observation, interview, and document analysis of academic guide book and course outline of speaking skill-related courses. This study also revealed three findings related to the research questions. First, all course descriptions of speaking skill-related courses as described in the academic guide book explicitly asserted to integrate English pronunciation. Second, all speaking skill-related courses integrated the English pronunciation into teaching and learning activities in which lecturers directly gave correction and feedback to students when the students mispronounced the word in their presentation and/or reading. And the last, the problems that lecturers encountered when integrating English pronunciation into teaching and learning activities were inappropriate learning materials and insufficient time of teaching.
Keywords: *the integration of English pronunciation, English pronunciation teaching and learning, integrated learning model, speaking skill-related courses.*

INTRODUCTION

Language is a means of communication in everyday life (Zhang and Yin, 2009), in which the crucial aspect related to oral communication is pronunciation (Jianbin and Fang, 2013). As stated by Gilakjani (2012), since pronunciation directly affects learners' communicative competence, then it is an integral part of foreign language learning.

Riyani and Prayoga (2013) assert that different pronunciations will cause different meanings. Further, they add that speaking without considering the pronunciation will interfere and lead misunderstanding in the meaning of the words spoken. As highlighted by Kelly, G (2000), someonewho consistently mispronounces a range of words can be extremely hard for another speaker from another language community to understand. Therefore, it is in line with Harmer (2011), what learners have to concern is sound or voice, and it is a part of pronunciation.

The importance of producing qualified English teachers is explicitly stated on the vision and mission of English department of State University of Jakarta. The learning outcomes at English department clearly asserted that students are able to communicate appropriately and

intelligibly in English whether in spoken and/or written. Then, pronunciation is one of the qualifications that need to be mastered by learners. As supported by Stead (2012), having good pronunciation skills is an important part of every student's ability to communicate in English. Therefore, in order to achieve those goals, teaching pronunciation should be integrated in any English language courses. It is relevant with what have been stated by Levis and Grant (2003), pronunciation instruction can be sensibly integrated into many types of ESL/EFL classes.

In the past three years, much research focused on the integration of English pronunciation into EFL classes. In 2012, for example, Aiken and Pearce investigated the integration of pronunciation and the independent learning skills into oral communication outcomes. They integrated pronunciation into oral communication by introducing dictionary use as vocabulary sheet, and then students notice the phonetic symbols. Similarly, Da Silva (2012) researched the integrating pronunciation activities in Brazilian EFL classrooms. His work focused on how to work with pronunciation and rhythm with Brazilian students in which English as a foreign language learning integrated pronunciation activities with the usual contents of a lesson. He also tried out the effectiveness of the integrative approach proposed by Chela-Flores (2001) into Brazilian EFL context.

Another related study conducted by Stead (2012), he examined about how best pronunciation can be integrated into existing curricula. In his research, he explored the ways in which pronunciation could be integrated better into current CET (Construction Engineering Technology) curricula, with a particular focus on Academic English/IELTS preparation courses. From his study, he suggested some substantial recommendations for the institution and teachers to allocate sufficient time to integrate English pronunciation into CET curricula in Sydney University. Lastly, the recent study in 2013 was conducted by Amanda Baker who focused on integrating fluent pronunciation use into content-based ESL instruction. Her research examined the teaching practices of two ESL teachers who integrated pronunciation instruction into intermediate level, content/task-based, oral communication courses in an Intensive English language programme.

As it has been concluded in research above, it is principal to integrate English pronunciation into other English language skill courses, specifically in speaking skill-related courses. As stated by Celce-Murcia et al. (2010: 289), pronunciation is integrated into speaking practice and is often manifested as feedback and correction exercises. In addition, the task of improving students' pronunciation is the responsibility of all teachers, not only teachers of phonetics (Ha, 2006).

However, one of courses of speaking skill-related courses at English department of State University of Jakarta, it was English for Social Communication. The researcher found that in the course outline of English for Social Communication there is no any learning materials, teaching activities, tasks, and/or exercises explicitly stated to integrate English pronunciation. Whereas, the course description as described in the academic guide book clearly stated that the objective of this course is to prepare the students to be able to communicate in English intelligibly and acceptably. Consequently, these ideas trigger the researcher to investigate the integration of English pronunciation teaching and learning in other English language courses,

specifically in speaking skill-related courses.

Here, the integration refers to the existence of the integration of English pronunciation in the academic guide book and the course outline as well as in the teaching and learning activities of speaking skill-related courses at English department of State University of Jakarta.

Interestingly, as far as this present study was investigated, none of research specifically investigates the integration of English pronunciation into speaking skill-related courses in Indonesian EFL setting. The teachers' problems when integrating English pronunciation into teaching and learning activities of speaking skill-related courses will be also highlighted in this study. Then, this study is objected to investigate the integration of English pronunciation as described in the academic guide book and the course outlines of speaking skill-related courses as well as its teaching and learning activities at English department of State University of Jakarta.

METHOD

This study adopted a descriptive-qualitative design, specifically in the form of data analysis and interpretation (Gay, Mills, and Airasian, 2011: 465). Then, it involved multiple data gathering, including observations, interviews, and documents analysis. Multiple data gatherings aimed to enhance the construct validity of the study (Gay, Mills, and Airasian, 2011: 465). Subsequently, the data were interpreted and discussed in order to understand the whole phenomena occurred.

The data from interviews and document analysis were used to reveal the problem of this study about the integration of English pronunciation as described in the academic guide book and the course outlines of speaking skill-related courses.

In this study the researcher also did in-depth interview to get detailed information from participants' thoughts and behaviors (Boyce and Neale, 2006: 3), specifically in integrating English pronunciation in the teaching and learning activities and the problems that lecturers encountered when integrating English pronunciation into teaching and learning activities. Besides, the interviews were designed in the form of semi-structured interviews, in which may allow the researcher to re-order, add, or delete the questions during the interview (Berg, 2004: 79).

Then, in planning the interviews, as in many semi-structured interviews the researcher considered the open-ended questions that allowed obtaining a detailed response, information, and elaboration from both participant and researcher (Gay, Mills, and Airasian, 2011: 387). In collecting data from the interviews, the audiotape recorder was used to record the conversation. According to Gay, Mills, and Airasian (2011: 387), the tapes are convenient and reliable, and they ensure that the original data are available at any time. In addition, the interview was conducted in Bahasa Indonesia as the first language of both researcher and participants to avoid misunderstanding and interpretation. As explained by Gay, Mills, and Airasian (2011: 387), the language of researcher and participant must be similar enough to make meaningful inferences about the topic under study.

In addition, the interview protocol was also designed by the researcher as the guidance which contained the instructions for the process of the interview, the questions to be asked, and space to take notes of responses from the interviewee (Creswell, 2012 :225).

Then, there were three steps in terms of analyzing the data from the interview, first, the recording was transcribed and typed into script; second, the script was analyzed carefully to find out how extent the English pronunciation is integrated in the teaching and learning activities of the speaking skill- related courses; and third, analyzing the problems that lecturer encountered when integrating the English pronunciation was used to answer the third research question.

In terms of document analysis, there were two documents used in this study; the academic guide book and the course outlines of speaking skill-related courses. Then, the finding of this analysis was used to reveal the integration of English pronunciation teaching and learning in the speaking skill- related courses as the main goal of the study. Besides, the data analysis procedure for document analysis consisted of three steps, there were reading/memoing, describing, and classifying (Gay, Mills, and Airasian, 2011: 468) and it was described in the following steps; first, the document used in this study was the course outlines. The document was read and noted to get the essential data from the document; second, the data was described to provide a narrative picture so that the researcher will have a clear understanding of the context as a whole; and third, the data was classified and categorized based on its learning topic and activities.

On the other hand, observation was used to disclose information about the integration of English pronunciation in the teaching and learning process of speaking skill-related courses at English department of State University of Jakarta. There were two courses (English for Interpersonal Communication and English in Social Discourse) observed in this study in academic year 2015-2016 during October to December 2015. The observation also involved 4 classes at English department (2 classes of English Language Education Study Programme and 2 classes of English Literature Study Programme) and 4 lecturers (2 lecturers of English Language Education Study Programme and 2 lecturers of English Literature Study Programme). In terms of a total of classroom observation, the researcher did 11 (eleven) classroom observations which consisted of 3 (three) classroom observations of English for Interpersonal Communication at English Language Education Study Programme, 3 (three) classroom observations of English for Interpersonal Communication at English Literature Study Programme, 1 (one) classroom observations of English in Social Discourse at English Language Education Study Programme, and 4 (four classroom observations of English in Social Discourse at

English Literature Study Programme, in which lasted for about ninety minutes for each class. Then, in this classroom observation, the researcher acted as non-participant observer and recorded all the learning activities in the classroom by using videotape recorder (Creswell, 2012: 214-216).

Then, the classroom observation employed in this study involved 2 steps; first, the recording of teaching and learning activities in the classroom which involved opening, main, and closing activities was transcribed and typed into fieldnote; second, the fieldnotes were analyzed to investigate the way of lecturers integrated English pronunciation in their teaching and learning activities and it was proposed to answer the first research question.

RESULT

This study revealed three meaningful findings in related with the research questions.

1. **The Integration of English Pronunciation as Described in the Academic Guide Book and the Course Outlines**

In analyzing this integration, two documents, namely Academic Guide Book of Language and Arts Faculty and course outline of speaking skill-related courses were analyzed to unearth the integration of English pronunciation in the speaking skill-related courses based on its course descriptions and learning activities described in both documents. The complete finding of this analysis, then, was highlighted in the following discussion.

1.1. The Integration of English Pronunciation as Described in the Academic Guide Book of Language and Arts Faculty

Five courses involved in this analysis and it was considered as the speaking skill-related courses, namely *English Phonetics and Phonology, Public Speaking, English for Interpersonal Communication, English for Social Communication,* and *English in Social Discourse.*

The integration of English Pronunciation as described in the Academic Guide Book of Language and Arts Faculty can be seen in the following table.

Table 1.1. The Integration of English Pronunciation as Described in the Academic Guide Book

No.	Speaking Skill-Related Courses	The Integration of EP in the course description as described in the Academic Guide Book
1.	English Phonetics and Phonology	V
2.	Public Speaking	V
3.	English for Interpersonal Communication	V
4.	English for Social Communication	V
5.	English in Social Discourse	V

1.2. The Integration of English Pronunciation as Described in the Course Outlines of Speaking Skill-Related Courses

The course outlines of speaking skill-related courses are also involved to notice the integration of English pronunciation in the learning materials as well as the learning activities.

Then, the following table explained the integration of English pronunciation as described in the course outline of speaking skill-related courses.

**Table 1.2. The Integration of English Pronunciation as Described
in the Course Outline of Speaking Skill-Related Course**

No.	Speaking Skill-Related Courses	The Integration of EP	
		Learning Materials	Learning Activities
1.	English Phonetics and Phonology	V	V
2.	Public Speaking	-	V
3.	English for Interpersonal Communication	-	V
4.	English for Social Communication	-	-
5.	English in Social Discourse	-	-

2. The Integration of English Pronunciation Teaching and Learning in the Teaching and Learning Activities of Speaking Skill-Related Courses

In investigating this integration, the researcher conducted classroom observation from 2 courses of speaking skill-related courses (English for Interpersonal Communication and English in Social Discourse) which involved 4 classes, 4 lecturers.

Then, based on this classroom observation as well as the data from lecturers' interview, there were some valuable findings revealed. First, English pronunciation was integrated in the learning activities of English for Interpersonal Communication and English in Social Discourse. Second, learning activities of English for Interpersonal Communication did not only focus on students' pronunciation but also emphasized on suprasegmental aspects which paid attention to intonation, stress patterns, and expression. Third, other subjects namely English Phonetics and Phonology, Public Speaking, and English for Social Communication also integrated English pronunciation into teaching and learning activities. Fourth, the integration of English pronunciation teaching and learning happened in the learning activities when the students gave the presentation or read aloud the text. And the last, *the nested learning model* is considered as the best learning that should be implemented in the teaching and learning process.

3. The Problems Encountered by the Lecturers

Based on the information obtained from the interviews and class observations, it was clearly found that there were two major problems that lecturers encountered when integrating English pronunciation into teaching and learning process; inappropriate learning materials and insufficient time of teaching.

DISCUSSION

The discussion of the findings above will be elaborated in the following points.

1. The Integration of English Pronunciation as Described in the Academic Guide Book and the Course Outline of Speaking Skill-Related Courses

As shown in the course description described in the Academic Guide Book of Language and Arts Faculty, the learning objective of five speaking skill-related courses is to prepare the students to be able to communicate in English intelligibly and acceptably whether in written and/or spoken. This finding could mean that all lecturers are responsible to improve students' pronunciation (see Ha, 2006) and English pronunciation must be taught and integrated into learning materials and learning activities of speaking skill-related courses (see Levis and Grant, 2003; Scarcella and Oxford in Maniruzzaman, 2007; Celce-Murcia *et al.,* 2010; and Stead, 2012). And it is completely essential to be planned and conducted by lecturers because having good pronunciation skills is an essential aspect to be mastered by the students in order to be able to communicate well and intelligibly in English (see Celce-Murcia *et al.,* 1996; Stead, 2012). Once the students are not intelligible, they may become discourage to speak in any practical situation (see Gilbert, 2001).

However, the learning materials and activities as described in the course outline of speaking skill- related courses did not completely contribute to realize those objectives. From the course outline, the learning materials and activities of Public Speaking, English for Interpersonal Communication, English for Social Communication, and English in Social Discourse did not allow to integrate English pronunciation. As the information gained from the interview, this situation happened because each subject has its own learning objective aside from emphasizing on students' pronunciation. Then, this is contrary to the course description of speaking skill-related courses as described in the academic guide book. This situation was not appropriate with the principle proposed by Darcy, Ewert, and Lidster (2012), they argue that pronunciation instruction should be embedded within curriculum and within each lesson locally. Therefore, what described in the course outline should be in line and consistent with what described in the course description in academic guide book as well as in the learning process and assessment.

On the other hand, as already mentioned in the finding, some part of learning materials and activities of English for Social Communication and English in Social Discourse were likelyoverlapping. For example, the learning material of English for Social Communication highlighted about review text, then in the next semester the similar topic was re-discussed in English in Social Discourse. However, lecturers opined that in spite of the learning materials of these subjects likely seemed overlapping, in some cases it was helpful to discuss the same topic as the reinforcement for students because to make students realize about one topic, it sometimes takes more than one semester. But, some lecturers especially lecturers of English for Social Communication and English in Social Discourse recognized and suggested making revision and evaluation regarding the learning materials and activities of the subject, so that, it would be clearer to decide which part to discuss the core material of the subject and to integrate other language skills even pronunciation.

Another finding as stated in the earlier discussion revealed that one course in this study must be not considered as the speaking skill-related course because the course actually emphasized on productive skill which focused on writing skill not speaking skill and the course was English in Social Discourse. In this case, it happened by the reason of misprint in the

course description presented in the academic guide book. The researcher considered this matter as a fateful error. Therefore, revision must be done as soon as possible to avoid another misconception.

2. The Integration of English Pronunciation Teaching and Learning in the Teaching and Learning Activities of Speaking Skill-Related Courses

As the data gathered from the classroom observation, it can be generally concluded that English pronunciation was integrated in the learning activities of two speaking skill-related courses (English for Interpersonal Communication and English in Social Discourse). In spite of the learning materials did not emphasize on pronunciation, the learning activities involved the English pronunciation teaching and learning. It was clearly evident that English pronunciation in both subjects was integrated in the learning activities when the students gave the presentation or read aloud the text. In this case, lecturer directly corrected the students' pronunciation at the time when the students mispronounced the words (see Celce-Murcia *et al.,* 2010). The lecturer drilled the students and asked them to repeat the correct pronunciation for several times in order to make students create correct and accurate pronunciation (see Senel, 2006).

In addition, in the teaching and learning process of English for Interpersonal Communication, it was clear that lecturer did not only focus on students' pronunciation but also she taught and emphasized on suprasegmental aspects which paid attention to intonation and stress patterns, as well as expression. This aspect was important to be taught because it would help students to be able to understand the full intent of other people's speech (see Reed, 2012).

Another finding revealed that other subjects, namely English Phonetics and Phonology, Public Speaking, and English for Social Communication also integrated English pronunciation into teaching and learning activities. All lecturers integrated English pronunciation in a similar way which corrected the students' pronunciation at the time when students presented their work or read the text loudly.

Then, one point should be highlighted that the integration could not occur in every meeting because this depends on the learning materials discussed at that time.

On the other hand, based on the data gained from the interview, two speaking skill-related courses, namely English for Social Communication and English in Social Discourse just integrated English pronunciation into learning process, meanwhile, this integration did not appear in form of assessment because of there is no specific portion to integrate pronunciation skill into teaching and learning activities. It is contrary with what explained by Darcy *et al.* (2012), they propose principles to integrate pronunciation into curriculum; one of principle is that pronunciation instruction should be embedded within curriculum, lesson, as well as evaluation.

Then, in terms of the type of integration, the best integration model should be implemented in the teaching and learning process is *the nested learning model* which focuses on various skill needed by the students, e.g. thinking skill, social skill, interpersonal skill, even speaking skill (see Trianto, 2012).

Finally, there were two factors that should be considered by lecturers in integrating English pronunciation specifically into speaking classes, those were the factor influencing the

pronunciation of the learners and the principles guideline to integrate pronunciation into speaking classes.

The factor influencing the pronunciation of the learners were mother language; learner's age; learners' attitude and psychological; prior pronunciation instruction; and the insufficient language knowledge of English phonology and phonetics (see Zang and Yin, 2009). Then, the principles guideline to integrate pronunciation into speaking classes were focus on suprasegmental aspects; pronunciation instruction incorporates both production and perception; pronunciation instruction starts in the early levels; pronunciation instruction is embedded, both within the curriculum as a whole, and within each lesson locally; the curricular component is adaptive in which there are different selections and priorities for each level; and the implementation of pronunciation curricular component depends on ongoing teacher development (see Levis and Grant, 2013: 14).

By considering these factors, hopefully, the integration of English pronunciation into other EFL courses especially speaking classes will be more preferable and purposeful.

3. The Problems encountered by the Lecturers when Integrating English Pronunciation into Teaching and Learning Activities of Speaking Skill-Related Courses

Based on the interview, the first problem was related to the teaching and learning materials. This was considered as the most common issue faced by the lecturers when integrating English pronunciation teaching and learning. All participants agreed that English pronunciation is an important aspect in communication so that they integrated it especially into their learning activities. But, on the contrary, inappropriate topics or materials of teaching highly complicated the lecturers to create this integration. As explained in the previous discussion, the teaching and learning materials in the language skill-related courses particularly speaking skill-related courses did not involve appropriate topics and sub-topics based on its specific area. *English for Social Communication* and *English in*

Social Discourse, from example, from their course descriptions elaborated in academic guide book of Language and Arts Faculty of State University of Jakarta, those courses explicitly objected to prepare the students to be able to communicate in English both written and/or spoken particularly in the social context. However, as seen in the course outline of those courses, most of learning materials specifically focused on writing skill. Consequently, English pronunciation was difficult to be integrated in the learning process.

This situation was not consistent with the instruction of national curriculum, it explained that language skills such as reading, writing, listening, and speaking should be integrated in English courses. Then, in response to this problem, some participants highly recommended that this course should be revised in terms of learning materials. On the other hand, lecturers should initiate to create and elaborate another learning materials as well as learning activities which is mostly suitable to integrate pronunciation and/or even other language skills. In short, lecturers' creativity and experience in teaching are needed in order to overcome this problem. As related to this issue, the lecturers were still confused even the materials of learning involved the appropriate topics to integrate English pronunciation and/or other language skills.

In this case, lecturers did not know and get a clear description about the portion for making this integration. In response to this problem, the intensive discussion among lecturers was highly recommended to be administered in order to create the similar perception among lecturers, e.g. lecturers should decide the specific portion for integrating English pronunciation or writing skill or other skills in the teaching and learning process, so that, the ultimate objective of learning for each subject can be achieved and there is no an overlapping materials or topics.

Finally, the second problem was insufficient time of teaching. As the finding obtained from the interview, four out of nine participants considered the insufficient time in teaching and learning process as the practical issue since the ultimate goal of learning did not achieve. This issue will seriously become a big barrier in case of the lecturers could not systematically organize and deliver the materials in their teaching and learning process. For example, lecturers likely take a note when the students give the presentation to note some incorrect pronunciation and/or spelling. Then, they mostly will give the feedback and correction at the end of the presentation. In this case, the overlapping discussion generally happened between giving the correction of pronunciation and discussing the content of the presentation. This situation would not happen if there was sufficient time to integrate English pronunciation as stated by Stead (2012), the stake holders (English department) and teachers should allocate sufficient time to integrate English pronunciation into teaching and learning process as well as curricula. Besides, teachers' insight and intuition played important role in deciding which part of discussion was important to be highlighted so that there was no an overlapping discussion.

CONCLUSION

The conclusion of this study is described based on the data presented and the research questions stated in the previous chapters. The research questions are the integration of English pronunciation as described in the academic guide book and the course outlines of speaking skill-related courses, the integration of English pronunciation teaching and learning in the learning materials and activities of speaking skill-related courses, and the problems that lecturers encountered when integrating English pronunciation into teaching and learning process of speaking skill-related courses.

First, concerning the integration of English pronunciation as described in the academic guide book and the course outlines of speaking skill-related courses, all course descriptions of speaking skill-related courses explicitly asserted to integrate English pronunciation since the learning objectives of the courses were to prepare the students to be able to communicate in English understandably and tolerably. However, one course (English in Social Discourse) was erratum its course description in the academic guide book, so that, this course was not more considered as the speaking skill-related course because the course was actually emphasized on writing skill specifically in the social context. In addition, based on the course outline which presented the learning materials and activities, it was evident that the integration of English pronunciation did not completely represent the material and activity related to English pronunciation except one subject (English Phonetics and Phonology). In other words, the

course description as described in the academic guide book and the learning materials and activities as presented in the course outline were not appropriate and relevant with each other.

Second, regarding the integration of English pronunciation teaching and learning in the learning materials and activities of speaking skill-related courses, all speaking skill-related courses integrated English pronunciation into learning activities in which lecturers directly gave correction and feedback to students when they mispronounced the words in their presentation or reading (see Celci-Murcia et al., 2010). However, this integration did not appear in the form of assessment. Besides, this integration relied on the learning materials discussed at that moment. If the situation did not likely enable to do this integration, then, this integration could not happen e.g. when the learning material was focused on writing skill. Having explained that, lecturer's creativity and experience is required in order to find meaningful learning activities, so that, teaching and learning process could integrate other language skills, even pronunciation.

Third, considering the problems faced by lecturers, there were two problems that lecturers encountered when integrating English pronunciation into learning materials and activities of speaking skill-related courses. First, inappropriate material of teaching made this integration was difficult to be employed because it could make an overlapping discussion. Second, insufficient time of teaching. The lecturers believed that it would be time-consuming for giving correction and feedback if there were a lot of students who had mispronunciation. Therefore, the institution (English department of State University of Jakarta) is suggested providing and allocating sufficient time to integrate English pronunciation into curriculum as well as teaching and learning process.

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