

An Analysis of Techniques and Challenges in Teaching Pronunciation to Young Learners: A Case Study at A Primary School Level

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Abstract

Pronunciation plays a crucial role in communication, especially for early English learners during their optimal language-acquisition period. However, many primary school teachers struggle with effective pronunciation instruction due to limited training and resources. This research aimed to identify the methods teachers employed, the obstacles they encountered, and how students responded to pronunciation instruction. This study investigates the techniques used and challenges faced by teachers in teaching pronunciation to young learners at one of the primary schools in Pati, Central Java, Indonesia. Using a descriptive qualitative approach, data were collected through classroom observations, interviews with one teacher and six students, and document analysis. The findings revealed that drilling and repetition were the most commonly used techniques, although students perceived them as monotonous. More engaging strategies, such as using games and audiovisual media, increased student motivation and participation more effectively. Challenges included a lack of appropriate materials, limited technological tools, and the influence of students' first language. This study concludes that while traditional methods remain dominant, integrating interactive, technology-supported techniques can enhance the effectiveness of pronunciation instruction. The results suggest more targeted teacher training and resource development to support pronunciation teaching at the elementary level.

Keywords: elementary education, pronunciation, teaching techniques, young learners

INTRODUCTION

In the modern global context, communicating effectively in English has become an essential skill for learners across all educational levels. As a global lingua franca, English is central to academic advancement, technological literacy, and international collaboration. One of English proficiency's most critical yet often overlooked components is pronunciation. Accurate pronunciation improves learners' intelligibility and listening comprehension and enhances their confidence and willingness to speak in real-life communication situations

(Pourhosein Gilakjani & Sabouri, 2016). Therefore, pronunciation should be regarded as a fundamental aspect of language instruction, particularly for young learners, because it significantly influences the development of effective communication skills from an early stage.

For young learners, accurate pronunciation is particularly crucial. Recent studies emphasize that early pronunciation instruction plays an important role in developing learners' intelligibility, comprehensibility, and overall communicative competence. Young learners are generally more responsive to phonological input and can develop

pronunciation patterns more naturally through consistent exposure and meaningful interaction. Therefore, pronunciation instruction in elementary education should be approached strategically and creatively to support children's cognitive and emotional development. Furthermore, this instruction should be scaffolded with techniques considering students' short attention spans, preference for visual and auditory learning, and need for repetitive and contextualized input (Moussa, 2025).

While previous studies have discussed pronunciation instruction and challenges in teaching English to young learners, few have specifically examined pronunciation teaching techniques and students' responses in Indonesian elementary school classrooms. Therefore, more context-specific research is needed to understand pronunciation teaching practices in the Indonesian primary school context.

Despite its importance, pronunciation teaching remains underrepresented in the Indonesian primary school context (Kusmaryati, 2020). English is typically taught as a foreign language, with limited instructional time and inadequate focus on oral skills. Pronunciation often takes a back seat to vocabulary and grammar, especially in standardized textbooks and assessments (Zein, 2017). Teachers frequently rely on traditional techniques such as repetition and drilling because they lack training in phonetics and phonology. As Dharmayanti (2017) and Fitriati et al. (2023) emphasize, many primary school English teachers lack the pedagogical skills or confidence to teach pronunciation effectively. In most cases, pronunciation instruction is not integrated systematically into lesson plans and is treated merely as incidental correction during reading or speaking tasks. Neglecting pronunciation may result in miscommunication and hinder students' achievement of communicative competence in English.

In addition to instructional constraints, external factors such as students' mother-tongue interference, limited exposure to authentic English sounds, and limited learning resources pose significant challenges to effective pronunciation instruction. Learners often struggle to produce sounds that do not exist in their native language, such as /θ/ in think or /ð/ in this, leading to persistent mispronunciations (Foote & Trofimovich, 2017). Conversely, teachers find it difficult to address these errors due to inadequate training and media support. The lack of structured pronunciation exercises in English textbooks used in elementary schools further complicates efforts to introduce pronunciation systematically (Noviyanti, 2020).

However, recent developments in educational technology offer promising solutions. Mobile apps such as ELSA Speak provide immediate, individualized feedback on pronunciation, allowing learners to self-correct and build phonemic awareness (Yulmania, 2024). Gamified platforms like Duolingo and digital storytelling tools encourage practice through engaging and interactive content. These tools, when integrated with appropriate pedagogical strategies, can increase learners' motivation and the frequency of pronunciation practice (Mahmudah, 2015). Still, integrating tools in Indonesian elementary schools remains limited due to infrastructure constraints, teachers' limited familiarity with technology, and insufficient professional development.

Another dimension that must be addressed is the role of affective factors. According to Krashen's Affective Filter Hypothesis (1982), a learner's emotional state can greatly influence language acquisition. Anxiety, low self-confidence, and lack of motivation can hinder learners' willingness to speak, especially when pronunciation is emphasized without supportive feedback. Creating a safe,

encouraging environment where students feel comfortable practicing their pronunciation is essential. Teachers who provide positive reinforcement, emphasize communicative goals over perfection, and model respectful listening can help reduce anxiety and build learners' confidence.

Moreover, current research underscores the importance of using multisensory approaches in pronunciation teaching. Visual aids, physical movement, chants, and role-playing have been shown to help young learners internalize sound patterns more effectively (Kelly, 2000). For instance, using hand gestures to indicate rising or falling intonation can help students grasp abstract concepts more concretely. Similarly, teaching pronunciation through songs and rhymes exposes students to English's natural rhythm and stress patterns. Such practices are effective, culturally appropriate, and enjoyable for children (Dwiningrum, 2016).

Although several previous studies have discussed challenges in teaching English to young learners and the importance of pronunciation instruction, few have systematically examined the specific pronunciation-teaching techniques used by elementary school teachers, the challenges they encounter, and students' responses to these instructional practices within the Indonesian context. In addition, many studies on pronunciation pedagogy still rely on relatively older theoretical perspectives. While these theories remain relevant, more recent developments in pronunciation pedagogy and technology-assisted pronunciation learning should also be considered to provide a more comprehensive and updated understanding of pronunciation instruction. Therefore, more context-specific and up-to-date research is needed to examine pronunciation-teaching practices in Indonesian elementary schools.

Considering all these factors, it is necessary to conduct context-specific

research to investigate how pronunciation is currently taught in Indonesian elementary classrooms, which techniques teachers favor, and the challenges they face. This research also seeks to document students' reactions to pronunciation activities, including traditional drills and newer, interactive approaches. In doing so, it aims to provide practical recommendations for improving pronunciation instruction and to inform teacher training programs that equip educators with the tools and confidence needed to address this critical aspect of language learning.

Therefore, this study focuses on analyzing the techniques teachers use to teach English pronunciation to young learners at SD Negeri 1 Bakaran Kulon, as well as the challenges they encounter. It also explores how students respond to various pronunciation strategies in the classroom. The results are expected to contribute to pedagogical innovation, curriculum enhancement, and improved English proficiency among Indonesian elementary students.

METHODOLOGY

Research Design

This study employed a descriptive qualitative research design to explore and describe teachers' techniques in teaching pronunciation to young learners, as well as the challenges they encountered in the classroom. This method was chosen because it enables the researcher to examine educational phenomena in natural settings, with a focus on meaning, process, and participants' experiences rather than numerical data. As Creswell and Creswell (2023) explain, qualitative research is interpretive in nature and seeks to understand how individuals perceive and respond to specific situations, in this case, how

pronunciation is taught and learned at the elementary level. The study adopted a case study approach involving one school, one teacher, and six students, allowing for an in-depth examination of classroom practices and learning conditions. This single-case design was considered appropriate because it enables a focused, detailed exploration of pronunciation-teaching practices within a real instructional context, particularly in settings where such practices remain under-researched. Although the findings are not intended to be widely generalizable, they are expected to provide rich and contextual insights that may reflect similar conditions in comparable elementary EFL classrooms. Data were collected through observation, interviews, and document analysis, and were analyzed thematically using descriptive qualitative analysis techniques.

Research Site

The research was conducted at SD Negeri 1 Bakaran Kulon, a public elementary school located in Juwana District, Pati Regency, Central Java. The school provides English as a local content subject within the Kurikulum Merdeka framework, with instruction held once a week and a thematic learning approach. The school has relatively limited infrastructure and minimal access to digital learning resources. Data collection was carried out over a two-week period through classroom observations, interviews, and document analysis. This site was selected because it reflects typical conditions in rural elementary schools in Indonesia, where English is taught as a foreign language, and teachers often face constraints in implementing innovative pronunciation instruction due to limited resources.

Participants

The participants in this study consisted of one English teacher and six fourth-grade students at SD Negeri 1 Bakaran Kulon. The teacher was selected because she actively teaches English, including pronunciation, and has direct classroom experience with the instructional practices and challenges. The six students were selected through purposive sampling for their active participation in English learning activities and their ability to provide relevant insights into classroom pronunciation practices. The number of six students was considered sufficient for a qualitative case study because it allows for in-depth exploration of learners' responses while maintaining the manageability of detailed qualitative data collection and analysis.

The student participants were approximately 9–10 years old, both male and female learners, representing a typical composition of a fourth-grade elementary classroom. Focusing on one teacher and a small group of students enabled the researcher to obtain rich, contextualized data and to examine, in depth, pronunciation teaching and learning processes within a naturally occurring classroom setting. This approach ensured that the findings reflect authentic instructional practices and learner experiences in context.

Instruments

Research Instruments

To collect comprehensive data relevant to the research objectives, this study utilized three primary instruments: observation sheets, interview guidelines, and document analysis protocols. These instruments were carefully designed to capture both actual classroom practices and teachers' and students' perceptions of pronunciation instruction.

1. Observation Sheets

Observation sheets were used to systematically record teaching and learning activities during pronunciation lessons. The sheets included indicators related to pronunciation teaching techniques used by the teacher, such as drilling, songs, and visual aids, as well as students' participation, responses, and classroom interaction patterns. This instrument enabled the researcher to document real-time classroom practices and student engagement, providing factual data for analysis.

2. Interview Guidelines

Semi-structured interview guidelines were developed to obtain in-depth qualitative data from the teacher and selected students. The teacher interview focused on experiences in teaching pronunciation, classroom challenges, and instructional strategies used. Meanwhile, student interviews explored their perceptions, feelings, and responses to pronunciation activities. The semi-structured format allowed flexibility for follow-up questions while maintaining consistency across participants.

3. Document Analysis

Document analysis involved reviewing teaching documents such as lesson plans, Alur Tujuan Pembelajaran (ATP), worksheets, and English textbooks. This analysis aimed to identify how pronunciation instruction was planned and whether it was systematically integrated into classroom teaching. It also allowed comparison between planned instruction and actual classroom implementation.

By using these three instruments, the study employed methodological triangulation to ensure that the data were rich, credible, and reflective of actual classroom practices in SD Negeri 1 Bakaran Kulon.

Data Collection Procedures

Data collection began with classroom observations across two English lessons, each

lasting approximately 70 minutes. During the observations, the researcher systematically recorded teaching and learning activities focusing on pronunciation instruction, including teaching strategies, student engagement, classroom interaction, and the use of learning media. Field notes were used to capture detailed real-time information throughout the lessons.

After the observation phase, semi-structured interviews were conducted with the teacher and selected students. The teacher interview lasted approximately 30–40 minutes and was conducted in Indonesian to ensure clarity and ease of communication. The student interviews were shorter, lasting around 10–15 minutes per student, and were also conducted in Indonesian. All interviews were audio-recorded with participants' consent and supplemented with brief note-taking to ensure data accuracy.

To complement the primary data, document analysis was carried out by reviewing lesson plans, Alur Tujuan Pembelajaran (ATP), worksheets, and English textbooks. This step aimed to examine how pronunciation instruction was planned and how it aligned with actual classroom practices. Overall, the data collection process combined observation, interviews, and document analysis to provide a comprehensive understanding of classroom pronunciation-teaching practices.

Data Analysis

The data in this study were analyzed using qualitative descriptive analysis based on the interactive model proposed by Miles and Huberman, which includes three main stages: data condensation, data display, and conclusion drawing/verification.

First, the researcher transcribed all interview recordings and organized the observation notes and documents. In the data condensation stage, the data were selected,

simplified, and grouped into meaningful units. The data were then coded and categorized into main themes, including pronunciation teaching techniques, instructional challenges, and students' responses.

Second, during the data display stage, the categorized data were presented systematically to facilitate interpretation and comparison across data sources.

Finally, in the conclusion drawing and verification stage, patterns and relationships among the data were identified to draw meaningful conclusions about pronunciation teaching practices.

To ensure the credibility of the findings, triangulation was applied by comparing data obtained from observations, interviews, and document analysis. This process helped confirm the consistency of the findings and provided a more comprehensive understanding of the research phenomenon.

Throughout the research process, ethical considerations were maintained by obtaining informed consent from all participants, ensuring confidentiality, and respecting their privacy.

RESULT AND DISCUSSION

This section presents the results of the study, which aimed to investigate the techniques the teacher used to teach English pronunciation, the challenges encountered in the instructional process, and students' responses to pronunciation instruction in a fourth-grade classroom at SD Negeri 1 Bakaran Kulon.

Techniques Used by the Teacher in Teaching Pronunciation

The English teacher at SD Negeri 1 Bakaran Kulon primarily utilized two main techniques in teaching pronunciation: listen-and-repeat drilling and teacher-composed songs. These techniques were chosen for

their simplicity, suitability for large classes, and alignment with the school's limited resources.

Drilling was employed especially during the introduction of new vocabulary. The teacher pronounced a target word slowly and clearly while facing the class, and the students repeated it in unison, often several times. In some cases, the teacher would ask individual students to repeat the word after the class practiced it chorally. The focus was on helping students produce the correct sounds, such as initial consonants or vowel length, and ensuring that the articulation was as close to native-like as possible. This technique is effective in helping learners internalize pronunciation patterns through auditory input and articulation practice (Topal, 2022). Additionally, the repetitive nature of drilling allowed for reinforcement and correction, especially of commonly mispronounced sounds such as /θ/, /ʃ/, and /v/.

In addition to drilling, the teacher creatively composed and integrated simple songs related to the lesson themes, such as colors, numbers, and animals. These songs were performed together with rhythmic clapping, body gestures, or simple movements. For example, when teaching animal names, the teacher composed a short melody with words like "elephant," "giraffe," and "monkey" and incorporated actions, such as mimicking the animals' movements. This approach increased student engagement and supported the natural acquisition of stress and intonation patterns. Integrating music into pronunciation instruction enhances learners' motivation and helps them better grasp the rhythm of English (Sari, 2016). The melody and rhythm in songs serve as devices that help students memorize correct pronunciation, especially in early language-learning contexts where learners rely heavily on listening and imitation.

Despite the demonstrated success of these two techniques, other interactive methods commonly recommended in the teaching module, such as visual aids, games, phonemic awareness activities, and individual pronunciation practice, were not implemented during the observation period. The teacher cited two primary reasons for this: (1) the lack of teaching aids and supporting infrastructure, such as projectors or printed media, and (2) the large class size, which made it challenging to give individualized attention or conduct active games within the limited time available. The absence of these strategies illustrates how real classroom conditions often force teachers to simplify their approaches and prioritize manageable and sustainable techniques in their specific contexts (Harmer, 2007).

As a result, the pronunciation teaching in this setting was largely teacher-centered, relying on auditory modeling and chorus repetition. While these strategies are practical and efficient, especially in under-resourced schools, they may limit learners' opportunities to become aware of their individual pronunciation challenges. Furthermore, omitting visual and kinesthetic modalities may disadvantage students with different learning preferences. Therefore, although the selected techniques aligned well with the local context, they may need to be complemented with additional strategies when possible to enhance long-term pronunciation learning outcomes.

Challenges in Teaching Pronunciation to Young Learners

While various methods were used to teach pronunciation, the teacher encountered several challenges during instruction. One of the most significant challenges was the lack of specific training in pronunciation pedagogy. The teacher openly admitted that she had not received formal education or in-

service training on phonology, phonetics, or articulation techniques. Consequently, her approach was shaped by general knowledge of language teaching, personal experience, and self-designed methods. The teacher relied heavily on mimicry, repetition, and intuitive correction, without a clear framework for identifying segmental or suprasegmental pronunciation errors. This lack of formal training limited her ability to provide targeted corrective feedback or to implement systematic pronunciation instruction tailored to students' developmental stages.

Another major obstacle was the limited availability of instructional materials that explicitly support pronunciation teaching. The textbook used in class lacked focused pronunciation activities, such as sound discrimination tasks, minimal pair exercises, or phonemic symbol guides. Pronunciation components were either integrated implicitly within vocabulary sections or omitted altogether. This gap in the curriculum made it difficult for the teacher to plan structured pronunciation lessons. Without access to supplementary resources such as flashcards, phonics charts, or listening exercises, the teacher had to create her own materials or rely solely on oral modeling. The absence of audio CDs, recorded dialogues, or mobile-based tools also meant students had very limited exposure to native-like input beyond the classroom.

A further challenge arose from students' first-language (L1) interference. The majority of students spoke Bahasa Indonesia and Javanese at home, languages that differ from English in several phonological features. These include the absence of certain voiced and voiceless fricatives (e.g., /v/, /ʃ/, /θ/), the lack of consonant clusters, and different vowel quality. As a result, students frequently substituted unfamiliar English sounds with

the closest approximation in their L1. Examples observed in class included /θ/ pronounced as /t/ (“three” → “tree”), /ʃ/ as /s/ (“sheep” → “seep”), and dropping final consonants in words like “book” or “hand.” These L1 influences affected intelligibility and led to the fossilization of pronunciation habits. Despite repeated corrections, many errors persisted, suggesting the need for consistent, focused practice and increased exposure to authentic English input.

Classroom management and environmental factors also contributed to the challenges. With over 25 students in the class, individual pronunciation practice and feedback became nearly impossible within the limited time of each lesson. The teacher noted that monitoring each student’s articulation during choral practice was difficult, and only a few students were confident enough to volunteer for individual pronunciation tasks. Most students preferred to blend into the group during chorus work, limiting the teacher’s ability to detect individual errors or provide differentiated support.

Moreover, time constraints played a role. English was scheduled only once or twice a week in the school’s timetable, and each session lasted around 35–40 minutes. Within this short period, the teacher was expected to cover vocabulary, grammar, speaking, reading, and writing objectives. As a result, pronunciation often received only brief attention, typically through repetition drills at the beginning of the lesson. This limited instructional time restricted the opportunity to introduce new pronunciation patterns, conduct awareness-raising activities, or offer feedback that goes beyond mere imitation.

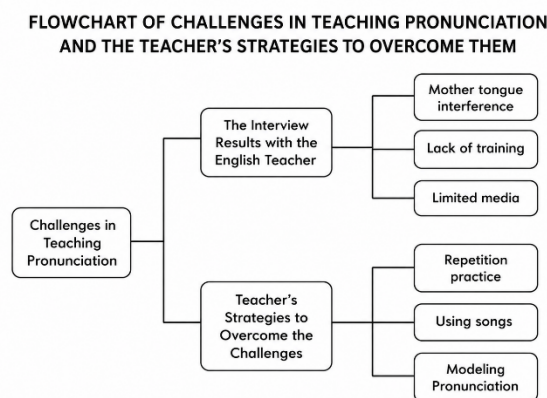
Finally, the lack of institutional support and professional collaboration also hampered the development of pronunciation teaching. The teacher reported having minimal opportunities to discuss pronunciation teaching strategies with peers or participate in

professional learning communities. There were no pronunciation workshops or external mentoring available through the local education office. This isolation hindered her ability to learn new methods or adapt best practices to her context.

Taken together, these challenges reveal a complex interplay between teacher-related factors, resource limitations, linguistic background, and systemic constraints. Without targeted support and structured training, even motivated teachers may struggle to implement effective pronunciation instruction, particularly in under-resourced public schools.

Figure 1 illustrates the major challenges teachers face in teaching pronunciation and the strategies they use to overcome them in the classroom.

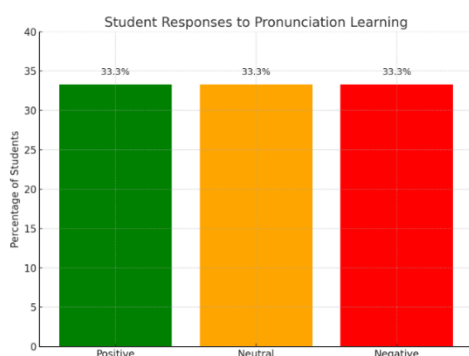
Figure 1. Flowchart of Challenges in Teaching Pronunciation and the Teacher’s Strategies to Overcome Them



instruction varied, influenced by the teaching techniques used, their individual learning backgrounds, and external factors such as home environments and media exposure. Based on classroom observations and interviews, the majority of students responded positively to pronunciation activities that involved songs and rhythmic group repetitions.

Figure 2 presents the overall distribution of students' responses to classroom pronunciation learning activities.

Figure 2. Student Responses to Pronunciation Learning



These activities fostered a relaxed atmosphere in which students felt comfortable practicing pronunciation without fear of making mistakes (Palupi et al., 2022). The combination of melody, rhythm, and movement made the learning process enjoyable, increasing student participation and engagement.

Several students mentioned that singing helped them remember how to pronounce words correctly, as the tunes acted as memory aids. For example, in a lesson about colors, students could easily recall and pronounce the word "yellow" correctly after singing a song that included the word multiple times. This supports Sari's (2016) claim that songs enhance young learners' pronunciation retention through repetitive and melodic reinforcement.

However, the effectiveness of listen-and-repeat drills declined over time. Initially, students actively participated in choral repetitions, but as the sessions became repetitive and lacked variation, they exhibited signs of boredom and disengagement. Some students mechanically mimicked the teacher's pronunciation without fully articulating the words. The lack of

individualized attention meant that pronunciation errors were often left uncorrected, leading to persistent inaccuracies. As noted by Burri & Baker (2020), scaffolding feedback and offering corrective support are essential to prevent learners from fossilizing incorrect pronunciation habits.

Interviews revealed that students preferred interactive, movement-based pronunciation activities, such as games that involved gestures or actions. Students suggested activities like "Simon Says" with pronunciation cues or mimicking animal sounds as fun alternatives to repetitive drills. This aligns with Sari (2016), who emphasized that kinesthetic learning approaches can enhance young learners' pronunciation accuracy while maintaining their interest and motivation.

Another significant factor influencing students' responses was their exposure to English media outside the classroom. Students who frequently watched English cartoons or listened to English songs at home demonstrated better pronunciation and were more confident in speaking activities. For example, one student mentioned that watching animated series on YouTube helped her understand how certain words should sound, making it easier for her to participate during classroom activities. This finding supports Keshavarz & Keshavarz (2022), who stated that regular exposure to English media plays a crucial role in improving EFL learners' pronunciation accuracy.

Conversely, students with limited access to English media exhibited lower confidence and were often reluctant to participate in individual speaking tasks. They expressed fear of mispronouncing words and of being laughed at by peers, indicating the need for a more supportive, non-judgmental classroom environment. Wati (2022) highlights that reducing students' pronunciation anxiety requires teachers to foster a positive

atmosphere where mistakes are seen as part of the learning process. Teachers should consistently affirm that making mistakes is a natural aspect of learning, encouraging students to participate without fear of judgment.

Moreover, the teacher's current feedback approach, which emphasized group correction, inadvertently failed to address individual pronunciation difficulties. As a result, students who struggled with specific sounds remained unnoticed, reinforcing their reluctance to speak. To overcome this, teachers need to implement individualized scaffolding techniques, such as providing subtle corrections during pair work or circulating around the classroom to give quiet feedback. Burri & Baker (2020) suggest that personalized feedback can significantly reduce learner anxiety and gradually build pronunciation confidence.

Visual and multimedia supports were also identified as important aids in pronunciation learning. Students expressed that visual cues, such as pictures or videos showing mouth movements, greatly helped them understand how to produce certain sounds. Unfortunately, due to the lack of multimedia resources in the school, these supports were not fully utilized. Students suggested that incorporating videos or other digital media could enhance their understanding of pronunciation patterns, provided the necessary infrastructure is in place. This indicates the potential for low-cost digital interventions, such as teacher-recorded videos or mobile apps, to bridge the resource gap.

Students' responses to pronunciation learning were largely positive when activities were interactive, musical, and supported by visual elements. However, the lack of variation in teaching methods, minimal individualized feedback, and limited multimedia resources constrained the overall

effectiveness of pronunciation instruction. Teachers need to diversify pronunciation activities, incorporate visual aids creatively, and ensure that students receive constructive feedback to address pronunciation challenges effectively. A more personalized approach, coupled with a supportive classroom climate, is essential to reduce student anxiety and foster a more confident pronunciation practice environment.

Document Analysis of the Teaching Module

Document analysis was conducted on the Alur Tujuan Pembelajaran (ATP) and teaching materials used by the English teacher at SD Negeri 1 Bakaran Kulon. The ATP outlined various strategies for teaching pronunciation, including listen-and-repeat drills, visual aids, interactive games, songs, and multimedia integration. The document emphasized the importance of creating a learning environment that supports students' pronunciation development through multisensory approaches and contextual learning activities.

However, based on classroom observations, it was evident that there was a discrepancy between the instructional strategies outlined in the ATP and the actual classroom practices. The teacher predominantly relied on drilling and teacher-composed songs, while other activities, such as visual media usage, pronunciation games, and technological aids, were not implemented. The reasons for this gap were multifaceted.

Firstly, resource limitations played a significant role. The school lacked essential teaching aids, such as audiovisual equipment, digital flashcards, and pronunciation software, as the ATP suggested. As a result, the teacher had to adapt by using only low-cost or no-cost materials available in the classroom. For example, the teacher replaced

flashcards with handwritten vocabulary charts and substituted multimedia resources with her own vocal demonstrations.

Secondly, time constraints affected the implementation of the teaching plan. The English subject was scheduled only once per week, limiting opportunities for diverse and in-depth pronunciation practice. The teacher stated that, within the limited instructional time, priority was given to fulfilling vocabulary and grammar objectives, with pronunciation practice integrated only into these areas.

Another factor was the teacher's pedagogical constraints. The teacher mentioned in interviews that while the ATP provided comprehensive strategies, she did not feel adequately trained in pronunciation pedagogy, particularly in utilizing digital tools or managing interactive pronunciation games in a large classroom setting. This reflects Pourhosein Gilakjani's (2016) observation that many EFL teachers feel unprepared to implement pronunciation-specific instructional strategies due to insufficient training during their teacher education.

Despite these challenges, the teacher demonstrated adaptability and creativity in modifying the ATP to fit the classroom context. For instance, although lacking multimedia, she incorporated kinesthetic elements such as hand movements during song activities to represent word meanings and pronunciation stress patterns. Additionally, collaborative group singing served as a substitute for individual pronunciation practice, enabling peer support among students.

The findings indicate that while the ATP provided a well-structured plan for pronunciation instruction, its practical application was hindered by contextual constraints. The discrepancy between planning and practice aligns with Harmer's (2007) notion of the "ideal versus real"

classroom, in which teachers must constantly adjust their strategies to fit their specific teaching environments.

To bridge this gap, curriculum developers need to design context-sensitive modules that offer flexible strategies to accommodate resource-limited schools. Furthermore, professional development programs focused on creative, low-cost pronunciation-teaching techniques are necessary to empower teachers to maximize the potential of the resources available to them.

The document analysis revealed that although the ATP was designed to promote varied and engaging pronunciation activities, real classroom conditions necessitated significant adaptations. Supporting teachers with practical training and realistic resource planning is crucial to effectively implementing pronunciation instruction in primary school settings.

CONCLUSION

This study investigated the techniques and challenges in teaching English pronunciation to young learners at SD Negeri 1 Bakaran Kulon. The research revealed that while traditional methods like drilling and repetition remain teachers' most commonly used approaches, these techniques are often perceived by students as monotonous and less engaging. In contrast, incorporating interactive games, songs, and audiovisual materials proved more effective at increasing student participation and enthusiasm for learning pronunciation. Such methods support a more enjoyable learning experience and help students acquire pronunciation skills more naturally.

The study also highlighted several significant challenges faced by teachers. One of the main issues is the lack of proper training in pronunciation pedagogy, which limits the teacher's confidence and ability to

deliver effective instruction. Furthermore, pronunciation-focused learning materials are scarce in elementary schools, and the available textbooks tend to emphasize vocabulary and grammar, with minimal attention to pronunciation practice. Another persistent challenge is the influence of the students' first language, which often leads to difficulties in articulating certain English sounds that do not exist in their native language.

In terms of student responses, the research found that learners are more motivated and confident when pronunciation is taught through fun and engaging activities. Students responded positively to interactive teaching methods, showing improved participation and a greater willingness to speak in English. This supports the idea that the affective dimension of learning, how students feel

about their learning experience, is crucial to their success in acquiring pronunciation skills.

This study emphasizes the importance of adopting varied and interactive teaching techniques, providing teachers with targeted training in pronunciation instruction, and enriching classrooms with adequate resources. By addressing these key areas, pronunciation teaching at the elementary school level can be significantly improved. The findings also suggest that with the right support, young learners can develop accurate pronunciation and become confident English speakers from an early age. Future studies are encouraged to explore the long-term effects of different pronunciation strategies and to involve more schools to gain broader insights into effective practices.

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