Analyzing pronunciation content and teaching techniques in grade 5 English textbook

Alya Navi Hanunna[⊠1], Pasca Kalisa[1]

[1]English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Pronunciation is an often neglected but also an important aspect of teaching English to young learners, especially in contexts where English is a foreign language. Although textbooks serve as the primary source in Indonesian elementary schools, their support for pronunciation instruction has not been adequately researched. This study investigated the representation of pronunciation instruction in the English textbook My Next Words Grade 5 published by the Indonesian Ministry of Education and Culture. Using a mixed embedded design, qualitative content analysis was conducted on ten content units within the book, complemented by descriptive quantitative analysis and semi-structured interviews with two experienced elementary school English teachers who used the related textbook. The results revealed a predominant use of mechanical techniques—primarily repetition and choral modeling—that primarily focus on segmental features. Suprasegmental features such as stress and intonation were minimally represented. Classroom implementation was largely teacher-led, with limited use of pair or group work. Interviews with experienced elementary school teachers confirmed that while textbooks offer some basic pronunciation support, significant gaps remain in terms of scaffolding, instructional clarity, and the use of interactive strategies. This study concludes that pronunciation instruction in textbooks still needs further development and recommends improvements such as the need for a textbook design that cover both segmental and suprasegmental features, provides phonetic transcriptions for the targeted vocabulary, and equips it with ready-to-use multimodal resources such as direct links to audio/video resources for effective delivery, and more diverse communicative pronunciation activities.

INTRODUCTION

Pronunciation is one of the key components of English language skills. In recent years, there has been increasing attention to the role of pronunciation in developing communicative competence among EFL learners. However, the discussion of pronunciation in elementary English teaching is still limited, especially in countries such as Indonesia, where English is not a compulsory subject in all regions. Research has shown that pronunciation instruction is often neglected or presented in a way that is not aligned with the developmental needs of young learners (Králová & Kučerka, 2019; Topal, 2022). Young learners, especially those aged 9 to 11 in Grade 5, are at a critical stage of cognitive and linguistic development. Research in language acquisition shows that children in this age group demonstrate heightened phonological sensitivity and strong capacities for auditory discrimination and mimicry (Pinter, 2011). These abilities make them highly receptive to pronunciation input when exposed to rich and meaningful language experiences (Cameron, 2001). However, without targeted and appropriate instruction, this potential may remain untapped, especially in contexts where resources and pedagogical guidance are limited. According to Levis (2022), in many second language learning contexts, especially at the elementary level, pronunciation is often deprioritized because it is believed to develop naturally through speaking and listening skills. However, this view is referred to as a "myth" that actually hinders learners' intelligibility. Levis (2022) emphasizes that pronunciation teaching is an "unavoidable and essential" aspect in second language learning, especially for young learners who are in a sensitive period of phonological development. These abilities make them highly receptive to pronunciation input when exposed to rich and meaningful language experiences (Cameron, 2001). Therefore, the integration of well-designed pronunciation activities into early EFL instruction becomes essential to optimize this developmental window.

In Indonesia, textbooks serve as one of the primary teaching tools in primary grades due to varying teacher qualifications and limited access to additional resources (Amiruddin & Syafitri, 2022). Furthermore, many textbooks lack clear pedagogical instructions for teaching pronunciation, further complicating their classroom implementation (Richards, 2001; Tomlinson, 2012). In practice, teachers often do not have sufficient technical guidance to teach pronunciation explicitly. Thus, they rely on basic techniques such as drilling or repetition, which although useful, are not sufficient to build prosody and naturalness in students' pronunciation (Ihsani, Nanda, and Susanto, 2025). These limitations make the importance of varied and multimodal materials even more pressing, especially in commonly used textbooks.

Despite its crucial role, pronunciation instruction is often overshadowed by more visible skills such as grammar, vocabulary, or reading comprehension, especially in countries where English functions as a foreign language. Research by Gilakjani (2016) indicates that many language learners encounter important difficulties in pronouncing words clearly because English spelling often does not match pronunciation rules. Levis (2006) points out that even minor pronunciation mistakes can hinder understanding, especially in intercultural conversations where accents differ. This insight emphasizes the need for targeted pronunciation instruction early in language learning, especially for young students whose speech habits are still forming. Studies have shown that regular and structured pronunciation exercises conducted from the early stages of learning are associated with improved phonological awareness and better vocabulary recall in the observed students (Ihsani et al., 2025). Besides, students typically respond well to activities that involve repeating sounds and receiving feedback, as this builds confidence and improves intelligibility (Schmitt & Schmitt, 2020). However, when instruction is limited to boring exercises without incorporating fun elements, visual aids, or real-life contexts, engagement tends to decline (Celce-Murcia, Brinton & Goodwin, 2010; Ihsani et al., 2025). The problem of poor pronunciation modeling is not limited to local contexts.

A study by Topal (2022) on Turkish textbooks found that communicative pronunciation practice and suprasegmental characteristics such as rhythm and intonation were not given as much attention as individual sound exercises. This implies that quite a few of textbooks are not in line with contemporary ways to teaching pronunciation, particularly for younger students who gain more from interactive and multisensory approaches. Both segmental elements (such as vowels and consonants) and suprasegmental elements (such as stress, rhythm, and pitch) should be covered in an effective pronunciation teaching. Focusing on segments helps learners produce sounds accurately, whereas suprasegmentals influence how natural and fluent speech sounds (Kelly, 2000; Ladefoged, 2001). Celce-Murcia et al. (2010) warn that ignoring suprasegmental features can limit effective communication because these elements are critical for understanding. For young learners,

experiencing both aspects equally can promote better oral language skills and greater confidence when speaking English.

Pronunciation instruction, to be effective, must involve more than just the repetition of isolated sounds. According to Celce-Murcia et al. (2010), pronunciation instruction should follow a structured communicative framework that includes sound description and analysis, listening discrimination tasks, controlled and guided practice, and communicative activities that apply pronunciation in context. Supportive techniques include songs, chants, minimal pairs, rhymes, role-plays, and dialogues, all of which are well-suited for young learners. When implemented effectively, such instruction can help learners acquire not only accurate articulation but also rhythm and prosody that reflect authentic speech patterns (Kelly, 2000; Ladefoged, 2001). However, a recent study by Ihsani et al. (2025) showed that drilling and repetition techniques do have an important role, especially in building a phonetic base and strengthening students' phonological memory. These techniques have also been shown to increase students' confidence in pronouncing foreign vocabulary. Therefore, the best approach should not be to abandon this technique, but to combine it with other strategies that are more contextual and communicative.

Although speaking materials have been analyzed previously using Dat Bao's framework, pronunciation as a sub-skill has not been explored as much (Amaliawati, Agustiningrum & Pratolo, 2024). Evaluations of recent textbooks in Indonesia show that such varied and communicative pronunciation techniques are rarely included. Adinda and Ahmad (2024) analyzed government-approved English textbooks and found that although phonemic symbols were included, many phonemes were not consistently represented, key sounds such as /ŋ/, /ʒ/, and /æ/ were underrepresented, and pronunciation activities lacked pedagogical scaffolding. Kusmaryati (2020) also noted that basic pronunciation content often relies on mechanical repetition without integrating it into meaningful language use. These studies indicate a lack of systematic attention to pronunciation in teaching materials, raising concerns about whether current textbooks support the development of communicative competence from an early stage.

Furthermore, teaching pronunciation to children should consider their developmental characteristics and learning preferences. Young learners benefit from activities that are multisensory, playful, and integrated into meaningful communicative contexts (Cameron, 2001; Moon, 2000). Techniques such as songs, rhymes, chants, and interactive dialogues are not only age-appropriate but also effective for reinforcing phonological patterns (Cameron, 2001; Celce-Murcia et al., 2010). However, research has shown that such techniques are seldom utilized in textbook activities, leading to a mismatch between instructional design and learner needs (Topal, 2022).

Despite the existing literature, very few studies have examined the structure and delivery of pronunciation instruction in Grade 5 English textbooks in Indonesia. Prior research has focused on secondary levels or provided general overviews without mapping the specific techniques and task types used (Adinda & Ahmad, 2024; Millard & Hirano, 2020). Additionally, little is known about how teachers perceive and implement pronunciation materials from these textbooks, especially in elementary school settings where pedagogical expertise may vary widely (Kusmaryati, 2020).

Based on the background of this study and previous studies, this study aims to conduct a content analysis of Grade 5 English textbook commonly used in Indonesian elementary schools: My Next Words Grade 5, published by the Ministry of Education and Culture. This study focuses on analyzing the types of pronunciation activities, teaching techniques, and phonological focus (segmental vs. suprasegmental) in each textbook. In addition, structured interviews with experienced English teachers were conducted to explore their perceptions and classroom experiences related to the use of these materials. This research is questioning what types of pronunciation activities (task types) are presented in the textbook and what pronunciation teaching techniques are used to deliver these activities, as well as how they are implemented based on teacher perceptions. By focusing on one particular textbook and its associated teacher's guide this study offers a detailed evaluation of one of the most widely used resources in Indonesian primary schools. The research contributes theoretically and practically by mapping the current state of pronunciation instruction and providing implications for materials development, especially in light of learners' phonological development needs, and teacher training in the context of elementary school EFL.

METHODS

This study employed an embedded mixed-method design, in which qualitative content analysis was complemented by descriptive quantitative analyses to enrich the interpretation of the results

(Creswell, 2009). The main data sources in this study were grade 5 English textbooks commonly used in elementary schools in Indonesia, namely My Next Words Grade 5 and its accompanying Teacher's Book, published by the Ministry of Education and Culture in 2021. The textbook selected based on its widespread adoption in public and private elementary schools, as well as their relevance to the national curriculum. The purpose of this analysis was to identify the types of pronunciation activities, teaching techniques, and phonological focus (segmental vs. suprasegmental) presented in the textbook.

To ensure systematic data collection, data were collected by reviewing all 10 instructional units in both the Student Book (SB) and the Teacher's Book (TB). All instances of pronunciation instruction—whether explicitly stated or embedded within broader activities—were identified, documented, and analyzed. These included vocabulary exercises, songs, chants, dialogues, and pronunciation practice sections. To ensure a consistent analysis, a coding sheet was developed based on Celce-Murcia, Brinton, and Goodwin's (2010) communicative framework for pronunciation instruction. The coding categories included: (1) task type (e.g., listen and repeat, song, dialogue, role play), (2) teaching technique (e.g., modeling, drilling, TPR), (3) phonological focus (segmental or suprasegmental), and (4) form of work (individual, pair, group, class).

After identifying and recording each occurrence of pronunciation-related content, the findings were compiled in a spreadsheet and organized by unit. A thematic interpretation was then conducted to evaluate the distribution, frequency, and pedagogical alignment of pronunciation teaching across the textbook. Special attention was given to how the Teacher's Book complements the Student Book in providing pronunciation scaffolding.

In addition to the document analysis, the study incorporated semi-structured interviews with two English teachers who had direct experience teaching grade 5 using the textbook. The elementary school English teachers from different schools were purposively selected to participate, based on their direct experience using the target textbook. The teachers were selected according to Marshall and Rossman (2016), to recruit participants who have knowledge and experience appropriate to the research problem to provide rich and diverse perspectives. For the purpose of this study, the researcher will invite two teachers from several elementary schools who use My Next Word Grade 5 as their learning media to be interviewed. Interviews were conducted individually online. Each session was recorded and transcribed for analysis. The interview guide included questions exploring teachers' perceptions of textbook pronunciation content, ease or difficulty of implementation, common challenges, and classroom strategies used to support pronunciation learning.

Data analysis involved two stages. First, textbook data were analyzed using a descriptive quantitative approach. After coding each occurrence of pronunciation-related aspects, the results were compiled into a matrix to evaluate frequency, depth, and variation in instructional approaches. These findings were then interpreted in light of the communicative framework to assess whether the material provided sufficient scaffolding for effective pronunciation instruction. For example, activities like listening and repeating or choir mixing are categorized as controlled practice, as they focus on accuracy and repetition of forms. Activities like dialogues or reading texts can be considered guided practice, where students begin practicing in a slightly freer context but still with teacher guidance. Meanwhile, tasks like role-playing or conversations are summarized as communicative use, allowing students to transmit pronunciation in real-life communication situations. Second, interview transcripts were analyzed. Interview data were analyzed using thematic analysis (Braun & Clarke, 2006) using first-cycle and second-cycle coding (Saldaña, 2013). Transcripts were read repeatedly to understand the context (familiarization), then given descriptive codes, for example, "I always give an example first" was coded as teacher modeling, "Students often forget" was coded as retention challenge. Similar codes were grouped into categories (pattern coding), which then generated three main themes: Textbook Adequacy, Teacher Adaptation Strategies, and Contextual Challenges. Interview findings were used to triangulate the content analysis and provide insight into how textbook design aligned (or failed to align) with classroom realities.

To enhance the credibility and trustworthiness of the study, several strategies were employed. Triangulation was conducted by comparing data from textbook and teacher interviews to validate emerging patterns. Researchers also cross-checked key findings in the textbook. All data was transparently documented in a coding worksheet, allowing traceability of each identified item. This methodological design allowed for an in-depth exploration of how pronunciation instruction is

presented in used textbook and how it is interpreted and implemented by practitioners in real classrooms.

FINDINGS AND DISCUSSION
Pronunciation Teaching Techniques in *My Next Words* Grade 5

The first criterion – teaching technique – is a conjunctive category. Multiple teaching techniques may co-occur within a single activity, meaning the total frequency of identified techniques exceeds the total number of activities. The analysis identified a total of 11 distinct pronunciation teaching techniques across all eight units of the textbook and teacher's guide. The most frequently occurring techniques are choral repetition (n=11) and repetition (n=8). These are followed by modeling (n=6), drilling (n=3), and guided practice (n=3). Techniques such as ear training, reading aloud, individual repetition, and role-play appear infrequently (only once or twice). These findings indicate a strong emphasis on mechanical and controlled techniques, such as choral repetition and repetition drills. Techniques that support communicative or interactive learning, such as role-play, songs, or TPR, are significantly underrepresented. This trend aligns with a behaviorist approach to pronunciation teaching, where the focus is on habit formation through repetition (Celce-Murcia et al., 2010). This tendency reflect textbook design that prioritizes accuracy over fluency, and form over function. As a result, learners are given limited opportunities to engage in meaningful pronunciation practice that connects speech patterns to communicative intent—potentially reducing motivation and long-term retention of accurate pronunciation. This is consistent with Gao's (2025) findings in China EFL textbooks.
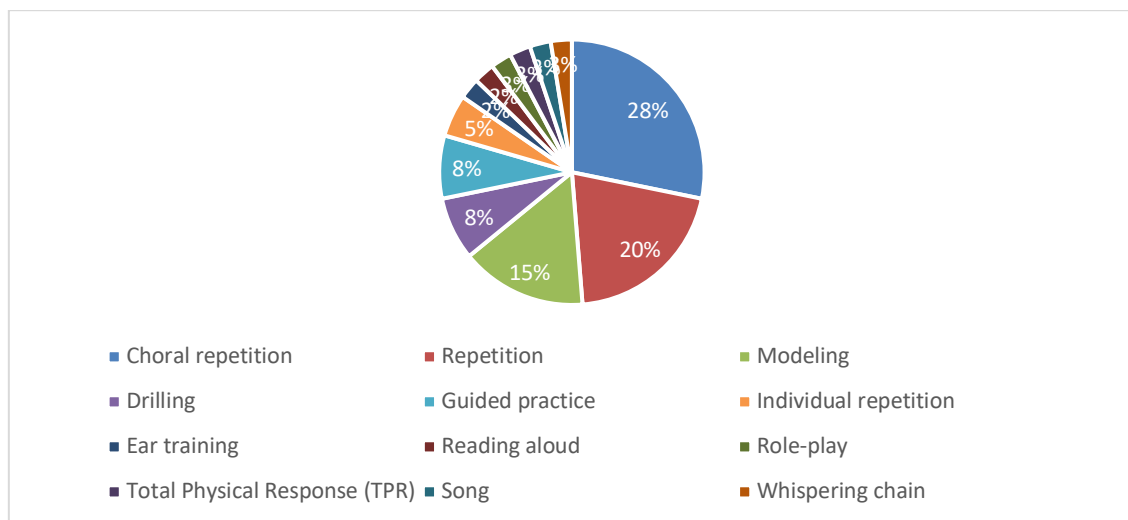

Figure 1. Teaching Technique

This also in line with the findings of Ihsani et al. (2025) who pointed out that drilling and repetition techniques are very effective for the early stages of language acquisition as they help internalize sounds and pronunciation patterns. However, they also emphasized that without explicit and repeated guidance, students tend to forget the correct pronunciation quickly - a phenomenon also expressed by teachers in this study. Thus, the use of this technique should be combined with additional strategies such as direct feedback, prosody modeling, and phonological games.

Furthermore, these findings are in line with the insights of Pokrivčáková (2020), who emphasizes that learners aged 9–11 years benefit from multisensory and kinesthetic learning methods. The absence of Total Physical Response (TPR), singing, or role-playing in most textbook units indicates a pedagogical approach that does not reflect current understanding of child-centered learning. Furthermore, phoneme discrimination and articulation tasks that involve minimal pairs or tongue twisters—recommended by Celce-Murcia et al. (2010)—were entirely absent from the analyzed materials.

Types of Pronunciation Activities and Phonological Focus

The second criteria – phonic subsystem – are disjunctive categories, meaning that each pronunciation activity is categorized exclusively into one type within these criteria. Therefore, they share the same total number of analyzed exercises (N = 30), and the data are represented as a percentage ratio of occurrence across all units. For the phonic subsystem, the results show a dominant focus on segmental features. Of the 30 activities, 28 (93%) target segmental. Only 2 activities (7%) included suprasegmental focus. Segmental activities in the book generally focus on sound-letter recognition, such as practicing the pronunciation of words. However, these tasks are mostly embedded within vocabulary sections or dialogues, with minimal explicit instruction on pronunciation features. Suprasegmental elements such as word stress and intonation patterns are rarely addressed, and there are no explicit tasks focused on rhythm or sentence stress. Moreover, Levis (2022) argues that suprasegmental features are often the main contributors to intelligibility breakdowns among EFL speakers. For example, inappropriate word stress may cause listeners to misunderstand otherwise accurate words. The lack of suprasegmental instruction in *My Next Words* therefore presents a serious limitation in helping learners achieve comprehensible and natural spoken English. Integrating rhythm-based chants, clapping for stressed syllables, and modeling intonation curves would help students develop a more holistic phonological competence.
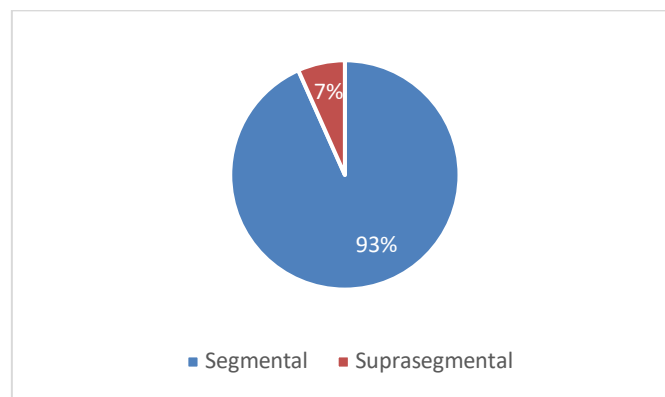

Figure 2. Phonic subsystem

Another important aspect identified was the form of classroom work suggested for pronunciation activities. Similar to the first criterion, the task format also included in the conjunctive category. Analysis showed that most pronunciation tasks were designed for whole-class learning, appearing in 24 out of 30 activities (63%). Activities requiring individual responses appeared in 4 tasks (11%), while group work appeared in 7 (18%) tasks, and pair work appeared 3 times (8%) in tasks.
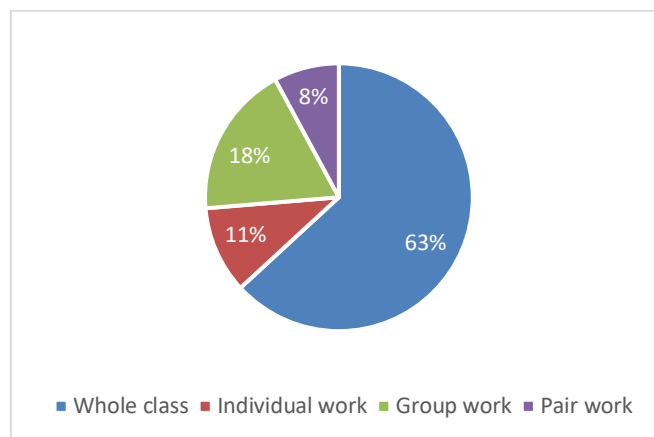

Figure 3. Form of work

Teacher Perceptions and Implementation Challenges

Teachers using the Grade 5 My Next Words textbook were interviewed to understand their perceptions, classroom implementation, and challenges in teaching pronunciation using this textbook. Teacher A, who has been using the textbook for approximately eight months, and Teacher B, who has almost two years of experience using the same textbook, both provided insights into how the material is implemented in their classrooms.

All the teachers agreed that the textbook provided some assistance in teaching pronunciation, but only when supported by teacher modeling. For instance, Teacher A stated:

"Yes, the book helps as long as I give an example first. But it doesn't have phonetic transcription or direct guidance."

Similarly, Teacher B mentioned that while the book includes repeat-after-teacher cues, it lacks direct instruction:

"There's no clear guide on how to teach pronunciation. Most activities are implied."

The teachers reported relying heavily on techniques such as listen and repeat, read aloud, and modeling. Interactive strategies such as games or peer feedback were self-initiated modifications, not present in the textbook. For example, Teacher A shared her strategy:

"I added a guessing game for words; whoever guesses the word correctly first gets a star. That makes the learning process more fun."

The main challenges are student retention and consistency. Teacher A observed:

"Students often forget the correct pronunciation after a few days. The teacher has to repeat and correct them every time."

Meanwhile, Teacher B noted time constraints and unfamiliarity as major obstacles:

"There are no major difficulties, just limited time and the fact that students are not used to the sounds."

Interviews also delved into how teachers adapt or add supplements to textbook content to meet students' needs. They suggested adding phonetic symbols, multimedia resources, and clearer instructions. They emphasized the importance of more engaging and easy-to-implement pronunciation activities. These findings are in line with the research by Ihsani et al. (2025), which showed that students benefited from pronunciation tasks accompanied by visual support and direct feedback. Their study reported that 93% of students felt more confident in pronouncing English words after structured repetition exercises supported by visual aids, and that retention rates increased when these activities were combined with familiar contexts or games. These findings highlight missed opportunities in current textbook design, which has not provided direct links to supporting audio/video media or interactive reinforcement.

Discussion

The findings of this study revealed that most of the pronunciation teaching in the My Next Words Grade 5 textbook was delivered through teacher-led mechanical techniques, with little application of communicative strategies or suprasegmental focus. The most frequently used teaching techniques—choral repetition, repetition, and modeling—are used in most units. This is consistent with Kusmaryati's (2020) study that pronunciation exercises in English textbooks for elementary school students in Indonesia are generally mechanical and rarely integrated into meaningful communication contexts. A familiar pattern is seen in these findings.

These results are also in line with Topal (2022), who found that Turkish elementary school textbooks contain almost no pronunciation material, and even when they do, the activities are limited and uncommunicative, with an emphasis on description and analysis rather than communicative practice. Similarly, in the current study, teachers reported that pronunciation activities in My Next Words are implicit, mostly appearing through songs, dialogues, or vocabulary lists, rather than being taught directly with clear instructional objectives. For example, although the

Student Book contains phrases such as "Let's play" or "Look and say," these phrases are not accompanied by pronunciation objectives or detailed instructions.

The limited attention to suprasegmental features such as intonation, stress, and rhythm—identified only twice throughout the textbook—raises concern. As emphasized by Celce-Murcia et al. (2010) and Kelly (2000), suprasegmentals are essential for intelligibility and naturalness in speech. Their underrepresentation suggests a gap in aligning with communicative pronunciation pedagogy, especially considering the age group (9–11 years), which still benefits from exposure to prosodic features through auditory and kinesthetic input (Cameron, 2001; Moon, 2000). Levis (2022) also emphasized that suprasegmental features such as intonation and rhythm have a greater influence on intelligibility than segmental features. The lack of focus on this aspect in the My Next Words book suggests that the material design still leans toward a traditional approach that focuses on individual sounds rather than on actual spoken communication. In fact, engaging students in prosodic patterns from an early age can improve their ability to understand and be understood in everyday communication.

Moreover, the dominance of whole-class instruction (24 out of 30 activities) and the rare use of pair or group work aligns with the findings of Amaliawati et al. (2024), who concluded that speaking tasks in the same textbook lack flexibility and learner autonomy. This instructional mode potentially limits opportunities for peer interaction, collaborative pronunciation practice, and differentiated instruction, all of which are important for developing pronunciation fluency and confidence in young learners (Derwing & Munro, 2005; Pinter, 2011).

In this study, teachers' perspectives were crucial in confirming the textbook data. Teachers recognized that although textbooks provided basic pronunciation instructions, they often needed to supplement the content, particularly due to the lack of phonetic transcription, audio assistance, and organized explanations. This is in line with the findings of Millard and Hirano (2020), who state that in situations where teachers do not have professional pronunciation training, textbooks should play a greater role in guiding learning. The obstacles described by teachers in this research are consistent with broader global findings on pronunciation development. For example, Gao (2025) found that in Chinese ELT textbooks, pronunciation is often integrated into listening and speaking tasks without explicit instructions or phonetic transcription, similar to what Indonesian teachers observed in My Next Words.

The findings of this study are in line with the analysis conducted by Gao (2025), who found that pronunciation instruction (PI) activities are generally integrated into listening and speaking activities, rather than being an explicit independent component. Although most of the textbook series support the importance of phonics as an initial method for teaching pronunciation, representation of the phonetic alphabet remains minimal. Interestingly, the approach suggested in the textbooks is more bottom-up through observation and repeated exposure than direct instruction. This illustrates that the lack of explicit teaching techniques in textbooks is not a local phenomenon, but occurs in international educational contexts.

Meanwhile, a study by Darcy et al. (2021) showed that integrating pronunciation into the regular curriculum can yield significant benefits for student comprehension, especially when designed in a planned manner and integrated into the course material. Her research showed that classes integrating pronunciation focus allocated nearly ten times more time to this aspect than classes without a pronunciation focus. In the Indonesian context, these results suggest that integrating pronunciation into communication-based tasks in textbooks like My Next Words could be a much-needed strategy, given that most activities found in textbooks are still mechanical.

Furthermore, Campbell's (2020) study of kindergarten teachers showed that teachers' reliance on play-based approaches influenced their decision not to use commercial phonics programs. Teachers tended to embed phonics contextually in daily activities rather than using a formal drill approach. This finding is relevant to the interview observations in this study, where teachers felt the need to add games, visual aids, and contextual approaches to make pronunciation teaching more engaging. This tendency to creatively modify materials indicates a gap between textbook content and teachers' beliefs about teaching practices.

Brown (2021) emphasized the importance of integrating segmental and suprasegmental aspects through communicative and multisensory approaches, such as rhymes, role-plays, and communicative minimal pair tasks. These elements are largely absent from My Next Words, indicating the need for enrichment of materials and teacher training based on more varied and participatory pronunciation teaching techniques. This insight highlights the urgent need for a more

integrated pronunciation pedagogy that balances explicit instruction with interactive strategies—especially in textbooks used for young learners, such as in elementary EFL contexts in Indonesia.

Although techniques such as drilling and listen and repeat are indeed effective at the initial level, their use needs to be balanced with contextual activities so that learning is not monotonous and more meaningful (Ihsani et al., 2025). Notably, both teachers in the interview highlighted the usefulness of games, songs, and repetition—but these were either teacher-created or vaguely suggested in the Teacher's Guide without clear implementation steps. The creative adaptation by teachers—e.g., guessing games or mimicking exercises—suggests that teachers compensate for the book's limitations. However, such adaptations depend on teacher initiative, time, and pedagogical knowledge, which may not be consistent across schools and regions (Richards, 2001). This indicates the need for technology-based pedagogical reinforcement and more explicit repetition strategies. The findings of Ihsani et al. (2025) confirmed that repetition techniques such as drilling and repetition accompanied by visualization and immediate feedback can strengthen students' phonological understanding. Not only do these strategies help with pronunciation, they also increase students' confidence and understanding of the meaning of words in a broader context.

Another major issue observed is the lack of integration between pronunciation tasks and communicative functions. Although some pronunciation activities are integrated into conversations or vocabulary exercises, these activities are rarely linked to authentic communicative goals such as expressing feelings, requesting information, or responding to real instructions in class. This is problematic because, as emphasized by Nation and Newton (2020), pronunciation learning is more effective when placed in meaningful contexts. Additionally, the absence of task-based pronunciation objectives limits students' opportunities to engage in spontaneous oral interactions, which are essential for developing fluency and intelligibility (Brown, 2021).

Similar to other areas of language learning, the pronunciation covered in the textbook feels somewhat disconnected. Each activity seems to stand alone, without really building on what students have learned before. This approach is incompatible with how we naturally develop pronunciation skills-it is important to revisit sounds and patterns over time to help students remember them better (Celce-Murcia et al., 2010). The teachers who were interviewed also mentioned that students often have difficulty remembering previous sounds because the tasks are so scattered and repetitive. Overall, these observations emphasize the need for a more structured way of teaching pronunciation - one that combines practical communication goals with a clear step-by-step plan to keep learning consistent and engaging.

Therefore, although Novianti and Ambarwati (2023) deemed My Next Words linguistically acceptable, the findings here suggest that pronunciation, as a sub-skill of speaking, requires further improvement in terms of both instructional depth and task variations. Pronunciation exercises that encourage real communication, reflect learner diversity, and support gradual acquisition are lacking. Drawing on these findings, there are several implications for textbook authors and curriculum developers. First, there is an urgent need to balance segmental and suprasegmental instruction by explicitly allocating tasks that build procedural awareness. Second, learning materials should integrate technological tools such as audio/video scaffolds to support effective pronunciation teaching. Finally, pronunciation activities should be integrated into communicative contexts, thereby encouraging their use in real-world situations.

CONCLUSION

This study examined the types of pronunciation activities, teaching techniques, and phonological focus found in the Grade 5 English textbook My Next Words and explored teachers' perceptions of its implementation in the classroom. The analysis revealed that pronunciation instruction in the textbook is dominated by mechanical, teacher-led techniques such as choral repetition, rephrasing, and modeling, with very limited integration of communicative strategies or suprasegmental features. Segmental aspects far outnumber suprasegmental elements, and most activities are designed for whole-class learning. These findings highlight the mismatch between the textbook approach and contemporary principles of pronunciation pedagogy for young learners, which emphasize a balance between accuracy and communicative use, as well as between segmental and suprasegmental instruction. For practical purposes, textbook developers and curriculum designers need to enrich pronunciation content by incorporating interactive, multisensory tasks, and embedding pronunciation into meaningful communication contexts. Teacher training should address how to adapt materials to maintain learner engagement and enhance intelligibility, thereby meeting

students' needs. Further research could extend this analysis to more elementary school textbooks across publishers and regions, or investigate the longitudinal impact of integrating communicative, suprasegmental-focused pronunciation activities in classrooms of young learners.

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