Analysis of Pronunciation Learning Activities in English Class at SDN 060877 through Direct Classroom Observation Techniques

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Abstract: This study analyzes pronunciation learning activities in the English class at SDN 060877 through direct classroom observation techniques. The research aims to understand how teachers organize pronunciation instruction, the strategies applied during learning sessions, and the level of student participation in practicing correct sounds, stress patterns, and intonation. Using a qualitative descriptive approach, data were collected through on-site observations focusing on teaching procedures, interaction patterns, learning media, and students' responses. The findings indicate that pronunciation learning is integrated into reading and speaking activities, where the teacher models sound, guides repetition drills, and provides corrective feedback. Students demonstrate varied levels of confidence, with some actively engaging in pronunciation tasks while others rely heavily on teacher prompts. Environmental factors, such as limited audio-media tools and large class size, affect the intensity and effectiveness of practice sessions. Despite these challenges, classroom interactions show that learners gradually improve their sound accuracy and rhythm through continuous modeling and peer practice. This study concludes that direct observation provides comprehensive insights into real classroom dynamics, revealing both the strengths and areas needing improvement in pronunciation teaching. Recommendations are offered to enhance instructional techniques, learning materials, and student engagement.

Keywords: Classroom Observation; English Learning; Pronunciation; Student Participation; Teaching Strategies.

1. INTRODUCTION

Pronunciation plays a central role in English language learning, especially for young learners at the elementary school level where foundational speaking skills begin to develop. In the Indonesian context, many students encounter challenges in producing accurate English sounds due to differences between the phonological systems of English and Bahasa Indonesia. These challenges often lead to mispronunciations that affect intelligibility and overall communication skills. Schools therefore need effective instructional strategies that expose learners to correct pronunciation models through structured activities. Direct classroom observation becomes an important technique to identify how teachers deliver pronunciation lessons, how students respond, and what classroom dynamics influence the learning outcomes. Understanding these aspects is crucial for designing interventions that improve pronunciation mastery. This study examines pronunciation learning activities in an English class at SDN 060877, aiming to explore teaching techniques, student participation, and learning conditions that shape pronunciation acquisition (Annisa et al., 2022).

Pronunciation difficulties among Indonesian elementary students commonly involve errors in pronouncing vowels, consonants, diphthongs, and stress patterns. These difficulties arise not only from linguistic factors but also from limited exposure to authentic English input,

insufficient practice activities, and the lack of supportive learning media. Direct classroom observation provides opportunities to analyze these aspects within natural learning settings, allowing researchers to see how students articulate sounds, how they imitate teacher models, and how corrective feedback is provided. By observing the actual process, researchers can evaluate whether the techniques used such as drilling, modelling, repetition, and peer practice are effective in addressing students' pronunciation needs. Furthermore, observation helps identify how classroom atmosphere, seating arrangements, and teacher-student interaction shape students' motivation and confidence in speaking English. This perspective strengthens the evaluation of pronunciation learning in real contexts rather than relying solely on students' test results (Cahyaningrum, 2023).

Previous studies show that elementary students often struggle with pronouncing English vocabulary accurately due to limited phonetic awareness and insufficient training in sound discrimination. These challenges become more visible during reading aloud or vocabulary drilling sessions, where students tend to pronounce words based on Indonesian spelling norms rather than English phonetic rules. Such tendencies highlight the need for explicit pronunciation instruction supported by consistent modelling from teachers. Through classroom observation, researchers can identify the types of pronunciation errors students make, including substitutions, deletions, and distortions, and how frequently these errors occur during learning activities. Observing real-time classroom interactions also reveals whether teachers address these errors systematically or incidentally, and how students respond to correction. Understanding these patterns helps determine the effectiveness of existing instructional practices and highlights areas for improvement in teaching methodology, media use, and student engagement techniques (Febriani, 2023).

Teacher strategies play a vital role in shaping students' pronunciation development. Some teachers attempt to integrate pronunciation teaching with other language components such as vocabulary, speaking, and reading activities, while others apply specific phonetic training methods. Classroom observation provides direct insights into how teachers utilize techniques like sound modelling, articulation demonstrations, tongue twisters, phonetic drills, and audiovisual media. These techniques influence the extent to which students gain exposure to correct sounds and practice producing them. Moreover, observation helps reveal whether teachers use culturally relevant resources or innovative approaches to address students' needs. Factors such as class size, time allocation, and the availability of teaching aids also affect the implementation of pronunciation instruction. Therefore, analyzing classroom practices through observation enables a comprehensive understanding of how pronunciation learning is enacted

in real school environments and what improvements can be introduced to enhance student learning outcomes (Gusdian et al., 2022).

Student participation serves as an important indicator of the effectiveness of pronunciation learning activities. Some students actively engage in repeating sounds, practicing vocabulary, or responding to teacher prompts, while others participate minimally due to shyness, lack of confidence, or difficulty producing certain sounds. Classroom observation allows researchers to capture these participation patterns and analyze how teacher guidance, peer support, and classroom atmosphere influence students' willingness to speak. Observing real interactions also highlights the challenges faced by students during pronunciation tasks, such as difficulty distinguishing similar sounds, limited memory of phonetic forms, or reliance on Indonesian phonology. Understanding these obstacles is essential for designing more supportive learning environments, particularly for young learners who require repeated exposure and encouragement. This study therefore focuses not only on teaching methods but also on students' behavioral responses, which significantly shape pronunciation learning outcomes (Khoirunnisa & Sya, 2023).

Direct classroom observation is an appropriate technique for analyzing pronunciation learning because it presents a holistic picture of the learning process, including teacher preparation, instructional flow, student reactions, and classroom conditions. Unlike test-based evaluations, observation captures spontaneous use of language, natural errors, and genuine communication challenges that students face during lessons. For researchers, this method helps uncover whether pronunciation activities are systematically planned or delivered incidentally, and whether they align with students' developmental needs. It also reveals how learning materials, teaching media, and interaction patterns support or hinder pronunciation acquisition. By focusing on real-time classroom dynamics, this study aims to provide detailed insights into pronunciation instruction practices at SDN 060877 and contribute to the development of more effective approaches for improving young learners' speaking skills. The findings are expected to benefit teachers, curriculum designers, and future researchers working on pronunciation education (Marlina, 2023).

2. LITERATURE REVIEW

The theoretical review in this study focuses on the importance of pronunciation as a core component of English language proficiency, emphasizing its role in enhancing intelligibility, communication effectiveness, and learners' overall linguistic confidence. Pronunciation is widely recognized as an essential aspect of speaking ability, forming the basis for accurate word recognition, stress, rhythm, and intonation patterns that shape meaning in spoken discourse. According to contemporary linguistic theory, pronunciation development is influenced by phonological awareness, exposure, practice frequency, and instructional methods adopted by teachers. Various pedagogical approaches such as audio-lingual repetition, articulatory training, tongue-twisters, and multimedia-assisted instruction play significant roles in shaping learners' pronunciation accuracy.

The Concept of Pronunciation in EFL Learning

Pronunciation in English as a Foreign Language (EFL) refers to the ability to articulate sounds, stress, rhythm, and intonation patterns accurately so that spoken messages can be understood clearly by listeners. In the Indonesian context, pronunciation becomes a crucial aspect because English phonological features differ significantly from local languages, making it challenging for young learners to develop correct articulation. Effective pronunciation instruction requires systematic exposure to accurate sound models combined with meaningful practice. Theoretical perspectives highlight that learner need to develop both segmental features, such as vowels and consonants, and suprasegmental features like stress and intonation to achieve intelligible communication. These components contribute to overall oral fluency and become a foundation for more advanced speaking competence as learners progress through school levels (Annisa, et al., 2022).

Segmental and Suprasegmental Features

Segmental features refer to individual sounds or phonemes, including vowels, consonants, diphthongs, and clusters that form the basic units of spoken language. For Indonesian learners, segmental issues often arise because English uses richer phonemic variations that do not exist in Bahasa Indonesia, such as the /θ/ and /ð/ sounds or distinctions between short and long vowels. Phonological theories emphasize the importance of accurate phoneme identification because segmental errors often lead to misunderstandings in communication. Teaching segmental features requires structured techniques such as modelling, drilling, and sound discrimination practice. These approaches help learners recognize and internalize phonemic contrasts that are essential for intelligible speech. When teachers

incorporate visual-auditory cues and repeated imitation, students gain better awareness of how English sounds differ from their native language (Febriani, 2023).

Pronunciation Teaching Strategies

Teaching pronunciation effectively requires a combination of methods tailored to the needs and developmental levels of young learners. Theoretical perspectives highlight the importance of inductive and deductive approaches, where teachers either allow learners to discover pronunciation patterns through exposure or explain sound rules explicitly before practice. Common strategies include modelling, echo reading, drilling, phonetic demonstration, minimal pair exercises, and contextualized speaking tasks. These techniques provide opportunities for learners to repeatedly hear and produce target sounds, allowing them to internalize correct articulation. Teachers also need to provide immediate corrective feedback to prevent fossilization of errors. The success of pronunciation instruction depends on how systematically these strategies are implemented in daily classroom activities (Huda, 2024).

Learning Media for Pronunciation Development

Pronunciation learning is strongly influenced by the types of media used in classroom instruction. Theoretical frameworks emphasize the importance of multisensory learning, where students engage auditory, visual, and kinesthetic channels to reinforce sound recognition and production. Audio media, such as recordings, songs, or pronunciation videos, provide students with consistent exposure to native-like models. Visual media, including phonetic charts, mouth diagrams, and flashcards, help learners understand how sounds are formed. These tools are particularly effective for young learners who benefit from concrete representations of abstract phonological concepts. When teachers integrate appropriate media, pronunciation activities become more engaging and comprehensible, supporting learners' overall speaking development (Mukarrama et al., 2025).

Classroom Interaction and Learner Participation

Pronunciation learning is deeply shaped by classroom interaction patterns, particularly how teachers communicate with students and create opportunities for speaking practice. Interactional theories suggest that learners acquire better pronunciation skills when they participate actively in dialogue rather than passively listening. Teachers play a crucial role in facilitating turn-taking, providing prompts, and encouraging students to produce sounds in various contexts. Supportive interactions can increase learners' confidence, especially for young students who may feel shy or insecure about their pronunciation. Classroom observation reveals how teachers manage interaction patterns during pronunciation activities and whether

students are given equal opportunities to practice. These findings highlight the importance of structured yet flexible teaching procedures that maximize oral production (Puspita et a., 2023).

3. RESEARCH METHOD

This research method employs a qualitative descriptive approach aimed at providing a detailed and factual account of pronunciation learning activities in the classroom. The study focuses on capturing natural classroom events without manipulating the learning environment, allowing the researcher to observe how teachers implement pronunciation instruction and how students respond during learning sessions. Data were collected through direct, non-participant classroom observation, emphasizing teaching procedures, interaction patterns, types of instructional materials, and student engagement in practicing sounds, stress, and intonation. The qualitative descriptive method was chosen because it enables a comprehensive interpretation of real-time classroom dynamics and highlights the authenticity of the teaching-learning process. All observational notes were analyzed by identifying recurring patterns, instructional strategies used by the teacher, and student behaviors that emerged during pronunciation activities. This approach supports an in-depth understanding of the strengths and limitations of the instructional practices observed, offering a clear picture of how pronunciation learning is actually carried out in the school setting.

4. RESULT AND DISCUSSION

The results of this study indicate that the instructional materials introduced to learners played a crucial role in shaping their understanding of English pronunciation features. The material emphasized foundational phonemes, common consonant and vowel contrasts, and introductory stress patterns, which helped learners differentiate between frequently confused sounds. The content was structured using simple examples, clear illustrations, and repetitive practice activities that aligned with the learners' developmental stages. Through guided modeling provided by teachers, students were able to practice producing sounds accurately while observing correct mouth movements, which is consistent with phonetic learning theory. The materials also incorporated short, meaningful vocabulary items and simple sentences, allowing learners to apply pronunciation concepts in context rather than in isolation. This approach provided early exposure to authentic spoken English patterns, making the learning more relatable and effective.

Further discussion highlights that student responded more positively to materials that integrated visual, auditory, and kinesthetic components, indicating that multimodal design played a substantial role in increasing engagement and comprehension. Learners showed improved confidence when practicing pronunciation through structured activities such as choral repetition, role-play, and sound discrimination tasks included in the materials. The teacher's integration of interactive elements such as pronunciation games and short verbal challenges also contributed to sustaining motivation and reducing anxiety commonly associated with speaking tasks. The results suggest that well-designed instructional materials can create a supportive classroom environment that encourages experimentation with English sounds. Overall, the findings underscore that instructional material, when aligned with learners' phonological needs and cognitive readiness, can significantly support the development of accurate and intelligible pronunciation skills.

DISCUSSION

Table 1. Observation of Teacher's Pronunciation Instruction Techniques.

No.	Instruction Technique	Classroom Application	Observation Notes
1	Modeling sounds	Teacher demonstrates target sounds	Students repeat after the teacher
2	Repetition drills	Repeating words several times	Helps reinforce sound accuracy
3	Phonetic explanation	Showing mouth movement	Enhances learners' articulation awareness
4	Guided reading	Teacher leads students through texts	Encourages natural pronunciation flow
5	Corrective feedback	Teacher corrects mispronunciations	Students adjust and retry

The observation of pronunciation instruction techniques shows that the teacher consistently applied structured approaches that align with foundational principles of pronunciation teaching. Modeling sounds formed the primary strategy, where the teacher produced clear target sounds and required students to imitate them immediately. This approach allowed learners to hear accurate phonological input while giving them opportunities to practice in short, manageable repetitions. Repetition drills supported this process by helping students internalize articulation patterns through repeated verbal practice. Additionally, the use of phonetic explanations, including visual cues and mouth-shape demonstration, helped learners understand how specific sounds are physically produced. Through this combination, students were exposed to both auditory and visual components of pronunciation learning, enabling more comprehensive sound acquisition during classroom activities.

Guided reading played a significant role because it placed pronunciation practice within meaningful language contexts. Instead of practicing isolated words alone, students were encouraged to read sentences and short passages, allowing them to develop rhythm, stress, and intonation naturally. Throughout these activities, the teacher integrated immediate corrective

feedback, enabling learners to adjust mispronounced sounds instantly. This direct correction prevented fossilization and ensured that students became aware of common errors as they occurred. Observation shows that students responded positively to this technique because it offered clear guidance and learning reassurance. The consistent application of these techniques suggests that pronunciation instruction at SDN 060877 has a structured foundation that supports the development of segmental and suprasegmental features. The interplay between modeling, drilling, explanation, and feedback forms a cohesive instructional pattern that encourages ongoing improvement.

Table 2. Student Engagement in Pronunciation Activities.

No.	Engagement Aspect	Observation Description	Classroom Indicators
1	Participation	Students respond verbally	High response frequency
2	Confidence	Students attempt difficult words	Reduced hesitation
3	Attention	Students focus during modeling	Few distractions
4	Interaction	Students practice in pairs	Collaborative speaking
5	Motivation	Students show enthusiasm	Active volunteering

Student engagement during pronunciation activities reflects a supportive learning atmosphere where learners actively participated in sound production. The majority of students demonstrated consistent verbal participation, especially during repetition and guided reading segments. Their willingness to attempt challenging words indicated growing confidence, likely influenced by the teacher's corrective feedback and encouraging tone. Students remained attentive during modeling phases, showing minimal distraction and maintaining eye contact with the teacher when sounds were demonstrated. Pair interaction also proved effective, as learners practiced together, supporting each other in pronouncing unfamiliar words. This form of collaborative engagement helped reduce anxiety and promoted a sense of shared learning responsibility within the classroom.

Motivation emerged as a strong driver of student participation because the classroom activities were interactive and varied. Learners frequently volunteered to read aloud or participate in pronunciation tasks, suggesting that the instructional strategies successfully captured their interest. Simple yet engaging tasks such as choral repetition, word-recognition challenges, and short pronunciation games reinforced positive attitudes toward learning English sounds. Observation indicates that students benefited from opportunities to test their pronunciation in both individual and group contexts. The supportive peer interactions contributed to a noticeable increase in learner confidence, while teacher-led modeling ensured that students received accurate auditory input. This combination of factors strengthened the

overall learning environment and emphasized the importance of student engagement in successful pronunciation development.

Table 3. Learning Materials Used for Pronunciation Activities.

No.	Material Type	Description	Classroom Use
1	Word lists	Vocabulary focused on target sounds	Used for drilling sessions
2	Short texts	Simple reading passages	Used in guided reading
3	Flashcards	Visual cues for difficult sounds	Used for recognition activities
4	Tongue twisters	Sound-focused phrases	Used to develop fluency
5	Phonetic charts	Mouth-shape diagrams	Used for sound explanation

The learning materials observed in the classroom reflect a balanced combination of visual, auditory, and textual resources designed to support pronunciation development. Word lists provided structured vocabulary inputs, allowing students to practice specific phonemes within familiar lexical categories. Short texts supplemented this by giving learners opportunities to apply pronunciation features in meaningful reading contexts. Flashcards proved helpful for reinforcing visual associations with difficult sounds, especially those not present in the Indonesian phonetic system. These visual tools helped students remember how to shape their mouths for particular sounds, making them essential for early pronunciation training. The materials used showed clear alignment with age-appropriate learning principles for young learners.

Tongue twisters and phonetic charts contributed significantly to refining students' articulation and fluency. Tongue twisters served as enjoyable, challenge-based activities that motivated learners to repeat difficult sound combinations more quickly and accurately. This method encouraged muscle memory development and increased students' comfort when producing unfamiliar phonemes. Phonetic charts played a crucial explanatory role by visually presenting the mouth and tongue positions required for certain sounds. Through these materials, learners were able to understand pronunciation not just through repetition but also through conceptual recognition of how sounds are physically formed. The integration of multiple resource types showed that the teacher intentionally blended different modalities to ensure that students received comprehensive exposure to pronunciation concepts.

Table 4. Classroom Interaction Patterns in Pronunciation Learning.

No.	Interaction Type	Description	Classroom Evidence
1	Teacher–student	Direct modeling and correction	Students repeat and adjust
2	Student–student	Pair and group practice	Peer collaboration
3	Choral response	Whole-class repetition	Unified sound production
4	Individual practice	Students read aloud alone	Pronunciation evaluation
5	Feedback exchange	Teacher provides targeted input	Students refine articulation

Classroom interaction patterns revealed a wide range of communication structures that supported active pronunciation development. Teacher-student interaction dominated the initial phases of each activity, especially during modeling and correction. This established a foundational sound model that guided students as they moved into pair or group work. Student-student interaction allowed learners to collaborate, compare pronunciations, and support each other's learning. The use of choral responses created a unified sound environment where all students practiced together, reducing anxiety and increasing collective confidence. Individual practice ensured that each student had opportunities to demonstrate pronunciation skills independently, enabling the teacher to observe their progress more closely.

The feedback exchange between teacher and students played a critical role in shaping students' pronunciation accuracy. The teacher provided clear, constructive comments on articulation, stress, and intonation, helping students refine their output during practice. This immediate corrective feedback prevented repeated errors and encouraged learners to self-monitor their pronunciation. Students responded positively, showing visible attempts to adjust their articulation after receiving input. These varied interaction patterns created a dynamic classroom environment where pronunciation learning occurred through guidance, collaboration, and individual performance. The balance between whole-class, pair, and individual activities contributed to stronger engagement and a deeper understanding of pronunciation concepts among young learners.

5. CONCLUSION

This conclusion highlights that pronunciation learning activities in the English class at SDN 060877 are shaped by a combination of teacher-led modeling, guided repetition, corrective feedback, and student participation within naturally occurring classroom interactions. The observation results show that pronunciation instruction is embedded in broader speaking and reading tasks, allowing students to practice sounds, stress patterns, and intonation in meaningful contexts. Although various challenges exist such as limited audio media, uneven student confidence, and large class size the overall learning environment supports gradual improvement in learners' pronunciation accuracy. The findings suggest that enhancing instructional strategies, providing richer learning materials, and strengthening student engagement could further optimize pronunciation outcomes. Therefore, the study emphasizes the importance of continuous teacher innovation and supportive classroom practices to ensure that pronunciation learning becomes more effective, interactive, and aligned with students' needs.

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