

Teaching Phonetics and Pronunciation in ELT: How Important and Which One to be Taught?

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Abstract: There are several branches of linguistics, one of them is phonetics. Phonetics is one of the most important parts of linguistics in learning a language, especially in speaking skill. This article explores the significance of teaching phonetics and pronunciation in English language teaching (ELT). This article use literature review as the method of research. This research delves into the reasons why these aspects are crucial for effective communication and language acquisition. The article provides insights into the most effective methods and strategies for teaching these skills, including drill method, audio lingual method (ALM) and realia. Moreover, phonetic training; reading aloud; listening and repeating; rhymes and verses; rules and instructions; awareness-raising activities; spelling and dictation and ear training also can be used in teaching phonetics and pronunciation. Ultimately, the article aims to highlight the importance of incorporating phonetics and pronunciation instruction into ELT programs to ensure that learners develop accurate and fluent speaking skills.

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Introduction

Language is a bond that connects a person with others. It is the tool to communicate each other. It also brings their culture in their language. The study of language has always played an important role in human history. Humans have tried to know their language, know how the sounds of speech relate to meaning when they speak or write Khansir & Pakdel (2016). While linguistics is the study of the language. Cunningham (2015) explain that linguistics is a science that studies human language and its origins, it also tries to describe and analyse it in a way that is clear and easy to understand. There are several branches of linguistics, one of them is phonetics. Phonetics is one of the most important parts of linguistics in learning a language, especially in speaking skill. Yule (2017) stated that phonetics is the general study of the characteristics of speech sounds. Phonetics is a field of linguistics that studies the sounds of a language without paying attention to whether the sound has a function as a differentiator of meaning or not.

To be good in speaking, the learners need to learn how the words pronounce. Pronunciation is a way of saying or reciting a vocabulary in English, Pronunciation is directly related to speaking. According to Gilakjani & Sabouri (2016) pronunciation is “the way of producing the sounds that are used to make meaning when speakers speak, it involves

consonants and vowels of a language (segments), features of speech beyond the level of the individual segments, like stress, timing, rhythm, intonation, phrasing (suprasegmental features), and how the voice is described (voice quality)". (2016: 967). Additionally, to be able in pronounce the words well, the language learners need to understand and practice well about phonetics. In this paper, the writer will discuss about phonetics and pronunciation in English language learning. In addition, the author will also discuss several learning methods that can be used in learning phonetic and pronunciation in English language learning.

Method

This research uses the literature research method which is one of the approaches used to collect, organize, and analyze available information from various written sources. Ramdhani et al. (2014) explains a literature review is a critical analysis of scholarly literature that provides an overview, summary, and evaluation of existing knowledge on a given topic. This research method is used to examine theories, concepts, and results of previous research related to the teaching of phonetics and pronunciation in English Language Teaching or (ELT) Through the literature research method, researchers can provide a comprehensive perspective on the importance of phonetic and pronunciation teaching in ELT and suggest which approach is the most effective to teach based on theoretical studies and existing research results.

Result and Discussion

Language and Linguistics

Language is something we use to communicate with each other. It's something we all know and understand. Humans are interested in learning and deepening their knowledge of language. Language is a way of communicating with other people and sharing each other culture Khansir & Pakdel (2016). Furthermore Khansir & Pakdel (2016), said that language is an important subject that has been studied by people for many years, they have tried to figure out how the sounds of speech relate to the meaning of words when they talk or write.

Today, English is the most spoken language in the world. There are a lot of English-speaking countries around the world. English is a language that has been used by many people all over the world for communication. This includes listening to broadcasts, reading news, magazines, newspapers or books, and traveling to other parts of the world. English is often used by non-native speakers to solve social, commercial, educational, and official problems.

Linguistics is the study of the language we use. It is the study of language origins and development. This is also a study of the language of people in general. Linguistics looks at language as a universal part of human behaviour that is recognizable everywhere (Cunningham, 2015). Furthermore, Cunningham (2015) explain that linguistics is a science that studies human language and its origins, it also tries to describe and analyse it in a way that is clear and easy to understand. There are several branches of linguistics, one of them is phonetics. Phonetics is very important part of linguistics in learning a language, especially in speaking.

What is Phonetics?

In Indonesia, English is as a Foreign Language so the students who learn English is an EFL Students. Most of the students in Indonesia get their English in Junior High School. However, there are some students who get English in young age, some of them get if from their families, others from the elementary schools. The elementary schools that teach English are usually a private school.

Phonetics is one of the branches in Linguistics. It is an important part in language learning, especially learning English for EFL students. Yule (2017) stated that phonetics is “the general study of the characteristics of speech sounds”. Phonetics is a field of linguistics that studies the sounds of a language without paying attention to whether the sound has a function as a differentiator of meaning or not.

Then, according to the order of the process of occurrence of the sounds of that language, it is distinguished that there are three types of phonetics, articulatorily phonetics, acoustic phonetics and auditory phonetics. Furthermore, Yule (2017) explain that “Our main interest will be in articulatory phonetics, which is the study of how speech sounds are made, or articulated. Other areas of study are acoustic phonetics, which deals with the physical properties of speech as sound waves in the air, and auditory phonetics (or perceptual phonetics), which deals with the perception, via the ear, of speech sounds”.

What is Pronunciation?

Pronunciation is a way of saying or reciting a vocabulary in English, Pronunciation is directly related to speaking. According to Gilakjani & Sabouri (2016), pronunciation is “the way of producing the sounds that are used to make meaning when speakers speak, it involves consonants and vowels of a language (segments), features of speech beyond the level of the individual segments, like stress, timing, rhythm, intonation, phrasing (suprasegmental features), and how the voice is described (voice quality)”.

Learning how to correctly pronounce words is the foundation of pronunciation. It is essential to comprehend that the alphabetical transcription of spoken language sounds is the source of spelling. Because of multiple factors, articulation changes over the long haul in all dialects; But spelling can be resistant to change. According to Rao (2018), students of English need to be aware that words from other languages can be used without being adapted to the spelling system, and that words with different meanings or homophones can be spelled differently on purpose. Furthermore, Rao (2018) mention that the letters of the alphabet never accurately represent English sounds, the letter a can be heard making a variety of sounds, including "*mat, path, quiet, any, height, and watch.*" In order to comprehend elocution and the planned spelling of English words, excellent documentation, such as IPA images, is required.

Phonetics Symbol

Phonetics symbol is actually more about the science that discusses and explains how a sound can be formed. In another sense, it is more likely to point to the part of our body that can make sounds. In addition, phonetic symbols in English are sounds that come from words that we pronounce using English. Then we will pour it in the form of a piece of writing.

If we learn the phonetics of symbols in English, then it will relate to the IPA or the International Phonetic Alphabet. IPA is a symbol system that we can use in the pronunciation of words of any language. So, when we have mastered the symbols in the IPA, then we can also read a wide variety of languages around the world. Although basically we don't understand of these symbols. Here is the table of IPA based on International Phonetic Association (2015).

Tabel 1.

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

CONSONANTS (PULMONIC) © 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

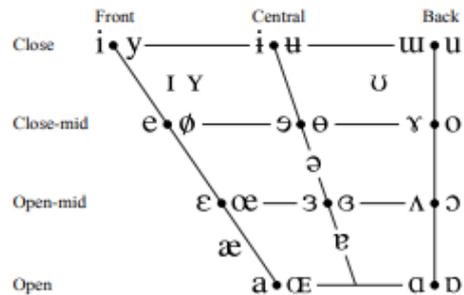
CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ Bilabial	ɓ Bilabial	ʼ Examples:
Dental	ɗ Dental/alveolar	pʼ Bilabial
! (Post)alveolar	ɟ Palatal	tʼ Dental/alveolar
≠ Palatoalveolar	ɠ Velar	kʼ Velar
Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative

OTHER SYMBOLS

ʍ Voiceless labial-velar fricative	ç ʒ Alveolo-palatal fricatives
ʋ Voiced labial-velar approximant	ɭ Voiced alveolar lateral flap
ɥ Voiced labial-palatal approximant	ɥ Simultaneous ʃ and x
ħ Voiceless epiglottal fricative	
ʕ Voiced epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
ʡ Epiglottal plosive	

VOWELS



SUPRASEGMENTALS

- ˈ Primary stress
- ˌ Secondary stress
- ː Long
- ˑ Half-long
- ◌̥ Extra-short
- ◌̥̥ Minor (foot) group
- ◌̥̥̥ Major (intonation) group
- ◌̥̥̥̥ Syllable break
- ◌̥̥̥̥̥ Linking (absence of a break)

TONES AND WORD ACCENTS

LEVEL	CONTOUR
ẽ or ˥ Extra high	ẽ or ˨ Rising
é ˥ High	ẽ ˨ Falling
ē ˨ Mid	ẽ ˨ High rising
è ˨ Low	ẽ ˨ Low rising
ẽ̃ ˨ Extra low	ẽ ˨ Rising-falling
˥ Downstep	↗ Global rise
˥ Upstep	↘ Global fall

DIACRITICS Some diacritics may be placed above a symbol with a descender, e.g. ɲ̥

◌̥ Voiceless	◌̥̥ Breathy voiced	◌̥̥̥ Dental
◌̥̥ Voiced	◌̥̥̥ Creaky voiced	◌̥̥̥̥ Apical
◌̥̥̥ Aspirated	◌̥̥̥̥ Linguolabial	◌̥̥̥̥̥ Laminar
◌̥̥̥̥ More rounded	◌̥̥̥̥̥ Labialized	◌̥̥̥̥̥̥ Nasalized
◌̥̥̥̥̥ Less rounded	◌̥̥̥̥̥̥ Palatalized	◌̥̥̥̥̥̥̥ Nasal release
◌̥̥̥̥̥̥ Advanced	◌̥̥̥̥̥̥̥ Velarized	◌̥̥̥̥̥̥̥̥ Lateral release
◌̥̥̥̥̥̥̥ Retracted	◌̥̥̥̥̥̥̥̥ Pharyngealized	◌̥̥̥̥̥̥̥̥̥ No audible release
◌̥̥̥̥̥̥̥̥ Centralized	◌̥̥̥̥̥̥̥̥̥ Velarized or pharyngealized	
◌̥̥̥̥̥̥̥̥̥ Mid-centralized	◌̥̥̥̥̥̥̥̥̥̥ Raised	
◌̥̥̥̥̥̥̥̥̥̥ Syllabic	◌̥̥̥̥̥̥̥̥̥̥̥ Lowered	
◌̥̥̥̥̥̥̥̥̥̥̥ Non-syllabic	◌̥̥̥̥̥̥̥̥̥̥̥̥ Advanced Tongue Root	
◌̥̥̥̥̥̥̥̥̥̥̥̥ Rhoticity	◌̥̥̥̥̥̥̥̥̥̥̥̥̥ Retracted Tongue Root	

Sources: <http://www.internationalphoneticassociation.org/content/ipa-chart>

Phonetics in English Language Teaching

In general, the study of English literature relies heavily on Phonetics. The significance of phonetics in teaching English literature to students of English as a foreign or second language is a topic of debate among English language teachers Shende (2022). Furthermore, Shende (2022) responded to this question is that the principal issue that defies the

English student in his work to become familiar with a talking - information on English language as his unfamiliar or second language is its elocution. A student of English must either be able to recognize the sound system of the language as uttered by an English native speaker or be able to produce them in such a way that an English native speaker can understand them before beginning any part of the vocabulary or grammar of the language. Phonetics play a crucial role in any classroom of language literature in today's educational system of language literature. A person who learns English needs to be able to use it for many different things.

A language learner needs to know about language skill, background knowledge, and phonetic comprehension to be able to read and write in the target language both inside and outside of the classroom. The phonetic systems in the classroom should be made clear to English teacher. In other words, helping learners comprehend the sounds of the English language is a component of the English teacher's role. It might be challenging for language learners to use the foreign voice system. Every language has its own unique sounds system, and some of the sounds in English are unique from other languages. The sound system of this language should be known to learners since this is one of the greatest ways to educate them. It is the responsibility of English teachers to correct their students' pronunciations and guide them in doing so.

The Important of Pronunciation in English Language Teaching

When speaking in English, pronunciation is one of the aspects that will be assessed by the interlocutor. Especially if we are talking to people who use English as a mother tongue or native speakers. Maji et al. (2022) explains that to be proficient speakers, students need to master three key areas of knowledge. These include: (1) the linguistic elements like pronunciation, grammar, and vocabulary; (2) the functions of language, such as transactional and interpersonal communication; and (3) sociocultural norms that govern speaking, such as turn-taking, speaking speed, pauses, roles, and understanding the context of the conversation. This means that pronunciation is one of the first impressions that the interlocutor will capture when starting a conversation in English with us. So, when speaking in English, it's not only our ability to use good vocabulary that will get attention. However, how we pronounce it is also an important aspect that we should pay attention to. Therefore, we must be able to enrich our English vocabulary that we have with the ability to pronounce each word well. That's way, others will feel comfortable to communicate with us.

Speaking in English using proper pronunciation can affect good relationships with others. How can it be? When we cannot pronounce English properly and correctly, other people who talk to us may be confused. The reason is, they may have difficulty understanding what we want to convey. Therefore, on other occasions, the person may become reluctant to talk to you. Of course, we don't want to be avoided by others just because we cannot speak well, right?

We need to learn pronunciation in English well. That's way, others will be comfortable to communicate with us. There is no need to speak quickly, as long as it is right, others are certainly willing to be patient for us to finish our remarks. According to Gilakjani & Sabouri (2016), good pronunciation offers a crucial confidence for speaker, it is not the same as "native-

like" pronunciation. If a learner attempts to talk precisely like a native speaker, he will quickly get dissatisfied because this is not a realistic goal of learning pronunciation.

From the explanation above, now we know that pronunciation when communicating in English is important. With proper pronunciation, every word we say can be effectively used when having conversations with others. Then, how to teach pronunciation in English Language teaching, especially for EFL Learner? Then it will be described in the next discussion.

Methods and Techniques that Can be Used to Teach Pronunciation

Drill Method

There are many learning methods that are commonly used, but now the writer will discuss one of the methods, namely the drill method. The drill method is a learning method that emphasizes the mastery of certain abilities or skills through repeated practice activities. These strategies and activities can be employed after a teacher recognises that pronunciation is an important aspect of teaching. There are generally two aspects to teaching pronunciation. One is for teaching receptive skills, while the other is for teaching productive skills. When drill method comes to the listening portion of pronunciation instruction, students are advised to pay close attention to the changes and variances in phonemes and sounds of words from a listening text or sample (Priya & Kumar, 2020).

The more the student listens to the language, the easier it is for the learner to convert information to productive abilities. Various exercises and trainings are necessary to improve the pronunciation of productive talents. The instructor bears a great deal of responsibility in assisting pupils in accurately pronouncing the words. Priya & Kumar (2020) confirm that among the two forms of drilling, choral drilling and individual drilling, the former is frequently applied by teachers to increase confidence in their learners, while the latter is used to assist teachers in analysing the individual results of teaching pronunciation. Drilling at random would keep the class focused. This also helps the student recall that it is a 'long' vowel. Teachers can begin by instructing students on how to apply the phonemic chart, for example. This chart may be used to teach new sounds to students as well as to correct previously learned sounds.

From the explanation above, we know that the drill method has an impact on the development of the learners' pronunciation. As Basuki (2018) mentioned in his research entitled "The Use of Drilling Method in Teaching Phonetic Transcription and Word Stress of Pronunciation Class" that the result indicated that using the drill technique was beneficial in boosting student learning accomplishment from the start of learning to cycles I and II, and eventually satisfied the criteria for success in learning outcomes given in the syllabus. Additionally, Basuki (2018) mentioned his result discussion bellow:

- a. Teaching pronunciation to EFL learners is difficult to plan, and they often overlook it.
- b. To teach pronunciation, a teacher must serve as an excellent role pronunciation model and must constantly point out pupils' pronunciation problems.
- c. EFL students are accustomed to mispronouncing English words. The challenges that occur during TLP pronunciation are one of the most generally acknowledged concerns. When they speak English words, many of them find it difficult. It is caused by a variety of reasons. The factor might be age, phonetic mastery, a lack of training, desire, state of mind, or first language.
- d. Drilling is a more effective and efficient way of teaching pronunciation, particularly to EFL students.

Audio Lingual Method (ALM)

The second learning method that can be used in teaching pronunciation will be discussed in this sub-chapter. The method is Audio Lingual Method. ALM means a method of teaching a foreign language that focused on listening dan speaking first before reading and writing. This technique uses dialogue as the main form of expression language, and practice as a primary class exercise technique. Chakrabarty (2016) claimed that ALM is a method of teaching a language based on its structure or language and the language syllabus, which includes essential issues in phonology, morphology, and syntax, serves as the beginning point. This might be determined in part from a comparison of the contrasts between the native language and the target language. Language is taught in its fundamental structure by systematic attention to pronunciation and intense spoken exercise.

During learning activities, learners are highly recommended to be able to speak with others by practising the conversation provided by the teacher. This method has been shown to increase communication skills. This may be observed in their memory and practise, which immediately develops the language in their heads and becomes their habit. As stated Perdana et al. (2019) in their research which has result as bellow:

- a. Teachers use ALM as the primary tool for teaching pronunciation in the classroom. Personal experience of the teacher is crucial when choosing ALM as a technique of teaching pronunciation.
- b. ALM has numerous advantage and disadvantage when it comes to teaching pronunciation. ALM has the advantage of not requiring modern technology to be used in the classroom.
- c. ALM using the repeated approach of drilling, on the other hand, will quickly bore kids.
- d. Students have good opinions about the use of ALM in teaching pronunciation and recognise that using ALM in the classroom may provide numerous benefits.

Realia

The third learning method that can be used in teaching pronunciation is realia. Realia are items and elements from the outside world that are applied in the classroom for teaching and learning, helping learners to learn more. Realia is recognized to be a real object that is applied to help learn a new language and to provide real-world example. Furthermore, Purnamasari et al. (2018) claimed that realia are not always a real object, and it is widely acknowledged that something brought into the classroom digitally is still realia. The materials used in the realia method are called authentic materials. Authentic materials that can be used in pronunciation learning include songs, news, podcasts, conversations, storytelling, etc.

Realia is generally applied in the classroom as a method for introducing new concepts. Additionally, Purnamasari et al. (2018) show their result of the research about using realia to improve the students' pronunciation, there were numerous processes in teaching learners how to pronounce words, which are as follows:

- a. The teacher distributed a list of English terms relating to the topic to the learners.
- b. The teacher recited the words to them to teach the learner how to pronounce things correctly. In addition, the teacher showed them the realia.
- c. The learners repeat what the teacher said.
- d. The teacher directed the learners to come forward in front of the class and say the words individually.

Beside the three methods above, there are several other methods that are related to the teaching of pronunciation. According to Tergujeff (2013) the methods in pronunciation exercise modules designed according to Tergujeff's pronunciation teaching materials are: phonetic

training, reading aloud, listening and repeating, rhymes and verses, rules and instructions, awareness-raising activities, spelling and dictation and ear training.

First, use *Phonetics Training*, the students can use learning approaches to identify, comprehend, practice, and internalize phonological words. The International Phonetic Alphabet (IPA) is frequently used as the primary sound reference in this approach. Second, by *Reading Aloud*, students learn to develop their pronunciation from written to spoken conversation. Reading Aloud, on the other hand, is sometimes mistaken as an exercise for achieving proper pronunciation of specific sounds and isolated words. Third, *Listen and Repeat*. Technically, the habit formation activities combine cognitive and motor processes to help the learner create appropriate pronunciation.

Furthermore, *Rules and Instructions* are essential duties in teaching pronunciation material, but they are missing from second/foreign language class activities due to common beliefs such as the difficulty to teach pronunciation (Silveira, 2002). However, because phonics education incorporates not just language competency but also essential paradigms such as strategic competence, sociolinguistics, and discourse, this misconception is gradually being eliminated. Next, one of the pronunciation training techniques stressing on producing the capacity to accentuate on the sounds of speech revealing different meaning (e.g., intonation, rhythm, specific words rhyme and separate sounds) or phonological awareness is *Awareness-raising Activities*.

Although the pronunciation teaching paradigm has changed from naiveness to intelligibility, *spelling and dictation* remain prominent task types today. Furthermore, they explain that there are four major factors that influence a shift in English pronunciation in terms of spelling reflection. Finally, *ear training* is a pronunciation instruction approach that is used to distinguish specific sounds and acquaint pupils with diverse English accents and other language types.

Which pronunciation should be taught?

In the past, British English and American English become the English standard for EFL learner. As Fadillah (2020) state in her journal that many researches have been conducted across the world to investigate the pronunciation challenges of EFL students, since EFL learners have long considered utilising the so-called Received Pronunciation (RP) to learn how to pronounce English words as precisely as possible. RP was once the most extravagant uppercase pronunciation - it was the most prestigious English accent, and only the upper-class society used it since they had the advantage of acquiring an education from a young age (Holmes 2013). Moreover, Holmes (2013) explain that it was initially a social accent, but it became famous for decades as a result of the BBC's promotion of it. It was employed at the time to cover the geographical origin of speakers.

There used to be an unspoken rule in Indonesia that standard British English should be taught to students at all levels of education using only standard English pronunciation, but now, teachers in Indonesia are frequently switching between standard British English and Shuttle standard American English, and even Australian Standard Pronunciation. Despite the pressure from the standard English form, local varieties of English continue to suffer, particularly in Southeast Asia, where English is officially used in several nations. Singapore, Malaysia, Hong Kong, India, and many African nations adopted English and created their own varieties of English as a language of communication for larger purposes (Holmes, 2013). To characterize the diverse forms of English spoken in multilingual nations, the names "World English" or "New English" are used.

There are numerous English speakers all over the world, and many of them speak in dialects that are not based on the speech of individuals in areas like the United Kingdom or the United States. Kachru & Nelson (2006) divides World English variants into three areas (see Figure 2). The inner circle consists of conventional English sources such as the United Kingdom, the United States, and Australia. The outer circle comprises places with colonial links to the United Kingdom or the United States that have adopted English as their official language. Singapore, India, Nigeria, and the Philippines are a few examples. Finally, the expanded circle covers regions that do not have a colonial relationship with the United Kingdom or the United States, but where English is increasingly utilized as a commercial and international communication language. China, Germany, and Brazil are among these countries.

Figure 2

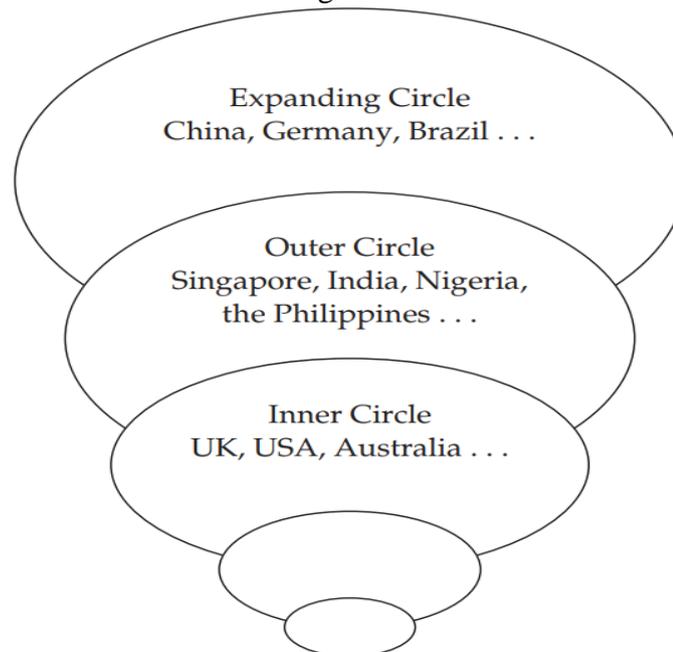


Figure 1. *The Three Circles of English (adapted from Kachru, 2005, p. 14)*

Conclusion

Language is a bond that connects a person with others. It is the tool to communicate each other. While linguistics is the study of the language. There are several branches of linguistics, one of them is phonetics. Phonetics is one of the most important parts of linguistics in learning a language, especially in speaking skill. To be good in speaking, the learners need to learn how the words pronounce. Pronunciation is a way of saying or reciting a vocabulary in English, Pronunciation is directly related to speaking.

Based on the discussion above we can conclude that there are several methods can used in teaching pronunciation, they are drill method, Audio Linguistics Method and Realia. Moreover, phonetic training; reading aloud; listening and repeating; rhymes and verses; rules and instructions; awareness-raising activities; spelling and dictation and ear training also can be used in teaching phonetics and pronunciation. Then, as we know that nowadays there are numerous English speakers all over the world, and many of them speak in dialects that are not based on the speech of individuals in areas like the United Kingdom or the United States.

Whatever the varieties of English is the teacher chosen, but pronunciation is highly recommended to teach in ELT.

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