



Exploring Pre-Service English Teachers' Beliefs About Incorporating Pronunciation Instruction In Secondary High School

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Abstract

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This qualitative study explored pre-service English teachers' behavioral, normative, and control beliefs toward their intentions to including explicit pronunciation instruction in their future classrooms. The theoretical framework was based on the Theory of Planned Behavior (TPB) by (Ajzen, 1991) In order to understand these beliefs and the intentions of pre-service English teachers for providing pronunciation instruction. According to Ajzen's TPB, the behavioral beliefs are based on attitude regarding the benefit or consequences of applying pronunciation instruction, the normative beliefs stand on social support and pressure to apply pronunciation instruction, and the control beliefs lay the foundation of perceived behavioral control over applying pronunciation instruction in a classroom. Data were collected from open-ended survey questions (n=30), semi-structured interviews (n=8) and end of semester reflections (n=8). The findings suggests that pre-service English teachers' intentions to apply pronunciation instruction are related to their beliefs about the value of these instruction for improving student speech intelligibility, enhance quality of learning engagement and finding wider opportunity in the future (behavioral beliefs), its ability to meet the student needs and wants (normative beliefs), the participants' high self-efficacy in pronunciation, and its potential for providing interactive classroom activities (control beliefs). From these results, we recommend that teacher educators should target these beliefs within teacher development programs to prepare pre-service English teachers for successful apply of pronunciation instruction in their future classrooms.

Keywords: *Pre-service English teacher, Beliefs and intention, Pronunciation instruction*

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INTRODUCTION

Researchers have observed that Indonesian students tend to place a greater priority on vocabulary, grammar, and other language abilities than on the importance of clear and coherent speaking, despite the lack of pronunciation instruction in the classroom. Whereas, one of the hardest skills to master is English pronunciation, therefore students should dedicate a lot of time to getting it right (Pourhosein Gilakjani, 2016). So that students' pronunciation is unintelligible, because they do not understand the international phonetic alphabet (Ahmad Y.B, 2019).

There are many definitions of pronunciation instruction; nevertheless, for the sake of this article, according to Pennington (2021) "Teaching pronunciation explicitly requires focusing on forms, such as sounds, stress patterns, and intonation. It is frequently reactive to errors or proactively designed to avoid problems." Previous researchers stated that teachers still apply implicit

memorization instructions because it is very useful, based on the findings of Alsofyani and Alghetami (2017) The majority of the teachers gave pronunciation instruction good marks and thought it was just as crucial as teaching other language skills. Additionally, the majority of the instructors claimed to include pronunciation instruction in their English classes. The benefits of pronunciation instruction are stated by Gilakjani (2016) pronunciation instruction can improved communication, enhanced listenings skills, increased confidence, better pronunciation accuracy, reduced accent, improved intelligibility and enhanced language fluency. Gordon (2021) have discovered that receiving explicit pronunciation instruction improves the creation of comprehensible and intelligible.

Despite the many facts that speak to the benefits of pronunciation instruction, researchers, there is a lack of attention to pronunciation classes. This is in line with study by Darcy (2018) This article emphasize that pronunciation instruction is still underestimated in many language programs and teacher training programs despite reports of significant advantage. Meanwhile, Darcy (2018) said that all skill areas are associated with pronunciation, which is crucial. It should ideally be taught in relation to each of them. So, teachers play an important role in providing efficient pronunciation instruction. This requires support from teacher education programs. This is in line with a study from Nguyen (2021) The results of this study demonstrate that pronunciation teaching was valued by both teachers and students in tertiary English as a Foreign Language (EFL) programs. Subjects on phonetics and phonology are taught in teacher preparation programs to help teachers get ready to teach pronunciation to students. In fact, the university where this research respondent has been enrolled in phonetic phonology classes in the first and second year. Pennington (2021) this study shows that instructor is aware of the importance of pronunciation classes and strive to provide their students

Although pre-service English teachers are good at pronunciation, these pronunciation classes have not been implemented in schools. This possibility could be from the results of a study by Bai (2019) Their lack of confidence stemmed not just from their inadequate training but also from the fact that they were non-native English speakers teaching in certain institutional and sociocultural contexts. To keep learning effective, a study by Darcy et al., (2012) suggests that pronunciation instruction can be beneficial and effective if it adjusts to the learners' skill levels. According to Darcy (2021) teachers' behaviors and beliefs about pronunciation education play a significant role in its performance.

According to Pajares (1992) Teachers' beliefs regarding their own effectiveness may have an impact on their instructional strategies and students' academic results. Other definition come from Jian (2019) Teachers' attitudes toward students' power dynamics may affect how they express their emotions and provide for their psychological needs. Thus, according to the study by Warsame (2021), instructor beliefs have a big impact on how English pronunciation lessons are taught in the classroom. Teachers' instructional practices and decision-making may be influenced by their ideas regarding the value of pronunciation training, the function of explicit instruction, the efficacy of various instructional tactics, and the connection between pronunciation and other language abilities.

Indicated that attitudes are created from the collections of beliefs surrounding a particular circumstance, which ultimately affect a person's actions (Pajares, 1992).

Ajzen (1991) classified beliefs into the following types in his Theory of Planned Behavior; behavior, normative and control beliefs. He asserted that all ideas relate a certain conduct to some sort of trait, such as the ability to manage one's behavior depends on both motivation (intention) and ability (control beliefs).

Some researchers have investigated pre-service English teachers' beliefs about implementing pronunciation classes in the classroom. For example, Alsofyani and Alghetami (2017) The majority of the teachers gave pronunciation instruction a high value and said it was just as crucial as teaching other language skills. Songyai (2021) The findings showed that the teacher participants thought that teaching pronunciation was an essential component of teaching and learning English. In addition, teachers' attitudes about teaching pronunciation were favorable, and they included pronunciation with a focus on intelligibility in their English classes. (Tran, D & Nguyen, H., 2020) and Pennington (2021) finding that instructors' pronunciation abilities and understanding of phonetics and phonology are offers for teachers and have an impact on pronunciation instruction.

Although many researchers have explored these beliefs, we did not find similar research in Indonesia. Attention to the importance of pronunciation is low for a country with English as a foreign language status. Therefore, this study contributes to presenting the beliefs of Indonesian pre-service English teachers in implementing pronunciation classes to address the growing issue.

This study employed the Theory of Planned Behavior (TPB) by Ajzen (1985) as a theoretical lens to comprehend the underlying views of pre-service teachers regarding their intentions to apply explicit pronunciation instruction. We choose TPB because it is a widely used and validated theory that uses belief-based measurements to provide detailed descriptions necessary to comprehend people's intentions to engage in a certain behavior (Ajzen, 1991).

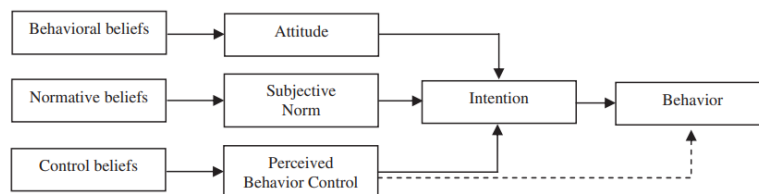


Fig 1. TPB (Ajzen, 1991)

The three belief categories of behavioural, normative, and control are each connected to a certain behaviour, such as, “an outcome, a normative expectation, or resource needed to perform the behaviour” (Ajzen, 1991, p.198). As a result, this theory assisted the researcher in exploring in greater detail the beliefs motivating pre-service teachers to include pronunciation instruction in their future lesson plans.

The current study's goal was to examine pre-service teachers' behavioral, normative, and control views regarding how they intended to use pronunciation instruction in their future classrooms. The intentions of pre-service teachers regarding how and why they anticipated to implement pronunciation classes in their future classrooms were explored in order to comprehend these ideas. The specific research questions included: What are pre-service English teachers’ behavioral, normative, and control beliefs regarding to their intentions to apply pronunciation instruction in their future classrooms? How do these type of TPB beliefs beliefs

influence pre-service English teachers' intentions to apply pronunciation instruction in their future classrooms?

METHODS

The research's questions were answered using a descriptive qualitative research design. Open-ended questionnaires (n=30), interviews with semi-structured questions (n=8) and end-of-semester reflection (n=8) were some of the sources from which the data were gathered.

This research was conducted at one of the state universities in Indonesia. English language education students have received phonetic and phonological pronunciation classes in the first year of collages. They have studied in detail what is proper and correct pronunciation and how to pronounce it so that it becomes intelligible. This will give them an idea in the future to become teachers in schools and implement this instruction.

Thirty pre-service teachers in all took part in the online survey. In the department of English at a private university, all seniors have already completed their teaching internships. Participants for the interviews were chosen using a purposive sample technique, and the same eight participants' end-of-semester comments were also looked at. Various ethnic, gender, and class level that their teach criteria.

To collect the data, the first thing to do was for the 30 respondents to fill out an open-ended survey question in two sessions. The first session related to their identity, followed by answering questions that had been adapted to the TPB framework by Ajzen (1991). Sample question:

Furthermore, participation was selected to conduct semi-structured interviews and fill out end-of-semester reflections. This selection is seen from the answers to the first session of all online survey respondents. The interview will be conducted for 15-30 minutes to get in-depth data. Reflection is to strengthen data from surveys and interviews, also known as triangulation. So that researchers can reduce the potential bias that can arise from using one method or source.

Researchers used thematic analysis from (Miles & Huberman, 1994). The first thing that will be done is to equalize the data obtained from the open-ended survey question to then be able to determine the category along with the percentage number of each aspect in TPB by Ajzen (1991). Likewise with the data obtained from interviews and reflections. Furthermore, the researcher will re-analyze the data findings with opinions or previous research relevant to each category to be able to strengthen the data in the discussion section.

RESULTS & DISCUSSION

Results

Seven categories were identified from the interview and reflection data using the TPB framework as a guide: three themes were related to behavioral beliefs, two to normative views, and control beliefs. The findings from the reflections and interviews generally consistent with what was reported from the open-ended survey, but provided further clarification and more detailed information. Researchers begin by discussing the topic of open-ended survey questions. Comments from interviews and observations are integrated to reveal

important beliefs about future teachers' intentions to include pronunciation instruction as an explicit and systematic part of Merdeka's Belajar curriculum. To further explain these beliefs, the researchers also discuss how and why prospective teachers are looking to incorporate pronunciation lessons into future classrooms.

Survey themes/categories	Frequency (n=30)	Interview and reflection themes
Behavioral beliefs: Outcome of Pronunciation Instruction		
Engagement with content and students	10 (33,3%)	Value for student engagement and effective learning
Students' speech intelligibility	23 (76%)	Providing students speech intelligibility
Enhance Learning	12 (40%)	Support students in finding a wider opportunity in the future
Improve other macro-English skill	8 (26%)	
Help facilitate understanding of material/ concepts	16 (53,3%)	
Student career	3 (10%)	
Student confident in communication	19 (63%)	

Table.4 Themes and frequencies of pre-service teachers' behavioral beliefs

Note. Participants might have made comments that fit in more than one category.

Ajzen (1991) Behavioral beliefs are a component of TPB and refer to a person's beliefs about the likely outcomes of a behavior. The results of the first instrument, the open-ended questionnaire, show that most pre-service English teachers (79%) believe that pronunciation classes will make students' speaking skills more intelligent. It can also engage students with the content presented (33%), almost half (40%) of them believe pronunciation classes can also improve the quality of learning, not the least of which can also have an impact on improving other macro-English skills (26%), more than half of the respondents said it can facilitate students to understand the material and concepts of pronunciation (53.3%) and help students to appear confident in communicating (63%). Some of them (10%) said it could affect their future employment.

There are four categories from interviews and end-semester reflection supported the survey results from the open-ended questionnaire: Value for student engagement and effective learning, Providing students speech intelligibility, Support students in finding a wider opportunity in the future and application is adapted to the grade level of the student level.

1. Providing students speech intelligibility to be confident in communication

The data obtained through interviews and reflections shows that speech intelligibility is the result all (n=8) frequently mentioned by respondents. To quote one of the respondents' statements in the interview:

The advantage is that at least with this pronunciation class, it is hoped that students will gradually improve their pronunciation better than before and also students will feel more confident when they can pronounce English sentences well.

This belief is in line with the reflection one of the pre-service English teachers gave after attending the pronunciation class:

I can pronounce well and correctly, compared to before.

Almost all respondents said that the results that will be obtained from this pronunciation class are mainly students who can speak clearly and are easily understood by listeners so that communication is effective.

2. Value for student engagement and effective learning

Some (n=3) pre-service English teachers also expressed their belief in the binding quality of classroom learning, so this influenced their intention in incorporating pronunciation instruction into the classroom. This was stated by one of the respondents in the interview:

Pronunciation instruction will also make the class more lively, more active where students are not awkward anymore.

Respondents also believed that this pronunciation class could be integrated with technology to increase the effectiveness of the class, as one of them stated in his interview:

With Duolingo, there is a feature to provide examples of how to pronounce vocabulary, so it can be interesting for students and maintain learning motivation.

Not only in the classroom environment, they also believe it can improve other aspects of English. one participant stated in the interview:

Help students in learning the aspects of listening, reading and writing in the future.

Other benefits that respondents believe are not only about student clarity, but active learning and improving overall language skills.

3. Support students in finding a wider opportunity in the future

Apart from the learning aspect, the preservice English teachers believe that this will open up good opportunities for students in finding jobs and education program later:

It will provide more benefits for the children to explore using the language again. For example, to apply for scholarships, then to apply for jobs which now with the advancement of technology and the development of the era, English is a basic and important thing, both active and passive

Survey themes/categories	Frequency (n=30)	Interview and reflection themes
Normative beliefs: people who expect the implementation of pronunciation instruction		
Students' influence	24 (80%)	Need to meet the student needs and wants

Administrator's expectations	7 (23%)	Expectations of administrators and colleagues
Colleagues	12 (40%)	
Parents	3 (10%)	

Table 5. Themes and frequencies of pre-service teachers' normative beliefs

Note. Participants might have made comments that fit in more than one category.

Normative beliefs, as described by Ajzen (1991), are an individual's perception of societal normative pressures or other affected people's beliefs about behaviors that should be adopted or avoided. Looking at the survey data almost all (80%) pre-service English teachers believe that it is their students who will influence their intention in implementing pronunciation classes. Almost half of them also stated that this influence comes from colleagues (40%) and some from school administrators (23%). Three of them (10%) also thought it could be from parents.

There are two categories from interviews and end-semester reflection supported the survey results from the open-ended questionnaire: Need to meet the student needs and wants and Expectations of administrators and colleagues.

1. Need to meet the student needs and wants

There is a similarity between the survey and interview results in that (n=8) pre-service English teachers believe that students are the ones who will influence their intention to implement pronunciation classes. This was stated by one of the respondents in the interview:

I will teach it because student's needs are more focused nowadays. And one of the objectives of the curriculum now too, so therefore yes I will teach it.

2. Expectations of administrators and colleagues

From the data obtained, it turns out that it is not only students who will influence the (n=4) respondents' intentions, but also the expectations of school administrators and fellow teachers. To quote one respondent's statement in interview:

If the school asks, it is my obligation as a teacher to fulfill the teacher's wishes, if indeed their expectations are good in the pronunciation class.

They also believe that fellow teachers can exchange stories and will be able to influence them if one of them is successful in implementing this pronunciation class. Here is what one of the respondents said in the interview:

If the teacher is experienced and has good flying hours. Especially when it comes to pronunciation or speaking. So why don't I just follow the instructions especially when I'm just starting out because it's good for me.

Survey themes/categories	Frequency (n=30)	Interview and reflection themes
Control beliefs: Internal and external enablers/constraints		
High self-efficacy in pronunciation	17 (56%)	High self-efficacy in pronunciation and low self-efficacy for

		integrating pronunciation into lessons
The use of Learning Media	13 (43%)	The use of media-based learning to provide interactive classroom activities
Lack of student awareness	15 (50%)	
Limitation learning	7 (23%)	
Different students' skills	19 (63%)	

Table 6. Themes and frequencies of pre-service teachers' control beliefs

Note. Participants might have made comments that fit in more than one category

Control beliefs, as described by Ajzen (1991), are an individual's belief in the presence of factors that can facilitate or hinder the performance of a behavior. Findings from the survey mentioned high self-efficacy in pronunciation (56%), The use of Learning Media (43%), some of them also said lack of student awareness (50%), and the existence of limitations in learning pronunciation (23%), more than half of the respondents (63%) said different students' skills.

There are two categories from interviews and end-semester reflection supported the survey results from the open-ended questionnaire: High self-efficacy in pronunciation and low self-efficacy for integrating pronunciation into lessons and The use of media-based learning to provide interactive classroom activities

1. High self-efficacy in pronunciation and low self-efficacy for integrating pronunciation into lessons

The analyzed data showed that (n=6) the participants had high efficacy in pronouncing words. It's mentioned by one of the pre-service English teachers on his reflection:

The potential after studying phonetic phonology for 2 semesters, of course, is very influential for my future. For example, being more aware of the difference between the sounds of language and how to pronounce them.

Skill in pronouncing sounds is something that respondents have learned from the first year of college, with structured classes and materials designed to make students good at pronouncing words correctly. However, the ability to teach it is not in line with the ability to pronounce it. It was noted by one of the pre-service English teachers:

Yes, but not able to teach well, it's interesting to learn basic pronunciation, it was never taught at school so I intend to teach it.

Another pre-service English teacher made the same point in her interview:

Due to the dearth of sources used in teaching this, I still lack strategies. The pronunciation instruction method I've encountered so far is tedious.

The researcher can see from the data obtained that the respondents will still implement pronunciation classes even though their ability to teach this instruction is still low because they have no previous experience.

2. The use of media-based learning to provide interactive classroom activities

Reviewing the data from the interview and reflection that by learning this pronunciation class can be integrated with media-based media. Thus, making the class more fun. Quoting the statement of one of the respondents in the interview: *From my own practical knowledge when I was a teacher. I learn best visually; thus, I'm drawn to more visually appealing content. I simply find that learning through media makes things easier to pick up.*

Discussion

Using Ajzen's (1991) TPB framework, this study aims to find out pre-service English teachers' beliefs about their intentions in applying pronunciation in the classroom when they become active teachers at school. The researched data concluded that the result of pronunciation classes will make students have intelligible speaking skills. This belief is in line with a study from Gordon (2021) have discovered that receiving explicit pronunciation instruction improves the creation of comprehensible and intelligible.

In addition, the respondents also believed that class learning would be maximized and that they would be able to learn advanced material after implementing this pronunciation class. This is supported by a study from Darcy (2018) All skill areas are associated with pronunciation, which is crucial. It should ideally be taught in relation to each of them.

Pronunciation classes are also believed to make students proficient in English, therefore some respondents believe students will easily find English with such a good English capital. This is supported by a study from Palomo Blázquez, A (2018) students who learn English will have greater career prospects after graduation. This is in line with the results of the study from Suryata et al., (2022) it showed that the students thought that in order to compete in the future work area, they would require English as a tool.

For the effectiveness of pronunciation classes to maximize results, pre-service English teachers believe that it should be tailored to the students' grade level. In line with the statement from Darcy, Ewert, and Lister (2012) Pronunciation instruction can be beneficial and effective if it adjusts to the learners' skill levels.

Turning to the aspect of normative beliefs, pre-service English teachers said that what would influence their intention to teach pronunciation classes included students, school administrators' expectations, colleagues and parents. The intensity of the students' influence was seen from the data as the most that would give the respondents more motivation to implement this class. This is in line with the study from Pennington (2021) This shows that instructor is aware of the importance of pronunciation classes and strive to provide their students.

From the data, it can also be seen that another reason related to control beliefs that affect their intention in implementing this pronunciation class is that they have high self-efficacy in pronunciation because they have learned before. This is in accordance with a study from Pennington (2021) finding that instructors' pronunciation abilities and understanding of phonetics and phonology are offers for teachers and have an impact on pronunciation instruction.

CONCLUSION

The results of this study show that behavioral, normative and control beliefs influence pre-service English teachers' intentions in implementing pronunciation

classes in their future classrooms. This finding informs that teacher education programs should be more aware to the beliefs of their students. Lecturers are expected to provide training and understanding related to teaching strategies for pronunciation classes explicitly. Another effort that focuses on developing lesson plans for pronunciation classes is for pre-service English teachers to consider the potential benefits and pitfalls of these plans with the help of lecturers as feedback providers. This can facilitate pre-service English teachers to reflect back on their beliefs regarding the benefits of implementing pronunciation classes explicitly.

For normative beliefs, it is suggested that the teacher education program should help the respondents how they can meet the wants and needs of their future students to the fullest. The researcher suggests that pre-service English teachers be given the opportunity to teach pronunciation classes directly at school institutions that have collaborated with the university. Asking active teachers there to accompany the teaching process and provide feedback or evaluation to add new confidence for pre-service English teachers. The students can also exchange ideas with others regarding what needs to be reconsidered, which will affect the motivation of their intention to implement explicit pronunciation classes.

For control beliefs, related to internal and external factors that will affect the intention of pre-service English teachers, lecturers must prepare their students to be able to face this. Not only facilitating knowledge about phonetics and phonology but also how to teach it. Pre-service English teachers can change or confirm their beliefs after being allowed to observe English teachers in classroom teaching, and focus on assessing aspects of pronunciation. This will also be a form of reflection on what should and should not be done during the pronunciation class, the availability of teaching materials, teaching media and the situation of the students themselves. Then discuss back in class with friends and lecturers to strengthen pre-service English teachers' confidence in implementing pronunciation classes in their classrooms.

For future researchers, it is necessary to conduct a longitudinal study that can be designed to see, determine and prove whether the belief in the implementation of explicit pronunciation instruction through real teaching actions within a certain period can overcome the pronunciation issue that still exists in Indonesia, namely speech unintelligibility.

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