



## Pronunciation Strategies Used by BIPA Teachers

Denti Siswanti<sup>1</sup>, Syafryadin<sup>2</sup>

Universitas Bengkulu, Indonesia

email: <sup>1</sup>[dsiswanti60@gmail.com](mailto:dsiswanti60@gmail.com); <sup>2</sup>[syafryadin@unib.ac.id](mailto:syafryadin@unib.ac.id)

### ABSTRACT

This study investigates the pronunciation strategies used by Bahasa Indonesia bagi Penutur Asing (BIPA) teachers to improve their students' phonetic proficiency. There were twenty-eight teachers surveyed and interviewed as part of a qualitative-methods strategy to gather data. The results show that teachers use a range of strategies to students to help typical pronunciation issues, including drilling, repetition, using the native speakers audio, the direct method, visual audio, etc. Teachers say using these strategies helps students pronounce words correctly and boosts their confidence when speaking Indonesian. Disparities in student competency and a lack of resources were noted as barriers to successful adoption, nevertheless. According to teachers, incorporating these techniques greatly enhances pupils' confidence when speaking Indonesian and helps them pronounce words correctly. However, obstacles to successful implementation were identified, including disparities in student competency and a lack of resources. The study ends with suggestions for creating focused training courses for BIPA teachers to improve their teaching methods and raise pronunciation proficiency among students. These revelations advance our knowledge of successful language teaching strategies in multilingual settings.

**Keywords:** Pronunciation strategy, BIPA Teachers, qualitative

|                                                                                                                                                                |                                       |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|
| <b>First Receive:</b><br>26 September 2024                                                                                                                     | <b>Revised:</b><br>12 October 2024    | <b>Accepted:</b><br>27 October 2024 |
| <b>Final Proof Received:</b><br>16 November 2024                                                                                                               | <b>Published:</b><br>30 December 2024 |                                     |
| <b>How to cite (in APA style):</b><br>Siswanti, D., & Syafryadin. (2024). Pronunciation Strategies Used by BIPA Teachers. <i>ELITE Journal</i> , 6(2), 153-164 |                                       |                                     |

## INTRODUCTION

It is believed that language is a system of sound symbols (Sitepu & Rita, 2017). Since clear pronunciation can facilitate clear communication, which in turn can result in higher levels of language competency, pronunciation becomes one of the most important language skills. (Ambalegin, 2021). But in reality, mispronunciations brought on by verbal blunders or variations in the mother tongue's sound are common. The majority of sound mistakes are caused by the effect of natural classes or by groupings of sounds with close articulators. Pronouncers that make a lot of mistakes have trouble comprehending others. Given this, it is seen to be crucial for speakers to learn proper pronunciation. Therefore, it can be said that speaking a language should be valued more than writing it.

Across Asia and the rest of the world, EFL/ESL classrooms continue to overlook English pronunciation. The fact that teachers have few resources for teaching English pronunciation in the classroom is one of the reasons it is disregarded or neglected. The goal of this study is to review

papers on pronunciation teaching methods from many sources so that ESOL instructors at higher education institutions and public school teachers can utilize the methods discussed here. The study's problem and the theoretical framework it fits into will be stated first in this article (Wei, 2006).

Our hearing sensitivity to English foreign sounds is something to be mindful of when learning English pronunciation. While English has more than two sound systems, including vowels (monophthong, diphthong, and triphthong), consonants, and clusters, Indonesians typically just have two sound systems: vocals and consonants. It is challenging for someone to pronounce the difference in the sound system. Learners who pronounce words correctly will learn more effectively, whereas those who pronounce them poorly will find it more difficult to teach the language. (Pourhosein Gilakjani, 2012)

Mastering linguistic conventions requires individual socialization through contextual and interactive language learning. (Lu et al., 2021). Students at every level of formal education typically don't know any Indonesian when teaching BIPA to Thai speakers (Jati, 2016), whereas the idea of crosslinguistic transfer lies at the heart of all multilingual acquisition fields. (Zen, 2020). Language transfer may take place in this situation, where speakers pronounce words using the linguistic components of their first language. (Pariyanto et al., 2019). Therefore, cultural context has a big impact on language learning, including mother tongue interference and speakers' ignorance. (Jannah & Khaerunnisa, 2022).

BIPA learners' inadequate proficiency in Indonesian may have an impact on their language use performance. (Kusuma & Kayati, 2023). Phonological or pronunciation errors are the most common among beginning foreign speakers, and they cause learners to struggle because of the contrasts between the mother tongue and the target language. (Fadly, 2022; Maharani et al., 2021). On the other hand, Prihatiningtyas and Mardikarno (2015) argued that Native speakers may find it difficult to comprehend foreign speakers if their pronunciation is poorly mastered.

According to Jauch and Glueck (2000) explains that strategy is a cohesive, all-encompassing, and integrated plan that connects high-achieving businesses with environmental concerns. It is intended to guarantee that the company's primary goals may be met through appropriate execution by the business. According to Hamel and Prahalad (2002) "A company's strategy is a tool for achieving its long-term objectives, follow-up plans, and resource allocation priorities. Any of the many exercises, tasks, or activities used in language classrooms to achieve lesson objectives is referred to as a strategy (Suyanto, 2010).

One method of teaching pronunciation in the classroom is drilling. This method is frequently employed to improve students' comprehension of the subject matter.. Harmer (2007)

explains that drilling is a mechanical method of forcing kids to practice and show that they can use particular language components in a controlled fashion. While Richard and Schmidt (2002) cite drill as a technique that is frequently employed in older language teaching approaches, especially the audiolingual approach, and that is used to train a language's sounds or sentence structures through directed repetition or practice. Drills come in various varieties, including the following: (Haycraft, 1978): The repetition drills, The substitution drills, The question and answer drill, The transformation drills, The chain drills, The expansion drills. Research question in this study is “what are the pronunciation strategies use by BIPA Teachers?

## **METHOD**

This study was qualitative in nature. A naturalistic, interpretative approach to the topic is used in qualitative research. Accordingly, qualitative research aims to understand or interpret occurrences in terms of the meanings that individuals assign to them by seeing things in their natural environments. A range of empirical materials, case studies, personal experiences, introspective life narratives, interviews, observational studies, historical texts, and visual texts that depict ordinary and troublesome moments and significance in people's lives are used and gathered in qualitative research. (Creswell, 1998). The process of comprehending a social or human problem through qualitative research is founded on several methodological traditions of inquiry. The researcher creates a comprehensive, intricate image, examines language, documents the informants' in-depth opinions, and carries out the study in an organic environment. (Creswell, 1998).

Descriptive research, which uses data to depict present problem solutions, was the sort of research approach used in this study. The purpose of this study's qualitative descriptive research design was to learn more about the pronunciation instruction methods employed by BIPA teachers. A research instrument was a device used to gather data for a study. Interview questions will be utilized as an instrument in this study. This study aimed to explore the strategies used by BIPA teachers in teaching local culture during online learning. Researchers employed a descriptive qualitative approach in which twenty-eight were participants of this study. The researcher used interviews. The participants answered the interview, consisting, and captured three classifications, i.e., demographics of the students, teaching obstacles, and teaching strategies during online BIPA learning.

## **FINDINGS**

As originally stated by the researcher. Significant insights into the difficulties faced by their

pupils, the methods used to overcome these difficulties, and suggestions for enhancing pronunciation training were obtained from the analysis of the interviews with BIPA (Bahasa Indonesia bagi Penutur Asing) teachers. Three categories are used to group the results: demographics of the students, teaching obstacles, and teaching strategies.

## 1. Demographics of the Students

The students speak a variety of primary languages. The participants stated that their pupils' primary languages are Hindi, English, Thai, Arabic, Japanese, Spanish, and Mongolian. Mexico, Pakistan, Mongolia, Japan, Sudan, Abu Dhabi, the United Arab Emirates, Thailand, Hungary, the Philippines, Cambodia, and India are among their countries of origin. Their linguistic heritage has a significant impact on their learning process, particularly with regard to pronunciation. Several of the students were categorized as A1, A2, B1, and B2, despite the fact that their ability levels varied. This difference in language proficiency affects their comprehension of Indonesian phonetics and subtleties in pronunciation.

## 2. Teaching Obstacles

Teachers discovered that children struggled with a variety of sounds, such as vowels and consonants that are absent from Arabic, such as /ny/ and /ng/. For instance, students commonly confuse terms that sound similar, which could lead to semantic misconceptions (e.g., "Beri" vs. "Beli"). These challenges are made worse by the phonetic difference. Differences between Arabic and Indonesian that require targeted instruction to address. This can be seen from the answers of BIPA teachers when interviewed as follows:

*The common pronunciation challenge faced by my student was sound. Because it was different background and accent between his primary language and Indonesia. [YT. 1].*

*One of the challenge was sound. [MZ 2]*

*One common pronunciation challenge faces is the distinction between English vowel sounds, especially the short and long vowels (like /i/ in 'sit' vs /i:/ in 'seat'). [AR 9]*

Other teachers also have the same opinion about one of the challenges in pronunciation: sounds, consonants, intonation, accuracy, spelling. One of the main reasons for intonation The phonetic distinctions between their home languages and Indonesian present challenges for BIPA students. Students from nations like Thailand and Cambodia, for example, frequently have trouble with certain intonation patterns and consonants that are absent from their mother tongues.

When speaking Indonesian, this causes mistakes in stress and pitch variation, which can impair the intelligibility of communication as whole. e. Here's how this explanation is explained:

*The common pronunciation challenge faced by my student was intonation To effectively communicate meaning and emotion, the right pitch and stress patterns must be used. Understanding may be impacted by learners' frequent retention of their native language's intonation patterns.. [DA 2]*  
*Learners may find it difficult to pronounce words correctly based on their written form in languages like English, where spelling and pronunciation frequently have no clear correlation. [PS 6]*

Many teachers expressed concern about the lack of high-quality teaching materials that concentrate on pronunciation. The existing materials sometimes fall short in meeting the specific phonetic needs of Arabic-speaking learners. This discrepancy highlights the significance of developing customized digital teaching materials that enhance pronunciation using sound association techniques. The move to online training has also brought forth new difficulties, such as monitoring student engagement and providing timely pronunciation feedback. Teachers stated that the lack of in-person interaction limits their ability to correct pronunciation issues in real time.

### **3. Teaching Strategies:**

Many teachers found success using sound association techniques, which link unfamiliar Indonesian sounds to similar Arabic sounds. This method enhances students' ability to understand and produce challenging phonemes. Regular articulation exercises that focused on problematic sounds were commonly used. These drills help to reinforce correct pronunciation through repetition and drilling. The teacher's statements during the interview session also demonstrate the chosen technique, as seen below:

*The strategi that I have found effective in overcoming the pronunciation challenge was repeating the words. [A1 8]*

*I used Drilling to teach my students [SP 10]*

*The strategi that I used was Drilling [MZ 3]*

*Introduce her about the vocabulary and practice by repeating [In 13]*

*My effective strategy for overcoming this challenge is , I always order my student to repeat and read Indonesia text or conversation [IP 16]*

*I've found that using minimal pairs exercise helps a lot with vowel differentiation, and I also encourage my student to repeat words and sentences after me to mimic proper intonation and stress patterns. Additionally, recording their own voice and comparing it to native speaker has been useful in identifying*

*areas for improvement. [AR 9]*

To give interactive pronunciation practice, teachers used digital tools and resources like internet videos and language learning applications. In addition to keeping pupils interested, this method enables self-paced learning. In line with that, in an interview with a BIPA teacher, he also mentioned the same thing as quoted below.

*Using visual audio, video. It can be from youtube or other refernces. [ Kr 14]*

*Mixing 3 language , using video , synonym or gesture to the student [ Rn15]*

Teachers shared anecdotes of students who improved their pronunciation significantly after regularly using specific approaches. For example, one teacher identified a student who struggled with the /ng/ sound but who significantly improved after targeted articulation exercises and peer review. The teacher also used exercises, interviews, and the direct method to teach pronunciation. As stated in the response below:

*Directmethod to teach pronunciation and then correct the student [IP 12]*

*I use interview strategy to teach my student [MS 4]*

*Do exercise to write and speak the words in sentence for sing [DH 5]*

## **DISCUSSION**

Teachers find it difficult to teach Indonesian in the local cultural context when using BIPA online learning. under order for BIPA teachers to effectively teach language and culture under challenging circumstances, these issues must be mapped out. Twenty-eight BIPA teachers participated in this study in order to identify (1) student demographics, (2) Teaching obstacles , and (3) the startegies employed by BIPA teachers while instructing foreign speakers in local language and culture. Researchers interviewed BIPA teachers as part of the data collection process. Three topics are used to discuss the following.

### ***1. Demoghrapic of students***

The students in BIPA programs come from diverse linguistic backgrounds, speaking languages such as Spanish, Mongolian, Japanese, Arabic, English, Thai, Urdu, and Hindi. These students hail from various countries, including Mexico, Pakistan, Mongolia, Japan, Sudan, the UAE, Thailand, Hungary, the Philippines, Cambodia, and India. Their primary language influences

their learning process significantly, particularly in terms of pronunciation. The students' proficiency levels vary from A1 to B2 according to the Common European Framework of Reference for Languages (CEFR), which affects their understanding of Indonesian phonetics and pronunciation nuances.

## **2. *Teaching Obstacles***

The researchers discovered a number of significant pronunciation issues that their students faced: Distinction of Sound Certain sounds that are absent from their native tongues cause difficulties for students. For example, Arabic speakers frequently struggle with sounds like /ny/ and /ng/, which causes them to mix up words that seem similar, like "beli" (to buy) and "beri" (to donate).

Mistakes in Vowels and Consonants Due to phonological variations between Indonesian and the pupils' native tongues, common problems include the inability to discern between English's short and long vowel sounds. This leads to mistakes in stress patterns and intonation. BIPA learners' inadequate proficiency in Indonesian may have an impact on their language use (Kusuma & Kayati, 2023)., 2023). The most frequent linguistic error made by inexperienced foreign speakers occurs at the phonological or pronunciation level, where learners encounter difficulties due to the phonological discrepancies between their mother tongue and the target (Fadly, 2022;adly, MahaMaharani et al., 2021a, 2021).The dearth of high-quality teaching resources devoted to pronunciation, especially for students who speak Arabic, worried a number of educators. These problems have been made more complex by the shift to online learning, which has limited the availability of real-time pronunciation feedback. The use of online platforms for learning activities does not preclude teachers from incorporating local culture into BIPA lessons. Since language use is inextricably linked to the cultural materials of language users, local culture must continue to be incorporated into the educational process. (Pratama, 2021). Unstable internet connections during instruction presented difficulties for both teachers and students. procedure The primary barrier is an erratic internet connection since a weak signal can also lower the quality of audio and video. (Anggaira, 2022).

## **3. *Teaching strategy***

Pronunciation is a really difficult thing to learn. If the activity is structured, it can help with the pronunciation learning process. In this process, the roles of the teacher and the learner are both crucial. Helping kids hear and make sounds is the teacher's responsibility.

The teacher of pronunciation ought to provide a positive example for the

pupils. Numerous educators employ articulation and repetition exercises that target troublesome sounds tailored to the needs of their pupils. Through practice, this approach helps to reinforce proper pronunciation. The findings showed that the teacher employed role-playing, cooperative activities, creative assignments, and drilling as tactics. Students' reactions to the tactics, nonetheless, showed a positive attitude since they said that the strategies were helpful to communicate, as well as the spoken output of pupils whose involvement was prioritized (Oktarisya, 2024). The results of this study are identical to those of the researcher's study, which focused on teaching by drilling. However, this study does not employ audiovisual media as a teaching method; instead, teachers employ role-playing, cooperative activities, and creative tasks to teach pronunciation in the classroom.

This strategy commonly is used for increasing students' understanding about the material. Harmer (2007) states that drilling is mechanical ways in getting students to demonstrate and practice their ability to use specific language items in a controlled manner. While Richard and Schmidt (2002) state that drill is a technique commonly used in older methods of language teaching particularly the audiolingual method and used for practicing sounds or sentence pattern in a language based on guided repetition or practice.

Tone is defined as rising and falling tones. Tone and meaning are greatly affected by this. Like the word fire! It can be interpreted as meaning "on flame or fire" when said with rising intonation and "no the fire" when spoken with decreasing tone. Every English language learner should be able to distinguish between sounds, particularly while using speaking and listening resources. (Rony, 2005).

using digital resources like online films and audiovisuals, as well as apps for language learning. The use of media like television and short videos to teach languages is known as audiovisual instruction. In order for the instruction to be appealing (Iskandarwassid and Sunendar, 2013). It is also supported by Hemei (in Kurniati, 2016) who claims that because watching video presentations is engaging, difficult, and stimulating, students enjoy audiovisual media. By bringing a variety of communicative scenarios into the classroom, videos demonstrate how individuals act in the culture whose language they are learning. It can improve participation and offer more materials for independent study. Students' anxiety levels can be lowered and their confidence in speaking Indonesian increased by fostering a positive learning environment in the classroom where errors are accepted as a necessary part of the learning process. By employing meaningful examples and circumstances that students can relate to, teachers frequently modify their teaching strategies to take into consideration the cultural backgrounds of their students.

## CONCLUSION

Some conclusions were reached from the research problems after the research was completed and the data was analyzed. The first is that teachers used drilling, repetition, and the audiovisual method to teach pronunciation; the media used differed only slightly. Teachers of BIPA are aware of the importance of providing students with focused pronunciation instruction that considers their varied linguistic origins. Students frequently have trouble understanding sounds that are absent from their native tongues, which causes misunderstandings and poor communication. Teachers have effectively used tactics like sound association techniques, which help pupils better learn and produce these sounds by connecting unknown Indonesian phonemes to similar sounds in their own tongues.

Repetition and drilling have been found to be efficient ways to reinforce proper pronunciation. Many educators say they often use articulation drills that target troublesome sounds unique to their pupils' needs. Students' confidence in their speaking talents is increased by this practice, which also aids in rectifying mispronounced words. Using digital tools and resources is essential for improving pronunciation practice. To keep students interested and provide them the chance to learn at their own pace, teachers use interactive platforms, online videos, and language learning programs. In addition to making learning more pleasurable, this method enables varied practice that can accommodate various learning preferences.

## REFERENCES

- Anggaira, A. (2022). Indonesian learning for foreign speakers (BIPA): Students' perception at KBRI Hanoi Vietnam. *Attractive: Inovative Education Journal*. 4 (3), 135-147
- Ambalegin, A. (2021). Phonological Analysis of English Vowel Pronunciation. *KnE Social Sciences*, 5(4), 28-45.  
<https://doi.org/10.18502/kss.v5i4.8665>
- Creswell, J. (1998). *Qualitative Inquiry and Research Design Whoosing Among Five Traditions*. Library of Congress Cataloging-in-Publication Data
- Fadly, A. (2022). Interferensi fonologis Bahasa Somali ke dalam Bahasa Indonesia dan implikasinya bagi pembelajaran BIPA. *Pena Literasi*, 5(1), 1-8.  
<https://jurnal.umj.ac.id/index.php/penaliterasi/article/view/12434>
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Haycraft, John. (1978). *An Introduction to English Language Teaching*. England: Longman Group Ltd
- Iskandarwassid and Sunendar, D. (2013). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya

- Jati, E. R. D. (2016). Program pembelajaran Bahasa Indonesia bagi penutur asing di Photharam Technical College, Thailand. BIPA Kemdikbud.
- Jannah, A. N., & Khaerunnisa, K. (2022). Analisis kesalahan berbahasa (tulisi) pemelajar BIPA level 7 dalam pembuatan karya ilmiah. Mardibasa: *Jurnal Pembelajaran Bahasa dan Sastra Indonesia*, 2(2), 134-142.  
<https://doi.org/10.21274/jpbsi.2022.2.2.134-142>
- Kusuma, E. R., & Kayati, A. N. (2023). Pola kesalahan berbahasa pada pembelajaran BIPA program darmasiswa. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua*, 8(1), 18-23.  
<https://journal.trunojoyo.ac.id/metalingua/articl>
- Kurniati, E. (2016). *Teaching Pronunciation By Using Games and Audiovisual Media*. Batanghari University.
- Lu, L., Wong, I. A., & Zhang, Y. (2021). Second language acquisition and socialization in international trips. *Journal of Hospitality and Tourism Management*, 47(-), 1-11.  
<https://doi.org/10.1016/j.jhtm.2021.02.007>
- Oktarisya, D.F (2023). *An Analysis Of Lecturers' Strategy In Teaching Pronunciation At The Third Semester Of The English Department State Islamic Institute Of Kerinci Academic Year 2022/2023*. C Institute Of Kerinci
- Pariyanto, Sudarwati, & Khasanah, U. (2019). Kesalahan bahasa tulis kalimat Bahasa Indonesia oleh pemelajar BIPA di Thailand Selatan.  
<https://doi.org/10.30996/parafrase.v19i1.2373>
- Pourhosein G. A. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and The Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Pratama, F. Y (2021). Thai students' intercultural apprehension in the Indonesian context. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 3(2), 115-124.
- Prihatiningtyas, A. D., & Mardikarno, S. P. (2015). *Pengaruh sistem fonologi bahasa pertama terhadap pembelajaran bahasa kedua: Studi kasus pada penutur Bahasa Jepang*. In Prosiding Seminar Hasil Penelitian. Lembaga Penelitian, Pemberdayaan Masyarakat dan Kemitraaan Universitas Darma Persada. <http://eprints.undip.ac.id/55320>
- Richard, Jack .C and Schmidt, Richard.(2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Pearson Education Limited
- Ronny, K. D. (2005). Metode Penelitian Untuk Penulisan Skripsi dan Tesis. Jakarta: PPM.
- Sitepu, T., & Rita, M. P. (2017). Bahasa Indonesia sebagai media primer komunikasi

pembelajaran. *Bahastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(1), 67-73.

<https://doi.org/10.30743/bahastra.v2i1.748>

Wei Macheal (2006). A Literature Review on Strategies for Teaching Pronunciation. University of Maryland at College Park

Zen, E. L. (2020). Role of regional language background and speech styles on the production of Voice Onset Time (VOT) in English among Indonesian multilinguals. *Indonesian Journal of Applied Linguistics*, 10(2), 359-368.

<https://doi.org/10.17509/ijal.v10i2.28604>

