



# Improving English Pronunciation in Primary School Students: A Study from Merah Putih English Course

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## Abstract

This study investigates the effectiveness of the MERAH PUTIH English course in improving pronunciation skills among primary school students. The course focuses on enhancing articulation, stress, intonation, and overall intelligibility. A mixed-methods approach was employed, involving pre- and post-tests, classroom observations, and interviews with both students and teachers. The results demonstrate significant improvement in students' ability to articulate English sounds, particularly in vowel pronunciation, word stress, and sentence intonation. Audiovisual tools, such as pronunciation apps and interactive videos, provided students with immediate feedback, which contributed to their motivation and progress. Additionally, corrective feedback from teachers and peers played a crucial role in refining pronunciation accuracy. The study highlights that consistent practice, targeted phonetic training, and the integration of modern technology significantly enhance students' pronunciation skills. The findings suggest that incorporating audiovisual tools and corrective feedback into language learning programs can be highly effective for young learners. This research contributes to the understanding of how primary school English courses can be optimized to improve pronunciation skills, with implications for language educators looking to enhance pronunciation teaching methods. The study recommends integrating phonetic exercises and speech recognition tools in future curricula to support continuous pronunciation improvement.

**Keywords:** Pronunciation Improvement, Primary School Learners, Audiovisual Tools, Corrective Feedback, Phonetic Training.

## **Introduction**

Pronunciation plays a vital role in the learning process of any language, particularly English, where correct articulation directly affects communication and comprehension. For non-native English speakers, especially primary school students, mastering pronunciation is often one of the most challenging aspects of language acquisition. This is especially true for young learners, who are still in the early stages of learning both their first language and a second language like English. Given the importance of clear communication, pronunciation teaching has become an essential component of English language education (Derwing & Munro, 2005).

However, for young learners, the complex sound systems of English, the rhythm and stress patterns, and the intonation can create significant barriers to effective learning. In many countries, especially non-English-speaking regions, students often face difficulties when pronouncing English words due to the influence of their native language's phonetic system. These challenges are compounded by the fact that young learners often lack the systematic pronunciation training required to overcome these barriers (Saito & Lyster, 2020). In some cases, improper pronunciation habits, if not addressed early, may become ingrained, affecting learners' ability to speak English intelligibly in the future (Suter, 2015).

The MERAH PUTIH English course was designed to address these challenges by focusing on developing the pronunciation skills of primary school students. This course incorporates a variety of pedagogical tools, such as phonetic training, audiovisual aids, and corrective feedback. The course specifically targets articulation, stress patterns, and intonation—the key elements of English pronunciation that significantly influence overall intelligibility (Derwing & Munro, 2020).

Recent research has emphasized the importance of phonetic training in early language acquisition, as children's ability to acquire accurate pronunciation in the early stages of language learning has a lasting impact (Celce-Murcia et al., 2019). The neuroplasticity of children's brains enables them to absorb new phonetic patterns more easily than older learners, making early intervention in pronunciation teaching both beneficial and crucial (Baker, 2021). The MERAH PUTIH course capitalizes on this by offering targeted phonetic exercises and focusing on both segmental features (individual sounds) and suprasegmental features (intonation and stress).

The integration of audiovisual tools into language learning has also been widely recognized as an effective strategy for improving pronunciation. Audiovisual materials, such as interactive pronunciation apps, videos, and online tools, provide immediate auditory and visual feedback, helping learners recognize and correct their pronunciation errors (Levis & Moyer, 2021). This feedback loop is crucial for young learners, as it allows them to adjust their speech patterns in real-time and internalize correct pronunciation (Pennington & Richards, 2021). By incorporating these tools into the MERAH PUTIH course, learners are given an

engaging and dynamic way to practice and refine their pronunciation.

Corrective feedback, which is also a critical component of effective language teaching, plays an equally significant role in the development of pronunciation skills. Feedback can be either implicit (informal correction during conversations or exercises) or explicit (direct and focused on a specific pronunciation error) (Saito & Lyster, 2020). Both types of feedback are vital for helping learners become aware of their errors and take the necessary steps to correct them. Teachers who provide consistent, constructive feedback ensure that students are not only able to identify pronunciation mistakes but also learn how to self-correct, ultimately increasing their autonomy in learning (Morley, 2018). The MERAH PUTIH course integrates both forms of feedback, ensuring that students receive immediate support while practicing their pronunciation.

While previous studies have focused on the general importance of pronunciation teaching (Derwing & Rossiter, 2021; Baker, 2021), fewer studies have investigated the specific impact of combining phonetic training, audiovisual tools, and corrective feedback for primary school learners. This study seeks to fill this gap by assessing the effectiveness of the MERAH PUTIH course, which uses all of these methods to enhance students' pronunciation. The research specifically examines the improvement in students' ability to articulate English sounds, stress patterns, and sentence intonation, which are critical for achieving intelligibility in communication.

In addition to improving the students' pronunciation, the MERAH PUTIH course also aims to foster confidence in speaking. Many language learners, especially young children, are often hesitant to speak in a foreign language because they fear making mistakes or being misunderstood (Levis, 2020). By focusing on pronunciation early in their learning process, students can gain the confidence to use English in real-life situations, which is essential for language acquisition. Teachers who prioritize pronunciation improvement not only enhance students' ability to communicate clearly but also contribute to their overall language fluency and confidence (Field, 2020).

The MERAH PUTIH course, with its combination of phonetic exercises, audiovisual tools, and feedback mechanisms, is designed to address the multifaceted nature of pronunciation learning. Unlike traditional pronunciation instruction, which often focuses solely on repeating individual sounds or word lists, the course provides a more holistic approach that also incorporates stress and intonation practice. Research has shown that focusing on both segmental and suprasegmental features of pronunciation leads to greater improvement in overall speech intelligibility (Celce-Murcia et al., 2019; Levis, 2020).

Moreover, by offering personalized feedback and integrating modern technology into the classroom, the course ensures that learners receive the most effective and up-to-date training available. The importance of early intervention in pronunciation teaching cannot be overstated. Research has shown that pronunciation training is most effective when introduced at the beginning stages

of language learning, particularly in young learners (Jenkins, 2020). The MERAH PUTIH course targets primary school students at an ideal age for such intervention, maximizing their ability to master the phonetic features of English pronunciation.

By integrating phonetic training, audiovisual tools, and corrective feedback, the course provides a comprehensive framework for pronunciation instruction, which has the potential to significantly enhance students' speaking skills in the long term. The study's aim is to assess the effectiveness of the MERAH PUTIH course in improving the pronunciation skills of primary school students. Through a mixed-methods approach involving pre- and post-tests, classroom observations, and interviews with students and teachers, the research will evaluate the impact of the course on students' ability to articulate English sounds, use correct stress patterns, and apply appropriate intonation.

Furthermore, the study will examine the role of audiovisual tools and corrective feedback in enhancing pronunciation and improving overall communicative competence. By examining these components, the study contributes valuable insights into the best practices for teaching pronunciation to young learners, particularly in the context of non-native English education. Additionally, the research will provide recommendations for educators on how to optimize pronunciation instruction, with implications for future course design and curriculum development.

## **Method**

This study adopts a mixed-method approach to assess the effectiveness of the MERAH PUTIH English course in improving pronunciation skills among primary school students. The research integrates both quantitative and qualitative data to provide a comprehensive understanding of how phonetic training, audiovisual tools, and corrective feedback contribute to students' pronunciation improvements. This section outlines the detailed research design, participant selection, data collection methods, and data analysis techniques employed in the study.

### ***Research Design***

The research was designed as a quasi-experimental study that involved pre- and post-tests to measure the improvement in pronunciation skills, classroom observations, and interviews with both students and teachers. The quasi-experimental design was chosen because it allowed for the comparison of pronunciation abilities before and after participating in the MERAH PUTIH course, without the need for random assignment to control and experimental groups. This approach is often used in educational research where randomization is not feasible (Levis & Moyer, 2021).

The study aimed to evaluate the impact of the MERAH PUTIH English course on three key aspects of pronunciation:

1. **Articulation:** The clarity and correctness of the sounds used in speech, particularly vowel sounds.
2. **Stress:** The correct placement of emphasis on certain syllables or words in a sentence.
3. **Intonation:** The rise and fall in pitch when speaking, which contributes to the meaning and emphasis in spoken English.

The study also aimed to explore the role of audiovisual tools and corrective feedback in enhancing these aspects of pronunciation.

### Participants

A total of 60 primary school students, aged between 8 and 12 years old, participated in the study. These students were enrolled in the MERAH PUTIH English course at a local language school. The students were selected based on their availability to participate in the study and their consent, along with parental permission. The selection criteria aimed to capture a broad range of students with varying levels of prior English language knowledge, ensuring a representative sample of young English learners (Kenworthy, 1987; Derwing & Munro, 2005).

The students were divided into two groups:

- **Group A:** 30 students who started with an intermediate level of English proficiency.
- **Group B:** 30 students who had a beginner level of English proficiency.

This division was based on their initial English language proficiency, assessed through a diagnostic test before the start of the course. Group A and Group B were not randomly assigned to different conditions but were selected based on their proficiency levels to allow for comparison across different language ability groups.

Each group participated in the same MERAH PUTIH English course, which ran for 12 weeks. The course content focused on improving pronunciation, including exercises for articulation, stress, and intonation. The course incorporated phonetic training, audiovisual aids (such as pronunciation apps and interactive videos), and consistent corrective feedback provided by the instructors.

### Data Collection Methods

The study employed multiple data collection methods to ensure a comprehensive assessment of the impact of the MERAH PUTIH English course on students' pronunciation.

1. **Pre- and Post-Tests:** The primary quantitative measure used in this study was a set of pre- and post-tests designed to assess students' pronunciation

skills. The tests focused on key pronunciation elements—vowel articulation, stress, and intonation.

a. **Pre-test (Baseline Pronunciation Skills)**

The pre-test was administered at the beginning of the 12-week Merah Putih course, before students received any pronunciation training. It assessed the following key areas:

- **Vowel Articulation**

- 1) **Task:** Students were asked to pronounce a series of target vowel sounds (e.g., /æ/, /ɪ/, /ʌ/, etc.) in words and sentences.
- 2) **Performance Evaluation:** A rubric was used to score their ability to produce accurate vowel sounds, with scores ranging from 1 (incorrect) to 5 (highly accurate).
- 3) **Baseline Results:** On average, students scored 2.8 in vowel articulation, with many students showing difficulty in pronouncing specific English vowels that do not exist in their native language.

- **Stress Placement**

- (1) **Task:** Students were required to pronounce words with varying stress patterns (e.g., words like "record" /'rɛkɔrd/ vs. "record" /rɪ'kɔrd/).
- (2) **Performance Evaluation:** Students' stress placement was evaluated based on their ability to place emphasis correctly in multisyllabic words.
- (3) **Baseline Results:** Average score for correct stress placement was 3.2, with common errors observed in longer words and compound nouns.

- **Intonation**

- (1) **Task:** Students were asked to read short sentences that required proper intonation, such as yes/no questions and wh-questions (e.g., "Are you coming?" with rising intonation vs. "You are coming." with falling intonation).
- (2) **Performance Evaluation:** Intonation accuracy was assessed based on the correct use of rising and falling pitch.
- (3) **Baseline Results:** Students showed a baseline score of 3.0, indicating that many students struggled with proper intonation in question forms.

- b. baseline pronunciation skills of the students, including their ability to pronounce individual sounds, their use of stress in words, and their ability to convey meaning through appropriate intonation patterns (Saito & Lyster, 2020; Levis & Moyer, 2021).
- c. **Post-test (Pronunciation Improvement)**

The post-test was administered at the end of the course, after students had completed the 12 weeks of instruction. It measured any improvements in pronunciation accuracy based on the same criteria as the pre-test.

- **Vowel Articulation:**

- 1) **Task:** The post-test required students to pronounce the same series of target vowel sounds used in the pre-test.
- 2) **Performance Evaluation:** Students were scored on a scale of 1 to 5 for accuracy in vowel articulation.
- 3) **Results:** The average score for vowel articulation in the post-test was 4.1, showing a significant improvement from the baseline score of 2.8. Many students improved their ability to produce English vowel sounds, particularly in words with /æ/ and /ʌ/.

- **Stress Placement:**

- 1) **Task:** The post-test focused on word stress in longer words and multi-syllabic phrases.
- 2) **Performance Evaluation:** Correct stress placement was measured, with students receiving scores based on their ability to correctly stress syllables in words and sentences.
- 3) **Results:** The average score for correct stress placement increased to 4.0, compared to 3.2 in the pre-test. Students were more consistent in placing stress in compound words and longer phrases, which suggests that training was effective.

- **Intonation:**

- 1) **Task:** The post-test evaluated intonation patterns in various sentence types, including yes/no questions, wh-questions, and declarative sentences.

2) **Performance Evaluation:** Intonation was assessed for correct rising and falling pitch, especially in questions.

3) **Results:** The average score for intonation accuracy in the post-test increased to 4.2, reflecting noticeable improvements in students' ability to produce correct pitch patterns.

## Overall Results and Comparison

The pre- and post-test results indicate significant improvements across all areas of pronunciation:

- **Vowel Articulation:** Mean score increased from 2.8 to 4.1.
- **Stress Placement:** Mean score increased from 3.2 to 4.0.
- **Intonation:** Mean score increased from 3.0 to 4.2.

These results suggest that the MERAH PUTIH course, with its combination of phonetic training, audiovisual tools, and corrective feedback, had a positive impact on students' pronunciation skills. The improvements in vowel articulation, stress, and intonation demonstrate the effectiveness of the course's pedagogical approach. Statistical analysis, such as paired t-tests, confirmed that these improvements were statistically significant ( $p < 0.05$ ).

The tests were designed to be both practical and reflective of real-life pronunciation needs, with tasks that required students to pronounce a series of words, short sentences, and engage in dialogue exercises that tested both segmental and suprasegmental pronunciation skills (Celce-Murcia et al., 2019).

2. **Classroom Observations:** Observations were conducted during the pronunciation training sessions. The researchers observed how students interacted with the course materials, including audiovisual tools and feedback mechanisms. They also noted how students responded to corrective feedback, whether from the instructor or peers, and their level of engagement during the lessons.

- a. Observations were structured to capture both verbal and non-verbal indicators of pronunciation improvement, such as changes in fluency, confidence, and overall clarity of speech (Pennington & Richards, 2021).
- b. Researchers used a detailed observation checklist to monitor specific aspects of pronunciation improvement, such as the articulation of specific vowel sounds, the correct placement of stress in words, and the use of appropriate intonation patterns during speech. The observations helped to provide context for the quantitative data from the pre- and post-tests (Levis, 2020).



3. **Interviews:** Semi-structured interviews were conducted with both students and teachers to gather qualitative data about their experiences with the MERAH PUTIH English course.
  - a. **Student Interviews:** A subset of 10 students from each group (Group A and Group B) was selected for interviews. These interviews aimed to explore students' perceptions of the course, including their opinions on the effectiveness of the audiovisual tools and feedback they received. The interviews also examined students' self-reported improvements in pronunciation and their level of confidence in speaking English after completing the course (Suter, 2015; Derwing & Munro, 2020).
  - b. **Teacher Interviews:** In addition to student interviews, interviews were conducted with the instructors who taught the MERAH PUTIH course. These interviews provided insights into the instructors' observations of students' progress, their experiences with the teaching methods, and the challenges they faced in providing corrective feedback (Jenkins, 2020).

**Student Feedback Surveys:** At the end of the course, students completed a feedback survey where they rated various aspects of the course, such as the usefulness of audiovisual tools, the clarity of the instructor's feedback, and their overall satisfaction with the course. This survey allowed researchers to gather additional information on students' perceptions of the effectiveness of the course in improving their pronunciation (Levis, 2020).

### Data Analysis

The data analysis process combined both quantitative and qualitative techniques to assess the effectiveness of the MERAH PUTIH course.

1. **Quantitative Data:** The pre- and post-test results were analyzed using paired t-tests to determine whether there were significant differences in pronunciation scores before and after the course. These tests compared the mean scores of the students in both Group A and Group B, looking at improvements in articulation, stress, and intonation.
  - a. The data were analyzed separately for each of the three pronunciation elements (vowel articulation, stress, and intonation) to determine which aspects showed the most improvement. This allowed the researchers to assess whether some aspects of pronunciation benefited more from the training than others (Celce-Murcia et al., 2019).
2. **Qualitative Data:** The interviews and classroom observations were transcribed and analyzed thematically. Thematic analysis was used to

identify patterns in students' and teachers' perceptions of the course, as well as their experiences with audiovisual tools and corrective feedback.

- a. Data from student interviews were coded to identify common themes related to the effectiveness of pronunciation training and their self-reported improvements.
- b. Teacher interviews were analyzed to understand their perspectives on student progress and the challenges they faced in providing feedback.

The combined analysis of both quantitative and qualitative data provided a well-rounded view of the impact of the MERAH PUTIH English course on pronunciation skills and helped to explain the reasons behind any observed improvements.

### **Ethical Considerations**

Ethical approval for the study was obtained from the relevant educational institution and parental consent was acquired for all student participants. All participants were assured of the confidentiality of their responses, and their participation was voluntary. The researchers took care to ensure that no students were disadvantaged by their involvement in the study, and that the feedback provided was constructive and aimed at improving their pronunciation skills.

This methodology section outlines the design, participant selection, data collection methods, and analysis techniques used in this study. By combining both quantitative and qualitative approaches, the study aims to provide a comprehensive understanding of how the MERAH PUTIH English course improves pronunciation skills among primary school students.

1. **Participants:** The study involved 60 students (ages 8–12) from different primary schools who participated in a 12-week MERAH PUTIH English course. These students were selected to provide a diverse range of backgrounds, ensuring that the findings would be applicable to a broad population of primary school learners (Kenworthy, 1987; Derwing & Munro, 2005).
2. **Methods:**
  - a. **Pre-test and Post-test:** Students were assessed on their pronunciation skills at the beginning and end of the course. The tests focused on vowel sounds, word stress, and sentence intonation, as these are crucial elements of English pronunciation that young learners often struggle with (Saito & Lyster, 2012; Morley, 1991).
  - b. **Classroom Observations:** Researchers observed the students' participation in the phonetic training sessions, noting their progress and engagement during interactive pronunciation exercises. Observations were structured to capture both verbal and non-verbal

indicators of pronunciation improvement (Pennington & Richards, 2016).

- c. **Interviews:** Interviews were conducted with students and teachers to gather feedback on the course's effectiveness, the use of technology, and the impact of corrective feedback. These qualitative data provided insights into students' experiences and perceptions of the course, as well as the teacher's role in guiding pronunciation improvement (Jenkins, 2000; Levis, 2005).
3. **Data Analysis:** The pre- and post-test results were analyzed statistically using paired t-tests to determine the improvement in pronunciation accuracy. Qualitative data from interviews and observations were analyzed thematically to identify patterns in student progress and perceptions of the course (Derwing & Rossiter, 2003).

## Results and Discussion

The results of the study indicate that the MERAH PUTIH English course had a significant impact on improving primary school students' English pronunciation skills, specifically in the areas of articulation, stress, and intonation. The study utilized a mixed-method approach, combining quantitative data from pre- and post-tests with qualitative data gathered from classroom observations, interviews, and student feedback surveys. The following sections present the findings and discuss their implications for pronunciation teaching.

### Articulation

Articulation, particularly the pronunciation of vowel sounds, showed the most significant improvement among the students. Prior to the course, many students struggled with articulating certain vowel sounds, especially those that are not present in their native languages. After completing the MERAH PUTIH course, students demonstrated improved clarity and accuracy in their vowel pronunciation.

The pre-test results indicated that the students had difficulty producing English vowels correctly. Many of the students, particularly those in Group B (beginner proficiency), substituted English vowel sounds with sounds from their native language (Suter, 2015). However, after 12 weeks of focused phonetic training and practice, the post-test results showed a marked improvement in vowel articulation, especially for sounds such as /æ/, /ɪ/, and /ʌ/. The students were able to pronounce these sounds with greater accuracy, reflecting the effectiveness of the phonetic exercises and audiovisual tools used in the course (Pennington & Richards, 2021).

This improvement can be attributed to the targeted practice of vowel sounds through both auditory and visual aids. The use of pronunciation apps, which provided immediate feedback, allowed students to self-monitor and adjust their pronunciation in real-time (Levis, 2020). This approach aligns with previous

research that highlights the effectiveness of audiovisual tools in improving pronunciation by providing learners with both auditory input and visual representations of how sounds should be articulated (Baker, 2021).

### **Stress**

Word stress, another crucial aspect of pronunciation, also showed significant improvement. Before the course, many students had difficulty placing stress on the correct syllables in English words. Incorrect stress placement often led to miscommunication, as stress patterns are integral to meaning in English (Celce-Murcia et al., 2019). During the pre-test, students often placed stress on the wrong syllables, particularly in longer words, which affected their intelligibility.

The post-test results revealed a noticeable improvement in students' ability to stress the correct syllables. The MERAH PUTIH course's emphasis on stress patterns through both explicit instruction and interactive activities, such as sentence-level stress exercises and games, helped students develop a better understanding of stress in English (Saito & Lyster, 2020).

Students were able to identify stressed syllables in words such as "banana" and "important" with greater accuracy by the end of the course. Additionally, those who received corrective feedback on their stress errors were more likely to retain the correct patterns and apply them in new contexts (Levis, 2020). These findings support the idea that corrective feedback is crucial in helping learners internalize correct pronunciation habits (Derwing & Munro, 2020).

### **Intonation**

Intonation, the rise and fall of pitch in spoken English, was another area where students showed significant improvement. Prior to the course, students exhibited flat or monotonous speech, which often made it difficult for listeners to interpret the intended meaning of sentences. For example, questions such as "Are you coming?" were often spoken with a falling tone, which in English is typically associated with statements, rather than rising for questions.

After completing the MERAH PUTIH course, students displayed more varied pitch patterns, particularly in the use of rising and falling intonation. The interactive listening and speaking activities, which focused on sentence stress and intonation in context, helped students understand the role of intonation in conveying meaning (Derwing & Munro, 2020). The integration of audiovisual tools, such as videos demonstrating intonation patterns, further aided students in mimicking natural speech patterns (Pennington & Richards, 2021).

Student interviews revealed that many students felt more confident using intonation in their speech after the course. One student mentioned, "Before, I didn't know how to ask questions properly, but now I can use the right tone and people understand me better." This feedback reflects the importance of teaching intonation alongside other aspects of pronunciation (Jenkins, 2020).

**Impact of Audiovisual Tools**

The integration of audiovisual tools was one of the key components of the MERAH PUTIH course, and the results suggest that these tools were highly effective in improving students' pronunciation. As mentioned earlier, pronunciation apps and videos provided immediate feedback, which allowed students to make corrections during practice sessions. These tools also offered a more engaging and interactive way to practice pronunciation compared to traditional methods, leading to increased student motivation and active participation (Levis & Moyer, 2021).

Students who regularly used the audiovisual tools showed greater improvements in both articulation and stress patterns. The feedback from these tools, which provided real-time auditory and visual cues, helped students adjust their pronunciation as they practiced. For example, the pronunciation apps displayed visual representations of correct tongue placement, which was particularly beneficial for students who struggled with vowel sounds (Baker, 2021). The apps also provided students with the opportunity to practice independently, enhancing their autonomy in learning.

**Role of Corrective Feedback**

Corrective feedback, provided both by the instructor and peers, played a crucial role in the students' progress. During the course, teachers provided both explicit and implicit feedback to correct errors in pronunciation. Explicit feedback, which directly pointed out pronunciation errors and provided the correct form, was particularly effective for addressing articulation issues (Saito & Lyster, 2020). For example, when a student mispronounced a vowel sound, the teacher would provide the correct pronunciation and ask the student to repeat it several times.

Peer feedback also contributed to the improvement in pronunciation. Students were encouraged to work in pairs or small groups, where they could listen to each other's pronunciation and offer corrections. Peer feedback created a supportive learning environment, where students felt comfortable making mistakes and learning from each other (Levis, 2020).

**Student Confidence and Engagement**

Another key finding from the study was the increase in student confidence and engagement. Interviews with students revealed that they felt more confident in speaking English after completing the course, particularly in using correct pronunciation. One student stated, "Now I feel more comfortable speaking English because I know people will understand me better." This increase in confidence is a direct result of the improvements in pronunciation and the positive reinforcement provided by the course's structure (Levis, 2020).

The course also helped students engage more actively in class discussions and oral activities, as they were more confident in their ability to pronounce words correctly. This increased engagement was crucial for their overall language development, as it encouraged them to practice speaking more frequently and actively participate in conversations (Field, 2020).

### **Overall Discussion**

The findings from both the quantitative tests and qualitative feedback converge to show that the MERAH PUTIH course was effective in developing pronunciation competence. Improvements in vowel articulation ( $\Delta = +1.3$ ), stress accuracy ( $\Delta = +0.8$ ), and intonation control ( $\Delta = +1.2$ ) demonstrate significant gains in both segmental and suprasegmental pronunciation. The course's integration of phonetic training, audiovisual technology, and corrective feedback reflects best practices in modern pronunciation pedagogy, consistent with recommendations from Derwing & Munro (2020) and Levis & Moyer (2021).

Ultimately, this study supports the growing body of research emphasizing the synergy between technology-assisted learning and teacher-guided correction in improving English pronunciation among young learners. Future studies could explore longitudinal effects or the transferability of pronunciation gains to spontaneous speech contexts. provide knowledge to EFL students about figurative language so that EFL students can use this knowledge to develop literary works such as poetry, song lyrics, rhymes, stories, etcetera.

### **Conclusion**

The MERAH PUTIH English course was highly effective in improving primary school students' English pronunciation, with significant gains observed in articulation, stress, and intonation. The integration of phonetic training, audiovisual tools, and corrective feedback helped students overcome common pronunciation difficulties and boosted their confidence in speaking English. The use of audiovisual tools, in particular, played a critical role in engaging students and providing immediate, actionable feedback. Furthermore, corrective feedback—both from teachers and peers—was essential in refining students' pronunciation accuracy.

These findings contribute to the understanding of how to effectively teach pronunciation to young learners and provide valuable insights into the design of future language courses.

### **Recommendations:**

1. English teachers should incorporate phonetic training into their curricula, with a focus on both segmental (individual sounds) and suprasegmental features (stress and intonation) (Suter, 2015).

2. Language learning programs should utilize technology, such as pronunciation apps and speech recognition tools, to provide immediate feedback and enhance student motivation (Baker, 2014).
3. Further research should explore the long-term effects of pronunciation courses like MERAH PUTIH on students' overall language proficiency (Levis, 2005).

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