

English Pronunciation Coursebook



Fenty Andriani, M.Pd.

Sanksi Pelanggaran Pasal 113 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta:

- (1) Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
- (2) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
- (3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
- (4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

ENGLISH PRONUNCIATION COURSEBOOK

Fenty Andriani, M.Pd.

Publica Indonesia Utama
2025

Perpustakaan Nasional RI. Katalog dalam Terbitan (KDT)

x + 62 Hlm; 14,8 X 21 cm

ISBN: 978-634-7386-55-7

Cetakan Pertama, November 2025

English Pronunciation Coursebook

Penulis : Fenty Andriani, M.Pd.

Penata halaman : M. Nur Alfian Halim

Desain cover : Adji Azizurrachman

copyrights © 2025

Hak cipta dilindungi oleh Undang-Undang

All rights reserved

Diterbitkan oleh:

Publica Indonesia Utama, Anggota IKAPI DKI Jakarta 611/DKI/2022

18 Office Park 10th A Floor Jl. TB Simatupang No. 18, Kel. Kebagusan,

Kec. Pasar Minggu Kota Adm. Jakarta Selatan, Prov. DKI Jakarta

publicaindonesiautama@gmail.com

PREFACE

Praise be to Allah, the Almighty, for His blessings and guidance that made it possible to complete this coursebook titled *Pronunciation*. This book is designed to support the Pronunciation course for third-semester students of the English Education Department at UIN Kiai Ageng Muhammad Besari Ponorogo. It aims to help students improve their understanding and mastery of English pronunciation as an essential aspect of oral communication.

The materials in this book are organized systematically to guide students from the basic concept of English sound production to more advanced features such as connected speech and intonation. Each unit provides clear explanations, examples, and practical exercises to develop both recognition and production skills.

The structure of this book includes eight main units:

1. Course Overview
2. Introduction to English Pronunciation
3. English Vowels and Consonants
4. Minimal Pairs and Sound Discrimination
5. Word Stress and Syllables
6. Sentence Stress and Rhythm
7. Connected Speech (Linking, Assimilation, Elision)
8. Intonation Patterns

The contents of this book refer to several well-known pronunciation teaching resources, such as *How to Teach Pronunciation* (Kelly, 2020), *English Pronunciation in Use* (Hancock, 2017), *Clear Speech* (Gilbert, 2012), and *Teaching*

Pronunciation: A Course Book and Reference Guide (Celce-Murcia et al., 2010). In addition, online resources such as BBC Learning English, Sounds of Speech, and English File Pronunciation App are also recommended for supplementary practice.

Hopefully, this coursebook can serve as a useful learning companion for students and lecturers in the teaching and learning process of English pronunciation. Constructive feedback and suggestions for improvement are always welcome for the betterment of future editions.

Ponorogo, November 2025

Author,
Fenty Andriani, M.Pd.

TABLE OF CONTENTS

Preface	v
Table of Contents	vii
Chapter I	
Course Overview	1
1.1 Overview	1
1.2 Course Information	2
1.3 Course Description	2
1.4 Course Learning Outcomes (CLOs)	3
1.5 Learning Materials	3
1.6 Teaching and Learning Strategies	3
1.7 Learning Assessment	4
1.8 Required Textbooks and References	4
Chapter 2	
Introduction to English Pronunciation	5
2.1 Overview	5
2.2 Definition of Pronunciation	6
2.3 The Importance of Pronunciation in Communication	6
2.4 Aspects of Pronunciation	7
2.5 Activities and Practice	7
2.6 Reflection	7
2.7 Summary	8
Chapter 3	
English Vowels and Consonants	9
3.1 Overview of the International Phonetic Alphabets (IPA) ...	9

Chapter 4

Minimal Pairs and Sound Discrimination27

4.1	Overview	27
4.2	Definition of Minimal Pairs	28
4.3	The Role of Sound Discrimination.....	28
4.4	Common Minimal Pair Contrasts.....	29
4.5	Practice Exercises.....	30
4.6	Common Difficulties for Indonesian Learners.....	30
4.7	Reflection.....	31
4.8	Summary.....	31

Chapter 5

Word Stress and Syllables.....33

5.1	Overview	33
5.2	Definition of Syllable.....	34
5.3	Definition of Word Stress.....	34
5.4	Importance of Word Stress	34
5.5	Rules for Word Stress in English.....	35
5.6	Contrastive Stress and Meaning.....	36
5.7	Practice Exercises.....	36
5.8	Common Difficulties for Indonesian Learners.....	37
5.9	Reflection.....	37
5.10	Summary.....	37

Chapter 6

Sentence Stress and Rhythm39

6.1	Overview	39
6.2	Definition of Sentence Stress	40
6.3	Content Words and Function Words	40
6.4	Rhythm in English.....	41
6.5	Sentence Stress and Meaning	41
6.6	Practice Exercises.....	41
6.7	Common Problems for Indonesian Learners	42
6.8	Reflection.....	43
6.9	Summary.....	43

Chapter 7

Connected Speech (Linking, Assimilation, and Ellisison).....45

7.1	Definition of Connected Speech.....	46
7.2	The Importance of Connected Speech	46
7.3	Features of Connected Speech.....	46
7.4	Listening Practice: Identifying Connected Speech.....	48
7.5	Speaking Practice: Using Connected Speech.....	49
7.6	Self-Reflection	50
7.7	Summary.....	50

Chapter 8

Intonation Patterns51

8.1	Overview	51
8.2	Definition of Intonation.....	52
8.3	Functions of Intonation	52
8.4	Major Intonation Patterns	53
8.5	Intonation in Different Sentence Types	54
8.6	Intonation and Meaning.....	54
8.7	Summary.....	57
	References	59
	Author's Biography.....	61

CHAPTER I

COURSE OVERVIEW

Pronunciation refers to the way in which a word or a language is spoken. The purpose of proper pronunciation is to ensure effective communication.

Goals of Learning Pronunciation:

Students are expected to:

1. Understand the basic principles of English sound production.
2. Recognize and produce English vowel and consonant sounds accurately.
3. Identify stress and intonation patterns in English speech.
4. Apply pronunciation skills to improve listening and speaking performance.
5. Develop awareness of their own pronunciation difficulties and work toward improvement.

1.1 Overview

The *Pronunciation* course is designed to develop students' understanding and mastery of English sound systems, including segmental and suprasegmental features. It provides theoretical and practical knowledge about how English sounds are produced, how they function in communication, and how learners can improve their pronunciation for better intelligibility.

Through this course, students are expected to gain both awareness and control of English pronunciation features such as sounds, stress, rhythm, and intonation. The course also integrates pronunciation teaching techniques, common learner difficulties, and methods of assessment.

This course emphasizes active practice and self-monitoring through listening, repetition, minimal pair drills, and communicative speaking tasks. Students are also encouraged to use digital tools and online resources to enhance autonomous pronunciation learning.

1.2 Course Information

Course Title	Pronunciation
Course Code	TBI322 (example)
Credits (SKS)	2
Semester	3
Lecturer	Fenty Andriani, M.Pd.
Department	English Education
Faculty	Tarbiyah and Teacher Training
Institution	UIN Kiai Ageng Muhammad Besari Ponorogo

1.3 Course Description

This course introduces students to the essential features of English pronunciation, including vowel and consonant sounds, syllable and word stress, rhythm, intonation, and connected speech. Students will learn to recognize and produce English sounds accurately, understand the role of stress and intonation in communication, and identify common pronunciation problems among Indonesian learners.

The course also explores effective pronunciation teaching techniques and provides practice-based learning through drills, dialogues, and digital tools.

1.4 Course Learning Outcomes (CLOs)

After completing this course, students are expected to be able to:

- 1. CLO1: Demonstrate understanding of the English sound system (segmental and suprasegmental features).
- 2. CLO2: Produce English sounds with appropriate articulation, stress, rhythm, and intonation.
- 3. CLO3: Identify and correct common pronunciation errors among Indonesian learners.

1.5 Learning Materials

- 1. Introduction to English Pronunciation
- 2. English Vowels and Consonants
- 3. Minimal Pairs and Sound Discrimination
- 4. Word Stress and Syllables
- 5. Sentence Stress and Rhythm
- 6. Connected Speech (Linking, Assimilation, Elision)
- 7. Intonation Patterns

1.6 Teaching and Learning Strategies

Approach	Description
Communicative Practice	Integrating pronunciation into communicative activities such as dialogues and role-plays.
Listening and Imitation	Training learners to listen carefully and imitate native or model pronunciation.
Phonetic Training	Using phonetic transcription and articulatory diagrams to support learning.

Drills and Games	Applying minimal pairs, tongue twisters, and pronunciation games.
Technology Integration	Using apps, websites, and digital recordings for practice and feedback.

1.7 Learning Assessment

Assessment Type	Weight (%)	Description
Attendance and Participation	10%	Active involvement in class and practice activities
Assignments and Quizzes	20%	Individual and group pronunciation tasks
Mid-Term Test	30%	Oral and written pronunciation performance
Final Project/Exam	40%	Pronunciation performance and reflection report

1.8 Required Textbooks and References

- Kelly, G. (2020). *How to Teach Pronunciation* (2nd ed.). Pearson Education.
- Hancock, M. (2017). *English Pronunciation in Use*. Cambridge University Press.
- Gilbert, J. B. (2012). *Clear Speech: Pronunciation and Listening Comprehension in North American English*. Cambridge University Press.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.
- Online Resources:
 - BBC Learning English
 - Sounds of Speech (University of Iowa)
 - English File Pronunciation App

CHAPTER 2

INTRODUCTION TO ENGLISH PRONUNCIATION



By the end of this unit, students are expected to be able to:

1. Define *pronunciation* and explain its importance in English communication.
2. Identify key elements of pronunciation, including sounds, stress, rhythm, and intonation.
3. Describe the speech organs involved in sound production.
4. Distinguish between segmental and suprasegmental features of English pronunciation.
5. Demonstrate awareness of how pronunciation affects intelligibility and meaning.

2.1 Overview

Pronunciation is a vital component of spoken communication. It refers to the way in which a language or

a particular word is spoken. In English language learning, pronunciation plays an essential role because it affects how well a speaker can be understood by others. Effective pronunciation contributes to fluency, clarity, and confidence in communication.

For learners of English as a foreign language, pronunciation often becomes a challenge due to differences between the sound systems of English and their native language. Therefore, understanding the features of English pronunciation is fundamental for achieving intelligible speech.

2.2 Definition of Pronunciation

According to Kelly (2020), pronunciation involves “the production and perception of the significant sounds of a language in order to achieve meaning in contexts of use.” It includes not only the articulation of individual sounds but also suprasegmental features such as stress, rhythm, and intonation.

Gilbert (2012) emphasizes that pronunciation is “the physical side of speaking — how we use our tongue, lips, jaw, and voice to make sounds that carry meaning.” In other words, pronunciation combines both physical and auditory aspects of speech.

2.3 The Importance of Pronunciation in Communication

Good pronunciation helps speakers to communicate effectively, even with limited vocabulary or grammar. Mispronunciation, on the other hand, may lead to misunderstanding or confusion. For example:

- Saying *ship* instead of *sheep* may cause miscommunication.
- Misplacing word stress (e.g., *reCORD* vs. *REcord*) can change meaning or make speech sound unnatural.

Clear pronunciation does not necessarily mean speaking like a native speaker, but being easily understood by listeners. This is what Celce-Murcia et al. (2010) call *intelligible pronunciation*.

2.4 Aspects of Pronunciation

Pronunciation can be divided into two major components:

a. Segmental Features

These are the individual sounds of a language, consisting of:

- **Vowels:** sounds produced without obstruction of airflow
- (e.g., /i:/, /ʊ/, /æ/, /ʌ/).
- **Consonants:** sounds produced with some obstruction in the vocal tract (e.g., /p/, /b/, /t/, /d/, /k/, /g/).

b. Suprasegmental Features

These involve larger units of speech such as:

- **Word stress** (the emphasis placed on one syllable within a word)
- **Sentence stress** (the emphasis pattern within a sentence)
- **Rhythm** (the pattern of stressed and unstressed syllables)
- **Intonation** (the rise and fall of voice pitch that conveys meaning or emotion)

2.5 Activities and Practice

Activity 1: Listen and repeat common English words with contrasting vowel sounds (e.g., *beat* – *bit*, *ship* – *sheep*).

Activity 2: Practice minimal pairs in pairs or groups to train ear discrimination.

Activity 3: Record your own pronunciation using an online app (e.g., BBC Learning English Pronunciation Tool) and compare it to the model.

2.6 Reflection

Think about your personal experience in learning English pronunciation:

- Which sounds are easy or difficult for you?

- Do you usually focus on pronunciation when speaking English?
- How do you feel when others do not understand your pronunciation?

Write a short paragraph (about 100 words) reflecting on your pronunciation learning journey.

2.7 Summary

Pronunciation is a key component of oral communication that involves both segmental (sounds) and suprasegmental (stress, rhythm, intonation) features. Its goal is intelligibility rather than perfection. By understanding how English sounds are produced and practiced, learners can improve clarity, confidence, and communication effectiveness.

CHAPTER 3

ENGLISH VOWELS AND CONSONANTS



By the end of this unit, students are expected to be able to:

1. Identify and classify English vowels (monophthongs, diphthongs) and consonants.
2. Describe the place and manner of articulation of English consonant sounds.
3. Recognize the difference between voiced and voiceless sounds.
4. Produce English vowel and consonant sounds accurately in isolation and in words.
5. Apply phonetic symbols (IPA) to transcribe simple English words.

3.1 Overview of the International Phonetic Alphabets (IPA)

This chapter provides IPA symbols, example words, pronunciation tips and practice.

1. Introduction to IPA Symbols

- **Objective:** Help students familiarize themselves with the IPA symbols that represent sounds in English.

2. Understanding Example Words

- **Objective:** Use example words to practice and reinforce the connection between IPA symbols and real-world pronunciation.

3. Pronunciation Tips

- **Objective:** Provide practical tips to help students improve their pronunciation of specific sounds.

4. Practice Activities

- **Objective:** Reinforce learning through active practice and repetition.

1



IPA Symbol

/i:/



Example Word

meet, team

Pronunciation Tips

Say "ee" like in "see," but hold it longer.



Practice

"meet," "team," "see."

2



IPA Symbol

/ɪ/



Example Word

finance