



Integrated Lesson in Teaching Oral Skill

Ila Amalia

UIN Sultan Maulana Hasanuddin Banten

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*Correspondence Address:

ila.amalia@uinbanten.ac.id

Abstract: This study aimed to identify the integrated lesson as an alternative teaching strategy in pronunciation teaching. The pronunciation teaching mainly focused on word ending of past tense regular verbs. The participants of the study included a lecturer and 30 students of English education department. To collect the data, the researcher used observation and reading test. The result showed that the lecturer employed the integrated lesson based on some criteria: the students, the lecturer, the learning environment, the learning resources, and the classroom activities. The reading test result showed that from 30 students, 11 students got 100% of correctness, 3 students got 95% of correctness, 5 students got 90% of correctness, 4 students got 85% of correctness, 3 students got 80% of correctness, 2 students got 75% correctness, and 2 students got 70% of correctness. It was indicated that integrated lesson accomplished by the lecturer with careful planning and preparation could give positive influence to the students' language comprehension and performance.

INTRODUCTION

Pronunciation is a crucial component for the learning of oral skills in a second or foreign language. Yet some students consider that pronunciation is one of language aspects that is difficult to learn. It is beyond doubt that pronouncing a language properly is a key aspect in making ourselves understood by others. In the English as a Foreign Language (EFL) teaching and learning process, pronunciation should play a determining role since it is directly related to the development of students' communicative competence and thus to language proficiency and comprehensibility. However, during the process students often make mistakes and commit errors especially on the aspects of pronunciation. This is due to many aspects of pronunciation of foreign language that the students must learn. Brown (1980) says that errors refer to a noticeable deviation from the adult grammar of a native speaker, which reflects the inter-language

communication of the learners. Learners usually do not recognize it, and cannot correct it.

There are many kinds of errors committed by the students because they do not master English well. The students commit errors by not using the rules of the components and elements of the second language properly. One of the mistakes that is often revealed is miss-pronouncing the word endings in past tense regular verb forms. In English pronunciation system, past tense regular verb forms are indicated by the affix *-ed* at the end of the main verbs. The pronunciation of each affix is also different depending on the last sound of the main verbs it attaches. The *-ed* ending may be pronounced differently such as /t/, /d/, and /ɪd/.

Meanwhile, in the majority of the students' native language (Indonesian language), there is no such rule for indicting the past tense form. In Indonesian language, adverb is added to

the sentence to indicate the time of occurrence. Due to this difference, it is obvious that the students often fail to pronounce the word ending with correct pronunciation. Potential problems students may have with this aspect would be the students may pronounce *-ed* as a syllable *-ed-* rather than as single sound /t/, /d/, or /ɪd/. Moreover, students may also even omit the word endings pronunciation itself. Less of practices and intervention from the students' native language system could also worsen the condition since it can impede the intelligibility and obstruct the meaning of speech. The errors that the students commit in pronouncing these word endings will certainly become serious problem in communication. Moreover it will impede the intelligibility and clarity of the speech.

A lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. Pronunciation lesson should be planned well if the teachers want the pronunciation teaching learning process run successfully. There are a number of alternatives of teaching pronunciation to choose, one of them is integrated teaching. This kind of teaching focuses on pronunciation issues as an integral part of a lesson. In the integrated teaching, pronunciation forms an essential part of the language analysis and the planning process, and language presentation and practice within the lesson.

Many studies have been done in fostering integrated teaching in the EFL classroom. Akram & Malik (2011) have claimed that the integrative approach can help a language teacher create such a relaxed environment in the class that foreign learning becomes enjoyable. It is the responsibility of the teacher to device need-based activities that would integrate all the four skills to develop proficiency amongst the learners. Meanwhile Bastías,

et.al. (2011) have found that the integration of the four skills of the English language in fact influences on the students' performance. He also argues that it is not only a matter of integrate the four skills of the English language, but how to integrate them in a lesson, in order to make the students to be involved in a real communicative situation.

According to Brown (2001), integrated-approach "is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills." From this statement it can be referred that students actually have been experiencing the integration of these four skills in real life. So it is not only for academic purpose but also communication purpose. Broadly speaking, the term integrated teaching can be interpreted as learning activity where all four skills take place at the same time with the teacher, the students, and communicative setting.

Applying this approach brings advantages to the students, as being exposed to authentic language which challenge learners to interact naturally in the language. English is not just an object of academic interest but also an opportunity for the students to interact in an almost real communicative situation. It also brings advantages for teachers who are able to track students' progress in multiple skills at the same time (Oxford, 2001).

Pronunciation, as one of the aspects of English language should not be taught in isolation but it could be best taught in integrative way. Integrated pronunciation teaching fully with the study of other English skills has greater advantages that learners will increasingly appreciate the significant of pronunciation in determining successful communication.

Through the explanation above, this study wants to reveal the teaching of pronunciation using the integrated lesson

in order to minimize the errors that the students commit in pronouncing word endings of past tense regular verbs. Based on the background of the study above, then the researcher formulated the research questions as follow: (1) How does the teacher implement the integrated lesson in teaching past tense regular verbs? and (2) Is there any influence on students' oral performance after the implementation of the integrated lesson?

This research would benefit as a reference for other teachers or lecturers as rich and valuable information for improving teaching strategy, especially in teaching pronunciation. Besides, through integrated lesson, students are encouraged to develop their pronunciation skill through practices within the lesson integrated with other skills of English.

THEORETICAL SUPPORT

a. Definition of Integrated Teaching

The integrated teaching approach basically is derived from one of the teaching approaches which is called *Content and Language Integrated Learning* (CLIL). CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. *Content and Language Integrated Learning* (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

The term *Content-and-Language-Integrated-Learning* (CLIL) refers to educational settings where a language other than the students' mother tongue is used as medium of instruction. While in principle, of course, any second or foreign language can become the object of CLIL.

CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both. CLIL is closely related to and shares some elements of a range of educational practices. Some of these practices - such as bilingual education and immersion - have been in operation for decades in specific countries and contexts. CLIL is content-driven, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches.

Richards and Schmidt (2002) refer to the teaching of integrated skills as the integrated approach, as "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." Meanwhile, Oxford (2001) describes teaching English as a process that comprises the four skills of listening, reading, speaking, and writing, which when interwoven well through the integrated-skill approach during instruction, learners can use English effectively for communication.

b. Integrated Teaching Principles

The principles of Integrated Language Teaching can be incorporated into English foreign language classes, where integrated lessons will prepare students for the content area classes as well as improving their English skills. This approach can help the students build literacy skills while learning the subject matter of the class. Here are some principles that are worthy-noticed by the teacher if they want to use integrated teaching in their classroom (From Enright, D.S. & McCloskey, M.L., 1988).

1. Language should not be taught in the discrete chunks of reading, writing, speaking and listening, but as a whole.
2. Language skills are developed when language is being used as a tool to accomplish a task or reach a goal, not

when the language itself is the subject of study.

3. For language skills to develop, students need to be exposed to large amounts of language that is interesting and useful to them.
4. If students use the skills of listening, speaking, reading and writing naturally in the process of solving problems and completing tasks, they will develop these skills better than if the skills are isolated.
5. Students already have knowledge and experiences that they can bring their exploration of a topic through the use of the target language.
6. Students need practice in all the varieties of ways that native speakers use the language to develop their proficiency.
7. A supportive environment is important for the full development of language proficiency.

c. The Advantages of Integrated-Skill Teaching

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination. Instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach can be highly motivating to students of all ages and backgrounds. There are many

advantages to the integrated teaching approach such as:

- (1) It develops confidence of the learners and enhances academic cognitive processes and communication skills.
- (2) It encourages intercultural understanding and community values.
- (3) It shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary.
- (4) In the target language, learners reach proficiency levels in all four skills of listening, speaking, reading and writing.
- (5) Integrated teaching induces the learner to be more cognitively active during the learning process.¹

METHOD

The study employed a case study as its research method. This case study was focusing on the description of integrated lesson in teaching word endings of past tense regular verbs to enhance students' pronunciation skill and performance. The participant of the study consisted of one lecturer and thirty students of the third semester students of English education department in 2018/2019 academic year. The students were selected for Pronunciation class. This study was conducted from September-October 2018 at English Education Department, Faculty of Education and Teacher Training, State Islamic University of *Sultan Maulana Hasanuddin* Serang city, Banten province.

In order to obtain the most truthful information from the case being studied, the instruments for collecting the data consisted of two kinds: (1) Checklist of

classroom observation. This checklist was designed to seek the teacher' activity in applying integrated teaching lesson, and (2) Reading test. This test was aimed to know the students' performance in pronouncing the past tense regular verb. The data was presented using qualitative and quantitative approach, then analyzed using descriptive qualitative analysis.

RESULT AND DISCUSSION

The objective of this study was to identify the four skills of the English language are integrated during a pronunciation lesson on past tense regular verb forms and to see the effects of this integration may have on the students' performance. More specifically, this study was conducted based on the following research questions: (1) How does the teacher implement the integrated lesson in teaching past tense regular verbs? and (2) Is there any influence on students' oral performance after the implementation of the integrated lesson? The result findings and discussion will be presented in the following section.

a. The Implementation of Integrated Lesson in Teaching Past Tense Regular Verbs

To describe the implementation of integrated lesson in teaching past tense regular form, the researcher as well as the lecturer herself doing the teaching activity using integrated lesson plan. There were four meetings which conveyed different topics of discussion but still the focus was on the pronunciation of past tense verb forms. Not all skills (reading, writing, listening, speaking) and all elements of language (vocabulary, spelling, syntax, meaning, and usage) could be integrated in one lesson. The integration of skills was in much of variation in every lesson sequence due to limitation of time and a matter of big class size. There were four

teaching sequences. The example of lesson plan of one of the teaching sequences is presented below.

Lesson Plan Overview	
Main aims of the lesson: to practice regular simple past tense verbs' pronunciation	
Other aims: to give students reading and writing practice	
Language to be taught and practiced:	Work on skills:
Structure: Regular simple past verb	Main skills: Reading, writing Sub skills: Reading comprehension, reading for a specific information Skills and Work Integration: ➤ Students are Initially presented the vocabulary and their meaning appeared in the text ➤ Students brainstorm the story of <i>Return to Titanic</i> and look for difficult words ➤ Students answer the questions from reading comprehension
Function: Narrating	
Lexis: Agreed, disappeared, realized, jumped, stopped, belonged, remove	
Pronunciation: -ed endings are pronounce in a variety of ways: Jumped /dʒʌmpt/ Agreed /əɡri:d/ Potential problems students may have with the language: Students may use	

<p>–ed as a syllable, so jump becomes jumped /dʒʌmped/</p>	<p>activity</p> <ul style="list-style-type: none">➤ Students look for past tense regular verbs from the text and practice the pronunciation	<p>To read for specific information</p>	<ul style="list-style-type: none">➤ Ss read the text “Return to Titanic”➤ While reading the text, Ss underline every simple past tense regular verb➤ Ss do reading comprehension activity➤ Ss answer the questions related to the text and may read for several times to complete the answers➤ T and Ss correct the answers together
<p>Procedures:</p>			
<p>Aims</p>	<p>Who does what</p>		
<p>To set context</p>	<ul style="list-style-type: none">➤ Teacher (T) shares a narrative text with several entitled “Return to Titanic”➤ T tells the students (Ss) they will read the text and answer the questions provided➤ Before reading the text, T discusses some verbs and their meaning that might be unfamiliar for the Ss		
<p>To elicit/practice vocabulary</p>	<ul style="list-style-type: none">➤ Ss scan the text and brainstorm the main idea➤ Ss identify every simple past tense regular verbs in the text	<p>Further practice</p>	<ul style="list-style-type: none">➤ T creates groups of three students➤ Ss write a summary of “Return to Titanic” text using their own words➤ Ss discuss each other work

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depending on the context and teaching materials provided before. The lesson plan actually reflected the integrated-lesson principles which conveys some criteria such as the teacher, the learner, the setting of learning, relevant language use, and the integration of English skills. The teacher developed the lessons plan based on the aspects or criteria of integrated teaching principles, especially integrating the four skills of English. Not only integrating the four skills of English but also other elements of language such as vocabulary, pronunciation, grammar, and language function.

Along with the lesson plan, the researcher also did observation in the classroom to portrait the teaching learning activities during the integrated lesson being implemented. Below is the summary result of the observation from the four teaching sequences. The criteria on the checklist were taken from Oxford.

	5.	The students use English for asking questions		✓	English and Indonesian language
50 Loquen: English Studies Journal		or clarification			e (student s' L1) were used

10.	The teacher integrates the four skills of English; reading, listening, speaking, writing	✓		The four skills of English cannot be integrated in one lesson due to the limitation of the teaching time. Only two or three skills instead.
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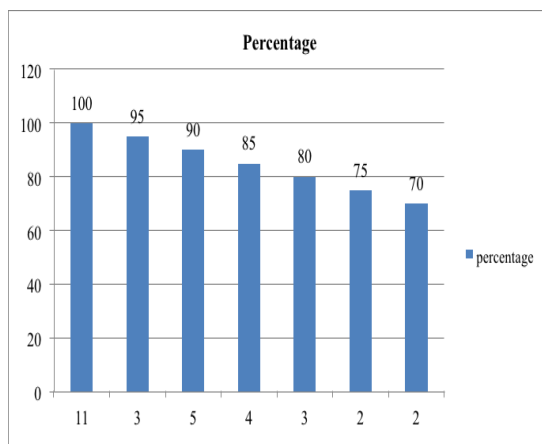
The checklist above described the practice of integrated lesson in the pronunciation teaching learning activity. More specifically, the checklist provided

comprehensive information about how the teaching learning using integrated lesson was organized by the lecturer in the classroom. From the result of observation, it could be seen that the lecturer had already implemented the principles of integrated teaching in the teaching scenario and incorporated all the aspects in integrated teaching which comprises as students, teacher, learning environment, learning resources, and classroom activities.

b. The Students' Ability in Pronouncing Past Tense Regular Verbs

To know the students' ability in pronouncing the word ending of past tense regular verbs, a reading test was applied. The test consisted of twenty sentences with the focus on the past tense regular verbs. The result of the test then analyzed and summarized in the following table.

Diagram 1. Reading Test Result



Based on the result of the reading test, it was still found that some students made errors in pronouncing some words even though they had been encouraged and exposed to them in the main lesson. Over all the result was quite satisfying because almost all students got 70% and above of correct percentage. More specifically,

from 30 students 11 students got 100% of correctness, 3 students got 95% of correctness, 5 students got 90% of correctness, 4 students got 85% of correctness, 3 students got 80% of correctness, 2 students got 75% correctness, and 2 students got 70% of correctness. So, it could be summed up that only two students got lower level achievement 70% of correctness. In general, almost all the students passed the reading test based on minimum standard criteria that was 70% of correctness. The average percentage for correctness was 90%. It meant that the teaching pronunciation lesson integrated with other skills could give effect to the students' language comprehension and performance, even though there were other aspects that might also contribute the result.

Also, from the result of the reading test, especially on the pronunciation of past tense regular verbs, there were some typical errors that the students still constantly made. The errors that the students made covered three kinds; (1) Omission (leave out a specific sound, for example: *attended* /ə'tendɪd/ → /ə'tend/), (2) Addition (add an unnecessarily sound, for example: *cleaned* /kli:nd/ → /kli:nɪd/), (3) Misformation (choose the wrong sound, for example: *worked* /wɜ:kt/ → /wɜ:kd/). Based on the observation during the teaching learning process, lack of practice using the past tense regular verbs became one of the sources of the errors and also different features of phonological system between students' native language (L1) and English also contributed to this kind of pronunciation errors. Brown (2001) has already mentioned that native language is the most influential factor affecting a learner's pronunciation. In the teaching learning process the teachers then can overcome through a focused awareness and effort on the learners' part.

CONCLUSION

In summary, the implementation of integrated lesson accomplished by the teacher with careful planning and preparation would result in conducive and enjoyable teaching learning process in the classroom. This situation would influence the students' attitude towards the lesson. The students then had more positive view on lesson being studied and in turn, they would be better in language comprehension and performance. Reading test result showed the average percentage for correctness was 90%. Some errors were still consistently made by the students and many of them were reduced.

Meanwhile, the errors made by the students were needed to be analyzed correctly in order to be able to arrange an effective teaching strategy or to evaluate the current teaching strategy. There were some aspects of the integrated lesson that were still needed to be paid attention in order to eliminate these repeated errors made by students. Lack of practice and different features of phonological system between students' native language (L1) should become the major concern from the teacher in responding to these errors

Based on the conclusion, there are some suggestions that can be considered. In implementing integrated lesson, teachers must consider time allocation and materials related to the main lesson. Integrating the four skills of English as well as other aspect of language require much time and extra preparation. During the teaching learning process in integrated classroom, teachers must always encourage the students to be active and use their English as much as possible. This is to prevent the students from using their native language and to familiarize the students with English environment. Through this phase, teacher can also check the students' English comprehension and competence. Furthermore, integrated lesson can be one

alternative strategy in teaching Pronunciation which has proven to give significant influence to the students' performance. For further research, studies regarding integrated lesson in teaching other aspects of language would be valuable.

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