

EFL STUDENTS' VIEW TOWARDS LEARNING PRONUNCIATION ONLINE

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ABSTRACT

Learning online has become one of the learning alternatives in this current era of 4.0, including to learn English pronunciation. The aim of this study is to find out Serambi Mekkah University EFL students' perception of learning English pronunciation online. In this study, the researchers applied a descriptive research design. The research participants consisted of 30 English department students from different semesters at the University of Serambi Mekkah, Banda Aceh. To collect the data about the EFL students' perception in learning pronunciation online, the researchers used a questionnaire consisting of 10 items looking at three different aspects, which were lecturers, learning materials, and leaning facilities as the instrument in this study. The results of the study were then analysed by using descriptive statistics. It shows that 49,34% of the students perceived learning pronunciation online as ineffective, and the rest of 50,66% believed that learning online was quite effective. However, with all improvement, including in lecturers' interesting way of delivering the pronunciation lesson, the appropriate type of pronunciation material, and the sufficient facilities to support the online learning, learning pronunciation online could be one of the best learning alternatives.

Keywords: *EFL Students' Perception, Learning English, Pronunciation, Online.*

1. INTRODUCTION

English is one of the languages included in the international language category (Clyne & Sharifian, 2008; Pennycook & Candlin, 2017) since it is used to communicate with foreigners anywhere in the world. The international status of English has encouraged many people around the world to learn the language. One of the most important components to learn English was pronunciation. This is in line with Cetinkaya (2005) who justified that English pronunciation is really important to learn. Furthermore, Çakır and Baytar (2014) clarified that when learning a foreign language, learning the pronunciation of the target language is highly important. This is particularly because having a good and correct pronunciation of English could enhance people's understanding of the language more quickly. Therefore, EFL students must improve and learn how to pronounce English properly and correctly because the pronunciation of English is one of the very important elements.

There are many ways to learn pronunciation, one of which is through online learning (Hi mano lu, 2006) by using the internet network and mobile applications so that students and lecturers can communicate in the learning pronunciation process. Additionally,

Basilaia and Kvavadze (2020) also claimed that information technology and mobile applications are two of the tools that can help EFL students learn English pronunciation with online learning. In line with Basilaia and Kvavadze (2020), Sofiyanti (2014) further clarified that learning pronunciation online was beneficial since it helped the students gain knowledge of English pronunciation easily. The fact that Indonesia experienced the COVID-19 pandemic has caused EFL students in Aceh, including in Serambi Mekkah university learn English pronunciation through online learning, such as Google Classroom, Google Meet Zoom, WhatsApp Group, or other online platforms that help the students and lecturers to interact with each other in the learning process.

A previous study by Ramadhayanti (2018) revealed that learning English pronunciation with the use of online learning has effective results and also has positive results. However, this kind of research has never been done, especially at Serambi Mekkah University. Therefore, researchers conducted a research to find out the views of EFL students in Serambi Mekkah University about learning English pronunciation online.

2. LITERATURE REVIEW

2.1 English Pronunciation

Pronunciation is a way of pronouncing the language. Gilakjani (2016) stated that pronunciation is the production of language sounds when someone speaks. According to Jahan (2011), pronunciation is a way of speaking the language that is generally accepted and understood by using the correct language sounds, stresses, rhythms, and intonations. Based on the above definition of pronunciation, it could be assumed that English pronunciation refers to how native speakers and non- native speakers pronounce

words or vocabulary in good and correct English, so that they are easily understood by the interlocutor, and so that there is no misunderstanding between speakers and listeners.

2.2 Online Learning

Online learning is learning by using online media or online applications that are connected to the Internet network. Dabbagh and Bannan-Ritland (2005) stated that online learning is an open learning that uses the internet and network-based technology to facilitate the information learning process and knowledge. Benzies (2017) further defined learning pronunciation online as learning to use software-based technology that can help students learn English pronunciation. Hence, online learning is learning by using applications that are connected to the internet.

2.3 Learning English Pronunciation Online

The advantage of learning pronunciation by using online application is that students and lecturers can interact without having to meet face-to-face in a formal classroom because online learning can be done anywhere. According to Hartman and James (2001), one technology that supports the students learning pronunciation and vocabulary mastery is an online dictionary, because students can access more information about English pronunciation. This implies that EFL students could directly check the way of pronouncing certain words in the online learning forum, and at the same time checking them through online dictionary. As a result of learning pronunciation online, EFL students and lecturers are believed to be more technologically adept because in online learning, the students and lecturers inevitably must be able to master technology in order to successfully learn and teach through online platform.

However, learning English pronunciation online is not suitable for students who live in remote areas, where internet network is not stable and fast. This hinders the implementation of online English pronunciation lessons. This is in line with Hi mano lu (2010) who explained that the weakness of learning English pronunciation online is that the internet network is not strong, making it is difficult for them to participate in the learning process. Besides, he also added that there are many students who could not use computer; and therefore, could not access the online learning of pronunciation. Furthermore, Ardini and Wahyuni (2023) further added that the weakness of learning English pronunciation online is that students tended to be distracted because many online applications that allow students to learn pronunciation online contain unnecessary advertisement. As a result, the students could get bored and not all students are able to follow the English pronunciation subject matter online. Therefore, lecturers need to apply interesting teaching strategies or choose the appropriate applications when teaching English pronunciation online.

3. RESEARCH METHODOLOGY

3.1 The Research Design

This study applied a descriptive study research design in qualitative manner. Sugiyono (2016) defined descriptive study as a method of describing an existing phenomenon or the state of the particular variable itself without any influence or relationship to other variables. In this study the researchers intended to describe the EFL students' view about their experience in learning English pronunciation online. Therefore, the descriptive design is considered appropriate to be applied.

3.2 The Research Participant

The research participants in this study consisted of 30 participants, and all of them were EFL students at Serambi Mekkah University, Banda Aceh. They were different semesters, which are 6 students from semester three, 9 students from semester five, and 15 students from semester seven. They were also from different areas of Aceh and had intermediate level of English capability.

3.3 The Research Instrument

The research instrument used in this study was a questionnaire. This questionnaire was designed by the researchers by considering three important aspects in learning pronunciation online, namely lecturers, materials, and facilities. The total item of this questionnaire was 10 items with Likert-scale ranging from strongly agree to strongly disagree. The language used in this questionnaire is Bahasa aiming to get the full understanding of the respondents.

3.4 The Data Analysis

The result from the questionnaire was then analysed by using the percentage formula by Arikunto (2006):

$$P = F/N \times 100\%$$

In which,

P = The percentage

F = Frequency of the answer

N = The number of respondents

4. RESULTS & DISCUSSION

The results about EFL students' views about learning pronunciation online learning are shown in the following table.

Table 1. Students' Perceptions of Learning Pronunciation Online

No	Perceptions	Strongly Agree	Agree	Disagree	Strongly Disagree
Lecturer					
1.	I feel that lecturer can guide their students when teaching English pronunciation online.	3 (10%)	16 (53,33%)	11 (35,67%)	0
2.	I feel that the lecturer is active and creative when teaching English pronunciation online.	1 (3,33%)	21 (70%)	7 (23,33%)	1 (3,33%)
3.	I feel that the lecturer knows how to effectively teach English pronunciation online.	5 (16,67%)	15 (50%)	10 (33,33%)	0
Material					

4.	I feel the English pronunciation material online is complete.	1 (3,33%)	6 (20%)	23 (76,67%)	0
5.	I feel that the English pronunciation material online is easy to understand.	4 (13,33%)	8 (26,67%)	16 (53,33%)	2 (6,67%)
6.	I feel that the English pronunciation material online is from a reliable source.	5 (16,67%)	18 (60%)	6 (20%)	1 (3,33%)
7.	I feel that the English pronunciation material is easy for me to apply in everyday life.	1 (3,33%)	11 (36,67%)	14 (46,67%)	4 (13,33%)
Facilities					
8.	I feel that the network is smooth when learning English pronunciation online.	3 (10%)	5 (16,67%)	12 (40%)	10 (33,33%)
9.	I feel that the internet quota is sufficient when learning English pronunciation online.	3 (10%)	5 (16,67%)	14 (46,67%)	8 (26,67%)
10.	I feel that the facilities are adequate, such as laptops, cellphone, and gadgets when learning English pronunciation online.	6 (20%)	11 (36,67%)	8 (26,67%)	5 (16,67%)

From the table above, it is shown that the EFL students' responses towards learning English pronunciation online varied. In the aspect of lecturer, the highest number of positive responses was in the second items, where about 73% students claimed that the lecturer is active and creative when teaching English pronunciation online. For the aspect of material, around 77% EFL students believed that the materials are good enough and from reliable sources. However, in the aspect of facilities, more than 50% students claimed to have problems in the internet since there were only 8 students out of 30 students felt that the internet quota was sufficient when learning English pronunciation online.

The following graph depicts more clearly about the aspect categories from the EFL students' views of learning English pronunciation online.

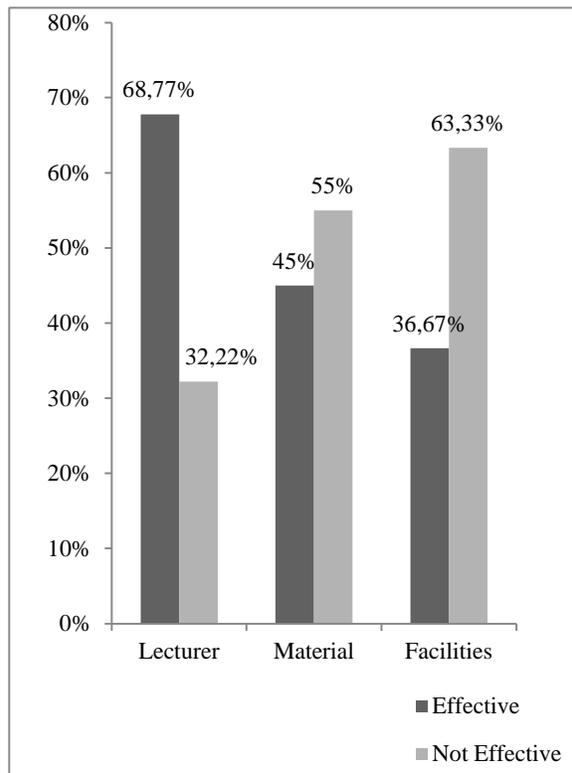


Figure 1. Categories in Perception of Learning English Pronunciation Online

Based on the graph above, it can be seen that the highest positive response was in lecturer categories, around 69%. However, the category of material and facilities had more negative responses compared to positive responses, about 45% and 64% respectively. The EFL students felt that the materials used and facilities available during learning English pronunciation online was not very effective. Therefore, learning English pronunciation online for students majoring in English Serambi Mekkah University was not very effective in the category of material and facilities, but effective in the category of lecturer.

The overall result indicated that 49,34% EFL students believed that learning English pronunciation online was effective, and 50,66% EFL students felt that learning English pronunciation online was not effective. This finding was not the same as the research result by Rahmadhayanti (2018), in which her findings showed more effective results, whereas the current research shows more ineffective results regarding learning English pronunciation online. However, there was not much difference because the difference between effective and ineffective was only 1.32%.

This current finding was also more specific compared to the previous study since the EFL students' responses were categorized based on three aspects (lecturers, materials, and facilities). Therefore, it was hoped to add to the body of knowledge for the research related to learning pronunciation online.

5 CONCLUSIONS & SUGGESTION

5.1 CONCLUSIONS

Based on the questionnaire results and data discussion, the researchers conclude that (1) the perception of EFL students who felt that learning English pronunciation online was effective was 49,34%, and those who felt that learning English pronunciation online was not effective were 50,66%; (2) 67,77% of EFL student perceived that the lecturer effectively taught English pronunciation online. Meanwhile, the rest of 32,22% had the opposite views; (3) More EFL students commented that the material was not effective, around 55%; (4) More EFL students claimed that facilities were not sufficient, around 63,33%.

5.2 SUGGESTION

Based on the results of the study and the conclusion previously explained by the researchers, the researchers give the following suggestions: Online learning is an alternative that can be used by students and lecturers to learn English pronunciation when the lecturer cannot attend to learn face to-face. Especially with all improvement, including in lecturers' interesting way of delivering the pronunciation lesson, the appropriate type of pronunciation material, and the sufficient facilities to support the online learning, learning pronunciation online could be improved. The results of this study are also expected to serve as the basis to conduct further relevant research with larger number of participants and in different areas worldwide.

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