



## EFL Learner's Beliefs in Pronunciation Learning

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### Article info

Submitted : 22 October 2021  
Revised : 18 March 2022  
Accepted : 15 May 2022

### ABSTRACT

This qualitative study aims to identify students' response to learners' beliefs about pronunciation skill. The participants of this study consist of 35 students from the students of Pronunciation class in an institution, class A and B in the second semester of the academic year of 2019/2020. The qualitative data were analyzed by questionnaire. This study focuses on students' beliefs in learning pronunciation. The result shows that students have four beliefs in learning pronunciation that is beliefs on learning process, learning pronunciation, strategy used in learning pronunciation, and the solution and importance of pronunciation. This will provide information to lecturers and universities to take advantage of beliefs in learning pronunciation.

**Keywords:** *importance of pronunciation; learning pronunciation; students' beliefs.*

### INTRODUCTION

One difficulty in dealing with English pronunciation class in English as a Second (ESL) Language and Foreign Language (EFL) context often comes from curriculum requirements that prescribe the native pronunciation model. Pronunciation teaching gets little attention in either pedagogical theory or material design (Porter, 1999). Over the past 15 years, similar arguments have been put forward with many researchers calling for an urgent need for further investigation (Alghazo, 2015). One dimension of pronunciation teaching that has almost never been accepted to date is the cognition or belief of learners about how L2 pronunciation teachers should approach sub-skills.

Many students even students majoring in English often face some difficulties in pronouncing the final cluster, for example, such as the word ending -ed (Dewi, 2009). Based on my experience as a student in the English Department students may know the pronunciation rules of -ed endings correctly, but it seems so difficult to pronounce them orally. From the description above, the researcher wants to do research on the problems faced by students in pronunciation classes and the researcher want to know EFL learner's belief about pronunciation skill.

In research on learners' beliefs about foreign language learning has been much researched lately about pronunciation such as strategies in learning contexts (Ting Fang, 2012). The other hand how teachers help EFL learners to improve their English pronunciation (Gilakjani, 2016). Conducted research to know student's ability in pronouncing -ed ending is still poor (Dewi, 2009) become main problem in learning pronunciation.

In Indonesian pedagogical context, many researchers have conducted research on pronunciation learning, such as (Silalahi, 2016) focused explore to analyze English learners' ability to pronounce English word. In her research, Silalahi said that ELT is more focused on improving students' mastery of grammar without fundamentally considering their pronunciation. It implies that Indonesian-English language learners are focused to improve their abilities to construct linguistics structure correctly but not to pronounce English.



Realizing the importance of improving students' pronunciation, this research is aimed to analyze EFL learners' beliefs about pronunciation skill, especially in the southeast Sulawesi.

The purpose of teaching pronunciation to students is not to ask them to say like a native speaker. Conversely, pronunciation that can be understood must be the true purpose of verbal communication. To change the way students, say English words, they must change the way they think about the sound of those words. This applies not only to individual voices but to larger parts such as syllables, stress patterns, and rhythm (Gilakjani & Sabouri, 2016). Unfortunately, pronunciation instructions remain largely ignored in teaching English and it does not become priority in the classroom instruction. Therefore, the researchers think that it is important to know how the pronunciation skill is urgent based on students' beliefs. The results of this study are expected to contribute to the understanding of students and lecturers about problems in pronunciation skills based on the students' beliefs.

## RESEARCH METHODS

This study used qualitative research where the method of questionnaire was used to gather the research results. The researcher intended to interpret what the students in English education department one of the higher educations in Kendari experience beliefs about pronunciation skill. This research determined the qualitative analysis plan to be appropriate for the aim of study because, as Bailey & Nunan (1996) confirm, "Qualitative techniques enable us to summarize significant sources of data and promote connections beyond levels and over time". This study be focused on what are EFL learners about pronunciation skill.

The participants of this study are English Department major students at one of higher education in Kendari whom particularly in second semester academic year 2019/2020. The selection of participant based on their experiences of their beliefs in pronunciation class. Those participants were undergoing English education at least six years in their former school and half year in collage with English major.

Collecting data is an important part of every research to find out the information needed in that research. In collecting data, researcher used questionnaires tests. This test is done two weeks. First, the researcher prepares a questioner, then gives it to the respondent, but before that the researcher explains how to answer the questionnaire, then the researcher collects the response. After that, analysis of data obtained from respondents.

## RESULT

This study aimed to know students' responses toward EFL students' beliefs about pronunciation skill in pronunciation class during learning pronunciation in second semester. This study revealed that students mostly agree that pronunciation is important in learning English. The result of students' questionnaire showed four beliefs: beliefs on learning process, learning pronunciation, strategy used in learning pronunciation, and the solution and importance of pronunciation.

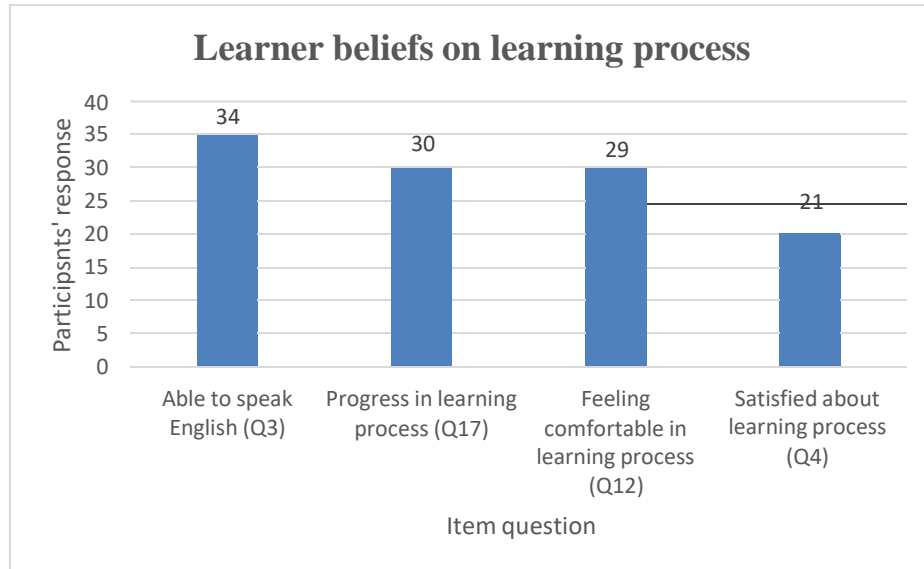
For the belief on learning process, this study revealed that the majority of students agreed with students' satisfaction about the progress that they make during learning pronunciation since senior high school until to the high education. During in the process of their learning, the students admitted that they have a long enough time to find something fun during pronunciation learning. While for learning pronunciation this study revealed that students stated that they got many benefits which was help them to have clear pronunciation when they communicate.

With regards to the belief on the strategy used in learning, this study revealed that students liked repetition, individual practice, listening to music, and watching English program. Finally, beliefs on the

problem and solution in learning. This study revealed that almost all of the students agree to find the solution of their pronunciation problem.

#### 4.1.1. Learners’ beliefs on learning process

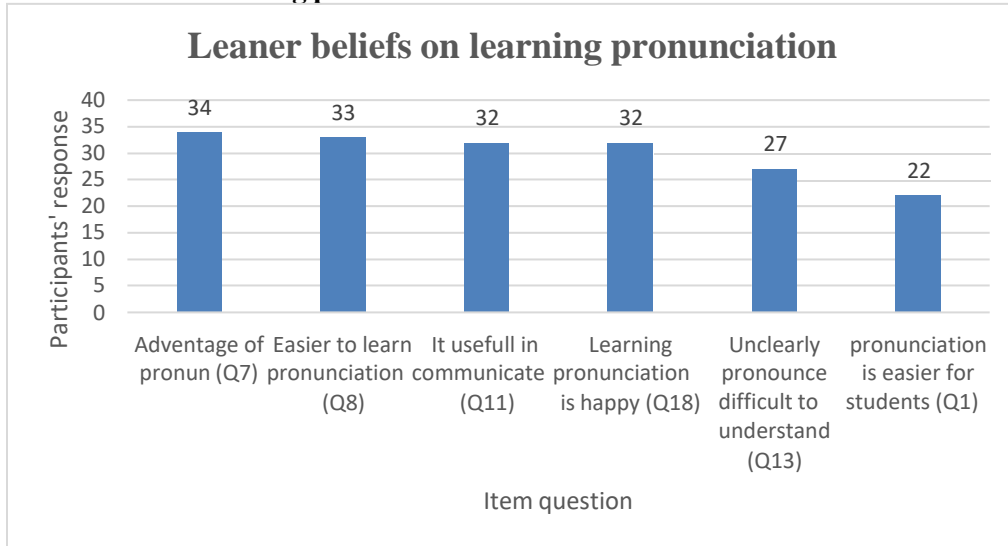
The figure below contains students’ beliefs on learning process during learn pronunciation in second semester.



**Figure 4.1 EFL Learners’ beliefs on learning process**

Based on the diagram above, mostly students agree that considering the amount of the time that students have studied pronunciation; they are satisfied with their progress (Q4), this can be seen in the responses of 34 student agree with the statement. Students also agree that longer the students learn pronunciation, the more enjoyable their find it. It can be seen from Q12 include 30 students agree with this statement. After learning English for about 9 years, the students feel that their pronunciation is much better than before (Q17), 30 students out of 35 students agree with the statement. In addition data with lowest amount are in Q3 which only 21 students agree that someday they will speak English very well using good pronunciation.

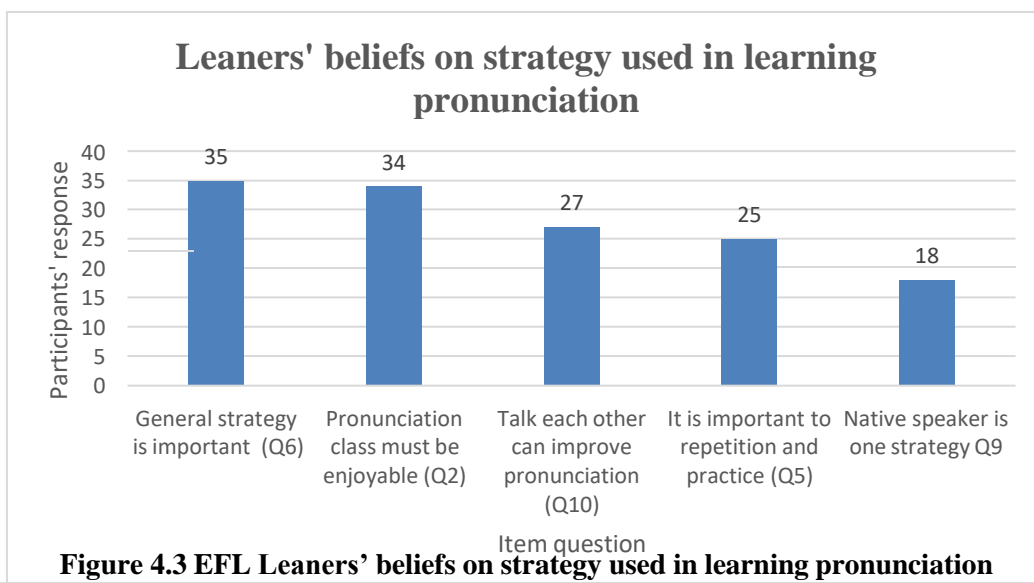
**4.1.2. Leaners’ beliefs on learning pronunciation**



**Figure 4.2 EFL Leaners’ beliefs on learning pronunciation**

Like the figure above, 33 students agree with the statement is the highest presentation where the longer we learn pronunciation the more benefits we will get in English, both in pronunciation and understanding. Mostly students agree that they learn pronunciation because it is useful to communicative with foreigners (Q11) and the student felt happy when learn pronunciation in the classroom (Q18). This is the second highest statement where 32 students agree that learning pronunciation is fun and provide benefits in the future. Students also agree that the students find difficult to understand the meaning of word which are not pronounced clearly (Q13), its 27 students choose agree with this statement. Students also felt that it is easier to learn pronunciation than to speak and understand it (Q8) with the result 33 students agree with the statement. The lowest data show that only 22 students agree that pronunciation is easier to learn (Q1).

**4.1.3. Leaners’ beliefs on strategy used in learning pronunciation**



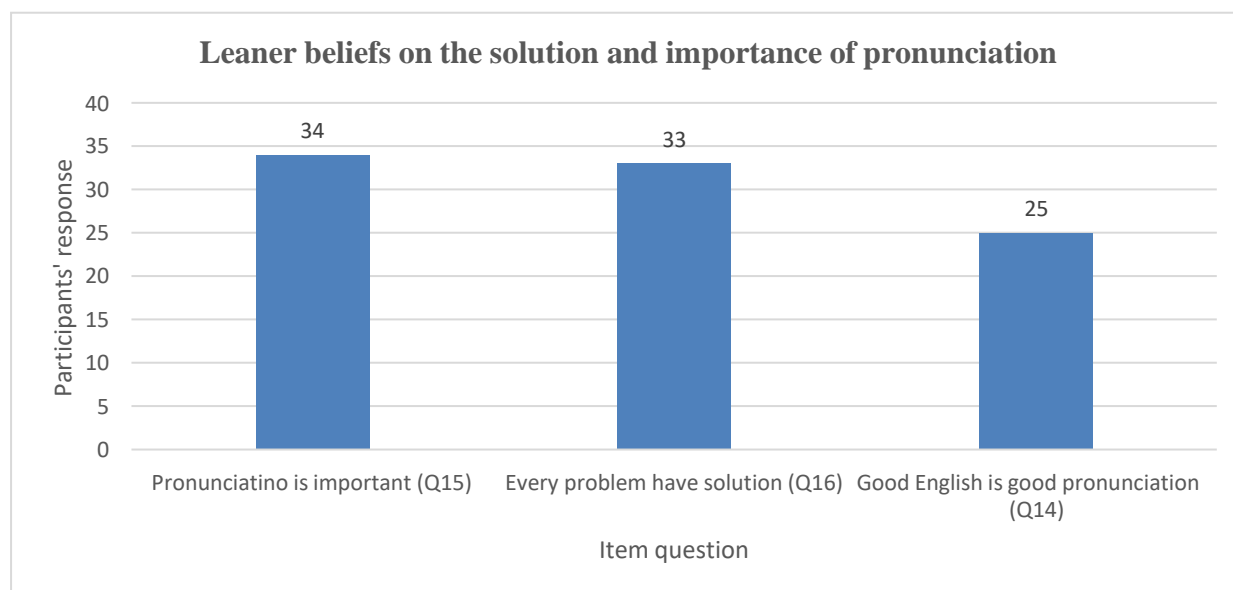
**Figure 4.3 EFL Leaners’ beliefs on strategy used in learning pronunciation**

As show in table 4.1.3, we can see that the result of the first question are focuses on students' comfort in the classroom (Q2). From the result present that 33 students agree the statement and for the rest of it is 2 students disagree to the statement. Based on this presentation, it concludes that the mean of the students answered is 98% students agree to the statement on the diagram where students' comfort in the classroom is very important. For the next question, the statement is important to repeat and practice a lot (Q5), this can be seen in the responses of 34 student agree with the statement where repeating words in pronunciation practice is one of powerful strategy.

Then, in Q6 it is the highest data where the statement discusses a strategy were watching English program and listening to music can help students to improve pronunciation skill. So, in this statement students who have agree with this statement was 35 students. Further, for Q9 and Q10 mostly have same statement where talk to native speaker/classmate is one of the strategy in students beliefs. It is 27 students who agree with this statement.

#### 4.1.4. Leaners' beliefs on the solution and importance of pronunciation

The figure 4.4 contains learner beliefs on solution and importance of pronunciation.



**Figure 4.4 EFL Leaners' beliefs on the solution and importance of pronunciation**

Based on the diagram 4.1.4, mostly students find that the solution in every problem is the way to change their perception of believe in pronunciation (Q16). As much as 33 students who answer agree. Its means almost all of the student agree with this statement. Pronunciation is an important part of language learning (Q15), this is the highest presentation which 34 students agree with this statement. This is in line Q14 which 25 students agree that good English mean good pronunciation.

## DISCUSSION

Based on this study, with regard to the result of this study, other researcher found that in beliefs of learning strategies students need a strategy in general in learning pronunciation such as comfortable classes, repetition of words, practicing adequately, watching English-related programs and listening to music is enough to increase students' confidence. Different from the research conducted by Chamot (1999)



Suggestions have been made to initially teach the learning strategies in the students' native language, assuming it is the same for all students and that the teacher knows the language; alternatively, teachers have been urged to give the strategy a target language name, explain how to use it in simple language, and model the strategy repeatedly (Chamot et al., 1999). Some recent studies have used a combination of the native and target languages for strategy instruction. In an investigation of strategy instruction by secondary French and German teachers in London, some materials were in English (especially those used by students for planning and evaluating their own work), whereas checklists, descriptions of strategies, and strategy activities were written in the target language, simplified as needed (Grenfell & Harris, 1999).

While some researchers have investigated merely favorite pronunciation strategies used for repairing their communication breakdown, in Peterson's (200) study twelve strategies and 43 tactics were reported through the use of diaries and interviews by eleven adult learners of Spanish. Regarding the findings of this study, the largest number of specific tactics pertained to the cognitive group, in particular, 1458 Tugce Akyol / *Procedia - Social and Behavioral Sciences* 70 (2013) 1456 – 1462 to the strategies of practicing naturalistically and formally practicing with sounds. Strategies from the memory, compensation and affective groups were the least popular among students. The memory strategy was reported only by advanced learners and the affective strategy was recorded only at the beginning level. As a result, the study provided ample evidence of a wider range of specific pronunciation learning tactics that had been previously documented.

## CONCLUSION

This study aimed to know EFL learners' belief in learning pronunciation. This study revealed that students mostly agree that pronunciation is important in learning English. The result of students' questionnaire showed four beliefs: beliefs on learning process, learning pronunciation, strategy used in learning pronunciation, and the solution and importance of pronunciation. For the belief on learning process, this study revealed that the majority of students agreed with students' satisfaction about the progress that they make during learning pronunciation since senior high school until to the high education. During in the process of their learning, the students admitted that they have a long enough time to find something fun during pronunciation learning. While for learning pronunciation this study revealed that students stated that they got many benefits which was help them to have clear pronunciation when they communicate. With regards to the belief on the strategy used in learning, this study revealed that students liked repetition, individual practice, listening to music, and watching English program. Finally, beliefs on the problem and solution in learning. This study revealed that almost all of the students agree to find the solution of their pronunciation problem

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