INVESTIGATING EFL STUDENTS' PERSPCTIVE ON LEARNING ENGLISH PRONUNCIATION AT ENGLISH STUDY PROGRAM OF UKI TORAJA

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Abstract

One's perspective has the power to alter one's thinking. Students' abilities can be maximized if they begin with a positive attitude. This research aims to learn more about students' perspectives on learning English pronunciation, which are frequently overlooked. The researcher collected data using Google Forms and an open-questionnaire instrument. There were 79 participants who filled out the survey. The data is then processed and analyzed qualitatively. The research findings show that students have 18 positive perspectives and 6 negative perspectives. Based on these findings, the positive perspective is more dominant in learning pronunciation than the negative perspective.

Keywords : Perspective,EFL students, learning Pronunciation

1. Introduction

Perspective is very important in learning. Perspective is considered important in learning because perspective can affect several things on oneself. Through pespective, someone can add insight related to something by looking at things from various sides Hornby, (2010). Perspective can affect several things, including the way and effort of someone who is being viewed. The way a person learns can be influenced by that person's perspective. Likewise with one's efforts to understand something that is in perspective.

In learning English, everyone has their own perspective on the importance of Pronunciation. Pronunciation is closely related to English, remembering that the pronunciation is starting to be learned from the time you start learning English because it deals with sounds. However, many people don't pay much attention to pronunciation when speaking English. There are many reasons why most people don't pay attention to pronunciation or think that pronunciation is not so important. As in Bangladesh, many students and teachers do not really think that Pronunciation is a very important thing but is instead ignored (Tahereen, 2015). Although there are also those who pay attention to pronunciation because it is considered something important.

There are many theories that state that Pronunciation is a very important thing to learn. It is important to learn because pronunciation can help speakers convey meaning well to listeners by developing pronunciation techniques to be more stable and familiar with sounds and sounds (Al-ghazo, 2013; Jones, 2018, p. 201; Nation & J, 2009) . In addition, (Szyszka, 2011) said that through good pronunciation it will make communication work well because pronunciation has a huge impact on communication and pronunciation cannot be separated from listening and speaking skills. Therefore, there is a theory that says that someone who has good pronunciation is someone who when speaking English can understand well and according to his thoughts (James, 2010).

Even researcher are very aware of the importance of Pronunciation in Era 4.0. In the Industrial Era 4.0, everyone is required to increase growth and change to be better than before. Besides, the researcher also realized that more learning was done by speaking both online and offline, such as speaking in English, debating, presenting in English, and many more. In speaking, it is very necessary to have good pronunciation so that the listener gets the appropriate meaning or understanding of the speaker's speech. Therefore, the researcher emphasizes that it is very necessary to have everyone's perspective so that changes do not only run in place but can raise awareness and participate and be involved in these changes, especially perspectives on learning pronunciation.

There are various responses given by English education students when learning Pronunciation. The fact is that when learning pronunciation, there are students who laugh. Either because of the sound that is issued or because of something strange they feel. There are also those who are serious but sometimes smile and laugh a little while studying. The various responses that were given made it difficult to know what the real student's perspective was because other people only saw it from the looks of it. In other words, not everything that is seen is the thing that is basic in itself. It could be that students give such responses because they do not consider Pronunciation important or they may do this to make the atmosphere cool.

2. Methodes

This research applied qualitative descriptive method. The technique of collecting data from the participants was done by proportionate stratified random sampling. So from the number of available informants, researchers will only take data from 3rd, 5th and 7th semester students. There were 79 students who participated in filling the open-questioner. Google Forms are used by researchers to distribute instruments and gather data. Descriptive qualitative analysis was used to examine the data, which included data collection, data reduction, data display, and drawing conclusions.

3. Findings and Discussion

The view is that students view the purpose of learning pronunciation, the way lecturers teach, the relationship between English and pronunciation, the benefits of learning pronunciation, the obligation to learn pronunciation, the difficulty of learning pronunciation, confidence in pronunciation, the results of learning pronunciation. The researchers divided the

positive and negative perspectives of students on learning pronunciation, with the following explanation.

Table 1. Data Display of Students' Perspective on Learning Pronunciation

No.	Students' Positive Perspective	Students' Negative Perspective
1	Learning pronunciation for the sake of learning pronunciation	Students' perspectives on acquiring pronunciation as a challenging task
2	The manner in which lecturers or educators teach pronunciation	Learning pronunciation, which is thought to be too late to learn
3	Students believe that mastering pronunciation is simple	Students' negative attitude toward learning pronunciation
4	The link between learning to pronounce and acquiring English	Something is missing when it comes to learning how to pronounce words.
5	The fascinating parts of learning to pronounce	Students' problems in implementing strategies that are in line with technological advancements
6	Pronunciation in the manner of native speakers	The unpleasant influence that students experience when employing strategies based on technical advancements
7	The Advantages of Learning Pronunciation	
8	Boosting students' self-esteem	
9	Students can already demonstrate the benefits of studying pronunciation.	
10	Pronunciation training, which necessitates motivation	
11	Students' self-awareness in terms of reading improvement	
12	Other people's nasty attitudes do not impede learning how to pronounce words.	
13	Positive views among students on learning to pronounce	
14	Pronunciation material that is regarded as good	
15	Students' positive attitudes of the lecturer's method	
16	Students perceive pronunciation learning as the ability to manage pronunciation material.	
17	Considered good methods based on technical advancements	
18	Pronunciation learning by doing	

Student's Positive Perspective

To begin with discussion focused on learning pronunciation because the purpose of learning pronunciation itself. From the data, the researchers found that the purpose of learning pronunciation is to know how to pronounce, to help improve pronunciation, to improve pronunciation, to increase self-confidence, to help communicate by making clear

pronunciations and making it easier to pronounce pronunciation. This is in line with the theory Wrembel, (2002) which states that the purpose of learning pronunciation is to develop easy-to-understand English to be able to communicate well, develop one's self-confidence, and the ability to pronounce properly, correctly and clearly both in the classroom and outside the classroom. In communicating, a person is required to be able to have good pronunciation.

After that, the third discussion focuses on the ease of learning pronunciation. The results of the data show that students view learning pronunciation as easy to learn. Students find it easy because students feel responsive to clear, good and correct pronunciation. The findings above are the same as the theory from Pourhosein Gilakjani, (2012) which states that good pronunciation provides an easy direction for students in learning pronunciation.

Turning now discussion focuses on the relationship between learning pronunciation and English. The results of the data show that students view learning pronunciation as having a close relationship with English. This is in line with the theory explained by Yates & Zielinski, (2009) which states that pronunciation is considered the key to learning English. Pronunciation is very necessary in English. These findings are the same as the theory according to Adams-Goertel, (2013); Seyedabadi, Fatimi and Pishghadam, (2015) that pronunciation, listening and speaking are inseparable things. English has several skills that need to be achieved, especially the ability to speak. Where the ability to speak will be good with the pronunciation, and vice versa.

Afterwards discussion focuses on student self-confidence. The results of the data show that students view learning pronunciation as being able to increase students' self-confidence, especially in speaking English. This has a different theory from Pourhosein Gilakjani, (2012); Yates & Zielinski, (2009) which states that when students experience problems in learning pronunciation, the confidence they have getting down like shy in speaking English.

Moving on discussion focuses on the results of learning pronunciation. The results of the data show that students view that learning pronunciation has been achieved by students because students can already show the results of learning pronunciation, namely by doing good pronunciation in English. This is in line with the theory of Almaqrn & Alshabeb, (2017) which explains that attitudes do have a relationship with the results or progress of learning a foreign language. Through learning pronunciation with a good and positive attitude, the results of learning pronunciation will get very good results and achievements. Just like Almaqrn & Alshabeb, (2017) who explained that there was a relationship between attitudes and student pronunciation achievements.

Then, discussion focuses on methods according to technological developments that are considered good. The results of the data show that students view learning pronunciation with methods according to technological developments can help learning well. This is in line with theory Purbo & Hartanto, (2002) which states that with an e-learning system plan, learning will be more interesting and useful for students because learning is simpler, personal and faster, making it easier for students to understand and use technology. Besides being able to facilitate understanding, technology can also maximize time and assist in finding learning resources to improve pronunciation well. In this case, the theory that is in line is the theory of Soekartawi., (2003) which states that by learning in accordance with technological developments, students

can be more involved in the learning process and give a pleasant impression in learning. In other words, the role of students in learning pronunciation which was initially passive can turn out to be more active when learning with methods in accordance with technological developments.

Finally, discussion focuses on learning by doing in pronunciation. the results of the data indicate that students view learning pronunciation as not enough but must be done simultaneously with learning outcomes. In other words, students apply learning by doing in pronunciation to get maximum results. This is in line with the theory of Suter, (1976) which states that learning pronunciation formally is not very effective so students need to learn pronunciation by learning by doing. Learning pronunciation by applying learning by doing can be done by direct practice in several activities inside and outside school. This is the same as the theory of Leppänen et al., (2011) which states that learning pronunciation can be done with informal activities such as recreational activities.

Student's Negative Perspective

To start discussion on the negative perspectives of students focuses on the views of students who view learning pronunciation as something difficult. From the data found, the researchers found that learning pronunciation is a difficult thing so that English language skills cannot improve. Not only students' views, but people around students also view that learning pronunciation is the most difficult thing so that it takes a very long time to improve pronunciation skills. This is in line with the theory of Aliaga García, (2007); Gilakjani, (2016); Martínez-Flor et al., (2006) which explains that English pronunciation is a skill that is difficult to acquire,

Moving on learning pronunciation which is considered too late to learn. From the data obtained, the researcher found that students viewed learning pronunciation as too late to learn at their current age. Students feel that learning pronunciation is not an easy thing to do. Learning pronunciation is something that is difficult to learn, especially at this age. This is in line with theory of Kusmaryati, (2020) which explains that English especially pronunciation is better learned earlier (starting from elementary school) so that children get used to English. Even by learning pronunciation faster, it is easier for children to remember the lessons given because their memory is still fast. Besides that, Children will also get used to good and correct pronunciation and when they are adults their pronunciation is stable. This is supported by the theory Nation & J, (2009) who explained that it was important to pay attention and develop pronunciation so that it was more stable and became familiar so that they were familiar with aspects of pronunciation. Yoshida, (2013) also added that it is good to learn pronunciation when they are 13 to 14 years old because children can easily learn more natural sounds.

Next discussion focuses on learning bad pronunciation. From the data, it can be seen that students show that students are only silent and even sleepy when learning pronunciation. Students respond in learning but only when asked so that students' pronunciation cannot improve. This is in line with the theory of (Tella et al., 2010)) which explains that there is a correlation between students' negative attitudes and poor student work results. This is included in the category of negative attitude because students do not have a good interest in learning

pronunciation so they do not improve pronunciation skills. Where (Mangal, 2007)) explains that through interest students can move all things in the learning process to simplify and improve student abilities.

In addition to positive views, students also have negative views. Students view learning pronunciation as something that is difficult to learn, especially in material and practice. Pronunciation material is considered as something complicated to learn where almost the same sound is spoken and heard so that the material is difficult to practice and learning pronunciation takes a very long time. Students also view that the pronunciation material is getting more difficult because the delivery of the material is done online. Through this, students need motivation to learn pronunciation

Students view that learning pronunciation is too late to learn at the age of students. Students feel that learning pronunciation should be learned earlier in school. When learning pronunciation at this age, students feel that learning is not very effective.
Pronunciation learning has the influence of one's own attitude when learning pronunciation. Not only that, people around students also have a good and bad influence on learning pronunciation. Through the people around, students can get corrections from other people. However, you can also get examples of mispronounced words by people around you.

4. Conclusion and suggestion

The researcher concluded that the students view learning pronunciation as a good and important thing to learn because through learning pronunciation students can know how to pronounce correctly and can improve their English language skills. The increased ability is not only speaking but also the ability to write, read and listen. Besides that, students also view that learning pronunciation is too late to learn at their current age because pronunciation is a complicated and difficult thing to learn.

After doing the research, the researcher provides some suggestions as follows:
1. Students are advised to change their thinking that learning pronunciation is only learned by students majoring in English because everyone needs good pronunciation to be able to convey the meaning of speech well and even improve English language skills.
2. The lecturers, especially the English Department lecturer, first gave motivation to students to be interested in learning, especially pronunciation. After interest arises, the lecturer provides guidance and direction to students in learning pronunciation and provides opportunities for students to try to practice the learning outcomes with their interlocutor, be it a friend or a native speaker.
3. For further researchers, researchers suggest looking for further references on learning pronunciation, especially those that are more specific, so that they can examine more deeply about English pronunciation.

Acknowledgment

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