IMPLEMENTING ENGLISH PRONUNCIATION APPLICATIONS TO MINIMIZE STUDENTS' ERRORS IN PRONOUNCING STANDARD ENGLISH LONG AND SHORT VOWELS

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Abstract: English pronunciation spoken by non-native English speakers creates a problem of habit in the form of errors because of different non-English speakers. There are several errors in English and one of which is phonological speech errors made by EFL learners. In this case, the use of media will make teaching English better and more effective and will also improve students' ability to understand and experiment with language if they are used in complementing teaching and learning procedures. Thus, the researcher studied English pronunciation applications in learning English pronunciation at one of the universities in Ciamis. The purpose of this study was to elaborate on the use of English pronunciation software to solve students' errors in pronouncing long and short vowels and to find out students' perceptions of that application. This is the qualitative case study conducted at one of the universities in Ciamis. The participant of this research was a lecturer of Standard English Pronunciation courses and 18 students. The researcher employed two instruments in this study. They were online class observations and closed-ended questionnaires. The finding showed that the use of English pronunciation software was effective for learning English as a foreign language process because it eases the teacher to provide learning activities. Moreover, the method had also a good impact on the students' pronunciation skills and motivated them to practice pronouncing long and short vowels.
Keywords*:* *English Pronunciation; Pronunciation Application; vowels error*

INTRODUCTION

English word pronunciation spoken by non-native English speakers creates a problem of habit. Noting that one of the government's focuses is on the need to speak English productively and actively to be able to take a role in globalization. However, based on class and curriculum observations, it appears that the grammar-translation method is still very influential in the teaching of the Indonesian language without being aware of it (Mathew, 2021, p. 7) thereby reducing the portion of active speaking learning and reducing students' motivation to speak actively because of concerns about grammatical errors. Further, it resulted in several problems in learning English, one of which is EFL learners' phonological speech errors made by which have become an important source of evidence for feature reality and segment phonology.

According to Al-Rubaat & Ali Alshammari (2019, p.25) mispronunciation that often occurs in communication is one of the factors for poor pronunciation of one's vocabulary. In the communication process, pronunciation is the most important thing in foreign language teaching, because successful communication cannot occur without pronunciation. This is comparable with the argument of Ramasari (2017, p. 38) improving students' speaking skills can be done in many ways, for example by increasing students' oral production. In other words, there are several important factors that must be considered in the form of vocabulary, pronunciation, grammatical functions, intonation, stress, fluency, and others.

The use of media will make teaching English better and more effective, and will also 'improve students' ability to understand and experiment with language if they are used in complement teaching and learning procedures. It is recommended for teachers to always use all tools as the teaching media suggest all the tools that can be used by teachers to deliver teaching materials to students in the teaching and learning process to achieve definite learning objectives. Teaching media suggest all the tools that the instructor can use to provide the teaching cloth to students in the coaching system to know to achieve certain mastery goals. The term media was first used to refer to newspapers more than two centuries ago. Today's media has many special

connotations. For example, there are mass media, print media, visual media, and learning media. (Khodjaeva,2021, p. 209). Therefore, there are so many teachers who try to apply technology in the teaching and learning process through many useful tools, to help students with their obstacles.

The English Pronunciation Application created and developed by the Yobimi group is provided to help students who have problems or questions about how to pronounce phrases effectively and how to distinguish different English sounds. Through this application, use of the application is the right step to learning English phonetics and sounds and also practicing word or sentence pronunciation skills in addition to listening and speaking skills without considering the limitations and time. This is in line with the results obtained by Haryanti (2020, p. 06) and supported by the statement by Wongsuriya (2020, p. 56) that the use of English pronunciation applications should be able to help students correct pronunciation errors, especially in English vowels. To distinguish English sounds that have the same sound is to attach the two words, so it can be easier to recognize whether the sound is spoken contextually or not because mispronunciations can be misunderstood and build communication.

METHOD

This study employed a qualitative case study which, according to Creswell (2007, p. 11), emphasizes a problem with a case (individual, multiple individuals, program, or activity) chosen to offer insight into the problem. Thus, the focus in case research is predominantly on individuals (and their stories) but on problems with individual cases selected to figure out the problem. Other factors are the choice of qualitative research designs. The participant in this study was a lecturer in the standard English pronunciation course and 18 students consisting of 15 girls and 3 boys in class I of the English Education Study Program which coincided at one of the universities in Ciamis.

The researcher collected the data by using two instruments to investigate the issues, namely observation, and a questionnaire. In this case, the researcher conducts non-participant observations, according to Dorsten (2019, p. 561), the qualitative research strategy with non-participant observation is observation without direct interaction with participants. with this, the researcher encodes the information data that researchers use with observational facts, collects data through notes on how to implement supporting applications during activities, gains knowledge about trendy English learning methods, feedback and evaluations to students using two platforms, namely Google Classroom and Zoom. Meeting and then the lecturer reflects by asking questions as a reference for further learning.

The researcher used the closed-ended Likert scale as questionnaire data to facilitate researchers in determining students' thinking. The Likert scale is a psychometric scale usually used in survey-based research questionnaires. This means determining the level of agreement or disagreement with the agree-disagree scale statement when responding to certain Likert items. The Likert scale ranges to capture the intensity of feelings for a particular thing (Jamieson, S,. 2004, p. 38)

RESULTS AND DISCUSSION

The data from the Online Observation class and the questionnaires were processed to answer the following research question:

1**. The lecturer's Implementing English pronunciation application in overcoming students' errors in pronouncing long and short vowels in standard English pronunciation class.**

The researcher focused on the finding based on the research questions (1) How does the lecturer use English pronunciation application in overcoming students' errors made by students in pronouncing long and short vowels in standard English pronunciation class? (2) What are students' perceptions toward the use of English pronunciation application in overcoming students' errors in pronouncing long and short vowels in standard English pronunciation class? To answer the first research question, the researcher organized three times class observations for participants which were adjusted and adapted to the steps in implementing the strategies proposed by Dorsten (2019, p. 561) and Creswell (2013, p. 145).

Based on the first observation, the lecturer applied the first stage of implementing learning materials by using the discussion method in the form of lecturing as stated by Berger (1983, p. 64) lecture as a teaching method is an individual performance by someone who engages in extended one-way verbal communication with an audience, with the intention of the latter is more about a content topic. This could be seen in the teacher's activities in providing material and general introduction strategies in teaching pronunciation activities at the beginning of the discussion of the material and inviting students to do practical things by learning 7 sound 4 vowels 3 consonants from within this, as stated by Major & Crystal (1992, p. 103) recalled about segmental and suprasegmental. Segmental characteristics include consonant and vowel sounds or phonemes. The discussion about consonants as described by (Ogden, 2011) consonants are sounds that sound like disturbances in the vocal tract. And a discussion of English vowels Each vowel itself can be pronounced in several ways. Vowels play an important function in English phonetics.

The second classroom observation resulted that the lecturer giving several questions to discuss the material that had been presented at the previous meeting and at the same time gave a reflection and re-evaluation, the same thing as discussed in chapter two, namely pronunciation must be accompanied by practice. Therefore, lecturers also use English pronunciation application media to practice and make it easier for students to continue practicing pronunciation wherever and whenever they want. This is also stated by Haryanti (2020, p. 6) that the use of applying appropriate steps to learn about phonetics and sounds of English and also to practice word or sentence pronunciation skills, use applications as a learning method.

The third classroom observation showed that in teaching English, especially on long and short vocals material, lecturers use assistance media in the form of English pronunciation so that they can create an active learning atmosphere and help students to be more active in practicing so that their English is better. Mathew, (2021, p. 30) that pronunciation will be an important key in supporting students to communicate in English to achieve communicative goals. Especially for the pronunciation of vowels in English which is explained by Ogden (2011, p. 67) vowels play an important function in English phonetics, when an English speaker starts to speak, we will regularly tell in several syllables where they come from because of the vowels they make use. In this case, there are also some things that are usually considered trivial but can affect the meaning of pronunciation, namely from several types of vowels there are vowels that can be used in words so that they can produce more than one sound. This sound can be divided into "long" and "short" this is arguably trivial but quite influential and powerful.

Based on the results of online observations, the researcher came up with the conclusion that the use of English applications as a medium to help students practice independently can minimize student pronunciation errors because there is a rating on the application so that students can measure their own abilities, this can also help students when it is held. it's an online class. In line with (Wongsuriya, 2020) the keyword from the observation shows that lecturers who apply the application of English pronunciation in teaching are feasible to be applied in English teaching classes. In addition, the lecturer follows the correct steps, as suggested by Berger (1983, p. 64) lecture as a teaching method is basically an individual performance by a person engaged in

extended one-way verbal communication with an audience, with the latter intent being more on the topic of content.

In the first step, the teacher provides stimulus material that will be discussed in order to activate students' background knowledge about pronunciation material. In the second step, the teacher discusses strategies with students in the comment's column found in Google classroom. In the third step, the lecturer combines two steps at once between giving material with lectures and practitioners using the English pronunciation application teaching media as seen by the lecturer using the media in training activities for vowels pronunciation. In the fourth step, the teacher also combines the stages of "support it" and "independent performance" at the same time by involving students to do exercises based on their creativity.

2. Students' perceptions of the application of English pronunciation applications in order to minimize errors in pronouncing short and long vowels.

The researcher discusses the results of research based on data from the questionnaires that have been collected. Researcher obtained data from questionnaires collected using Google Form to determine the perception of using English pronunciation in pronunciation learning, students' feelings in using pronunciation applications, their interest in learning pronunciation, Benefits of pronunciation applications and their point of view in implementing English Pronunciation applications in learning pronunciation.

The questionnaire showed that the use of the pronunciation application to minimize short and long vowel pronunciation errors had a positive effect on students' learning motivation in learning pronunciation. Students feel that this media helps them to solve some of their difficulties when speaking English. Furthermore, they get convenience and a sense of fun when practicing pronunciation using the pronunciation application with features provided by the English pronunciation application as a reference for them to practice pronouncing long and short vowels.

However, this media is still not able to help students' pronunciation skills significantly because this media still has shortcomings in the features of available phonetic symbols and limited examples of words and sentences. This finding contradicts the finding provided by Phenkae (2020) who argues that the pronunciation of all college students significantly progressed. All college students found out that the mobile app helped them enhance their pronunciation capabilities, even those with limited English pronunciation capabilities.

CONCLUSION

This study raised the topic of using English pronunciation applications in learning English. Furthermore, this study was designed to observe teacher's strategy in using English pronunciation applications in the teaching and learning process, particularly about short and long vowels and to investigate students' perceptions of them. The researcher took a qualitative approach with a case study research design to collect data and answer research questions. In addition, the researcher used two instruments, namely online class observations and closed questionnaires. Researcher used different data analysis methods for each instrument. Regarding the research questions described in the first chapter of this study, and the instruments used in to study the researcher draws several conclusions. In order to answer the research question number one, the researcher used online observation class, and the researcher collected the data by coping, coding, and summering data. The second conclusion is about students' perceptions of the application of English pronunciation applications for learning the pronunciation of long and short vowels. The researcher used a close-ended questionnaire in form of Google Form. The data were collected, analysed, converted into percentage and then summarized it. Based on the questionnaire, the researcher concluded that students have good responses to the teaching and learning activitys. Most students enjoy it when the lecturer applies the English pronunciation application for students to practice on standard English pronunciation class subjects. In addition, students feel that this method can help them to solve their pronunciation difficulties and also help

them in understanding and analyzing mistakes when pronouncing long and short vowels through the features provided by the application. On the other hand, this media can also minimize student errors in pronunciation and students can practice without the length of time this method is needed by students to improve their pronunciation skills.

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