



LEARNING PRONUNCIATION THROUGH VOICE RECORDING STUDENTS AT UNIVERSITAS GRAHA NUSANTARA

RINI KESUMA SIREGAR¹

¹English Language Education Study Program, Universitas Graha Nusantara, Indonesia

ARTICLE INFO

Article History

Received Jan 29, 2023

Accepted Feb 15, 2023

Keywords :

Pronunciation,

Voice Recording,

Universitas Graha

Nusantara,

ABSTRACT

Learning about English pronunciation is one of the obstacles for every student who is or wants to learn. This happens because the mother tongue of the Indonesian people, most of the languages from their respective regions. This research uses descriptive research method, because it focuses on how students pronounce in English. The population of three students at Universitas Graha Nusantara is 28 students. The result shows that there are six effect of pronunciation learning, they are native language, the age factor, amount of exposure, phonetic ability, attitude and identity, and motivation and concern for good pronunciation. Beside that, combinations of sounds, word stress, rhythm and intonation also the problem of the students in learning pronunciation, and through practice with voice recording students' abilities in pronunciation improve and become better.

*Corresponding Author:

Rini Kesuma Siregar

Email : ryenies@gmail.com

A. INTRODUCTION

Learning is an activity that is carried out from birth to the end of life as human beings created by God. By learning, everyone gains knowledge about something unknown end of life as human beings created by God. By learning, everyone gains knowledge about something unknown. For example, learning to speak requires a process from the baby; no newborn baby can directly speak, but a newborn communicates through his voice whether he is hungry, wants to sleep, or is sick. So the process of acquiring the language



is not obtained directly but rather in the process of learning it until the child is able to communicate well. Language is a form of human communication that you use when you want to talk to other people, either to get information or knowledge. Language is not only conveyed through speech; there are other forms of language in the form of signs, symbols, or body gestures that are important to the meaning or purpose of the speaker's message to the listener. So learning about languages is the most important part of life because there are so many types of languages in this world, for example, English, French, Russian, Chinese, Japanese, and others.

English is the language most studied by every country in the world, including Indonesia. The reason why English is the most studied language is that it is the international language, the language of science, tourism, the internet, air traffic control, and trade and exports. This means that almost all sectors, both economic and cultural, in every country already use English. However, Indonesia as one of the countries that also studies English from elementary to university level, not all of them are able to communicate using English because English is not the first or second language for every citizen living in Indonesia, but English is a foreign language, so it is not easy to learn English, especially the pronunciation in English with Indonesian or regional is very different. Learning about English pronunciation is one of the obstacles for every student who is or wants to learn. This happens because the mother tongue of the Indonesian people is English, and most of the languages come from their respective regions. Moreover, those who live in rural areas are different from those who live in urban areas and are used to learning or listening to English. Even foreigners who pass on public roads in rural areas are still called foreigners or westerners. Meanwhile, people who live in urban areas are used to meeting native speakers.

Most students who are still learning English still have difficulty with English pronunciation because they are still influenced by regional dialects. Therefore, learning pronunciation is very important so that when speaking with native speakers, spoken English can be understood either by native speakers or interlocutors who already understand or can communicate in English. (Lundquist, 2014) stated, "Speech is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing simultaneously because they must work together when you speak English ". So to speak English fluently, it is necessary to practice harmony of mind,

tongue, hearing, and cooperation so that it is not affected by regional language or mother tongue.

English students at Universitas Graha Nusantara who are currently still learning about pronunciation, used to still be pronunciation, but because the curriculum was changed to Phonetic courses, they still need a lot of practice on English pronunciation, especially in the first semester. Even though as a student majoring in English, he should be able to speak better than other majors in English. Because in this day and age, when someone is able to speak English it is an added value for them in finding a job. Especially at this time when technological advances are increasingly rapid, the increasing use of smartphones requires everyone to be able to speak English well and fluently.

English students at Universitas Graha Nusantara who are still learning about pronunciation used to be pronunciation still, because the curriculum was changed to Phonetic courses, they still need a lot of practice on English pronunciation, especially in semester one. Even though a student majoring in English should be able to do better than other majors in English, this is the problem in this study that the students lack of pronunciation skills in English. Because in this day and age, when someone who can speak English is an added value for them in looking for a job. Especially at this time when technological advances are increasingly rapid, the increasing use of smartphones requires everyone to be able to speak English well and fluently.

Speaking English has become very important in the current era of technology and globalization. This is because English has become an international language and is used in many countries around the world.

The increasing use of smartphones has also made it easier to access information and communicate with people from various countries so the ability to speak English is increasingly important to establish relationships and communicate effectively. One can take advantage of various learning resources such as books, courses, applications, or even social media to improve English speaking skills. It is also important to practice every day English, such as by chatting with friends or family who are proficient in English or trying to watch movies or television shows with English subtitles.

Research conducted by Sun (2017) in China found that the use of voice recordings can help students improve their English pronunciation and comprehension. In this study, students were given the task of recording and playing their own voices pronouncing certain words, then were given feedback by the teacher and classmates.

Another study by (Y.-F. Liu et al., 2021) found that using voice recordings can help students gain more confidence when speaking English and improve their pronunciation. In this study, students read English texts while recording and playing their own voices, and the teacher and other students provided feedback.

(Li & Wang, 2015) research showed that using voice recordings can help students learn how to speak and pronounce English better. In this study, students read English texts while recording and playing their own voices, and the teacher and other students provided feedback. From these studies, it's clear that using voice recordings can help students learn how to speak and pronounce English better.

The goal of learning pronunciation through voice recording is to help students improve their English pronunciation so they can speak it more fluently and lessen the impact of their regional dialects, which can make it hard for them to understand and talk with native English speakers. This method allows students to record their own pronunciation and play it back for error checking and correction. Students can also compare their recordings with examples of how native English speakers say things correctly to improve their ability to imitate and copy the right way to say things.

Voice recording technology can also help students practice intonation, word stress, and the right way to say consonant and vowel sounds, which are all important parts of speaking English well. Long-term, it is hoped that if students keep practicing and improving their pronunciation with the voice recording method, they will be able to speak English in a way that is more natural and easier for native English speakers to understand. This will increase their chances of success in the future. whether in education or career. Become a graduate who can provide benefits through the knowledge gained so as to provide positive values for Universitas Graha Nusantara because it has the best and most successful graduates.

B. RESEARCH METHOD

This research uses descriptive research method, because it focuses on how students pronounce in English. McDavid states that qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories (Brady et al., 2013). They normally encompass interviews, focus groups, narrative data, field notes from observations, and other written documentation. The population of three students at Universitas Graha Nusantara is 28 students, so because there is only one class of students majoring in English at UGN, the writer automatically makes 28 students as the research sample. The data in this research is

qualitative form, so the instruments used in this study are interview, direct observation and documentation of teaching and learning process. The indicators the writer was used in Learning Pronunciation through Recording Voice

Table 1

The Factors of The Effect Pronunciation Learning

No	Factors that effect pronunciation learning
1	The Native Language
2	The Age Factor
3	Amount of exposure
4	Phonetic ability
5	Attitude and identity
6	Motivation and concern for good pronunciation

The research data was obtained by the author during online lectures at Universitas Graha Nusantara, through zoom and WhatsApp groups. Each student meeting is assigned to record the students' own voices when reading English. The author also chooses native speakers as material for students because the pronunciation of direct native speakers is definitely better. Each student meeting is required to send the sound recordings that students have done and the writer will review the results of the student voice recordings. The author also conducts interviews with students to obtain research data based on research indicators. Furthermore, the authors analyzed the data that had been obtained by circulating several records that students had sent through the WhatsApp group or private chat. The author listens to what things are lacking in the pronunciation students based on research indicators. Then the authors categorized the difficulties of students when reading record about English, as well as the increase in pronunciation that students have achieved from chapters one to nine.

C. RESULT AND DISCUSSION

This research was conducted for one semester in the third semester phonetics course in English language education study program at Universitas Graha Nusantara, Padangsidempuan. In conducting the research, there are six factors that effect pronunciation learning which is an indicator of assessment of the development of student pronunciation through recording tasks that have been given to students from the beginning of the semester to the end. There are nine chapters of reading material

that the writer gave to students and sent them via the whatsapp group. The indicators of the author's assessment are as follows:

a. Native language

The number of students actively participating in lectures and sending their assignments was 18 people, while the number of students in the third semester was 28 people. These students are students who come from various different circles. There are those who live in the area around the city of Padangsidempuan, there are also some who live far from the city of Padangsidempuan. Even though they are still in the same area, not all students use the same language. Differences in language from their respective regions of origin greatly affect the pronunciation of English students. The types of languages in the third semester of the English language education study program use mandailing, angkola and batak, even though they use Indonesian when communicating with lecturers or friends, the accent or regional language from their respective regions is still felt and cannot be eliminated. There are some students who find it difficult to improve their pronunciation for the better. The student whose pronunciation progression started from chapter 1 to 9 whose progress was very slow was RL, where from the beginning to the end of the recording he sent still didn't change because he still followed his regional accent. Meanwhile, SM, ST, AS, SS, LD, EP, AL, RD, PA, EF, RK, AL and FR have only slight changes in pronunciation. Meanwhile, other students KH, SK, PC, WA have developed quite well from chapters 1 to 9. and increasing. Based on interviews conducted with students, what difficulties they experience when recording are still difficult to get used to English pronunciation because it is still influenced by their regional language. Similar research has been done to find out what factors, like regional languages, affect a student's ability to speak English. One of the relevant studies is the research conducted by (Bian, 2013). In this study, (Bian, 2013) found that Chinese English learners often place the wrong stress in English words and sentences, which can then disrupt the flow of communication and lead to misunderstandings. Therefore, correct stress placement is a major concern in EFL clarity and speech training, and it is especially important for Chinese English learners as they have a drastically different stress system in their native language. There is evidence to suggest that the transfer of native language sound systems is one of the main reasons for foreign language pronunciation errors.

Other relevant research results were also found by (Cenoz & Lecumberri, 1999), whose results showed that pronunciation is a difficult and important skill for all students. The findings also show that regardless of first language, all learners tend to share the same awareness of the difficulty, importance, beliefs, and attitudes toward different accents. It was also found that learners considered contact with native speakers and ear training as the most influential factors in the acquisition of pronunciation and that the difficulty of some English accents was related to learners' attitudes towards these accents.

This shows that the influence of local languages can be one of the factors that influences students' ability to learn and master English. Therefore, learning methods that focus on aspects of English pronunciation, such as the Pronunciation Technique through voice recording, can help students improve their pronunciation and reduce the influence of their regional dialect or accent on the English they use.

b. Amount of exposure

It is clear that almost all English students in their daily life still use regional languages as their communication tool. So the ability to accept English as a foreign language is still lacking and is influenced by regional languages such as Mandailing, Batak Angkola and Batak Toba. The absence of native speakers or people who use English in each area is a major factor for students in improving pronunciation. According to (Morley, 1994), the teacher conducts a diagnostic analysis of pronunciation and selects aspects that can have a major impact on changing students' speech towards increasing understanding, assisting students in setting long-term and short-term goals, developing many instructional modes and modules, and structuring activities that include speaking and listening in class with invited native and non-native speakers of English. The results of research from (Bradlow et al., 1999) are also in line with the idea that some phonological learning using recordings of native speakers' speech is beneficial to expose students to as many different native speaker voices as possible, so that their perceptual learning and listening skills become stronger.

c. The Age factor

The average age of English education study program students is 19 years old, only two of them are 21 years and 22 years old and are already working. The age factor is very decisive in language acquisition, especially since third semester students are not among those who often use English either at school or in daily life. So at that age,

students had enough difficulty in doing the given recording assignments, but there were also some students who were still enthusiastic about improving their pronunciation so that they became smoother and less stiff.

Experiments were carried out by (Balota & Ducheck, 1988) to address age-related differences in lexical access, deployment activation, and pronunciation. Results indicated that older adults were slower in both pronunciation initiation and the duration of their actual production (that is, from start to finish) in pronunciation tasks. The results are interpreted as indicating that input and output processes slow down with age. The research shows that a student's age can make it harder for them to learn and master how to pronounce English words. So, learning methods that focus on correct pronunciation and are done in a way that fits the age of the student can help them improve their pronunciation skills and get past problems that come with getting older.

d. Phonetic ability

At first, the students' phonetic abilities were still far from what was expected because regional accents still influenced them; however, through their recording tasks, many students experienced a pretty good improvement in their pronunciation already given to students. The average reading task increased when they sent their reading assignments for chapters 3 and 4; only two students had good pronunciation, so it became better and smoother.

e. Attitude and identity

The difficulty of making English a part of daily communication is influenced by the habit of using each local language. Their identity is still closely related to their regional language, and identity is also still very much influenced by the culture and communication of their respective regions.

This is in line with research from (M. Liu & Jackson, 2008), through a 70-item survey of 547 first-year undergraduate non-English majors revealed that most students are willing to participate in interpersonal conversation, but many of them do not like to take risks using/speaking English in the classroom, and their reluctance to communicate and their foreign language anxiety correlated significantly with each other and with their own English proficiency and access to English.

Additionally, social and environmental factors can have an impact on the use of English. For example, in a social environment that does not support the use of

English, a person may feel reluctant or insecure about using English in everyday communication.

However, even though it is difficult, it is important for someone to master English in the current era of globalization. English is an international language used in various fields, such as business, academics, and technology. Therefore, one can learn English in a fun and effective way, such as by using an English learning application or taking an English course that is tailored to one's needs and level of ability.

f. Motivation and concern for good pronunciation

This is one of the determining factors for the success of a person, whether they are good or not. There are 28 students, but only 18 are actively submitting their assignments. There are some students who reasoned that they didn't have time to record their voices in English. This is inseparable from a lack of motivation from ourselves, because the first to motivate us to be better is ourselves and others as encouragement and supporters. Students who actively send their record assignments have high enthusiasm, so many students experience changes in pronunciation from being very stiff to being smoother. KH is a student who, from the beginning of the recording assignment, is given good pronunciation, so that from chapters one to nine, KH is the student who reads and speaks English fluently. The next student is SR, who has very high learning motivation, so doing the SR recording task increases rapidly; only in the assignment in Chapter 2 has SR's pronunciation been very good. Meanwhile, the other students recorded increased average pronunciation in chapters three and four. This is inseparable from the motivation that the writer always gives to students so that they continue to be enthusiastic about learning and do not forget to send recording assignments at each lecture meeting, even though some students are late in sending assignments because it is network constrained, but the task is always sent because of the motivation from oneself to improve its pronunciation. Only two students had difficulty removing regional accents and were very stiff. So it still needs practice and motivation for students who have not experienced pronunciation improvement.

Motivation plays an important role in improving students' English pronunciation (Amri, 2022; Astuti, 2013). Students who are highly motivated to learn English tend to practice and speak English more diligently, which can help improve their pronunciation skills. Several factors that can influence student motivation in learning English include clear goals in learning English, confidence in speaking English, an

environment that supports learning English, and confidence in using English (Aritonang, 2008; Sari, 2018; Taufiqurrochman & Karyani, 2019). To increase student motivation in learning English, an approach that is appropriate to the needs and ability level of each student is needed. One way this can be done is by integrating relevant and interesting material with students' interests and needs, such as songs, films, or topics that interest them.

The use of modern technology can also help students become more interested in learning English. There are many computer applications and programs that can help students practice and improve their English pronunciation, such as English pronunciation apps, voice recording programs, and speech recognition programs. With the help of modern technology, students can get immediate and accurate feedback on how they say English words, which can help them a lot.

Voice recording is a teaching method that can be used to improve students' pronunciation skills (Aoki, 2014; Farmand¹ & Pourgharib, 2013; Uçar & Çelebi, 2022). (Pop et al., 2011) state that voice recording devices have been introduced and used in various ways in language teaching to provide opportunities for students to produce oral output "because it allows language students to practice and improve speaking skills. They are outside the classroom while receiving feedback on their performance. In contrast to the past, which used tape recorders to record something through voice, smartphones can be used to record sound with the increasing development of the times. So improving pronunciation skills through voice recording should not be difficult for students. The problem that occurs when recording sound is that some students are late in sending their assignments due to network problems. Some students still live in areas where the network is still unreachable. Lectures were carried out in zoom, and only part of the students could participate due to the network problem. Students must move from one village to another to build a good and strong network. In addition, students who work also do not have time to submit assignments because they do not have time. This cannot be tolerated by the author because it will create a sense of injustice toward other students. The first student pronunciation problem is a combination of sounds; there are some words whose pronunciation still follows Indonesian pronunciation, for example:

English pronunciation	Indonesian pronunciation
Storm (/stɔ:rm/)	Strom
Watched	Waced
Killed	Kiled

Looked

Loked

Next pronunciation problem is about word stress, some of the students are still with regional dialect commands a few words in English flatly without relying on a few words that the wrong control students often do is: another, evening, surprise, eleven, captive, away, strange, remember. Similar to the word stress, rhythm and intonation also become a problem for students, there is no beat on each word so that students only read without tapping each word which should tell about the text that has been given but only read. However, it should be noted that there are still limitations to the study of pronunciation learning through voice recording, which cannot fully address students' pronunciation problems. Therefore, this method should be complemented by other learning techniques, such as speaking English actively and listening to audio materials in English, to help students improve their speaking skills and overall understanding of the language. Each student also has different learning styles and preferences, so a learning method that is effective for one person may not be effective for another. The effectiveness of using voice recordings to improve English pronunciation can depend on the amount of time and intensity of use. Some students may need more time and intensity to improve their pronunciation. For further research, the use of voice recordings can only help improve English pronunciation and is not enough to improve all aspects of English skills, such as grammar, vocabulary, and listening skills.

D. CONCLUSION

Based on the results of the research above, the authors conclude that some of the student problems in voice recording are regional accents which are still very closely related to English pronunciation. The difficulty in eliminating the accent requires some practice and assignment from the writer so that student pronunciation is more fluent and fluent. The consequence of this regional accent affects the combinations of sounds, word stress, rhythm and intonation so that when reading or speaking there is no aspect of pronunciation. Whereas reading is not just reading, but how reading makes people interested in listening with good combinations of sounds, word stress, rhythm and intonation. As with speaking, the aspect of pronunciation must also be present. Through practice with voice recording, students' abilities improve and become better.

E. REFERENCES

Amri, S. (2022). Peningkatan Kompetensi Dan Motivasi Belajar Bahasa Inggris Melalui Pendekatan Terpadu (Integrated Approach) Bagi Mahasiswa Non Bahasa Inggris.

- Jurnal Wahana Pendidikan, 9(1), 1–14.
- Aoki, S. (2014). Potential of voice recording tools in language instruction.
- Aritonang, K. T. (2008). Minat dan motivasi dalam meningkatkan hasil belajar siswa. *Jurnal Pendidikan Penabur*, 7(10), 11–21.
- Astuti, A. E. (2013). Pengaruh Metode Pembelajaran Role Play Dan Story Telling Berbantuan Video Terhadap Keterampilan Berbicara Bahasa Inggris Ditinjau Dari Motivasi Belajar (Studi Eksperimen Pada Siswa Kelas 8 di SMP Kecamatan Kota Kudus Tahun Pelajaran 2013/2014). UNS (Sebelas Maret University).
- Balota, D. A., & Duchek, J. M. (1988). Age-related differences in lexical access, spreading activation, and simple pronunciation. *Psychology and Aging*, 3(1), 84.
- Bian, F. (2013). The Influence of Chinese Stress on English Pronunciation Teaching and Learning. *English Language Teaching*, 6(11), 199–211.
- Bradlow, A. R., Akahane-Yamada, R., Pisoni, D. B., & Tohkura, Y. (1999). Training Japanese listeners to identify English /r/ and /l/: Long-term retention of learning in perception and production. *Perception & Psychophysics*, 61, 977–985.
- Brady, M., McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2013). Applying qualitative evaluation methods. In *Program evaluation and performance measurement* (2nd ed., pp. 187–224). Sage Publications.
- Cenoz, J., & Lecumberri, M. L. G. (1999). The acquisition of English pronunciation: learners' views. *International Journal of Applied Linguistics*, 9(1), 3–15. <https://doi.org/https://doi.org/10.1111/j.1473-4192.1999.tb00157.x>
- Farmand1, Z., & Pourgharib, B. (2013). The effect of English songs on English learners pronunciation.
- Li, X., & Wang, P. (2015). A research on using English movies to improve Chinese college students' oral English. *Theory and Practice in Language Studies*, 5(5), 1096.
- Liu, M., & Jackson, J. (2008). An Exploration of Chinese EFL Learners' Unwillingness to Communicate and Foreign Language Anxiety. *The Modern Language Journal*, 92(1), 71–86. <https://doi.org/https://doi.org/10.1111/j.1540-4781.2008.00687.x>
- Liu, Y.-F., Hwang, W.-Y., & Liu, Z.-Y. (2021). Effects of mobile drama with authentic contexts on English learning. *Journal of Educational Computing Research*, 59(7), 1294–1318.
- Lundquist, L. (2014). *Learning spoken English*.
- Morley, J. (1994). *A Multidimensional Curriculum Design for Speech-Pronunciation Instruction: Pronunciation Pedagogy and Theory*. Alexandria, VA: TESOL.

- Pop, A., Tomuletiu, E. A., & David, D. (2011). EFL speaking communication with asynchronous voice tools for adult students. *Procedia-Social and Behavioral Sciences*, 15, 1199–1203.
- Sari, I. (2018). Motivasi belajar mahasiswa program studi manajemen dalam penguasaan keterampilan berbicara (speaking) bahasa Inggris. *Jumant*, 9(1), 41–52.
- Taufiqurrochman, I., & Karyani, U. (2019). Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris. Universitas Muhammadiyah Surakarta.
- Uçar, R., & Çelebi, S. (2022). The Effect of Pronunciation Teaching with Self-Listening and Self-Assessment Model on Pronunciation Skills of Foreign Students Learning Turkish. *The Reading Matrix: An International Online Journal*, 22(2).