

CHAPTER I

INTRODUCTION

A. Background

Gilakjani and Sabouri (2016) emphasized that pronunciation is the way of producing sounds that are used to make meaning when speakers speak. Therefore, pronunciation is important in communication because the success of oral interaction and communication is determined by good pronunciation as Burns & Claire (2003) claimed that clear pronunciation is the important in oral communication. Pronunciation is the fundamental skills of oral communication so that pronunciation and communication are interrelated (Julia, 2002 as cited in A. P. Gilakjani & Sabouri, 2016). Accordingly, pronunciation is one of the ways for us to communicate. Pronunciation also gives a significant effect for determining the utterance meaning (Leong et al., 2017). Hence, pronunciation can influence listeners understanding the meaning and understanding purpose of what the speaker said. Therefore, pronunciation is the essential component of English language teaching, especially for speaking. However, pronunciation is recognized as the difficult skills to learn. According to Martinez-Flor et al. (2006) and Aliaga Gracia (2007) cited in Benzies (2013), English pronunciation is considered as the most difficult skills to acquire and develop. It may be due to several factors. One of them can be caused by pronunciation learning process where teacher and students also can be involved.

Salmon (2011) as cited in Mohammad Al-Zu'bi (2018) stated that E-learning is one of the modern methods which contributes in expand educational opportunities. Besides, E-Learning (Electronic Learning) can be defined as a form of information technology that is applied in the field of education which is a learning process with digitally delivered content, network-based services and tutoring support using computers (Markus, 2008, as cited in Jethro et al., 2012). In conclusion, E-learning is a method that is used to facilitate and increase learning quality because the existence of technology and internet even though there are obstacles in teaching and learning process. Furthermore, E-learning as a concept covers a range of applications, learning methods and processes (Arkorf)

& Abaidoo, 2014). Nowadays, E-learning also used in the field of education and one of them is pronunciation teaching through E-learning. Yangklang (2013) said that for developing pronunciation, using E-learning can be an alternative teaching-learning method.

To improve students' pronunciation, teachers may need a method to help in teaching-learning process of English pronunciation. However, teachers not only determine which method that will be used but also should consider suitable and varied method. Likewise, students have to do self-evaluation as an additional exercise of their pronunciation. In consequence, the suitable and varied method can help students to improve their pronunciation. By using E-learning method, not only can improve students' pronunciation, but also convenient for students to access any time and any place. Nevertheless, teaching English pronunciation is skill that needs effort and practice especially in teaching during this pandemic. However during this pandemic, teaching and learning process are carried out online, while in teaching English pronunciation, students must be able to see the teachers' mouth as the talks and vice versa. Therefore, teaching pronunciation carried out by E-learning can be a problem that is faced by students to their learning experience.

There were several studies regarding pronunciation teaching through E-learning. First, research by Yangklang (2013), on the title "Improving English Stress and Intonation Pronunciation of The First Year Students of Nakhon Ratchasima Rajabhat University Through an E-learning" revealed that the improvement of English stress and intonation pronunciation after using an E-learning program at the first year students of Nakhon Ratchasima Rajabhat University and exploring students' satisfaction to the E-learning program for improving English stress and intonation pronunciation. Second, research by Chavangklang (2013), on the title "Enhancing Final Consonant Pronunciation Skill of The First Year Students at Nakhon Ratchasima Rajabhat University Through E-learning" indicated final consonant E-learning package can enhance first year NRRU students' pronunciation skill and the students' opinions regarding using final consonant E-learning package.

While those previous studies about the improvement pronunciation through E-learning mostly used two approaches those are quantitative and qualitative approaches with experimental and questionnaire design which focuses on the effect, influence, and their attitude toward the E-learning program after test, the method of this research is qualitative approach with descriptive design. Therefore, this research aims to investigate responses of students toward the implementation of English pronunciation teaching through E-learning. Due to the reason explore above, this study is entitled “Students’ Responses Toward the Implementation of English Pronunciation Teaching Through E-learning”.

B. Research Questions

Based on the problems in the background are formulated into the following questions:

1. What is the process of implementing English pronunciation teaching through E-learning?
2. What are students’ responses of implementing English pronunciation teaching through E-learning?

C. Research Purposes

From the research questions above, this study is aimed at obtaining following objectives:

1. To describe the process of implementing English pronunciation teaching through E-learning.
2. To describe students’ responses of implementing English pronunciation teaching through E-learning.

D. Limitation of the Research

The research focuses on two matters. First, the E-learning is done from a far distance within English pronunciation teaching. In other words, pronunciation teaching in E-learning class. Second, the study focuses on the students’ responses to pronunciation teaching through E-learning are carried out online.

E. Research Significances

Theoretically, this research is expected to become a source of information about the implementation of E-learning in teaching pronunciation.

Practicality, this research is expected to provide description for teachers in order to be able to prepare learning strategy which is carried out online.

F. Rationale

E-learning is commonly referred to intentional use of networked information and communications technology in teaching learning (Mohammadi et al., 2011). According to Jethro et al. (2012), E-learning is the use of internet technologies to enhance knowledge and performance. Hence, it can be an alternative teaching and learning method for developing pronunciation. Chavangklang (2013) said that nowadays, E-learning is widely used in helping teachers train their students for specific needs.

According to Arkorful & Abaidoo (2014), there are diverse ways of classifying the types of E-learning. Algahtani (2011) cited in Arkorful & Abaidoo (2014) divided E-learning into two basic types, consisting of computer-based and the internet-based learning. In addition, there are three models for using E-learning in education including the “adjunct, blended e-learning, and online” (Agahtani, 2011, as cited in Arkorful & Abaidoo, 2014). There are several benefits of E-learning for education as Jethro et al. (2012) emphasized that can improve the quality of E-learning experience, and extend the reach of every lecture and tutor. Then, the teachers and learners can be innovative, creative and resourceful in all learning activities. However, it does not rule out the possibility also if there is a negative effect of E-learning as a method. Accordingly, there are some advantages and disadvantages of E-learning (Arkorful & Abaidoo, 2014).

Pronunciation can affect accuracy and comprehension (Yangklang, 2013). Aulia (2018) stated that English language components, like structure, vocabulary, and pronunciation play a vital role in supporting the success of using language skills in English communication. Garrigues (1999) cited in Yangklang (2013) said that the foundation of effective spoken communication begins with good pronunciation. Pronunciation has several features that consist of phonemes called by segmental features. Meanwhile, suprasegmental features are word stress, intonation, sentence stress, and others (Kelly, 2000).

According to Yangklang (2013), learning stress and intonation pronunciation is very important for English communication to help communication easily and understand other speakers well. Kenworthy (1987) revealed that the goal of pronunciation should always be native-like pronunciation. However, most people think now think that this is an inappropriate goal for most learners. Therefore, intelligibility is an ideal goal for many EFL learners and the goal of these learners is to be understood in conversation although there are other learners who wish to communicate with native speakers (A. P. Gilakjani & Sabouri, 2016).

The implementation of English pronunciation teaching through E-learning can be conducted in various types of E-learning because E-learning can refer to the use of computer network technology which is primarily over the internet and refer to a wide range of applications and process where all of the types can be carried out in different models of using E-learning in education including adjunct, the blended-learning, and online learning (Arkorful & Abaidoo, 2014). Therefore, there are some kinds of E-learning used to teach pronunciation such as by using WhatsApp group application and CALL (Computer Assisted Language Learning), and others.

One of the kinds, according to Aulia (2018), teaching pronunciation through E-learning by using WhatsApp group has several activities that is performed as follow. First, the material is given through WhatsApp and students gave video tutorial of native speaker. Second, asking students to practice based on provided the material by sending it using audio recorder. Then, students give assignment and have to each other, give comment, give feedback, and discuss everything about the material of all members of WhatsApp group. The last, students are given feedback towards the result of discussion on WhatsApp group related to the material.

While, according to Chavangklang (2013), using CALL in teaching pronunciation through E-learning has some steps which is including to select and collect resource of teaching pronunciation. Then, evaluation was performed in order to have a systematic program of instruction. Besides, the content of the program was designed to improve English pronunciation of the scope in teaching

pronunciation such as how to pronounce words stress and sentence intonation along as well as the movement of speaker's mouth and exercise.

G. Previous Studies

There are three previous studies regarding pronunciation that have similarities with this research:

First, research by Yangklang (2013) is entitled "Improving English Stress and Intonation Pronunciation of The First Year Students of Nakhon Ratchasima Rajabhat University Through an E-learning". It reveals that the students improve their stress and intonation pronunciation through E-learning program. This study uses pre-test and post-test in order to classify their abilities before using E-learning program. Therefore, this study showed E-learning program can help students to improve stress and intonation pronunciation. Furthermore, this research also uses a questionnaire to explore students' satisfaction to the e-learning program for improving stress and intonation pronunciation. In concluded, most of the students think the content of the e-learning program is good and can encourage them to improve their stress and intonation pronunciation very well.

In second studies, research by Chavangklang (2013), entitled "Enhancing Final Consonant Pronunciation Skill of The First Year Students at Nakhon Ratchasima Rajabhat University Through E-learning". This study indicates that final consonant E-learning package can enhance first year NRRU students' pronunciation skill. The research used the process of developing the E-learning package adapted that consists of three main stages. A pre-test and post-test used in this research by comparing scores in both the test. Besides, this research used a questionnaire to find out students' opinions regarding using final consonant E-learning package. Consequently, the result of the research showed that the students had positive opinion toward the final consonant E-learning package.

Third study was conducted by Al- Maqtri M.A (2014), entitled "How Effective is E-learning in Teaching English? : A Case Study at King Khalid University in the Kingdom of Saudi Arabia (KSA)" explained that this study investigated the current states of E-learning in teaching English in the English Department in King Khalid University. The case study was used to gather data.

Eight questions are asked to achieve the objectives of the study. The participants of this study are male and female students and teachers English. Observation, questionnaire, and interview were utilized in this study for collecting data. As indicated above, it can be concluded the result of the study that male and female teachers both consider E-learning through Blackboard (BB) effective. Male and female students do not consider E-learning effective and students are not motivated to work with E-learning. Other than that, the result shows that students misuse BB system in large scale plagiarism. A number of students, especially female said that they do not have access to internet. Therefore, E-learning is found not to make the English learning any better. In this study, recommendation and suggestions are offered.

However, this study is different from previous studies. The previous studies focused on the impact of E-learning in English pronunciation teaching and only exploring students' opinion after using e-learning. It means that E-learning method can be used in improving students' pronunciation. In addition, pronunciation teaching through E-learning has been conducted mostly in classroom, using quantitative and qualitative approach. Meanwhile, the method of this study is qualitative approach with descriptive method. This research conducts the investigation of students' responses to know the implementation of English pronunciation teaching through E-learning that conducted online over a long period of time.