

ABSTRACT

Effendi, Regy Zul. 2022. Learning English Pronunciation among Indonesian EFL Learners: Students' Perception of Problems and Coping Strategies

Pronunciation is essential for effective communication. According to Prodanovska-Poposka (2017) Pronunciation is an essential sub-objective in the development of speech skills. In learning pronunciation, EFL learners generally face problems influenced by various factors. Antaris & Aminun Omolu (2019) stated that problems in the process of learning pronunciation are affected by several factors. This research aimed to investigate: (1) Students' perceptions of the problems they face in learning English pronunciation; (2) Students' strategies to cope with the problems encountered in learning English pronunciation. The research used a qualitative descriptive study to examine the data. The study involved 8 participants described as EFL students in the 2nd semester of English Education Department at State University of Sunan Gunung Djati Bandung. The interview and questionnaire were used as research instruments to collect data. The interview question was adapted from the theory of Gilakjani et al. (2020) about factors that affect pronunciation learning problems, and the questionnaire was adapted from (Lazarus, 2006) to examine Students' strategies to cope with the problems encountered in learning.

Based on the finding result, the mother tongue factor and exposure to the target language factor influence EFL students of English education in learning pronunciation. This factor causes problems for EFL students, making it difficult to pronounce English sounds due to the difference in sound between the native language and English. Exposure to the target language is the second factor. Due to time constraints in the classroom and an inadequate environment, EFL students did not receive any adequate exposure to the target language. Based on the data analysis, the participants cope with problems by using problem-focused strategy. There are three types of problem-focused coping: confronting, seeking social support, and planful problem-solving.

In conclusion, this study shows that students' problems in learning pronunciation are caused by the native language and exposure to target language factors. Problems caused by these factors include students' difficulty in pronouncing English sounds and their unfamiliarity with English pronunciation. Students use a problem-focused coping strategy to cope with the problems. Furthermore, students are expected to practice more and gain more exposure to the target language to properly speak English. Meanwhile, lecturers are expected to help students practice and get exposure to the target language.

Keywords: *Pronunciation, Problems, Coping Strategies, Perception*