OPTIMIZING STUDENTS' SELF REGULATED LEARNING THROUGH ENGLISH PRONUNCIATION APPLICATION IN LEARNING PRONUNCIATION DURING PANDEMIC ERA

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ABSTRACT

The use of mobile technology, especially MALL (Mobile Assisted Language Learning) grows popularly in pandemic era. Most of teacher use it to help students while they are learning at home. This study is aimed at interpreting students' perceptions towards the use of English Pronunciation application on students' self-regulated learning and investigating the use of English Pronunciation application in optimizing their self-regulated learning in learning pronunciation. Researchers applied a qualitative case study as the research design of this study. The data were collected through questionnaires and interviews. This research involved 25 students of the freshman of English Education Program in a private university in Ciamis. The result shows that the students respond positively on the use of English Pronunciation application in learning pronunciation since it helped them in overcoming their problems in learning pronunciation, especially in pandemic era where they situated to learn at home. The results also indicate that the use of English Pronunciation application in learning pronunciation is effective to optimize students' self-regulated learning.

Keywords: self-regulated learning, English Pronunciation application, pronunciation

INTRODUCTION

Nowadays, Corona virus disease 2019 (Covid-19) pandemic has been popular around the world. It is really dangerous for human health and it gives a big effect to all sectors including health, economic, social, lifestyle and education. According to Telli, Yamamoto and Altun (2020), education is the second sector which most affected by COVID-19 after the health sector. In academic world, this pandemic has forced the global academic community to look for new ways of carrying out the teaching and learning process, including distance and online education to minimize the spread of the corona virus.

This extremely challenging for both students and educators, who must deal with the emotional, physical and economic difficulties posed by the illness. Many countries have decided to close schools, colleges, and universities as a precaution measure to its spread and they encourage online learning (in networks) for students. In this pandemic era, we demand to do the independent learning, because we have no face to face meeting. This relates to this present situation Haryanti et. al., (2022). In order to solve this problem, now teachers teach their students online utilize some application to help their students to support their learning.

For EFL learner and teacher this situation become more challenging, especially in learning pronunciation. Learning pronunciation is the complex one and need explicit help from the teacher. Even, adult learners believe that pronunciation is the difficult aspect of English to achieve (Morley 1994; Fraser 2000). Learning pronunciation need more practice and correction from the teacher. Producing the correct pronunciation is frequently regarded as the most difficult and complex skill for new English language learner. However, these current situation force students to doing the learning process at home and practice more by self because of limited time in online class. Hence, the teachers have to find out the appropriate tools to help and guide their students to learn more by outside the classroom.

Related to this problem, teachers extend to apply the modern learning concept such a self-regulated learning strategy to their students as the solution of limited time in teaching and learning pronunciation in online class. Self-regulated learning is a learning strategy

that is able to make students independent in learning and increase their academic achievement. Self-regulated learner has the ability to set strategies in receiving learning material.

The concept of self-regulation come up from Albert Banduras seminal theory of self-efficacy, then he incorporated his theory into social cognition theory (Zimmerman & Schunk, 2003). Bandura found that children who has a greater self-regulation were able to learn more, which in turn enhanced their sense of self-efficacy. In social cognitive theory, self-regulated actions are developed and initiated as the product of three cognitive sub functions: self-observation, self-judgment or self-evaluation, and self-reaction (Bandura, 1986).

There are three phases the process of self-regulation which consists: forethought, performance, and self-reflection (Zimmerman, 2000). The forethought phase includes processes and beliefs that precede the attempt to learn, such as motivation, self-efficacy, goal-setting, and planning. Therefore, in this era, teachers had tried to apply technology in teaching and learning pronunciation through many useful tools, to help students in their barriers. As evidence, McCrocklin (2014) conducted a study on improving students' pronunciation skills by applying pronunciation learning based on sound detection technology and the conclusion of the research when learning is integrated with technology, can help students feel more independent, especially in terms of pronunciation. Technology opens up various potentials for language learning. Moreover, technology has great educational potentials for language learning (Thorne et al., 2009; Zhao & Lai, 2007). One of the most popular technology in this current situation is the application of MALL (Mobile-assisted language learning), especially for using some proper application in smartphone for their students to improve their ability in pronunciation. There are so many kind of application that can be used in learning pronunciation, for instance using English Pronunciation application.

English Pronunciation application is an application to help learners with their barriers in learning pronunciation especially for beginners who have difficulties on how to pronounce word properly and how to distinguish the various English sounds. With this

applications students can learn freely by themselves without limitation time or space in this pandemic era. As Gredds (2007) states that mobile learning means learning anywhere and anytime. It becomes the solution for teachers and learners who didn't have much time in online class.

The researchers found several previous studies which are relevant with this topic. The first study about "The Effect of Implementing MALL Applications on Learning Pronunciation of English by EFL Learners at Najran University" which conducted by Abduh (2019). The second study is entitled "The Challenges of Using E-Learning in Social Studies Lesson in The Covid-19 Pandemic Time" by Ramadhan (2020). The last is "Self-Regulated Out-Of-Class Language Learning with Technology" by Lai and Gu (2011).

Among three previous studies related with present study discussed about students' self-regulated leaning and the application of technology in ELT in pandemic era. However, those researchers did not focus on the use of English Pronunciation application in learning pronunciation to optimize students' self-regulated learning in pandemic era. Thus, the researchers tried to investigate the use of English Pronunciation application in optimizing students' self- regulated learning in learning pronunciation which elaborate in this paper entitled "Optimizing Students' Self-Regulated Learning Through English Pronunciation

Application in Learning Pronunciation during Pandemic Era" (A Case Study to the Freshman of English Education Program in Private University in Ciamis).

Furthermore, there are two research questions dealing with this study. They are: 1) What are the students' perceptions towards the use of English Pronunciation application on their self-regulated learning in learning pronunciation? 2) How does the use of English Pronunciation application in optimizing their self-regulated learning in learning pronunciation?

University level emphasizes the learning process with student centered learning approach which the teacher as instructor just provide students with academic advices and theoretical knowledge. So the students more active in learning, especially in learning English to attain their achievement. EFL students need to spend more time to keep themselves in English environment. Self-regulated learning approach deals with the

purpose of higher education (Weihua, 2011). College students have enough of free time to learn English by themselves. By adopting this approach, students can control their studying plan and improve their skill.

This pandemic era demands teachers to expand the use of mobile technology for their students to support learning process in pandemic era. Hence, MALL can be used to motivate and engage English language learners to develop their literacy and language skills by themselves (Traore & Kyei-Blankson, 2011). Mobile applications have greatly impacted students' learning, and the technology is integrated effectively and appropriately that these learning practices will enforce students' learning motivation and autonomy (Soong, 2012). Mobile devices support students in gaining autonomy and independence to expand the academic day beyond the time, place, and pace in which learning can occur (Beecher & Williams, 2012).

Mobile application also can promote students' self-regulated learning. Self-regulated learning is the process for learners take the initiative to regulate the cognition, emotion and behavior in order to achieve learning goals, which including elements of cognitive, behavioral and motivation in three areas (Zimmerman, 1990). Moreover, Zimmerman and Schunk (2008) defined self-regulated learning (SRL) as feelings, actions and thoughts that are self-generated and directed regularly toward the achievement of students' goals. Addition, self-regulated learning refers to learning that occur when individuals are metacognitive, motivational, and behaviorally active participants in their own learning process (Zimmerman, 1989, p. 329). Furthermore, Boekaerts (1999) argues that self-regulated learning is a powerful construct which allows to describe various components that are part of successful learning. In conclusion, self-regulated learning is learner will free to decide what, when, where and how to learn.

English Pronunciation application is the application which created and developed by Yobimi group which provided to help learners who have difficulties or questions on how to pronounce words properly and how to distinguish the various English sounds. The English Pronunciation application presents for android user with some features, levels and pronunciation tips. This app also supports by British and American accent, so the user can

listen and practice both accents. Through this app, learner will have a great time to learn about English phonetics and sounds and also practice pronunciation skills by word or sentences together with listening and speaking skills without consider limited of time or space.

In a basic level, the feature consists of vowel sounds, diphthong sounds and consonant sounds. When the application is started, the student is presented with a familiar everyday picture which has a suitable sound with the certain sound in this application, such as animal, food and things around us. In this level the learners are able to tap to hear a sounds or tap and hold to practice the sounds. Besides, this basic lesson also provided with words, phrases and sentences, which in each types it is supports by British and American accent, so the learner can listen and practice both accents in words, phrases and sentences. Moreover, this basic level also provided with rating to check our pronunciation as the feedback. When we tap to record and we pronounce the word, phrase or sentence, there will appear how high and low our rating is. The rating consists of 1-5 star, 1 is low and 5 is excellent or perfect. Through this rate we will know the quality of our pronunciation, whether it has correct or still mispronounce. If our rating is still low, we can replay and replay to get a high rating, which shows that our pronunciation has correct. In this level, besides we are able to pronounce English and voice recording and compare it we can also practice some pronunciation exercise including listening and writing word, writing English phonetic, and writing English word with phonetic.

Furthermore, in an advanced level consist of linking word, stress intonation. In each part there is a brief information and description about linking word, stress and intonation. In this level could find a definition, types, and some example. So learner can read and learn the material related to linking word, stress and intonation and also they can tap to listen and practice through some example which provided.

The last feature is pronunciation tips. This feature consists of silent letters, homophones and homographs, pronounce specific word, pronounce specific spelling to sound, pronounce specific practice topic and other lessons such a nasal and glottal. In pronunciation tips also complete with example and exercise.

Pronunciation can be defined as the production of important sound in two senses. First, sound is important because it is used as part of a code of particular language. Second, sound is important because it is used to achieve meaning in context of use (Dalton & Seidlhofer, 1994, p. 3). As stated by Richards, Platt, & Weber (1992) that "pronunciation is the way sounds are comprehending by the hearer". According to Kristina, Diah, et al (2012, p. 12), pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. Furthermore, Kelly (2014) stated that "pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language". From those definitions, it can be concluded that pronunciation is the sound which produced to generate a meaning between the speaker and listener.

METHOD

In this present study, the researchers employed Qualitative research design by implementing case study upon the participants. Qualitative research is a systematic scientific inquiry that seeks to build holistic, largely narrative, descriptions to inform researchers of understanding of social or cultural phenomena. It is also defined as an approach to explore and understand the meaning of individuals or groups relating to social or human problems. Case study used to demonstrate an entity that forms a single unit such as a person, an organization or an institution.

This study was conducted to the freshman of English Education Program in private university in Ciamis, especially students who are taking Pronunciation subject utilizing English Pronunciation application in pandemic era. The researchers select a particular class as participants, it is Class A and B for a total 25 students.

FINDINGS AND DISCUSSION

Based on the result of questionnaire we have previously distributed, we tried to find out students' perceptions towards the use of English Pronunciation application on students'

self-regulated learning in learning pronunciation. To report the result of the study, the researchers analyzed and obtained data from the students' answers to the close-ended questionnaire items. The responses of the students are as follows:

Table 1. The students' responses to the close-ended questionnaire

NO	Statement	Answer				
		SA	A	N	D	SD
	Students' problems in learning pronunciation					
1	*I think learning pronunciation is difficult*					
2	*I feel less confident with my pronunciation when I have to talk to other people*	8%	68%	20%	4%	0%
3	*I cannot practice more my pronunciation in pronunciation class because of limited time*	8%	64%	20%	8%	0%
4	*I need to hear a native speaker to know how to pronounce a word correctly*	24%	60%	12%	4%	0%
	Students' interest in learning pronunciation through mobile based application					
5	*I prefer learn and practice my English pronunciation on my own through mobile application than in the classroom*	4%	40%	44%	12%	0%
	Students' self-regulated learning in learning pronunciation					
6	*Learning pronunciation through mobile based application make me more self-regulated*	4%	56%	40%	0%	0%
7	*I use English Pronunciation application in learning pronunciation out of classroom*	4%	48%	40%	8%	0%
	Students' viewpoint to the implementation of English Pronunciation application in learning pronunciation					

8	*I enjoy learning and practicing my pronunciation through English Pronunciation application*	12%	48%	28%	12%	0%
9	*I often use English Pronunciation for practicing my pronunciation*	8%	56%	36%	0%	0%
10	*Using English Pronunciation make me more motivated in learning pronunciation*	12%	68%	16%	0%	4%
11	*English Pronunciation helps me to overcome the problems and difficulties in learning pronunciation*	32%	60%	8%	0%	0%
12	*It is effective to use English Pronunciation in learning Pronunciation*	32%	56%	8%	4%	0%
13	*I can improve my pronunciation skill with practicing my pronunciation using English Pronunciation*	28%	52%	20%	0%	0%
14	*I feel better and confidence when I should practice my pronunciation in the classroom since I've practice at the previous using English Pronunciation*	16%	52%	32%	0%	0%
15	*English Pronunciation is the appropriate tool to support the English language learner in learning pronunciation and promote students' self-regulated learning*	28%	56%	12%	0%	4%

Based on the result of the data analysis from the questionnaire response that was presented in the table previously, it can be assumed that most of respondents answered agree and showed the positive response to all statements. It means that they have used English Pronunciation application in learning pronunciation. The researchers found that students have various perspective and experience in learning pronunciation and utilizing English Pronunciation application in learning pronunciation. The researchers classified the result of questionnaire into four point. The first is students' problems in learning pronunciation. This point refers to the statements number 1 to 4. The result revealed that

some of them find that learning pronunciation is not difficult, although the other students feel uncertain with their answer. Instead some of them also find that is difficult. So, the researchers conclude that sometimes they have difficulties and sometimes no.

Moreover, there are some problems faced by students in learning pronunciation. One of the big problem is they were less confident while speak English because they are not sure to their pronunciation. This is crucial for the EFL learners, because if they were not confident to their pronunciation, it will give a bad influence to their speaking quality.

The second problem is they cannot practice more their pronunciation in the classroom because of limited time, place and space in online class. Whereas the pronunciation is one of the most challenging subject for students, unfortunately there is no enough time for learning and practicing pronunciation deeply. The next problem is the students' need to hear a native speaker to know how to pronounce a word correctly. Although they taught by the lecturer with good pronunciation, but they also need a native speaker to support and make sure their pronunciation.

The second point is about students' interest in learning pronunciation through mobile based application. This point is found in statement number 5. The data showed that the students prefer learn and practice their pronunciation by themselves through mobile application, although some of them look uncertain because they need both lecturer and the application, and a little number of the students prefer learn and practice their pronunciation with the lecturer. From this data, the researchers concluded that some of students feel enjoyed their own learning through mobile application and the others feel bored to learning by themselves or they still reliant to the teacher.

The third point cover the statements number 6 and 7 about students' self-regulated learning in learning pronunciation. From the data, the researchers found that most of the students used English Pronunciation application in learning pronunciation out the classroom especially in pandemic era and they noted that learning pronunciation through English Pronunciation application make them more self-regulated.

The last point is about students' viewpoint to the implementation of English

Pronunciation application in learning pronunciation refer to the statements number 8 to 15. The data revealed that the students often use English Pronunciation application because they feel enjoy, motivated to learn, more confidence and make them more self-regulated. They also argued that this application is effective to support their learning because it can help the students to overcome their problem in learning pronunciation in pandemic era.

They also argued that this application is effective to support their learning because it can help the students to overcome their problem in learning pronunciation in pandemic era. Moreover, they stated that English Pronunciation application is the appropriate tool to improve their pronunciation skills.

Secondly, the researchers discussed the result of the research based on the data from the interview. This finding of interview was aimed to discover the use of English Pronunciation application in optimizing their self-regulated learning in learning pronunciation. Students have a various problems or difficulties that faced in learning pronunciation. Based on their experience, they need example on how to pronounce the words and to correct their pronunciation. Besides, they also difficult to pronounce a new words or strange words and how to differ British and American accents.

Hence, they use English Pronunciation application out of classroom due to pandemic to help their barriers in learning pronunciation. They enjoy their learning through this application because they can learn, practice and check how good their pronunciation is. They also can learn and practice anywhere and anytime as much as their needed without limited time and space. This application also makes them easier to manage their learning by themselves, so they can be more self-regulated learner.

Moreover, the English Pronunciation applications' rating also affect their enjoyment in learning pronunciation. They stated that they will keep trying when got the low rating. It means that the rating of this application gives the influence for their motivation in learning pronunciation.

In addition, most of the students stated that the implementation of English Pronunciation application in learning pronunciation is a good way to support their learning,

it also really useful, especially for the teacher and the student. For the teacher or the lecturer, it helps them for teaching pronunciation in this hard situation because pandemic force to avoid face to face meeting, while for the students it helps them because learning and practicing their pronunciation can be easier, even in pandemic they have less attention in correction/feedback of their pronunciation from the lecturer. Therefore, technology is a tool that can promote autonomy by enabling experimentation through self-access work outside of class while also providing immediate feedback to learners.

Mobile apps, a new technology, have greatly impacted students' learning, and the technology is integrated effectively and appropriately that these learning practices will enforce students' learning motivation and autonomy (Soong, 2012). Mobile devices support students in gaining autonomy and independence to expand the academic day beyond the time, place, and pace in which learning can occur (Beecher & Williams, 2012).

Hence, the English Pronunciation application is an appropriate tool to support students in learning and practicing their pronunciation in pandemic era. This application also makes their learning easier, it can help them to overcome the problems in learning pronunciation, make them more self-regulated learner, and improve their pronunciation skills.

CONCLUSIONS

Referring to the research question of the present study, it concludes that the use of English Pronunciation application in learning pronunciation can helps the students to overcome their problems in learning pronunciation especially in pandemic era, makes them more motivated in learning pronunciation, makes them more self-regulated learner, feel better and confident while practicing their pronunciation and can improve their pronunciation skills. They also assumed that feedback which provided in English Pronunciation application gives the big effect to their motivation and their self-regulated learning. It can appreciate their self while got the highest score/good feedback, and will motivate them while they got the low score/bad feedback, which makes them wants to

learn and practice more, without forced by anyone. In conclusion, the result indicate that the students have a positive respond on the use of English Pronunciation application in learning pronunciation since English Pronunciation application allows students to learn by themselves in pandemic era, it also make students easier in learning pronunciation. Moreover, this application is effective to optimize students' self-regulated learning in learning pronunciation.

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