

# TEACHING PRONUNCIATION THROUGH MALL: PROMOTING EFL LEARNERS' PRONUNCIATION AND THEIR LEARNING AUTONOMY

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**Abstract.** The development of technology can be beneficial for the teachers in order to support their teaching and learning process. It is also no doubt that technology can help them prepare independent learners. From various types of applicable technology, mobile device becomes the easiest and the most common technology used by both teachers and students due to its flexibility in terms of time and place. Mobile Assisted Language Learning (MALL) is the academic name of teaching and learning activities by deploying mobile device. This research is an endeavor to promote EFL learners' pronunciation and their learning autonomy. ELSA Speak Application and Video Caption were chosen to be applied in order to reach the purpose of this research. The method employed in this study was classroom action research. It was then completed by administering a questionnaire and conducting a focused group discussion. The result of this research shows that there is a great decrease on students' pronunciation problems in the area of segmental and supra-segmental after they got some treatments by applying ELSA Speak App and Video Caption in two cycles. Besides, by using those media, students can learn independently as it was revealed from the result of questionnaire and FGD. In short, it can be taken into account that Mobile Assisted Language Learning was found it effective to help the students encounter their pronunciation problems and to promote their learning autonomy as well.

**Keywords:** *MALL, Pronunciation, Autonomous Learning*

## INTRODUCTION

Learning English pronunciation gives some constraints for EFL learners, especially if the main goal is to achieve native-like pronunciation. Meanwhile, according to Edo (2014), the successful of spoken communication is determined not only by the use of correct grammar or appropriate vocabularies, but also by the linking of segmental and supra-segmental features of pronunciation. Ironically, even English language is one of the subjects in Indonesia given to students of junior and senior high school; some of them still have difficulties to pronounce English words correctly. The most significant problem is in producing not only segmental phoneme but also supra-segmental one. Considering the major function of pronunciation in communication, giving extra attention in teaching pronunciation is completely required. One of the efforts is teachers should consider appropriate teaching activities or teaching media that can meet the need.

The development of technology nowadays influences teaching and learning process in a positive way. One of the positive influences is the existence of abundant of media that can support teaching and learning process. Mobile Assisted Language Learning is considered as one of examples of technology that can facilitate teaching and learning process due to the

main concept is the easiness in conducting learning process. By using MALL, the students can use their mobile technology to support their learning, and it means the teaching and learning process can be conducted both in and outside the classroom.

### Mobile Assisted Language Learning (MALL)

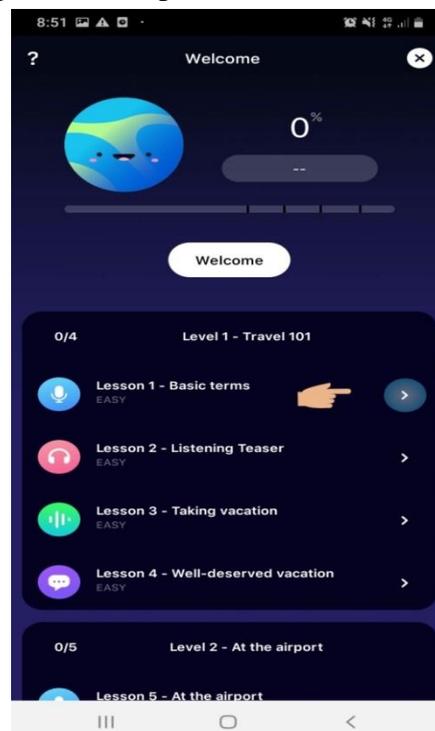
Mobile Assisted Language Learning (MALL) is defined as ‘any sort of learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies’ (O’Malley, et.al.: 2003 in Pilar, et.al.: 2013). The term MALL was actually first coined by Chinnery in 2006. Since then, the use of mobile devices in learning language has increased rapidly. The rapid development of MALL might be due to the popularity of the basic characteristics from Mobile Learning mentioned by El-Hussein and Cronje (2010), they are mobility of technology, mobility of learning, and mobility of learner. Besides, among many technologies, mobile technology such as mobile phone is the most popular and accessible one (Saran, et.al. 2009). It can be taken into account that learning through MALL can lead the students to learn language without any barriers and to take advantage from mobile device to acquire a language. Kim and Kwon (2012) have classified Application Services for MALL; they are Mobile Social Networking, Mobile Podcasting, Course Management Service and Automatic Speech Recognition. Related to this study, Mobile Service Networking in a form of You Tube and Course Management Service in a form of ELSA Speak Application are chosen. Related to Pronunciation learning, MALL has given a great improvement on students’ pronunciation through its Application Services. A research conducted by Arashnia and Mohsen (2016) has discovered that using mobile phone in the classroom as a mean of instruction has given a positive improvement in pronunciation. They claimed that by using MALL, students can know the correct pronunciation when they do mispronunciation. It can be said that MALL, in such a way, can expose students’ pronunciation.

### English Language Speech Assistant (ELSA) Speak Application

ELSA is one of artificial intelligence based mobile applications developed by ELSA Corp in Android platform (since 2015) and IOS (since 2016). There are three main exercises in this application; pronunciation, intonation and conversation.



The following are examples of screen in ELSA Speak Application.



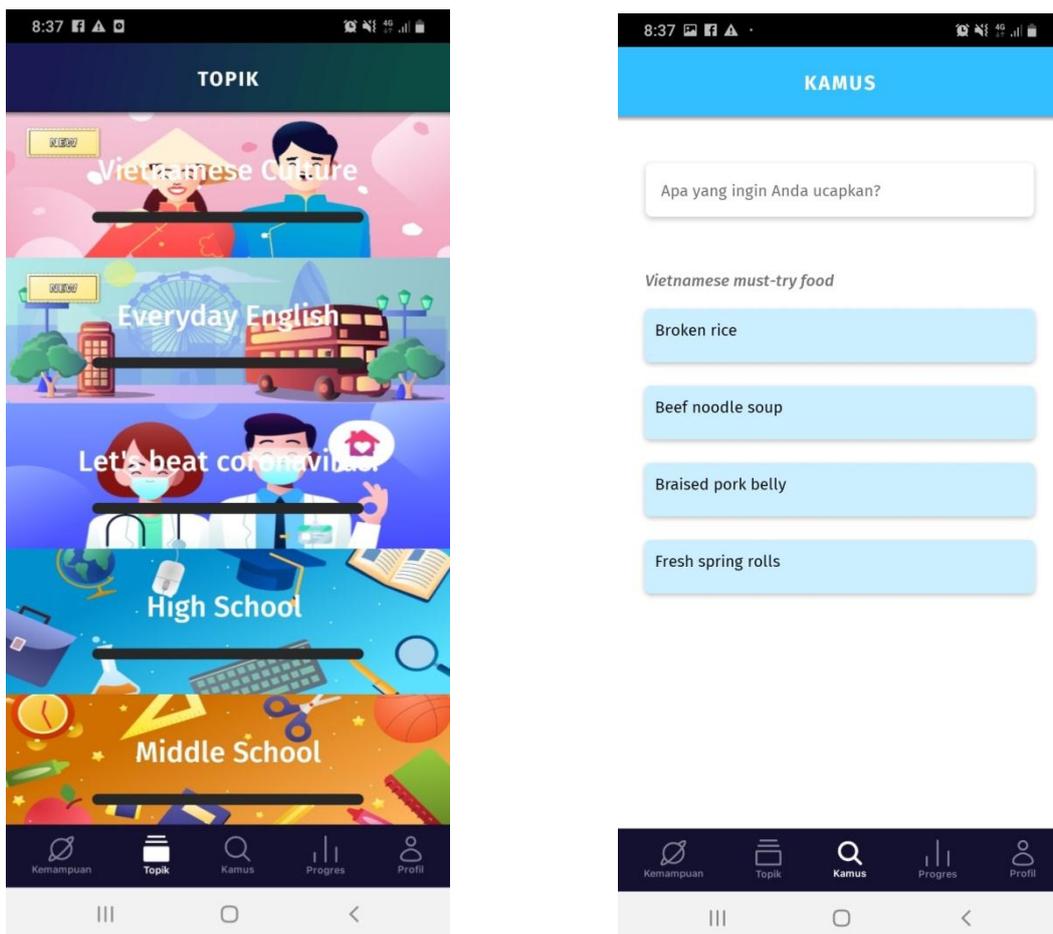


Figure 1 Some Features from ELSA Speak Application

Seeing the screen, it can be said that the users of this apps will get many exposures in the area of segmental and supra-segmental phonemes of English pronunciation. Fortunately, the best feature to support the exercises is the feedback given directly dealing with the users' pronunciation. The feedback is in a form of the level of native-like, the tips and tricks given to users regarding the way to pronounce English sounds and the examples given by native English on how to produce sounds correctly when the users make a mistake in pronouncing certain English sounds. Anguera and Vu Van (2016) believed that the most effective way to learn pronunciation for EFL learners is to receive detailed feedback on their particular errors and to get the phonetic hints in order to encounter the errors. Unfortunately, there is no any research yet regarding the use of this App in learning pronunciation. However, from the aforementioned points, it can be stated that the use of this App can be very effective to boost students' pronunciation.

### **Video Caption Empowers English Pronunciation**

Video caption in this research is defined as a video completed by caption in a form of subtitles. Since this is for EFL learners, then the video and the subtitle used are in English language. The research about video caption in EFL learning has been conducted by some researchers and most of the focus was to foster vocabulary learning. However, most of the research used computer as a mean of video caption. The use of video caption through mobile

device, such as mobile phone, is still rare. A research was conducted by Mahdi in 2017 dealing with the use of video caption through mobile device to boost vocabulary learning, especially in vocabulary pronunciation. He discovered that the use of video caption is very useful to improve learners' pronunciation. From this finding, it gives a view that video caption can be one of efforts to encounter EFL learners' constraint in learning English pronunciation.

### **MALL VS Autonomous Learning**

The technology that keeps enhanced nowadays not only will support teaching and learning process, but also, in some ways, will promote autonomous learning. In this current situation it is completely important to help our students to become an independent or an autonomous learner. Littlewood (2015) mentioned two major characteristics of autonomous learning, they are: first, the students take the responsibility of their own learning, and second, the responsibility itself includes all of the aspects of the students' learning. He further emphasizes five indicators of autonomous learning, the following are: a) determining the objectives, b) defining the content and the progress of learning, c) selecting appropriate methods and techniques, d) monitoring the applied techniques methods, and e) evaluating what has been achieved. Related to MALL, there are some researchers who have already discovered the roles of MALL in promoting students' autonomous learning. Kurnianingtyas (2019) found that by using English Listening Application accessed through mobile device, the students are able to manage their own progress in listening. Lydon (2016) also claimed that mobile technologies not only provide chances to learn anywhere and anytime, but also become a complete means of unprecedented opportunities to develop learning autonomy.

## **METHODS**

The research was conducted to the second semester students of English Education Study Program, Pakuan University. 30 students from one class got involved in this study. The class was chosen since in this class most of the students have pronunciation problems. It is based on their pronunciation score taken from the previous semester.

Action Research was applied as the method of this research. The procedures consist of planning, acting, observing and reflecting and they were all applied in two different cycles. In one pre-test and two post-tests the students were assigned to read some words and sentences and all activities were recorded. Then, the recordings were analyzed in order to classify the students' pronunciation problems in the area of segmental and supra-segmental features of pronunciation. Having conducted the action research, the researchers distributed questionnaire through online platform in order to get the data dealing with the roles of MALL in promoting learning autonomy. There are five indicators in this questionnaire, namely 1) Evaluation of teachers' aims and requirements, 2) Evaluation of establishing studying goals and plans, 3) Evaluation on pronunciation strategies implementation, 4) Evaluation of ability to monitor the usage of pronunciation strategies, and 5) Evaluation of pronunciation learning process. The questionnaire that consisted of 23 closed statements was adapted from Gulten (2015). To avoid misunderstanding, *Bahasa Indonesia* is used in the questionnaire. The final step in collecting the data in this research was conducting Focused Group Discussion (FGD). Due to the current condition, FGD was conducted through Zoom Meeting App. The researchers invited the observers and all students to talk and discuss what happened in online class session. The researchers' main aim was to gather more depth information regarding the roles of MALL in enhancing students' pronunciation and promoting their autonomous learning.

The data were gathered quantitatively and qualitatively. The data collected from two different post-tests were analyzed quantitatively. The data from questionnaire were analyzed qualitatively. The data from FGD was used to crosscheck all of information gathered from the previous two instruments.

## **RESULTS**

### **The First Cycle of Action Research**

#### **Planning**

The planning session was conducted by the researchers and also the observers. In this session, it was decided that the process of teaching and learning process would be conducted through Zoom Meeting Application. Besides, it was also agreed that the materials that would be given in the first cycle were all about Segmental Phonemes; vowels, diphthongs and consonants; and also Supra-segmental phonemes; linking sound, stress and intonation. Other agreements decided in this session were dealing with the use of ELSA Speak Application and Video Caption. ELSA Speak Application would be used as the media for the students to practice words and sentences related with the materials. Video Caption was used to give extra exposure for the students dealing with the words selected by the teacher. Those words were taken from the video and also were related to the topics of the treatment. Then, ELSA Application would be used again to measure their native-like percentage after they listened to the certain words from Video Caption taken from You-tube.

## Acting

Based on the planning agreed by the researchers and also the observers, all of the treatments given in this cycle were conducted through Zoom Meeting Application. At the first meeting, the students were introduced ELSA Speak Application and all its features that can be used to learn pronunciation. Then, at the following meetings, as it is designed in advance, the teacher explained the materials about Segmental and Supra-segmental features of Pronunciation. Then the students were assigned to practice words and sentences given as examples in the discussion by using one feature from ELSA, i.e. Dictionary. It is done to know the students' level/percentage of native pronunciation when they pronounce the words. The students were also assigned to practice their pronunciation by using another feature from the application. This feature consists of some lessons and focuses on certain sounds. The students chose the lesson that was related to the material given. For example, when the material given was about diphthong, then the students were assigned to practice the lesson in ELSA App that focuses on diphthong sounds. All of the activities in this session were observed by three different observers and it can be said that all of the activities happened in the online classroom were exactly the same as what had been designed in planning session.

## Observing

As it was stated in advance, three observers were invited to observe the online class in the first cycle. They observed what happened during teaching and learning process and took some notes. All of the notes they got were discussed in reflecting session.

## Reflecting

As the final session of this cycle, reflecting session involved the lecturer, observers and also some of the students. From the reflection, it was found out that some students got connection problems when they had to attend the acting session through Zoom Meeting Application. This problem made them get difficulties to understand the materials. Another finding was related to the pronunciation aspect. It was found out that there were some words taken from video caption that had different pronunciation from what it was uttered by the speaker in ELSA Speak Application. After the discussion, it was agreed that the differences are in the area of accent. This small different, however, made the students get difficulty to decide which pronunciation should be imitated and of course in line with their pronunciation problems analyzed in the 1<sup>st</sup> cycle post-test.

The following is the pronunciation problems faced by the students in the first cycle post-test.

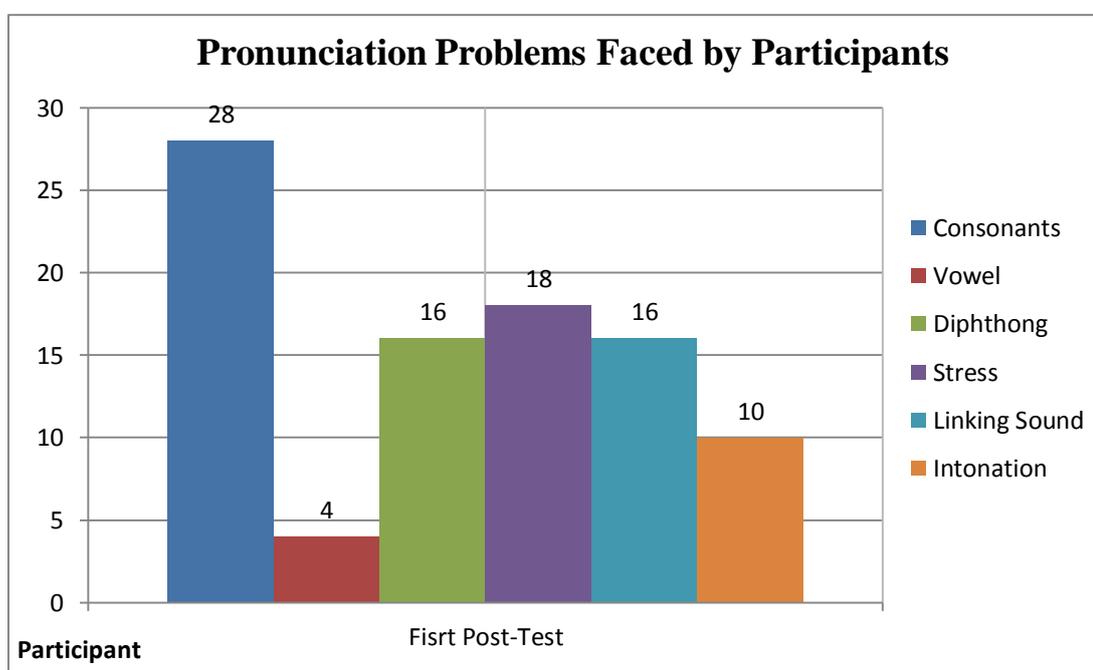


Figure 2. The Result of First Cycle Post-Test

Seeing the Figure, it shows that the number of the participants who did a mistake in pronouncing consonant sounds is 28. From recording, it is found that almost all of them get difficulties in pronouncing some consonant sounds, such as /v/ in *reversed*, /θ/ in *thirtieth*, /ð/ in *there*, /ʃ/ in *sugar*, /tʃ/ in *temperatures*, and /dʒ/ in *intelligent*. The problem is caused of the unavailability of those sounds in participants' first language, i.e. *Bahasa Indonesia*. As a result, almost all of them tend to change those consonant sounds into the sound which is exist in their L1. For example, the participants change sound /v/ with /f/ in pronouncing the word 'revers'e. So, their pronunciation becomes /rɪ'fɜ:s/ instead of /rɪ'vɜ:s/. Regarding the vowel sound, there are four participants made a mistake in pronouncing sound /æ/ in *added*. Again, this sound is not found in L1 of all participants. Therefore, they tend to change that sound with the sound /e/ like in *mereka*.

The last problem with regard to segmental features is in pronouncing diphthong sounds. In the first post-test, 16 participants made a mistake in pronouncing the word *communicate*. This word has a diphthong sound /eɪ/ in the last syllable. In fact, the pronunciation of this word becomes /kə'mju:.nɪ.ket/, not /kə'mju:.nɪ.keɪt/. Another diphthong sound that is a bit difficult to pronounce by them is sound /əʊ/ in *control*. Pronouncing this sound, those participants change the sound /əʊ/ with /o/ like in *botol*. So, the pronunciation becomes /kən'trol/ instead of /kən'trəʊ/.

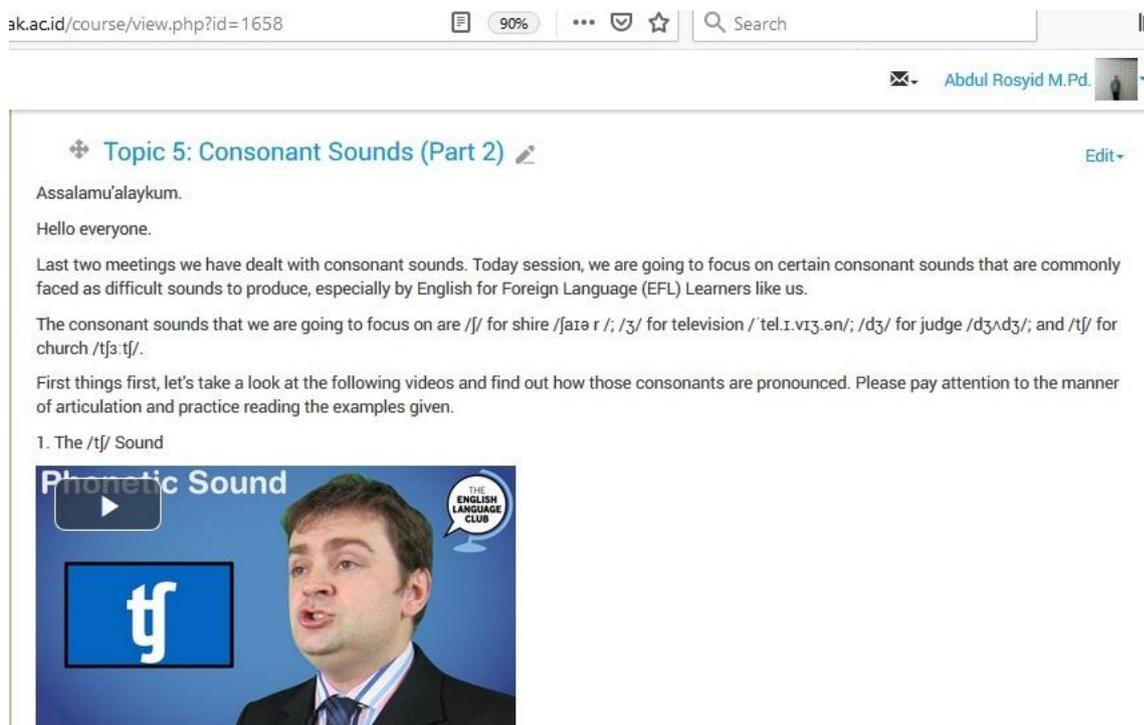
The problems faced by the participants in this post-test are not only in terms of segmental features of pronunciation, but also supra-segmental one. The Figure shows that 18 participants have a trouble with the first supra-segmental feature, namely stress. Related to this feature, those participants got difficulty in pronouncing words that have more than three syllables like *communication*. The difficulty is in terms of differentiating how to pronounce syllable that has primary stress and the one that has secondary stress. Besides, deciding which syllable should get primary or secondary stress is also confusing for them. Furthermore, the second supra-segmental feature of pronunciation, linking sound, also becomes one of the problems hindering the participants. 16 participants missed the possibility to link sounds in some words from sentences given. Having analyzed the recording, it is assumed that such this condition happens because those participants made a mistake and got confused in dividing the sentence given into some speech units. Besides, linking sound is not familiar in the nature of *Bahasa Indonesia*. Therefore, the way the participants read the sentence written in their L1, when linking the sound is not needed to do, is retrieved to the way they read sentences written in English language.

The last feature taken from supra-segmental features is intonation. The result from the first post-test informs us that 10 participants have kind of constraint on such feature. From the recording, it is discovered that those participants read some statements and questions in incorrect intonation. They read the affirmative sentence using rising intonation, and they used falling intonation in reading some questions. In some cases, the way in reading the statements and the questions with such intonation is acceptable. However, the provided sentences get the students to have reading statements with falling intonation and questions with rising one.

## The Second Cycle of Action Research

### Planning

The result from the 1<sup>st</sup> cycle post test showed that most of the students got problems in pronunciation, especially in the area of consonant, diphthong, stress and linking sound. The pronunciation problems also happened in the area of different accent used by ELSA Speak Application and some videos taken from You-tube. This data was gathered from the 1<sup>st</sup> cycle reflection. Besides, it was also found from the reflection that most of the students got connection problem every time they had to attend the class through Zoom Meeting App. From those findings, the researchers and the observers tried to plan teaching learning process that can minimize the problems happened in the first cycle. The first agreement dealt with the media used by the teacher to explain the material. In this second cycle, it is agreed that the materials that would be delivered by the teacher was uploaded to e-learning platform commonly used by Pakuan University, the site of this research. The uploaded materials are in a form of video taken from You-tube about how to pronounce each consonant sounds, how to apply intonation in a sentence, and how to put a correct stress pattern in pronouncing words and sentences. As an additional exposure for the students, the teacher also uploaded some exercise to the e-learning platform. The exercises were in a form of analyzing sounds based on the words that the students could listen from the recording. The second point designed in this planning session was about the use of ELSA Speak Application and Video Caption. It was agreed that the students would be given a freedom to choose the Skill and Topic features from the application. The freedom was also given dealing with the choice of video taken from You-tube. From the video that they had already chosen, the students could decide what words that they wanted to focus on and to be measured by ELSA Speak Application. There were certain goals that the researchers and observers tried to reach with the designs in this second cycle. It is hoped that by using e-learning platform, the students could choose the most comfortable time to access the materials and to complete the assignments given. In simple words, they could access all of the materials and exercises anywhere and anytime they desire. The second goal was related with promoting the students' autonomous learning by giving them freedom to choose what they needed and what they wanted to develop in order to encounter their pronunciation problems. The following is the screenshots of materials and exercises uploaded to e-learning platform.



ak.ac.id/course/view.php?id=1658

90%

Search

Abdul Rosyid M.Pd.

### Topic 5: Consonant Sounds (Part 2)

Assalamu'alaykum.

Hello everyone.

Last two meetings we have dealt with consonant sounds. Today session, we are going to focus on certain consonant sounds that are commonly faced as difficult sounds to produce, especially by English for Foreign Language (EFL) Learners like us.

The consonant sounds that we are going to focus on are /ʃ/ for shire /ʃaɪə r /; /tʃ/ for television /'tel.ɪ.vɪʒ.ən/; /dʒ/ for judge /dʒʌdʒ/; and /tʃ/ for church /tʃɜː tʃ/.

First things first, let's take a look at the following videos and find out how those consonants are pronounced. Please pay attention to the manner of articulation and practice reading the examples given.

1. The /tʃ/ Sound

Phonetic Sound

THE ENGLISH LANGUAGE CLUB

tʃ

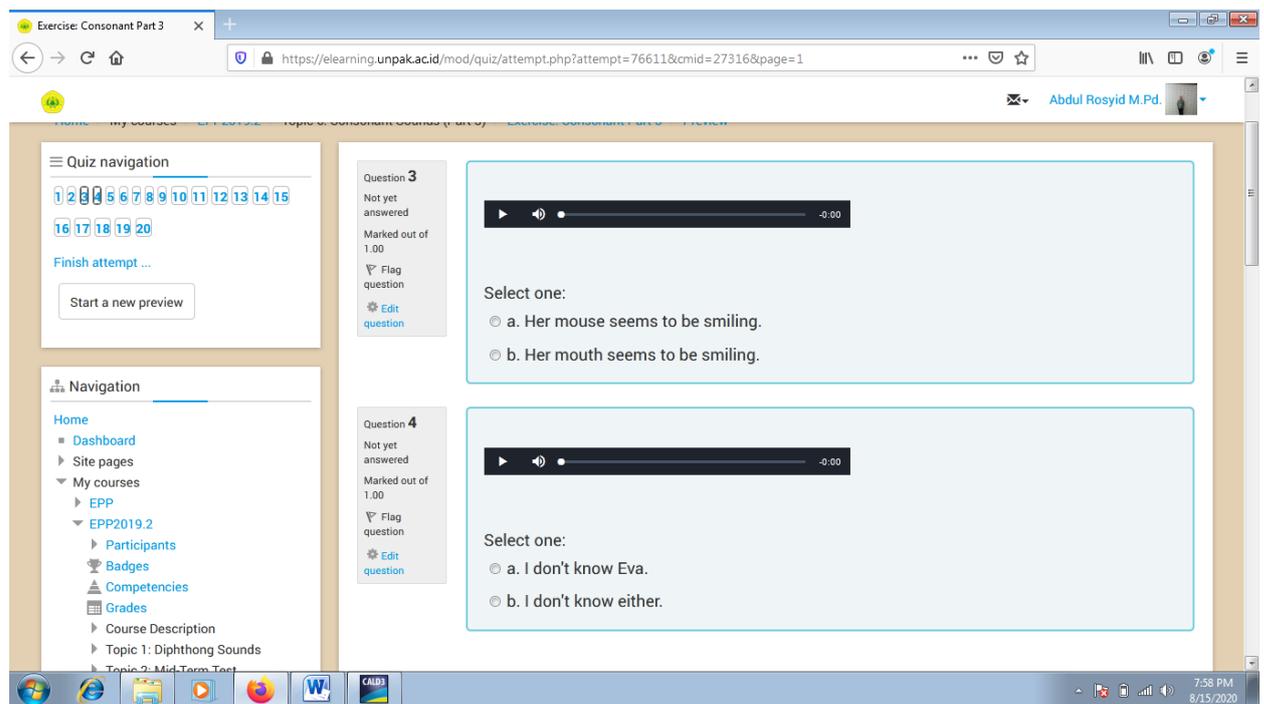


Figure 3. The Examples of Material and Exercise Uploaded in E-Learning Platform

## Acting

As it is stated in the planning session, the treatment given in this cycle did not use Zoom Meeting Application. All of the materials and assignments were uploaded in the e-learning platform. The students were informed that they could go to e-learning by using their account and access all the materials and assignments along the allotted time allocated by the lecturer. Everything run smoothly as it was planned.

## Observing

Due to different types of teaching and learning process in this cycle, the observing process was mainly focused on getting information on when the students accessed the material and how long they took to complete all assignments. The notes then became the basic information that would be discussed in reflecting session.

## Reflecting

The reflecting session was done after all the previous processes were conducted including analyzing the second post-test. The second post-test showed that some pronunciation problems faced by the students decreased significantly. It might be the result of many exposures they got from the materials, assignments and also practice using ELSA Speak Application. The freedom to select the features from ELSA Speak Application and to choose the video for their pronunciation practice also give positive influence to their own pronunciation progress. The following is the result of the second cycle post-test.

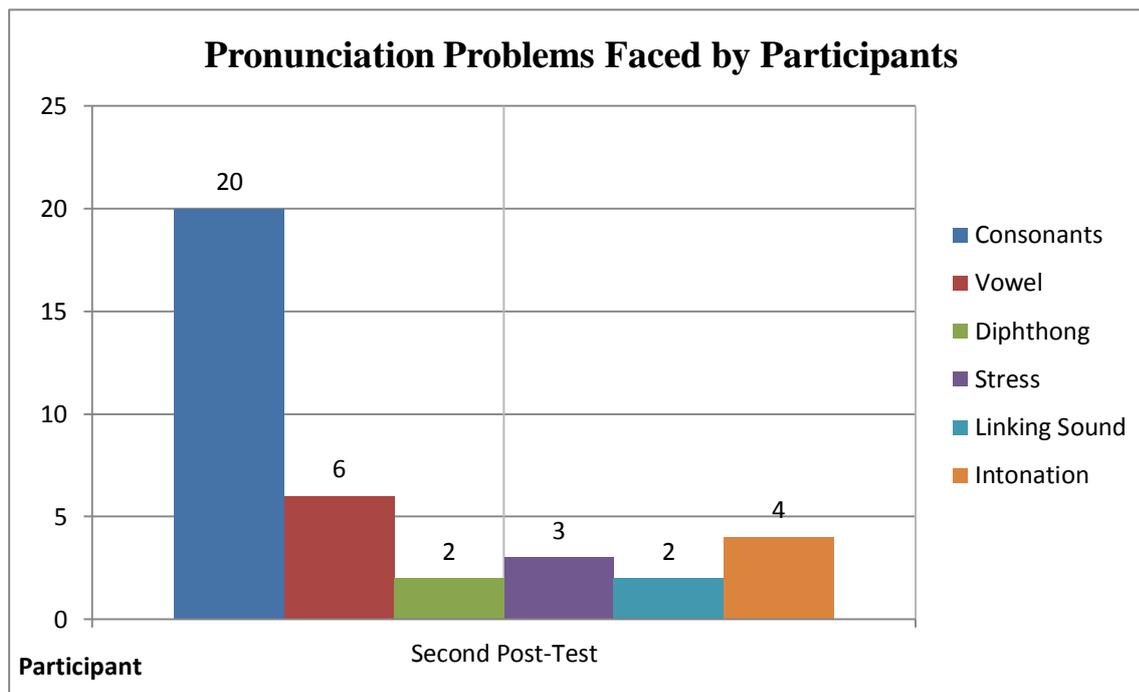


Figure 4. The Result of Second Cycle Post-Test

The last Figure shares that from supra-segmental features of pronunciation, the number of the participants who faced the problems is significantly decreased. It can be said that not more than four students have such constraint. Seeing from segmental features of pronunciation, two features namely vowel and diphthong become the problems only for less than seven participants. However, the number of the participants who have problems in the area of consonant sounds is still big. This might be, again, due to some consonant sounds of English that do not exist in students' native language, *Bahasa Indonesia*. It may hinder the students' ability to pronounce those sounds acceptably.

### The Result from Questionnaire

Having accomplished all of Action Research steps, the researchers administered questionnaire through online platform. The purpose of doing this activity is to gather information about the role of MALL activities toward students' learning autonomy. The following is the recapitulation of the questionnaire.

Table 1 The Result of Questionnaire

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>A. Evaluation of Teacher's aims and requirements</b>					
<i>Saya memahami tujuan pembelajaran Pronunciation Practice.</i>	45.9%	37.8%	13.5%	2.7%	-
<i>Saya mengetahui dan memahami hal-hal yang harus saya persiapkan sebelum mengikuti mata kuliah Pronunciation Practice.</i>	35.1%	48.6%	16,2%	-	-
<i>Saya mampu menyusun sendiri tujuan dari belajar Pronunciation Practice</i>	8.1%	51.4%	35.1%	5.4%	
<i>Saya benar-benar memahami tujuan yang ingin dicapai oleh Dosen saya dalam proses pembelajaran Pronunciation Practice.</i>	32.4%	48.6%	16.2%	2.7%	-

<i>Selama proses pembelajaran Pronunciation Practice, saya dapat mengikuti ritme belajar yang diterapkan oleh Dosen saya.</i>	32.4%	56.8%	10.8%	-	-
<b>B. Evaluation of Establishing Study Goals and Plans</b>					
<i>Diluar tugas yang diberikan, saya selalu memiliki perencanaan yang terstruktur untuk belajar secara mandiri.</i>	8.1%	32.4%	54.1%	5.4%	-
<i>Selama belajar Pronunciation Practice, saya menentukan tujuan saya sendiri berdasarkan level kemampuan saya.</i>	18.9%	51.4%	29.7%	-	-
<i>Saya mahir dalam menyusun rencana belajar Pronunciation yang sesuai dengan perkembangan Pronunciation saya.</i>	2.7%	32.4%	52.1%	10.8%	-
<i>Saya mahir dalam mendesain jadwal kegiatan yang mendukung pembelajaran Pronunciation.</i>		35.1%	59.5%	5.4%	-
<b>C. Evaluation of the Learning Strategy's Implementation</b>					
<i>Saya benar-benar memahami tentang strategi belajar Pronunciation.</i>	2.7%	45.9%	37.8%	13.5%	-
<i>Saya mampu menerapkan strategi yang efektif untuk meningkatkan kemampuan Pronunciation saya.</i>	8.1%	54.1%	27%	10.8%	-
<b>D. Evaluation of Ability to Monitor the Usage of Learning Strategies</b>					
<i>Saya mampu memonitor strategi yang saya terapkan dalam belajar Pronunciation.</i>	5.4%	54.1%	37.8%	2.7%	-
<i>Saya menyadari dan mengetahui apakah strategi yang saya terapkan efektif atau tidak.</i>	13.5%	48.6%	32.4%	5.4%	-
<i>Saya mampu mengidentifikasi dan menyelesaikan masalah yang saya temukan pada metode pembelajaran Pronunciation yang saya terapkan.</i>	5.4%	56.8%	32.4%	5.4%	-
<i>Ketika saya menemukan bahwa strategi yang saya terapkan tidak efektif, maka saya akan mencoba strategi yang lain.</i>	29.7%	51.4%	16.2%	2.7%	-
<b>E. Evaluation of Pronunciation Learning Process</b>					
<i>Diluar kelas, saya memanfaatkan berbagai kesempatan untuk berlatih Pronunciation.</i>	10.8%	54.1%	32.4%	2.7%	-
<i>Saya berusaha untuk menyelesaikan masalah emosional seperti rasa malu, khawatir dan takut yang dapat menghambat proses pembelajaran Pronunciation.</i>	48.6%	35.1%	13.5%	2.7%	-
<i>Saya menggunakan sumber-sumber baik online ataupun offline untuk meningkatkan kemampuan Pronunciation saya.</i>	29.7%	48.6%	21.6%	-	-
<i>Saya sering belajar Pronunciation bersama teman-teman saya.</i>	18.9%	21.6%	48.6%	8.1%	2.7%
<i>Ketika sedang berlatih Pronunciation, saya mengetahui kesalahan yang saya buat dan berusaha membetulkannya.</i>	56.8%	37.8%	5.4%	-	-
<i>Ketika saya melakukan kesalahan dalam Pronunciation, saya menyadari penyebab terjadinya kesalahan tersebut, seperti Pengaruh Bahasa sehari-hari, kurangnya latihan yang intensif, atau belum memahai cara mengucapkan bunyi-bunyi tertentu.</i>	73%	24.3%	2.7%	-	-
<i>Saya memilih metode yang efektif untuk menjadi Pembelajar Pronunciation yang lebih baik.</i>	40.5%	48.6%	10.8%	-	-
<i>Selama proses mengerjakan salah satu tugas, saya selalu memastikan bahwa saya memahami materi yang telah diberikan sebelumnya.</i>	29.7%	64.9%	2.7%	2.7%	-

## The Result from Focused Group Discussion (FGD)

The last step in gathering required information, as it is explained it advance, is through Focused Group Discussion (FGD). The researchers, the observers and also the students were involved in this FGD. The main objective of this activity is to investigate the roles of MALL in promoting students' learning autonomy and in decreasing their pronunciation problems. The following are some students' opinion recorded from FGD.

### Excerpt 1

*Penggunaan aplikasi ELSA dalam pembelajaran Pronunciation sangat membantu saya dalam mengembangkan kemampuan Pronunciation saya.*

[The use of ELSA Application in learning English really helps me to develop my pronunciation ability]

### Excerpt 2

*Semenjak belajar Pronunciation menggunakan Aplikasi ELSA dan juga menggunakan video dari You-tube, saya selalu mengecek cara membaca kata-kata yang baru saya temukan baik dari buku maupun dari lirik lagu.*

[Since I learn Pronunciation Using ELSA Speak Application and supported by videos taken from You-tube, I always try to check how to pronounce words I find from books or lyrics of the songs.]

### Excerpt 3

*Belajar Pronunciation menggunakan aplikasi dan video yang bisa diakses melalui HP membuat waktu belajar saya lebih fleksible, dimanapun dan kapanpun saya mau selama ada koneksi internet.*

[Learning pronunciation using application and videos that can be accessed through mobile phones makes the time for learning become more flexible. I can learn pronunciation everywhere and every time I want as long as the internet connection is available.]

### Excerpt 4

*Belajar Pronunciation menggunakan aplikasi ELSA dan video berbahasa Inggris yang dilengkapi dengan subtitle membantu saya mengetahui kesalahan apa yang saya lakukan saat memproduksi kata-kata tertentu.*

[Learning pronunciation through ELSA Speak Application and vide caption helps me to identify the mistakes I made in pronouncing certain words.]

### Excerpt 5

*Belajar Pronunciation menggunakan media HP bisa mengisi waktu luang saya. Artinya, saya tidak hanya belajar ketika ada jadwal perkuliahan, tapi setiap saat.*

[Learning pronunciation using mobile phone can spend my spare time by doing positive activity. What I mean here is I do not only learn pronunciation based on the schedule, but every time I want.]

### Excerpt 6

*Belajar Pronunciation menggunakan media HP membantu saya untuk mencari informasi-informasi lain yang dapat membantu saya dalam memahami materi dan mengembangkan Pronunciation saya.*

[Learning pronunciation using mobile phone really helps me to find supporting materials from different sources that can help me to understand the materials and to develop my pronunciation.]

## DISCUSSION

This study focuses on promoting EFL Learners' pronunciation and their learning autonomy through the application of Mobile Assisted Language Learning (MALL). The data displayed in advance revealed some interesting findings. The first finding can be seen from the result of the first and the second post-test. The comparison can be seen in the following figure.

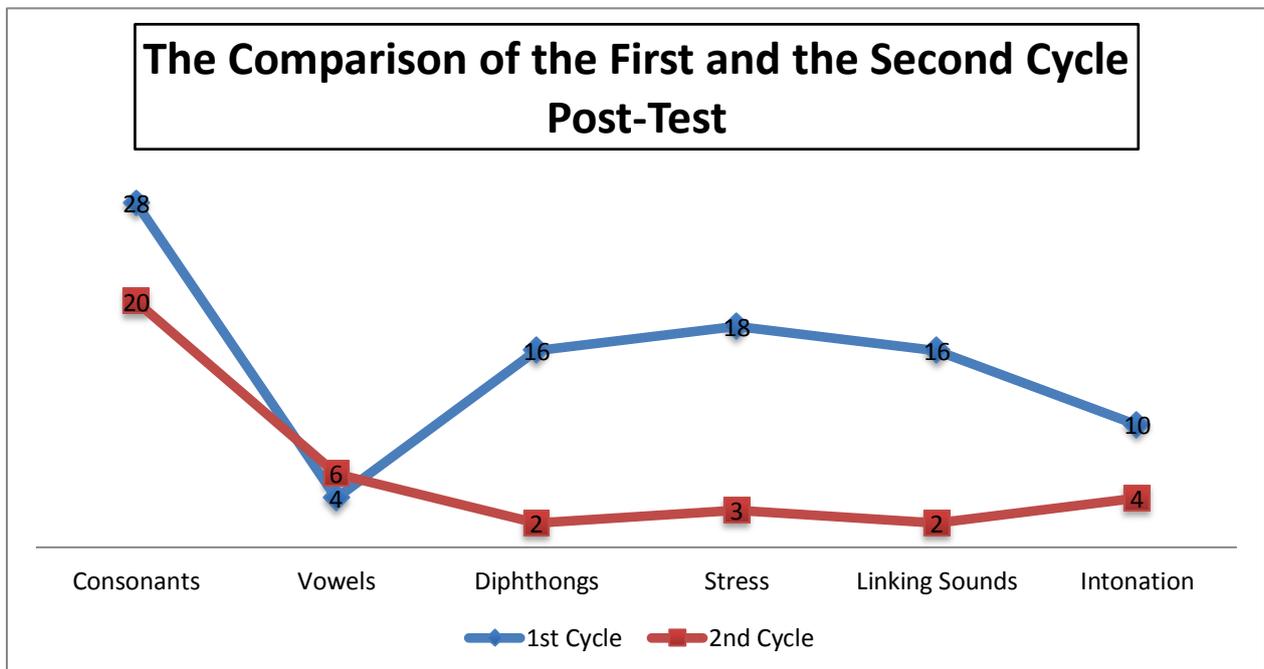


Figure 5. The Comparison of the First and the Second Cycle Post-Tests

From the figure, it can be seen that at the first cycle most of the students have serious problems in both aspects of pronunciation, segmental and supra-segmental. The result of reflecting session also discovered that some students got difficulties in the area of different accents used in ELSA Speak Application and in Video taken from You-tube. This small

problems, unfortunately, influences their performance. Besides, the teaching and learning process designed in the first cycle, where the teacher explained the material through Zoom Meeting Application, also gave problem to the students in the area of 'internet connection'. This problem, of course, hinders the students to learn and understand the material independently since they still depended on the material explained by the teacher.

Comparing the result from the first cycle, in the second cycle it can be seen clearly that the use of ELSA Speak Application and Video Caption taken from You-tube help the students to decrease their pronunciation problems. The decrease trend happened in all aspects of segmental and supra-segmental pronunciation. It might be the result of some exposures provided by the teacher for the students in order to develop their pronunciation. Besides, providing the materials and exercises in an online platform where the students could access anytime and anywhere they desired also give positive influences to their pronunciation progress. Giving a chance to the students to select the materials from ELSA Speak App and Video from You-tube by themselves also influences their pronunciation problems. It is possible to happen since the students know exactly what pronunciation problems they have and what pronunciation aspect they want to develop. This condition, somehow, shows that the students have been autonomous learners who are responsible with their own learning (Littlewood: 2015)

Talking about learning autonomy showed by the students in the second cycle, the result of questionnaire also supports this argument. Seeing the table in the previous section, it is showed that almost in all sentences from all indicators most of the students (more than 75% from the total number of the students) are in positive sides. It implies that most of the students are in agreement that the application of MALL in pronunciation class has given them a chance to be an autonomous learner.

The result from FGD empowers the findings gathered from Action Research steps and questionnaire. It is revealed from the excerpts that the application of MALL supports the students to overcome their pronunciation problem and also prepares them to be good autonomous learners. Most of the students agree that learning using mobile device gives them chance to learn anywhere and anytime they desire. It is actually the basic principle of MALL stated by El-Husein and Cronje (2010). All of the results are actually in accordance with the findings from the previous researchers; they are Arashnia and Mohsen (2016), Anguera nd Vu van (2016), Mahdi (2017), Kurnianingtyas (2019) and Lydon (2016).

## **CONCLUSION**

From the action research conducted in two cycles, it is discovered that Mobile Assisted Language Learning can promote students' pronunciation and also their learning autonomy. The teaching and learning process that was started by meeting online through Zoom Meeting Application and continued by using e-learning platform have given abundant of exposure to the students dealing with pronunciation and also many chances for them to learn independently.

The result from Action Research was supported by the result taken from questionnaire and FGD. It was revealed that the whole process of MALL helps them to be independent and to be able to overcome their pronunciation problems.

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