

BRINGING TECHNOLOGY INTO THE CLASSROOM: STUDENTS' EFFORT TO SHAPE PRONUNCIATION

*Ramli¹, Vivit Rosmayanti², Andi Hamzah Fansury³

corresponding author's e-mail *ramli26@borneo.ac.id

¹English Education Department, Faculty of Teacher Training and Education, Universitas Borneo Tarakan, Kalimantan Utara, Indonesia

²English Education Department, Faculty of Teacher Training and Education, Universitas Mega Resky, Makassar, Sulawesi Selatan, Indonesia

³English Education Department, Faculty of Teacher Training and Education, Universitas Bosowa, Makassar, Sulawesi Selatan, Indonesia

Received: March 22, 2023

Published: May 31, 2023

Abstract: One of the essential skills in teaching English is pronunciation. The listener will only understand the speaker if their pronunciation is correct. Applying English pronunciation instructions to students is an integral part of the language. This study aimed to investigate the effectiveness of the podcast which contains relevant and authentic content for global listening comprehension in language learning. As a technological tool, the "British Council" podcast was integrated for learning English pronunciation at English Education in Universitas Borneo Tarakan. This pre-experimental study involved one class of third-semester students who previously learned pronunciation. Because the calculated Z value was less than the -Z table (-4.809 -1.960) and the p-value was less than (0.000 0.050), the decision was made to reject H₀, indicating an average significant difference between the pre-test and post-test based on the measured pronunciation. It presented that integrating the podcast shaped students' pronunciation and made them more confident. This study sheds light on the role of digital media in determining students' pronunciation and language development. It also provides teachers with alternative media for learning pronunciation in and outside of the classroom.

Keywords: Technology, British council Podcast, Teaching Pronunciation

How to Cite: Ramli, Rosmayanti, V., & Fansury, A.H. (2020). Bringing technology into the classroom: Students' effort to shape pronunciation. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 10(1), 25-36. <http://dx.doi.org/10.36706/jele.v10i1.20866>

INTRODUCTION

Language is a tool for communicating ideas, information, technology, media, travel, education, entertainment and diplomacy, and global conversation, and learning and developing in English benefits all of us (Crystal, 2003; Castillo et al., 2015; Saadi, 2015). Because bilingualism or multilingualism has been discovered in many countries, the ability to communicate in English is in high demand worldwide

(Ramli, 2021). According to Yuzawa (2007), pronunciation is a fundamental and necessary skill for those who wish to communicate in English. The students' fluency will be affected by their heart pronunciation and speaking style (Hombly, 2005). A person already communicates with others through language when they can utter a few words. When communication occurs, pronunciation is a significant sound output used as part of a linguistic code to obtain meaning in speaking (Gilbert, 1995). Some students could not achieve native pronunciation in the EFL. Therefore, they need teachers' instruction, materials, media to improve their pronunciation practices and build positive attitude (Pardede, 2018). However, according to Lund's findings (2003), students can still achieve native-like pronunciation in their later years, implying that brain plasticity can last a lifetime. According to Gilakjani and Sabouri (2016), pronunciation is using a sound system in speaking and listening as input skills that can improve second language learning. Furthermore, good listening is required for English education students to properly understand and communicate with other students in small groups, during project work, or in social situations (Picard & Velautham, 2016). It has been concluded that good communication relies heavily on good pronunciation.

Pronunciation is quickly becoming essential to English language proficiency (Hidayatullah, 2018; Gilakjani & Ahmadi, 2011). Knowing English pronunciation instructions and teaching them to students is essential to the language. One of the functions of pronunciation is to help students improve their speaking ability, which is very different from writing or reading. According to Laraswati and Suhartono (2016), accessing and selecting appropriate media is critical in reconditioning education because media use can increase students' interest in the teaching and learning process. Many researchers have used various methods and media to improve the accuracy of students' English pronunciation. Furthermore, using technology in classroom instruction allowed the teacher to create a more appealing learning environment (Rosmayanti, *et al.*, 2022) Foote and Donough (2017) used mobile technology to improve second-language pronunciation. This study showed that it has the potential to help students improve their pronunciation and fluency. Xodabande (2017) investigated the efficacy of Telegram as a social media platform in an English language pronunciation class. As a result, all the students enjoy media and are looking for new ways to improve their pronunciation, though some need help using the Telegram social media platform.

The most apparent use of podcasting in language modules is for listening comprehension, with podcasting serving as a good source for global listening due to the relevance and authenticity of the content (Constantine, 2007). According to Downes (2005), podcasts are audio files that users can upload to the internet using laptops or smartphones, and learners can download any topics that interest them. Using podcasts is very beneficial in classroom activities, and students are interested in engrossing themselves in classroom listening and speaking practices (Ramli, 2017). Almaqrn and Alshabeb (2017) strengthened that podcasts can provide learning media for EFL students as a learning tool everywhere and to identify various regional accents. The podcast is an example of E-learning in the classroom. According to Ramli *et al.* (2022), using E-learning can increase students' learning practice and bring them into a technology-based world. However, few studies have specifically examined how the podcast application "British Council" used as media

for pronunciation practices affects EFL students' pronunciation in higher education. As a result, the researchers anticipate using podcasts as a medium for pronunciation.

The researchers anticipated that the findings would help English teachers, students, and other researchers identify the types of pronunciation problems that students face and develop their pronunciation through English learning media. Teachers can also learn strategies for resolving pronunciation issues in their students and serve as a resource for incorporating media into their classrooms. Finally, learning can be more enjoyable and effective by selecting appropriate media. This study's findings are also valuable for students. They can be motivated to learn English by shaping their standardized pronunciation. Finally, future researchers learned much about how English teachers use teaching media to teach pronunciation.

The essence of pronunciation in speaking

Pronunciation is the production of sounds that reach meaning through the context (Handayani, 2017). Teaching pronunciation is essential because speaking can be successfully performed after having pronunciation ability. Students must understand how sounds are produced because English pronunciation can be more consistent, and many students find this knowledge extremely beneficial. According to Jahan (2011), pronunciation produces widely accepted and understandable word sounds, utilizing the language sound, accurate stress, rhythm, and intonation. People who do not use proper pronunciation are misunderstood by others and judged as incompetent, uneducated, or lacking in knowledge. In contrast, learners who use proper pronunciation are easier to understand even if they make mistakes in other areas. Furthermore, pronunciation is made and heard to be sharpened as more practice is required to improve one's pronunciation skills (Kerr, 2012).

Avoiding teaching pronunciation is a general issue for teachers. Gilbert (2008) stated that teaching pronunciation through frequent drilling words might produce an unfortunate result, discourage students, and make teachers hesitant. According to Nunan (2003), people who speak the same language must easily understand each other. It means that being well-understood is the most vital feature of communication. Learning pronunciation improves speaking and listening abilities by assisting learners in developing clear speaking skills (Linebaugh & Roche, 2015). Speech and listening clarity can improve intelligibility and reduce interlocutors' efforts. According to Ramli et al. (2019), the foundation of comprehending more complex spoken language is to provide words in listening based on students' needs. Although the empirical study is limited, pronunciation practices can support the growth of perception from skill listening and speaking abilities. According to Gilbert (1995), clarity of perception improves the listening and understanding of naturally fluent speakers. Developing word recognition and spelling depends on phonological processes (Cassar & Jang, 2010). Therefore, pronunciation practice can aid in the development of listening comprehension as well as word segmentation skills. According to Kenworthy (1987), pronunciation has four components: intelligibility, fluency, accuracy, and native likeness. Language teachers can improve their students' pronunciation by markedly drilling small pairs to help them improve their intelligibility (Bernsen et al., 2006). Teachers must concentrate on their ability to monitor and correct students' production, employing the media for teaching pronunciation like an audio-visual aid. According to Brown (2004), three media for teaching and learning are practical and efficient: visual, audio, and audio-visual.

The main goal of pronunciation instruction is to teach understandable pronunciation, a necessary component of communicative competence (Morley, 1991). Shively (2008) discovered that age at first exposure to the language of formal pronunciation instruction has a significant relationship with pronunciation accuracy. As a result, Hassan (2014) suggests that while pronunciation can be accomplished in a language environment, the best method is to provide explicit classroom pronunciation instruction. According to James (2010), for some learners, the goal of learning pronunciation is to have a native-like accent. Morley (1994) stated that an accent that differs too much from a known standard can be confusing. Learners' accents are suggested to be more similar to a standard variety. If a speaker has a strong English accent, this may cast doubt on his or her personality and competence. If teachers provide pronunciation instruction in their classrooms, students may be able to figure out how to pronounce words independently (Derwing & Rossiter, 2002). Wrong pronunciation may result in incorrect assessment and erroneous actions because students require instruction to improve their pronunciation through speaking or listening. According to Levis and Grant (2001), pronunciation instruction is critical because it can be integrated into many ESL classes, mainly speaking and pronunciation courses.

Podcast as Media in Learning Pronunciation

As they grow up in a technology-driven culture, technology has become an inseparable part of their lives. Furthermore, digital media, visual culture, and youth culture are intertwined so that each impacts the others (Koçak & Alagözlü, 2021). According to (Gazizov & Duniyasheva, 2016), without the assistance of the media, the lesson material is challenging to digest and understand for all students, particularly complicated or complex teaching materials. Media use in teaching and learning will positively impact teaching and learning (Arsyad, 2007; Putri, 2018). The podcast provides opportunities for teachers to assist students in developing their pronunciation. The podcast is thought to improve listening skills and stimulate other language areas such as pronunciation, grammar, vocabulary, and learning activities. Fitria et al. (2015) say podcasts significantly improve students' pronunciation. Podcasts are helpful for both teaching and learning phonetics. Podcasts help alleviate students' difficulties in phonetics by providing students with alternative audio-based exercise material to paper-based exercises (Knight, 2010).

Furthermore, podcasts motivate many L2 learners because many studies through distance learning programs may need more time to attend language laboratories and classrooms. As a result, the podcast is undeniably simple to use, appealing, and motivating for students to learn. Podcasts serve as a study tool for students and cover a wide range of topics, including pronunciation practice for students. As a learning tool, podcasts can help students achieve educational goals, according to Ramli (2017). Kavaliauskien (2008) stated that podcasts provided language teachers with many teaching materials.

The podcast introduces students to the target language and influences their attitudes and motivation. Podcast materials can boost students' motivation and help them become more independent and confident speakers in other studies. It is important to consider the students' confidence since the students with high self-confidence participate more actively in any class activities (Rosmayanti, *et al.*, 2023). This self-assurance may be increased due to their ability to understand the rhetoric of a specific topic due to listening repetition and oral performance (Samad,

2016). The podcast media was assumed to help students improve their pronunciation performance. Constantine (2007) stated that podcasts are not just for listening; often, a transcript is included, as well as worksheets. Students could make interactions to write in with questions or comments. Podcasts also accommodated a wide range of student learning strategies. Those previous studies strengthened the findings that learning pronunciation is crucial to developing students' communication. As an effective medium, podcasts could help students practice in class intensively and confidently. The benefits of engaging the British Council podcast in learning English were applied to English Education learners at Universitas Borneo Tarakan. Students were expected to have many sources through podcasts to learn, imitate, and apply in truthful communication.

RESEARCH METHOD

Population and Samples

This study's population comprised the 5th-semester students covering approximately 80 students in the English Education Department at Universitas Borneo Tarakan, Kalimantan Utara who experienced learning pronunciation course in the classroom. Among the 2 classes in the English Education department, the researchers randomly selected one class of students as the sample consisting of 30 students in semester 3.

Design and Procedures

This study was a pre-experimental class. One class was selected to receive treatment after the pronunciation pre-test and before the post-test. They were trained using the podcast 'British Council' to see if the students' pronunciation improved significantly. This study included two types of variables: independent variables and dependent variables. The independent variable in this study was the podcast "British Council," while the dependent variable was the students' pronunciation ability.

In this experiment, the researchers conducted six treatment meetings. In the first meeting, the researchers discussed the importance of pronunciation and what was focused on mastering pronunciation. In the second meeting, the researchers introduced the podcast media "British Council" in teaching pronunciation and asked students to download the application, while in the third meeting, the researchers provided students' activities through the podcast which was accessed online. Students were instructed to listen to the audio and mimic the word sounds. The researchers gave groups a podcast on a specific topic at the following meeting. Students were encouraged to use the pronunciation to tell their groupmates what they heard from the audio. The researchers asked the students to choose their interesting topic from the podcast "British Council" for the fourth meeting and employed them for 3-5 minutes to perform in front of the class for evaluation. To reflect, the researchers reviewed their performance at the fifth meeting. Finally, the researchers provided the presenter with additional comments and feedback to help them improve their listening, speaking, and pronunciation skills.

Data Collection and Data Analysis

The pronunciation test was used as the research instrument in this study. The researchers assessed the student's ability to pronounce words using live tests and audio. It meant that the researchers assigned a topic to the students and asked them to

prepare and present it to the class. Their performance was video recorded. The test was administered twice before and after the treatment. The students were given a pretest to determine their prior pronunciation ability of the sample, and the post-test determined whether the podcast could improve their pronunciation. The topic test was technology and professionalism. Those topics were selected to prepare their awareness of technology use for professionalism during or after they graduate from their college.

The test was scored by two raters using the IELTS scoring rubric for pronunciation. The SPSS program was used to analyze the pretest and post-test data to determine the impact of podcasts on learning pronunciation and discuss the implications of podcasts in English learning, specifically pronunciation ability.

FINDING AND DISCUSSION

Findings

The Kolmogorov-Smirnov test was used with the decision-making criteria to accept H_0 if the significance value is more significant than 0.05 and the decision to reject H_0 if the significance value is less than 0.05. The test results are as follows:

Table 1. Normality test

| Variable | Statistic | Sig. |
|----------------------|-----------|-------|
| Pronunciation (pre) | 0.634 | 0.000 |
| Pronunciation (post) | 0.878 | 0.003 |

From the normality test results, the data on the pronunciation variables (pre and post) were not normally distributed with a significance value of each less than (0.05). Therefore, because the data does not pass the assumption of data normality, comparing the pretest and post-test on the pronunciation variable uses the Wilcoxon substitute test.

Table 2. The result of the average test

| Pronunciation | average | St dev. |
|---------------|----------|---------|
| Pre | 3.00 | 0.463 |
| Post | 6.24 | 0.988 |
| Z count | = -4.809 | |
| Z table | = 1.960 | |
| p-value t | = 0.000 | |

According to the table above, the average pronunciation (post) is 6.24 ± 0.988 , higher than the average pronunciation (pre) of 3.00 ± 0.463 . The Wilcoxon test was used to determine whether there is a significant difference in average pronunciation between pre and post. The Wilcoxon test revealed that the calculated Z value was less than the -Z table ($-4.809 < 1.960$), and the p-value was less than ($0.000 < 0.050$), so the decision was made to reject H_0 , indicating that there is an average significant difference between pre, and post based on the measured pronunciation. Table 2 shows that the average pronunciation of pre and post has increased, which is significant. It can be seen in the data that 29 respondents experienced a significant increase in pronunciation scores.

Discussion

The finding of this study uncovered that bringing British Council podcast into English classrooms to improve students' pronunciation ability significantly worked. This was affected by the strength of podcasts as effective learning media. Using podcasts improved students' speaking achievement in pronunciation and fluency (Hikmah et al., 2021). The use of ICT in language teaching grows, and the effects of podcasts on listening and speaking performance improve (Yoestara & Putri, 2018). Students can be exposed to authentic English language use through the podcast. This activity is primarily because podcast materials cover a wide range of topics with real-life speeches and are generally prepared by native speakers. Students can listen to authentic podcast materials to practice their listening and speaking skills by listening to everyday conversations in real-life situations. Furthermore, podcasts may promote self-regulated learning outside of the classroom. Podcasts help students gain confidence in their listening and speaking abilities (Ramli, 2018). Indonesian students are anxious about their listening and speaking abilities (psychological factors). Podcasts may promote active learning. When the podcast content is successfully chosen (by the teacher/students), an active class discussion can be encouraged.

To effectively incorporate podcasts into teaching and learning listening and speaking skills, the teacher should use TPACK (Technological Pedagogical Content Knowledge) as the teaching framework because podcasts are computer-assisted mediums in teaching and learning which can be used to prepare the lesson, media for learning, and sources of students' knowledge and language development. Despite podcasts' high potential, effective use of podcasts requires teachers to be technologically competent. Acknowledging that integrating new technologies can be challenging for teachers and students is critical. Instructors must be capable and proactive learners acquainted with various Web 2.0 learning tools (Forbes et al., 2009; Stewart & Doolan, 2009). Middleton (2009) states that many teachers experience initial anxiety and become frustrated. Many people lacked the confidence to overcome the technological barrier or a personal strategy for learning to use new technology. As a result, institutions must also guide teachers to promote the incorporation of new technologies.

Concerning internet connection issues, teachers could download the podcast content onto CDs/mp3 players and present it as teaching and learning resources in the classroom. Alternatively, they suggest that the school provide a better Internet connection. According to Fitria et al. (2015), and Rahmasari et al. (2021), podcasts provided authentic materials, and the activities and tasks in the podcast were appropriate, engaging, and meaningful, attracting their attention, increasing motivation, and improving their comprehension of learning. As a result, they appreciated learning to listen and speak through Podcasts. Besides, in learning English skills, Samad et al. (2017) demonstrated that students improved their vocabulary, grammar, and idea delivery through podcasts, which positively affected their speaking achievement. The podcast integration also assists teachers in improving students' speaking skills and providing appropriate teaching materials. Teachers no longer need to be concerned about providing appropriate teaching materials. There is a wealth of information available on the podcasts. Students should immerse themselves in English learning (podcasts) to improve individual skills such as speaking. Students must practice their English autonomously because more than

learning English in school is required. Therefore, they need to access podcasts in class and in real life.

Podcasts offer various speaking performance models, such as interviews, dialogue, conversations, and reports (Alfa, 2020). Furthermore, as the popularity of podcasts for English Language Teaching (ELT) has grown, the podcast has provided a variety of content that can help either a teacher or a student improve their speaking skills during the teaching and learning process. The content types listed above will help teachers select the best model for teaching students' speaking skills. Content accompanied by a transcript and various exercises will benefit the EFL learning process more. Podcasts have proven to be effective in the teaching of EFL speaking. Teachers use podcasts to provide authentic material and help students improve their speaking skills. Prasetya and Nuraeni (2021) reinforced that successful students in speaking by using a podcast because they have some interest and want to explore what they are going to choose the things in podcasts to promote their ability, particularly in speaking. Podcasts can hypnotize students to improve their language knowledge, performance, and psychological aspects.

Furthermore, the effect of learner podcasts on developing learners' speaking skills is highly effective when used as supplementary learning tools in enhancing EFL learners' speaking skills (Kocak & Alagozlu, 2021). New methods and instructional tools must be used to allow students to improve their speaking skills in the Turkish EFL context. It is also critical that the speaking activities used in language instruction appeal to the learners' interests and attention. Podcasting activities are suitable for insecure and quiet students in class because they stimulate and allow students to work at their own pace without the stress of real-time interaction. Students' podcasts can be used to supplement students' language learning or a separate course for EFL learners can be designed in which they must complete podcast projects individually, in pairs, and in groups. Meanwhile, Phillips (2017) discovered that podcasting encourages students to produce authentic language outside the classroom and supports multimodal ways of teaching and learning.

Considering the findings and the previous research, podcasts prove that technology and education are a complex blend to make learning more enjoyable. Podcasts can provide rich and exciting sources of discussion and learning resources and encourage various activities to make their learning more interactive. It can also provide a space to get closer to real life with an authentic source, making students more applicable and autonomous. The contribution of podcasts in teaching will be effective in assisting both teachers and students about what we are teaching, whom we are teaching, how we are teaching, and how the students understand. Based on the research, podcasts can provide learning-centered teaching with discussion, role play, imitation, and other activities to empower students' English pronunciation.

CONCLUSION AND SUGGESTION

From this research, there was an improvement in students' pronunciation after having received treatment and students are more courageous to develop their pronunciation with intensive listening and speaking practices. It shows that podcasts impacted effective teaching and learning strategies, sources, and skill improvement. Bringing podcasts into the classroom assists the students in being engaged in interactive, authentic, and collaborative activities. It provides a wide range of topics and rich sources to broaden students' world knowledge and prepare them to speak

while deepening their word recognition from speech, pronunciation, and fluency. Podcasts including the British Council grow providing many benefits for English Language Teaching. with various concepts, language proficiency levels, and students' activities that can be freely accessed before and during the learning process.

As a suggestion, students can accelerate their learning and language performance with podcasts. Optimizing the usage of technology will give many benefits as sources of language development. Students need to be more familiar with technology in their life. Technology does not only offer pleasure but also information to improve communication competence and performance. In addition, teachers must be creative by exploring the accessibility of podcasts as learning sources in language classes. It provides various topics, activities, and language practices.

ACKNOWLEDGEMENTS

We thank Research and Community Service (LP2M), Universitas Borneo Tarakan, for providing funding (DIPA), support, and guidance in completing this writing about integrating technology for students to learn collaboratively in practicing their speaking. Besides, we would like to thank the students of the English Education Department, Universitas Borneo Tarakan, for the research samples who sincerely contributed as the data sources.

REFERENCES

- Alfa, R. (2020). Using podcasts as authentic materials to develop students' speaking skills. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 65–74. DOI: 10.36597/jellt.v4i1.7692
- Almaqrn, R., & Alshabeb, A.M. (2017). EFL learners' attitudes towards the proper pronunciation of English and podcasts as a facilitator of proper pronunciation. world academy of science, engineering, and technology. *International Journal of Educational and Pedagogical Sciences*, 3.
- Arsyad, A. (2007) *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Bernsen, N.O., Hansen, T., Kiilerich, S., & Madsen, T.K. (2006). field evaluation of a single-word pronunciation training system. *LREC*.
- Brown, H. D. (2004). *Language assessment: principles and classroom practices*. New York: Longman
- Cassar, A., & Jang, E. (2010). Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits. *Australian Journal of Learning Difficulties*, 15(2), 193-211. DOI: 10.1080/19404151003796516.
- Castillo, NM, Lee, J., Zahra, FT., Wagner, DA. (2015). ' MOOCs for Development: Trends, Challenges, and Opportunities. *International Technologies & International Development*, 11 (2), 35
- Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counselling relationships. *Journal of Counselling Psychology*, 54 (1), 1–16.
- Creswell, John W. (2014). *Research design, qualitative, quantitative, and mixed methods approaches (Fourth Edition)*. United States of America: Sage Publications.
- Crystal, D. (2003). *English as a global language*. 2nd Edition, Cambridge University Press, Cambridge. <https://doi.org/10.1017/CBO9780511486999>

- Derwing, T. M., & Rossiter, M. J. (2002). ESL learners' perceptions of their pronunciation needs and strategies. *System*, 30, 155-166. [http://dx.doi.org/10.1016/S0346-251X\(02\)00012-X](http://dx.doi.org/10.1016/S0346-251X(02)00012-X)
- Downes, S. (2005). *E-Learning 2.0*. *Elearn*, 2005 (10).
- Fitria, U., Vianty, M., & Petrus, I. (2015). Using podcast to improve students' listening and speaking achievements. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 2(1), 55–68.
- Foote, J.A., & McDonough, K. (2017). Using shadowing with mobile technology to improve L2 pronunciation, *Journal of Second Language Pronunciation* 3(1), 34–56. doi 10.1075/jslp.3.1.02foo
- Gazizova, L., & Dnyasheva, L. (2016). The importance of the use of media discourse in foreign language teaching. *ICERI Proceedings*
- Gilbert, J. (1995). Pronunciation: Christian Dalton and Barbara Seidlhofer. *Tesol Quarterly*, 29(4)
- Gilakjani, A.P., & Ahmadi, M.R. (2011). Why is pronunciation so difficult to learn? *English Language Teaching*, 4(3), 74-83
- Gilakjani, A. P. & Sabouri, N. B. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6 (8) pp. 1670–1677, August 2016 DOI: <http://dx.doi.org/10.17507/tpls.0608.22>
- Gilbert, J.B. (2008). *Teaching pronunciation using the prosody pyramid*. New York: Cambridge
- Handayani, D. I. F, (2017). Teaching English pronunciation using film. *Journal of English and Education*, 5 (2) <http://ejournal.upi.edu/index.php/LE/article/view/10198>
- Hassan, E. M. I. (2014). English language and literature studies. *International Journal of Academic Research* 4 (4); 2014 ISSN 1925-4768 EISSN 1925-4776
- Hidayatullah, M.S. (2018). Improving students' pronunciation through western movie media. *Al-Lisan* 3(1):93-111 DOI: 10.30603/al.v3i1.381
- Hikmah, H., Nugroho, W., & Azmi, U. (2021). Improving aliyah students' speaking skills by using podcast. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(6), 5057-5065.
- Hornby, A.S. (2005). *Oxford advanced learner's dictionary of current English*. Oxford University Press, Oxford
- Jahan, N. (2011). Teaching and learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and Practice*. 2 (3). Retrieved from www.iiste.org (Accessed on, January 13th, 2016)
- Kavalauskienė, G. (2008). Podcasting: a tool for improving listening skills. *Teaching English with Technology*, 8.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. London and New York: Longman
- James, R. B. (2010). *Teaching pronunciation gets a bad rap: a framework for teaching pronunciation*. Hankuk: University of Foreign Studies.
- Kerr, T. (2012). *Finding a voice: learning pronunciation in a second language using a dedicated speech technology*. The Learning and Teaching Centre: Macquarie University

- Knight, R.-A. (2010). Sounds for study: speech and language therapy students' use and perception of exercise podcasts for phonetics. *International Journal of Teaching and Learning in Higher Education*, pp. 22, 269–276
- Lenneberg, E.H. (1967). *Biological Foundations of Language*. Wiley, N.Y.
- Levis, J.M. (2011). Integrating pronunciation into ESL/EFL Classrooms. *TESOL Journal*, 12 (2); 13-19 <https://doi.org/10.1002/j.1949-3533.2003.tb00125.x>
- Linebaugh, G., & Roche, T. (2015). Evidence that L2 production training can enhance perception. *Journal of Academic Language and Learning*, 9 (1), A1-A17. ISSN 1835-5196
- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *Tesol quarterly*, 25 (1), 51–74.
- Morley, J. (1994). *A multidimensional curriculum design for speech-pronunciation instruction*. In J. Morley (Ed.), *Pronunciation Theory and Pedagogy: New Views, New Directions (64–91)*. Alexandria, VA: TESOL.
- Nunan, D. (2003). *Practical English language teaching*. International Edition, McGraw-Hill, Singapore
- Parlindungan, P. (2018). Improving EFL students' english pronunciation by using the explicit teaching approach. *Journal of English Teaching*, 4 (3). 143-155
- Picard, A & Velautham, Y.M. (2016) Introduction and background to pronunciation teaching. *International Journal of Education and Research*, 3(3)
- Putri, A.I.H. (2018). Developing shadow puppets as media in story telling for the eleventh graders of across English program in SMAN 1 Turen / Azalia Illahi Hidayat Putri. *Diploma thesis*, Universitas Negeri Malang.
- Phillips, B. (2017). Student-produced podcasts in language learning—exploring student perceptions of podcast activities. *IAFOR Journal of Education*, 5 (3), 157-177
- Prasetya, E. P., & Nuraeni, N. (2021). The use of podcasts to promote students' speaking ability in online learning during the covid pandemic 19. *Journal of English Educational Study (JEES)*, 4(1), 11-20
- Rahmasari, W., Ahmad, Y. B., & Kamil, A. B. (2021). Students' perception of utilizing podcasts in learning speaking skills. *Journal of Applied Studies in Language*, 5(1), 101-107.
- Ramli, R., Setyawan, F. H., & Rampeng, R. (2021). The threat of lingua globalization towards vernaculars in South Sulawesi. *ETNOSIA: Jurnal Etnografi Indonesia*, 6(2), 230 -. <https://doi.org/10.31947/etnosia.v6i2.18197>
- Ramli, R. (2017). The use of podcasts to improve students' listening and speaking skills for EFL learners. *Advances in Social Science, Education and Humanities Research, International Conference on English language teaching vol (145)*, pp. 189–194.
- Ramli, Mukminatien, N, Saukah, A, & Prayogo, J.A. (2019). Word recognition from speech, syntactic knowledge, metacognitive awareness, and selfefficacy as determination for L2 listening comprehension. *International Journal of Instruction*. 12 (3). e-ISSN: 1308-1470 www.e-iji.net pISSN: 1694-609X
- Rosmayanti, V., Noni, N., & Patak, A. A. (2022). Students' acceptance of technology use in learning English pharmacy. *International Journal of Language Education*, 6(3), 314–331. <https://doi.org/10.26858/ijole.v6i3.24144>

- Rosmayanti, V., Ramli, R., & Rafiq, R. (2023). Building beginners' self-confidence in speaking at private high school in Makassar. *EduLite: Journal of English Education, Literature and Culture*, 8(1), 192-208.
- Saadi, D. N. A. Ac. J. (2015) Why is pronunciation so difficult to learn? *English Language Teaching* (4) 1, 33-45, at: <https://www.researchgate.net/publication/297760065>
- Samad, I.A. (2016). Improving students' competence in the thesis defence examination in two universities in Aceh, Indonesia. *Unpublished Doctoral Dissertation*. University of New England: Armidale.
- Shively, R. L. (2008). L2 acquisition of [β], [δ], and [γ] in the impact of experience, linguistic environment, and learner variables. *Southwest Journal of Linguistics*, 27(2), 79-114.
- Suhartono, S., & Laraswati, I. (2016). The use of visual media in teaching writing. *English Education Journal*, 1. DOI:10.29407/jetar.v1i1.274
- Koçak, A., & Alagözlü, N. (2021). The effect of learner podcasts on efl students' speaking development. *Journal of Language Teaching and Learning*, 11(2), 18-41.
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners, *Cogent Education*, 4 (1), 1347081
- Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia Journal*, 6(1), 15. DOI: 10.22373/ej.v6i1.3805
- Yuzawa, N (2007). Teaching English pronunciation. *The Economic Journal of TCUE*, 50. pp. 50, 95-107

About the Authors:

Ramli, a senior lecturer in English Education Department, Faculty of Teacher Training and Education, Universitas Borneo Tarakan, Tarakan, Indonesia.

Vivit Rosmayanti, a senior lecturer in English Education Department, Faculty of Teacher Training and Education, Universitas Megarezky, Makassar, Indonesia.

Andi Hamzah Fansury, a senior lecturer in English Education Department, Faculty of Education and Literature, Universitas Bosowa, Makassar.