LEARNING STYLE IN LEARNING PRONUNCIATION
OF EFL LEARNER: A CASE STUDY
By

Yasmika Baihaqi
English Education Department, Teacher's Training and Education Faculty
MUHAMMADIYAH UNIVERSITY OF METRO
Email: yasmikabaihaqi@gmail.com

Bambang Eko Siagiyanto
English Education Department, Teacher's Training and Education Faculty
MUHAMMADIYAH UNIVERSITY OF METRO
Email: bambangekos6@gmail.com

Rahmad Adhi Pamungkas
English Education Department, Teacher's Training and Education Faculty
MUHAMMADIYAH UNIVERSITY OF METRO
Email: pamungkas1812@gmail.com

Abstract.

The people usually ignore pronunciation when speaking, telling something, discussing, singing, etc. The focus of this research is to explore the learning style of an EFL learner named Kharis Fikril Muhorobin in practicing pronunciation. The design of this research is a case study in the form of qualitative research design. The objective of this research is finding the learning style of an EFL learner. This research was conducted on campus and in the informant's boarding house. The data were collected by using triangulation involving observation, interview, and documentation. The analysis of the data was conducted using descriptive analysis. The result shows that the informant focused on British pronunciation. Based on the result of data analysis, it is found that there are three strategies applied by an informant in practicing British pronunciation. Those strategies are listening and practicing English songs, watching, and listening to English movies,   and reading out loud English books.

Keywords: *Learning Style, British Pronunciation, Case Study.*

INTRODUCTION

Apart from the four skills, pronunciation is a specific part of speaking skill. Some studies

reported that pronunciation is difficult to learn (Gilakjani et al., 2011). However,

pronunciation plays a significant role in communication but people rarely pay attention to

----

Baihaqi, Siagiyanto & Pamungkas

their pronunciation when they are speaking, telling something, discussing, singing and etc. Some other researchers reported the pronunciation learning strategies and resulted various model of acquiring pronunciation (Alghazo et al., 2013). This study was done based on the adult learners' belief about translation (Alghazo, 2015).

One of the many strategies in learning pronunciation is by listening to audio stories on pronunciation (Abdolmanafi-Rokni et al., 2013). Some others did it through tongue twister (Mu'in et al., 2017). Still some others reported the study using twitter to learn pronunciation (Mompean & Fouz-González, 2016). In practicing, pronouncing a word involves the manifestation either of the phonological system or the phonetic system of the language or both by using the speech organ. In term of use, the act of pronunciation not only the production of sounds but also the use of the phonetic mechanism (Saito, 2011). The mastery of these two aspects can reduce miscommunication .

Not all of EFL learners do they have the same learning style to learn pronunciation. Each of the learners has his own style to larn it (Mu'in et al., 2017). The term "learning styles" in this paper is meant as the style of learning pronunciation applied by an individual learner. Technically, an individual's learning style refers to the preferential way in which the learner absorbs processes, comprehends, and retains information especially of how to pronounce an English word correctly. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy (Pashler et al., 2009). Thus, individual learning styles depend on cognitive, emotional, and environmental factors, as well as one's prior experience.

One of the many uniqueness in English is style in pronunciation. When people are talking about learning British pronunciation, they usually think of Received Pronunciation. Received Pronunciation (RP) is the pronunciation of the British upper class – people who went to universities like Oxford and Cambridge. This is the pronunciation that is generally learnt at any British language school. It is also a model taught in course books and dictionaries from publishers like Oxford and Longman.

In fact, there are many learners who get some difficulties in learning Speaking English, especially in pronunciation. In addition, speaking is not only taking care of vocabulary, grammar, but also pronunciation. English is not the second language for Indonesian, so learners in Indonesia will find difficulties in speaking English, and how to speak English with good pronunciation. In practice, when we listen to Indonesian speaks

Baihaqi, Siagiyanto & Pamungkas

English, commonly we still are able to notice the nationality of the speaker (Al-Nakhalah, 2014; Mumary Songbatumis, 2017).

In the level of student (EFL Learner), having good pronunciation is a deal. In this case, the researchers found an EFL learner in English Department of Muhammadiyah University of Metro who has considerably good enough pronunciation his name is Kharis Fikril Muhorobin.

Upon all, this can contribute to the evidence gaps in pronunciation learning style. Therefore the following are the research questions. **As discussed above the study is set to have two research questions:**

1) What is Khari's' Learning Style in applying British Pronunciation?
2) Does the learning style influence Kharis to feel confident in applying British Pronunciation?

METHOD

Design

This is a case study research. We used the procedures of particular methodology of case study (Rossman & Rallis, 2003). A case study analyses persons, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods (Gerring, 2006). This definition is supported by Chaiklin (1991) stating that a case study is a research strategy which the researcher research a program, event, activity, process or a group of individual (Chaiklin, 1991). A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individual) based on extensive data collection (Creswell, 2012). The case is limited on time and activities, and the researcher collects the information completely by using some collecting data procedure based on the time which had been given.

Participants

The place of this research is the informant's Boarding House at Jl. Ki Hajar Dewantara 15 A, Metro, and Campus on Jl.Ki Hajar Dewantara no 116 Iringmulyo Kota Metro especially around the English Department. The researcher chooses this place because the informant's boarding house and campus are the centers of his activity. The subject is Kharis Fikril

Baihaqi, Siagiyanto & Pamungkas

Muhorobin, an EFL learner in English Department of Teacher Training and Education Faculty, Muhammadiyah University of Metro.

The decision to choose this informant is due to having uniqueness among the similar English students enrolled at that period. We found an appealing phenomena about this person. For the purpose of unveiling his mystery, we conducted this study hoping to get good lesson learn for the entire learners in his age.

Instrument

The main instrument of this research is the researchers themselves (Muliawan, 2014) and some other supporting research instruments such as a digital camera with video recorder, questionnaire, and field note. In addition some supported sources are reviewed and embedded accordingly as how an article is written manually (Turmudi, 2020a).

So the current study employed some instruments to help the researcher as main instruments. The instruments are notes of observation, interview prompt, and document archive. All of them are integrated confirmed to yield the solid findings.

Data Collecting Technique

Data collecting technique in this research is the most strategic part of research because the purpose of this activity is to obtain the data. In the hope of getting the clear and factual data, and a significant contribution to the solution of the research question, we did some procedures to guarantee that the data obtained lead the research to a conclusion. Therefore, the researchers did not apply a single technique but triple technique (triangulation) in order to collect adequate and relevant data to answer the proposed research question.

First, we did observation. We observed the subject's activities and everything related to his study. We noted the important activities on a sheet of paper as observation sheet. The observation was conducted at the Muhammadiyah University of Metro as informant's Campus and in his house. The activities observed are the informant's learning style in mastering pronunciation. The tool of observation is observation sheet.

Second, we interviewed the subject orally. For that reason we recorded and transcribed the interview to get the main important activities. The interview is under the framework of Fatmawati (2016) stating that interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. In this case we

Baihaqi, Siagiyanto & Pamungkas

took structured interview (Fatmawati, 2016). A structured interview is a priority organized interview and well-planned. It is starting from: determination and selection of the object to be interviewed, time and place of interview, the core themes and topic that will be asked, the composition of the principal questions to be asked, devices and data storage media to be used.

Finally, we use documentation of his learning as part of the integral data about him. In this case, the documents are his record of the event in the past in the form of handwriting, pictures, or even literature work. We integrated those documents to make the result of the study be more accurate and strength. However, only his learning style activity in mastering pronunciation and self-confident are taken as documentation. The researchers use a digital camera and recorder to record the informant's learning style as a fact of this research.

Data Analysis Technique

We use criteria content analysis (CCA) as proposed by expert (Miles et al., 2014). The data types are not discourse analysis, conversation analysis but content analysis, and thus the CCA is the right technique to harvest the findings. The data type is not language data and thus there is not any bound to use the other technique of analysis. Language data has consequences since it has three aspects; form, meaning and use or so called FMU ((Larsen-Freeman, 1987).

The procedures of the data analysis are through the following steps.

1. The observation sheet notes are analyzed and clustered by listing the criteria and categorizing afterward.
2. The interview is transcribed and coded with certain description coding system to find the content and finally all the listed contents are clustered to meet the category.
3. The document notes and artefact are matched with the observation and interview script as a process of triangulation.
4. All the three data are wrapped to display in the findings.

All the process, however; using manual calculation instead of using N-Vivo and Qualitative Data Analysis with certain technique manual data analysis (Turmudi, 2020b, 2020a).

FINDING AND DISCUSSION

The current study tries to answer the following research questions:

1) What is Kharis's' Learning Style in applying British Pronunciation?

2) Does the learning style of Kharis influence him to feel confident in applying British Pronunciation?

What is Kharis's' Learning Style in applying British Pronunciation?. During the research process, the researchers observed informant. One of the phenomena the researchers notice as one of the informant's strategies to learn pronunciation is playing some song. Yes, playing a song is one of his strategy to be able to master pronunciation and increasing his self-confidence. In this strategy, the informant sang the song he played. By this startegy, he can improve his pronunciation based on the native way. Therefore, the informant also has good self-confidence in pronouncing English word. Based on the field notes, the title of the song the informant happened to play is listed in the table.

Based on the finding in the documentation and the table of songs that liked by the informant found in the observation, the researcher concludes that besides three learning style on Kharis's for mastering British Pronunciation and Self Confidence. Some of the songs are classified into a different group. Overall, during the research, the researchers found that this case is really unique and special seen from the EFL learners learning the style in general. It is relevant with the statement of Creswell that a "case" may be selected for study because it is unusual and has merit in and of itself (Creswell, 2014)

Does the learning style of Kharis influence him to feel confident in applying British Pronunciation?. Analyzing the entire data; observation, interview script and notes from documents, we found descriptive correlation. His learning style makes himself confident and the self-confident promotes him speak like British's pronunciation. The learning style of singing the British songs and trying with lyrics and then without lyrics make him get used to speaking in British pronunciation. The habit of watching British movies also adds his self-confidence when pronouncing the British accent. Finally his self-confident is also influenced by many books he read loudly. All the three activities are proven to have strong influence on his self-confident.

Discussion

The study is found to have findings in that the learning style and self-confidents are affected by several factors such as singing British songs, watching British movies, and reading aloud English books. This study is confirmed with that of prior study (Fatmawati,

Baihaqi, Siagiyanto & Pamungkas

2016). Thus this study supports the empirical evident that the influencing factors to the subject's achievement in pronunciation is due to three different media: listening, watching, and reading aloud. It is also confirmed that the study is different from the prior finding in learning pronunciation through audio stories (Abdolmanafi-Rokni et al., 2013) and another researcher through tongue twister (Mu'in et al., 2017), and twitter as reported previously (Mompean & Fouz-González, 2016).

Upon all, we concluded that the current findings are replication of the prior evident and thus more creative instruments to get the data from different subjects are needed in addition to the more subjects to include in the study. However, we also concluded that the research questions are answered despite fair.

CONCLUSION

According to the triangulation process and result in this research, the researchers found that the informant applied three strategies of learning style for mastering British Pronunciation and increasing self-confidence. The first strategy of his learning style is listening to English songs then practice it by singing. He used to listen and sing Shawn Mendes and Ed- Sheeran song. The informant has good sensitively when he listened or heard English songs. It is a quite unique behavior from his inner talent and has merit in and of itself. The second strategy of his leaning style is watching English movies. The informant used to watch Avengers and other movies. The third strategy of the learning style of the informant is reading an English book. He focused on reading out loud in order to practice his pronunciation rather than reading silently to comprehend the message or the content.

Implication

Despite being consistent in the findings, the study implies that acquiring British pronunciation can be achieved by the learning style or strategy of the subject. We realized that the drawbacks are not blockade to further study in the same topic by involving more subjects to get generalize the findings.

Limitation

This study has a drawback in that the selection of the participant is simple. We simply observed the target participant who was the researcher colleague. The data collection

Baihaqi, Siagiyanto & Pamungkas

technique was less documented with filed notes of research itself. It seems that the research questions are a correlational study. We did not provide additional documents such as interview questions, observation notes, and official documents.

BIO-PROFILE

Yasmika Baihaqi, S.Pd,.M.Pd.B.I. got his undergraduate degree from English Education Study Program of FKIP UM Metro and his master's degree from English Education, Universitas Ahmad Dahlan. His expertise is in listening skills and reading skills. His corresponding email: yasmikabaihaqi@gmail.com

Bambang Eko Siagianto

Drs. Bambang Eko Siagiyanto, M.Pd., got his Strata one Degree in English Education from Lampung University and his master's degree also in English Education from Universitas Negeri Malang. His expertise is in English Teaching Method and Language Assessment. His corresponding email: bambangekos6@gmail.com

Baihaqi, Siagiyanto & Pamungkas

REFERENCES

Abdolmanafi-Rokni, S. J., Jalal, S., & Rokni, A.-. (2013). The Effect of Listening to Audio Stories on Pronunciation of EFL Learners. *MJAL Journal*, *5*(2), 69–85.

Al-Nakhalah, A. M. M. (2014). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, *5*(12), 96–101.

Alghazo, S. M. (2015). Advanced EFL Learners' Beliefs about Pronunciation Teaching. *International Education Studies*, *8*(11), 63. https://doi.org/10.5539/ies.v8n11p63

Alghazo, S. M., Pawlak, M., Szyszka, M., Abdolmanafi-Rokni, S. J., Jalal, S., Rokni, A.-, Journal, A. W. E., Mu'in, F., Amrina, R., Amelia, R., Mompean, J. A., & Fouz-González, J. (2013). Researching pronunciation learning strategies: An overview and a critical look. *International Education Studies*, *8*(December), 63. https://doi.org/10.31235/osf.io/fce2r

Chaiklin, H. (1991). Case Study Research: Design and Methods. *The Journal of Nervous and Mental Disease*, *179*(2), 115. https://doi.org/10.1097/00005053-199102000-00025

Creswell, J. W. (2012). Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In *Pearson* (4th ed., Vol. 66). Pearson.

Creswell, J. W. (2014). *Research Design: Qualitative,Quantitative,and Mixed Methods Approaches* (4th ed.). SAGE Publications.

Fatmawati, T. (2016). The Strategies in Speaking Accent (A Case Study on Regitania Riski Ramadanova) Muhammadiyah University of Metro. S-1 . Thesis. In *Thesis*.

Gerring, J. (2006). Case study research: Principles and practices. In *Case Study Research: Principles and Practices*. Cambridge University Press. https://doi.org/10.1017/CBO9780511803123

Gilakjani, A., Ahmadi, S., & Ahmadi, M. (2011). Why is Pronunciation So Difficult to Learn? *English Language Teaching*, *4*(3), 74–83. https://doi.org/10.5539/elt.v4n3p74

Larsen-Freeman, D. (1987). Techniques and Principles in Language Teaching. In R. N. Campbell & W. E. Rutherford (Eds.), *CUP* (2nd editio, Vol. 21, Issue 1). OUP. https://doi.org/10.2307/3586360

Miles, M. B., Huberman, M. a, Saldana, J., Huberman, A. M., Saldana, J., Ridder, H. G., Miles, M. B., Michael Huberman, A., Saldaña, J., Huberman, A. M., & Saldana, J.

(2014). Qualitative Data Analysis: A Methods Sourcebook. In *Zeitschrift fur Personalforschung* (3rd ed., Vol. 28, Issue 4). SAGE Publications. https://doi.org/January 11, 2016

Mompean, J. A., & Fouz-González, J. (2016). Twitter-based EFL pronunciation instruction. *Language Learning and Technology*, *20*(1), 166–190.

Mu'in, F., Amrina, R., & Amelia, R. (2017). Tongue Twister, Students' Pronunciation Ability, and Learning Styles. *AWEJ*, *4*(December), 365–383. https://doi.org/10.31235/osf.io/fce2r

Muliawan, J. U. (2014). *Metode Penelitian Pendidikan dengan Study Kasus*. Gava Media.

Mumary Songbatumis, A. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Languange Teaching and Learning*, *2*(2), 54–67. https://doi.org/10.18196/ftl.2223

Pashler, H., Mcdaniel, M., Rohrer, D., & Bjork, R. (2009). Learning Styles: Concepts and Evidence. *Psychological Science*, *9*(3), 105–119. http://psi.sagepub.com/content/9/3/105.abstract

Rossman, G. B., & Rallis, S. F. (2003). *Learning in the Field: An introduction to Qualitaive Research* (2nd ed.). SAGE Publications Inc.

Saito, K. (2011). Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: An instructed SLA approach to L2 phonology. *Language Awareness*, *20*(1), 45–59. https://doi.org/10.1080/09658416.2010.540326

Turmudi, D. (2020a). English Scholarly Publishing Activities in the Industrial Revolution 4 . 0 : What , Why , and How ? *ELTEJ*, *3*(1), 52–62. http://journal2.uad.ac.id/index.php/eltej/article/view/1890

Turmudi, D. (2020b). The Experiece and capability of the teacher-educator authors (TEAs) of Indonesia in writing articles for publication in the light of the Bloom's digital taxonomy. In *Dissertation: Vol. October*. Universitas Negeri Malang.