



Proceedings

The 1st International Conference on English Language Education (The 1st ICONELE 2018)

Makassar, April 12, 2018

“Providing a Better English Language Education: Getting English Language Teaching into a More Intradisciplinary World”

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**The Department of English Education
Faculty of Education and Teacher Training
Universitas Islam Negeri (UIN) Alauddin Makassar**



PROCEEDINGS

**THE 1ST INTERNATIONAL CONFERENCE
ON ENGLISH LANGUAGE EDUCATION (ICONELE) 2018**

**“Providing a Better English Language Education: Getting English Language Teaching
into a New Intradisciplinary World”**

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Hosted by:

**The Department of English Education
Faculty of Education and Teacher Training**

**Universitas Islam Negeri (UIN) Alauddin
Makassar
2018**

FOREWORD

It is with deep satisfaction that I write this Foreword to the Proceedings of the 1st International Conference on English Education (ICONELE). Congratulations for realizing our dream international conference. Congratulations for making this international event for the first time come to the English Education Department, come to the Faculty of Education and Teacher Training, come to this Islamic campus, Universitas Islam Negeri (UIN) Alauddin Makassar. This is our great achievement due to our togetherness. I fully expect that ICONELE continues to be an academic tradition in the Department of English Education at UIN Alauddin Makassar which effectively functions to bring together outstanding English language researchers, English teachers and lecturers, trainers, policy makers, administrators, textbooks/materials writers, educationists & technologists related to English Language Teaching /Learning /Testing/Administration to attend and to share their expertise and knowledge of English education at ICONELE in the coming years.

The 1st ICONELE organizing committee particularly encourages academic interactions among delegates (guest speakers, presenters, as well as participants) in both a plenary and a parallel session to present and to discuss new and current academic works. Their contributions helped to make the Conference as outstanding as it has been. The contributed papers, from four ICONELE guest speakers, were given by Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D from Universitas Hasanuddin Makassar, Indonesia who spoke about integrating moral values into ELT, by Dr. Xiao Ranfei from Central China Normal University, China who spoke about alternative methods in language teaching, by Prof. Dr. Supyan Hussin from Universitas Kebangsaan Malaysia, Malaysia who spoke about ELT and multimedia, and by Jonnie Linn Hill, Ph.D from Oklahoma State University, USA who spoke about evaluating English in the age of technology. In addition, the 33 selected papers for the ICONELE presentations. Those contributions relatively have contributed the most recent scientific knowledge known in the field of English Language Education specializing in Planning in English Language Education, English Language Teaching, Evaluation in English Language, and English Language Education and Intradisciplinary Approach.

These Proceedings will furnish both national and international language practitioners, researchers, students, and teachers with an excellent English Language Education reference. I trust also that this will be an impetus to stimulate further study and research in all these areas. In a nutshell, the collection of papers is dedicated to students, teachers, and researchers, like yourselves, working to accomplish diverse development goals in English language Education in Indonesia, and in diverse contexts throughout the world. Finally, on behalf of The 1st ICONELE organizing committee, I would like to thank all guest speakers, authors and participants for their contributions, for sharing their bright and inspiring ideas at the conference. My special thanks also goes to editors and the board of reviewers who have given their meticulous attention in screening all the submitted abstracts and eventually selected the abstracts for presentations at this international event.

Gowa, March 30, 2018

Dr. Kaharuddin, M.Hum
Conference Chair

Paper presented at The 1st ICONELE 2018 on April 12, 2018
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THE DEAN'S WELCOME REMARKS

Assalamu 'alaikum wr wb
Good morning,

First of all, I would like to express my appreciation to the people of English Education Department for their hard efforts to make this first International conference come true. I have four words to express my happiness today "Congratulations to you all".

In particular, I would like to extend my gratitude to the conference's guest speakers. Mr. Professor Burhanuddin Arafah from Hasanuddin University Makassar, Ms. Monica Menon from Singapore, Mr. Xiao Renfei from China, and Ms. Jonnie Linn Hill from America. Thank you for taking your time to come here for sharing your expertise in English Language Education. I do believe that your presence at this conference will improve the knowledge of all delegates.

My special thanks also goes to the presenters of this event who are from different universities in Indonesia, from Sumatra to Merauke. During the conference, you all have opportunity to present your academic works in the panel sessions. It is hoped that your presentations can stimulate useful discussions to expand the participants' horizon on English Language Education.

I also want to say that I am very pleased to see many participants here. Almost 300 participants have registered from different background; students, teachers, lecturers, and researchers who represent their organizations. This high interest really indicates the importance of English Education now.

In my opinion, this International event shows two things, the first: a good academic atmosphere in this faculty and the second: a quality improvement of English education department. We all know that improving the quality of education is not only done by teaching and learning process in the classroom or academic research, but also by hosting an international forum like this. So, I do hope that this event will become an annual event in this department. And I also hope that some other time, the other departments in this faculty can also organize international event like this. For the reasons, this academic event should be supported by all members of academic community in the faculty of education and teacher training at UIN Alauddin.

Finally, as the Dean of the faculty, I would like to say welcome to this international conference in our campus. I am sure you all will have fruitful and rewarding exchanges today. I wish you every success with this important conference and I look forward to learning about the outcome.

Thank you for your attention.

Dr. H. Muhammad Amri, Lc., M.Ag.
The Dean of Faculty of Education and Teacher Training

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EXPLORING THE ESL LEARNERS' COGNITIONS AND PRONUNCIATION PEDAGOGY IN THE CLASSROOM PRACTICE TO THE STUDENTS OF ENGLISH STUDY PROGRAM STAIN PAREPARE

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Abstract - *This research attempts to explore the students' cognitions and pronunciation pedagogy in the classroom context. An essential element of this research, however, is to define the relationship between the beliefs, knowledge and perceptions that students' have with respect to their learning practices. It can provide insight into how students' beliefs and knowledge interact in the language classroom and influence their pedagogical behaviors, actions and activities. The researcher used qualitative research because it explores the attitudes, behavior and experiences of the participants. The participants of this study are Indonesian learners, who are learning English at the English Education Department of STAIN Parepare. The findings of this study (1) Learners' pronunciation knowledge was categorized fair to poor pronunciation (65.3% participants are in these categories) (2) teachers/lecturers are informed of English foreign learners' pronunciation needs and strategies from their own perspectives (3) Many types of learning activities most frequently used by learners. They are: listen and imitate, reading aloud, drills, asking for correct pronunciation, looking for the sound patterns in the dictionary, etc.*

Keywords: Pronunciation, cognition, pedagogy, perspective, drill

INTRODUCTION

Approaches to the teaching of pronunciation have changed significantly throughout the recent history of language teaching. In Direct Method and Audiolingualism foreign language instruction, which first gained popularity in the late 1800s – 1900s and 1940s – 1950s, pronunciation is taught through intuition and imitation. These methods allow students to imitate a model, the teacher or a recording, and do their best to approximate the model through imitation and repetition. These instructional methods were based on observations of the way children learning their first language and the way children and adult learning foreign languages in non-instructional setting. Pronunciation should be worked on right from the beginning of language instruction. Any words mispronounced by the students should be corrected by the teacher. Teachers provide students with a model for native-like speech. By listening and then imitating the modeler, students improve their pronunciation.

Teaching pronunciation in the context of English Departement STAIN Parepare try to consider the three dimensions of pronunciation teaching materials; communicative, psychological, and sociological dimension, even the students' rapport on pronunciation is still far for being good. Two approaches simultaneously used to achieve goal of pronunciation teaching: "the students will be able to pronounce English sounds, stress, and intonation in a good way" but it seems fail for every year. The two approaches are intuitive-imitative approach and analytic-linguistic approach. These approaches used together in pronunciation teaching such the following techniques and practice materials; listen and imitate, phonetic training, minimal pair drills, reading aloud, and tongue twister. Unfortunately, more than fifty percent of students every year categorized bad pronunciation after they finished their Pronunciation Practice I Subject in English Department. This fact gives a bad impact to their speaking of course. An investigation done by Levis report that pronunciation has the essential role for the successful communication. Intelligible is important not only in interactions involving native speakers, but between non-native speakers as well. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many students at STAIN Parepare find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the lecturer. For this reason, as an English Instructor of pronunciation practice at STAIN Parepare who take responsible to this phenomenon, I need to investigate the factors affecting the students with bad pronunciation.

Therefore, this research will try to explore the students' cognitions and pronunciation pedagogy in the classroom context. An essential element of this research, however, is to define the relationship between the beliefs, knowledge and perceptions that students' have with respect to their learning practices. It can provide insight into how students' beliefs and knowledge interact in the language classroom and influence their pedagogical behaviors, actions and activities.

LITERATURE REVIEW

A. The Concept of Pronunciation

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, the goal of perfect pronunciation is to be understood the first time we say something, and to be confident and proud of the way we speak.

B. The Aim of Teaching Pronunciation

Morley in Murcia describes these goals as functional intelligibility, functional communicability, increased self-confidence, and speech monitoring. Intelligibility does not refer to a complete lack of accent but rather an accent (which we all have no matter which variety of English we speak) that does not distract the listener.

Some learners, however, believe that the aim of learning pronunciation is to sound like a native speaker of English. Although this is a worthy individual goal, it should not be the aim of a teacher who wishes to improve their students' pronunciation and to improve their students' confidence.

C. Factors Affecting Teaching and Learning Pronunciation

i. Fossilization

Fossilization refers to the condition developed through a process, where mistakes are not corrected at any early stage. Furthermore, it does not matter how many attempts learners make to correct them, they find it very difficult to control their fossilized mistakes. It is because of learners have been repeating a word incorrectly since the early stage of their learning and/or for a long time, they seem to be "contaminated" by this pronunciation.

ii. Exposure

Exposure refers to the claim that the more learners identify with native speakers of a second language, the more likely they are to sound like native speakers. Therefore, certain language features within the target language may not be easily acquired unless there is enough exposure.

iii. Attitude

Attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive. Thus, it has been claimed that students with positive attitude towards the target language and its speakers were more successful than were students with less positive attitudes. In pronunciation context we can assume that students who are more concerned about their pronunciation have better pronunciation when learning English as a second or foreign language rather than students who are not care pronunciation.

iv. English Vowels System

Regarding to English vowels system, it can be a problem for students because of their mother tongue. Learners whose language is not English may find difficult to pronounce English vowels which do not exist in their first language.

v. The Influence of Mother Tongue

Mother tongue or first language is a language that a person learn from a birth. It has a big influence to pronunciation in English. Most researchers agree that the first language may interfere when learning a foreign language or second language because of the sound system acquired when people begin to articulate their language. The sound system in the learners' mother tongue may affect pronunciation in the target language owing to the lack of certain sounds, or vice versa, different phonotactic constrains/rules, and the rhythm and melody.

METHODOLOGY

In order to achieve the aim of the study, which is to explore the students' cognition and pronunciation pedagogy in their practice context, descriptive qualitative research was used. The researcher used qualitative research because it explores the attitudes, behavior and experiences of the participants. The participants of this study are Indonesian learners of English who are learning English at the English Education Department of STAIN Parepare. All the students of English Department who completed Phonology and Pronunciation Practice I classes are participating in this study. They are from the fifth and seventh semester. Thus, the amount of the participants in this study is 190 students out of 252 students. They are from different tribe around South Sulawesi. Mostly participants speak Bahasa Indonesia as a second language. Their first languages are Bugis, Mandar, Pattinjo, and Duri. All of participants classified according to their first languages and their pronunciation proficiency. Based on their level then we saw their different perception about pronunciation and their production in pronunciation context.

Two types of data are collected on this research. The first is quantitative data on students' knowledge; pronunciation proficiency toward segmental and supra-segmental features. The second type is qualitative data on students' belief and perception toward pronunciation and their effort to improve pronunciation skill. The two main types of data were collected through test, interview, and questionnaire.

DISCUSSION

The goal of this study was to examine English foreign language learners' cognition and pronunciation pedagogy in their classroom practice. The result of this study shows that more than half participants (65.3%) were categorized fair to poor pronunciation. They still found difficulties on both segmental and supra-segmental features. The problem caused by the interference of their mother tongue language to English. This study suggested that even though teacher is encouraged to pay more attention to pronunciation teaching, learners are not getting enough instruction and they are willing to take pronunciation classes. Two semesters of Pronunciation Practice classes (Pronunciation Practice I and Pronunciation Practice II) are not enough for students to be able to pronounce English well. Pronunciation teaching should be integrated with other classes such as Reading, Listening, and Speaking. Such a statement by Chela-Flores, pronunciation should be emphasized from the beginning stages of language learning, and it should be included in other language activities because different aspects of pronunciation can be worked on any time during the program. While pronunciation might also help students to overcome their affective problems like anxiety, stress, and lack of self-confidence in learning a second language.

The results also indicate that majority of English learners are aware of their pronunciation problems. They attribute their communication difficulties to pronunciation even though most of them have no idea whether it is difficult or not for people to understand their pronunciation. This might be due the fact that learners are aware of their foreign accent and they might sometimes have difficulty with expressing themselves. Therefore, they are afraid to communicate with English because they are

not sure with their pronunciation skill. As stated by Chela-Flores above that pronunciation should be involved and worked on any programs in English in order to overcome students' lack of self-confidence. Surprisingly, most of the students declared that they pay attention to their pronunciation when they are speaking and more than half of them are able to correct their pronunciation. This shows that students are competent enough to recognize their mistakes while speaking and they can correct themselves. Learners need to work on their production skills to be able to produce native like pronunciation. Therefore, teacher should need to spend time on teaching phonetics and how sounds are produced in order to increase students' self confidence.

Some researchers such as Chela-Flores have emphasized the importance of supra-segmental. Majority of the participants reported that supra-segmental are more important than segmental. This might because segmental can be represented orthographically regardless of mismatch between sound and symbol; while stress, rhythm, and intonation cannot be obviously presented to students. Participants also reported that they are willing to take a pronunciation course or to be involved in intensive training of pronunciation if it were offered in campus, and they are asking to provide a native speaker again in campus.

Some of the learners reported that they pay attention to the pronunciation contrasts between their native language and English language. Learners are aware of their first language interference in pronouncing English language sounds. Therefore, teachers need to emphasize the pronunciation differences between students' native language and target as much as possible. Teachers also need to focus on the sounds, both consonants and vowels, which do not exist in learners' native language.

An investigation of the students' experience to develop their pronunciation cognition indicates that asking lecturers or friends is the most preferred strategy. They prefer to ask their lecturer or their friends when they do not know how to pronounce a word. If both are not available, they learn pronunciation of words through media like tapes, television, movie; or they try to understand pronunciation rules from dictionary. Thus, teachers need to make use of media in their classes to help students improve their pronunciation by exposing them to authentic input. Teachers also need to expose their students to both American and British English. Learners should be able to be familiarized with acoustic features of sounds like point of articulation and manner of articulation and let them understand both varieties even though their own pronunciation, intonation, and accent should match either American or British English.

Over three fourth of learners said that they speak slowly to have correct pronunciation. They are aware of the fact that in slow and careful speech, they are able to have control over their pronunciation. The learners realized that slow speech with correct pronunciation is better than the fast speech with wrong pronunciation. It means they realized intelligibility and comprehensibility are more important than fast and accented speech. Like Celce-Murcia et.al argue the importance is to be intelligible. The aim of improving pronunciation is to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

Learners prefer to write pronunciation of words in English rather than in their native language. Lack of mismatch between pronunciation and spelling of English

words is a problem for English foreign language learners. They try to learn pronunciation of words by writing down how they are actually pronounced. They write the words in spelling not in phonetic symbol. Even they already learned phonology in semester I but they are not used to use phonetic symbol. Fortunately, they know how to work with a dictionary and how to find stress of words and different parts of speech of words, so they can learn correct pronunciation faster. When they know the way the words pronounce, some practice it in front of mirror. This is a good think to be followed to have a good pronunciation as suggested by Yates "...for making the sounds; check yourself by looking in the mirror; tape record your voice. Practice making the differences and you will begin to hear them"

Other strategies are repetitions, memorizing, practicing by using tongue twister, paraphrasing, asking native speaker, and listening to the music. Different learners have different learning strategies; some might benefit from memorizing and practicing by using tongue twister more than others. However, teachers need to teach students by considering their students learning styles: auditory learners, visual learners, and tactile learners.

CONCLUSION AND IMPLICATIONS

In listening to learners' voices through this study, we saw some information about learners' belief and perceptions about pronunciation and also their pronunciation practice in context. The three main categories that emerged from the data in response to all research questions were the following (1) Learners' pronunciation knowledge was categorized fair to poor pronunciation (65.3% participants are in these categories). They still found difficulties both in segmental and supra-segmental features. This is because they transfer their mother tongue pronunciation patterns into English. Therefore, more attention should be given to how to teach pronunciation effectively. (2) Based on the result of this study, teachers/lecturers are informed of English foreign learners' pronunciation needs and strategies from their own perspectives. Teachers need to give more attention to supra-segmental features of pronunciation since majority of learners believe that supra-segmentals are more important than segmental. So, it is the teachers' duty to illustrate the supra-segmental differences between Indonesian or even tribe languages and English, and help learners master the English supra-segmental features through plenty of imitation and exercise. Teachers also need to develop pronunciation tasks and activities to help learners improve their pronunciation learning strategies, enable them to be autonomous and communicate successfully in English.

(3) Many types of learning activities most frequently used by learners. They are: listen and imitate, reading aloud, drills, asking for correct pronunciation, looking for the sound patterns in the dictionary, etc. From all the pronunciation practice used are really effective to improve English pronunciation. The way they do practice it is another problem. Their pronunciation practice does not support their pronunciation knowledge. Mother tongue influence and fossilization are really affected their pronunciation. These interferences need to be restricted by giving more exposure of English to acquire native-like English rhythm. Giving motivation to the learners is highly significant factor to

improve pronunciation. Where it is possible, actual contact with native speakers, as recommended by the participants, in real communicative context is very ideal.

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