The Role of Technology
In Teaching Ending Sound –s/-es Pronunciation: EFL Perception

Maspufah[1], Yeni Afriyeni[2], Jumerli Ariati[3], Diana Zuriati[4]
[1234] Sekolah Tinggi Bahasa Asing Persada Bunda
Email: [1]*maspufah81@gmail.com*, [2]*yenisbk123@gmail.com*.
[3]jumerli@stibapersadabunda.ac.id, [4]*diana.zuriati77@gmail.com*

	Abstract
	Pronunciation has been regarded as the most challenging aspect of language teaching and learning. EFL learners faced difficulties in perceiving, producing, and mastering the intricate sound patterns of a new language, which can lead to communication breakdowns and reduced intelligibility. The use of learners-made tutorial videos in teaching pronunciation might overcome some of these challenges. This research aimed to find out learners' perception of the role of technology in teaching ending sounds –s/es pronunciation through learners self made tutorial video. The research used descriptive qualitative method. The sample was taken by purposive sampling techniqe. Ten learners from the first semester of 2023/2024 academic year from a private public college in Pekanbaru were taken as the sample. The instrument used to collect data was questionaire from google form. The data were analyzed by using three data analysis theory. After analyzing the data, it was found that technology helped learners to be more responsible in studying, gain more knowledge beyond what lecturer taught in the class, learn independently, encourage them to exchange knowledge with their classmate, and improved their English skill through making self tutorial video in pronouncing –s/-es ending sound. Thus, it can be concluded that learners had a positive perception on the role of technology in teaching pronunctiation especially in pronouncing –s/-es ending sound. Regarding to the positive perception on the role of technology in teaching ending sound –s/-es perception, it is suggested to lecturers as well as English teachers to optimize the role of technology in teaching not only ending sound –s/ -es but also othe aspect of pronunciation

Kata Kunci:
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Abstrak

Pengajaran *Pronunciation* dianggap sebagai aspek yang paling menantang dalam pengajaran dan pembelajaran bahasa. Siswa sering menghadapi kesulitan dalam memahami, memproduksi, dan menguasai pola suara yang rumit dari bahasa baru, yang dapat menyebabkan gangguan komunikasi dan berkurangnya kejelasan. Penggunaan video tutorial buatan siswa dalam pengajaran *pronunciation* dapat mengatasi beberapa tantangan ini. Penelitian ini bertujuan untuk mengetahui peran teknologi dalam mengajarkan pengucapan bunyi akhir -s/es. Penelitian ini menggunakan metode kualitatif. Sampel diambil dengan teknik purposive sampling. Sepuluh mahasiswa dari semester pertama tahun ajaran 2023/2024 dari sebuah perguruan tinggi negeri swasta di Pekanbaru diambil sebagai sampel. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner dari *google form*. Data dianalisis dengan menggunakan tiga teori analisis data. Setelah menganalisis data, ditemukan bahwa teknologi membantu mahasiswa lebih bertanggung jawab dalam belajar, mendapatkan lebih banyak pengetahuan, mampu belajar secara mandiri, mendorong mereka untuk saling bertukar pengetahuan, dan meningkatkan kemampuan bahasa Inggris mereka melalui pembuatan video tutorial mandiri dalam mengucapkan bunyi akhiran -s / -es. Dengan demikian, dapat disimpulkan bahwa siswa memiliki persepsi yang positif terhadap peran teknologi dalam pengajaran *pronunciation* khususnya dalam pengucapan bunyi akhiran -s/-es. Berdasarkan kesimpulan tersebut, guru bahasa Inggris dan dosen dapat mengoptimalkan peran teknologi dalam pengajaran tidak hanya pada bunyi akhiran –s/-es tapi untuk aspek lain dalam pelajaran *pronunciation*

INTRODUCTION

The integration of technology into language learning has revolutionized the approach and the way teaching pronunciation is delivered. In recent decades, educators have explored various technology and platforms to enhance learners' English skill, not only pronunciation skills, but also overall language proficiency. One of them is the use of learners-created multimedia materials such as tutorial

videos, which allow learners to take an active role in their learning process and engage in multimedia learning experiences (Mehring, 2016).

The application of technology in teaching pronunciation is based on several theoretical and pedagogical principles by considering a cognitive perspective and the multimodal principle. Mayer, (2021) said that combining multiple modes of representation such as text, images, and audio, which were able to facilitate more effective learning and information processing. Moreover, the principles of multimodal learning (Jewitt, 2022) highlight the potential benefits of applying multiple senses and modalities in the learning process, which can be facilitated through the use of multimedia resources like videos.

Furthermore, the shift of education system towards more learner-centered approaches in language teaching has emphasized the importance of fostering learner autonomy, self-regulation, and active engagement (Little, 2022). The creation of learners-made tutorial videos were in line with these principles by empowering learners to participate in their learning, engage in self-assessment, and receive peer feedback (Mehring, 2016)

Pronunciation teaching has long been regarded as the most challenging aspect of language teaching and learning (Foote et al., 2016). EFL learners faced difficulties in perceiving, producing, and mastering the intricate sound patterns of a new language, which can lead to communication breakdowns and reduced intelligibility (Derwing & Munro, 2015). Moreover, learners' attitudes towards pronunciation teaching and their willingness to engage in pronunciation practice can be influenced by various factors, such as cultural backgrounds, their language learning backgrounds, and personal beliefs about the necessity of pronunciation (Baran-Łucarz, 2014)

The use of student-made tutorial videos in pronunciation teaching may overcome some of these challenges by providing learners with multimodal input, opportunities for self-assessment, peer feedback, and control over their learning process. However, it is essential to understand learners' perceptions of this approach to ensure its effective application and to identify potential areas for improvement.

By exploring learners' perceptions of using self-made tutorial videos for pronunciation practice, lecturers were able to gain information about the benefits, challenges, and potential areas for improvement in this teaching approach. These result can inform the design and implementation of effective pronunciation teaching strategies which implement technology by considering learners' needs and preferences.

Several factors might influence learners' perceptions of using learners-made tutorial videos for teaching pronunciation. For instance, learners' familiarity and comfort with technology, as well as their experience with multimedia tools and video creation, could shape their attitudes towards this approach. Additionally, learners' self-efficacy beliefs, both in language learning and technology use, may impact their perceptions and willingness to engage with student-made tutorial videos (Hamid et al., 2022)

Cultural factors and learning styles played important role in shaping learners' perceptions. Learners from certain cultural backgrounds might have different attitudes towards learner-centered approaches, peer feedback, or the use of technology in education (Alkhasawneh, 2021). Similarly, learners with different learning style, such as visual, auditory, or kinesthetic, might perceive the multimodal nature of student-made tutorial videos differently (Pardo et al., 2023)

Furthermore, learners' perceptions might be influenced by the specific implementation and integration of learners-made tutorial videos into the teaching pronunciation curriculum. Peer-tutorial video, the general structure and design of the educational activities, the degree of assistance and support from lecturers as well as English teachers, and other factors could influence learners' experiences and perceptions (Akbarov et al., 2022)

By investigating these various factors and their impact on learners' perceptions, researchers as well as educators gained a more comprehensive understanding of the role of learners-made tutorial videos in teaching pronunciation, especially ending sound –s/-es and develop strategies to overcome potential challenges and maximize the benefits of this approach.

In addition to exploring learners' perceptions, it is also important to examine the potential benefits and challenges associated with the use of learners-made tutorial videos in ending sound –s/-es pronunciation from a pedagogical perspective. One potential benefit is the promotion of learner autonomy and independent learning (Little, 2022) By creating their own tutorial videos, learners participate their learning process, engage in self-assessment, and develop metacognitive skills essential for effective language learning.

Multimodal learning and the integration of many representations, which can accommodate various learning preferences and styles, present another possible advantage (Jewitt, 2022), (Mayer, 2021) Learners-made tutorial videos can combine visual, auditory, and kinaesthetic modalities which potentially enhancing learners' understanding on –s/-es ending sound pronunciation. Related to –s/es ending sound pronounciation theory, Maspufah et al., (2023) said that the ending sound –s/-es were read as /s/, /z/, or /iz/ as extra syllable depend on the last sound of word. Moreover, they explained that ending sound –s is pronounce /s/ when it exists before the voiceless sound /p,f,k,t,θ/, for example : the singular 'book' become plural 'books' / bʊks/ with ending sound /s/. Then, Ending sound –s is pronounce /z/ when it exists before the voiced sound /b,d,g,l,m,n,r,ð,v, and vowels/, for example: singular 'dog' when it transformed into plural 'dogs' /dɒgz/ with ending sound /z/. Next, Ending sound –es is pronounce /iz/ or hissing sound when it exists before sound /s, tʃ,dʒ,z,ʃ/, for example singular 'watch' when it trasformed into plural 'watches' /wɒtʃiz/ with ending sound /iz/

Furthermore, the use of learners-made tutorial video was enable to foster collaborative learning and peer feedback (Jiang, 2023), (Mehring, 2016). Learners were able to share their videos with peers, provide feedback, and learn from each other's examples and experiences, creating a supportive learning community.

However, there were also potential challenges and limitations to consider when implemented tutorial video project. One of them was the creation of tutorial videos required a certain level of technical skills and familiarity with multimedia tools, which caused difficulties for some learners (Hafner & Miller, 2019). Furthermore, the effectiveness of learners-made tutorial videos depended on the

quality and accuracy of the content made by learners, which reflected the need for appropriate guidance and feedback from instructors (Pardo et al., 2023)

Another potential challenge was the time and effort required for learners to create ending sound –s/-es tutorial videos, which might add to their workload and potentially gave impact to their motivation and engagement (Mehring, 2016). Lecturers must carefully considered the benefits of this approach with the potential workload implications for learners. Furthermore, using learners-created content in the classroom may raise concerns about digital literacy (Niemi & Multisilta, 2016), intellectual property (Sunderland & Alani, 2021), and privacy (Henderson et al., 2017). So, lecturers need to establish guidelines and rules about the sharing, distribution, and ownership of learners-made tutorial videos.

Despite of these potential challenges, the implementation of learners-made tutorial videos in teaching pronunciation provided several advantages which were able to maximize learner-centered approaches and promote active participation. By comprehending learners' perceptions, as well as its potential benefits and challenges, lecturers were able to make consideration and decisions about the implementation of this approach and develop strategies to maximize its effectiveness in supporting teaching pronunciation.

The role of technology in English Language Teaching (ELT) through learners self-made tutorial video had been believed to contribute benefits for learners. Tutorial video projects encouraged creative and active learning (Loveless in Puspa, 2016). The process of creating videos enhances learners' engaged learning, as it demands more preparation than other assignments. Moreover, learners must synthesize information from various sources related to ending sound s/-es pronunciation, then transform it into a new idea for scripting, and present it in the video which sometimes requiring multiple 'takes' and editing (Greene, 2012). Each step in video production exposes and reinforces learners' English skills (Soh, T., Kamisah Osman, 2012) such as pronunciation (Tyas & Fitriani, 2021), speaking, reading, and writing.

Some empirical research have provided evidence for the effectiveness of learner-self made tutorial video in various language learning contexts. For instance, Hafner & Miller (2019) investigated the use of individual video projects created by English language learners across different proficiency levels. They found that creating multimedia videos helped to improve the learners' language skills, engagement, and motivation in language learning tasks. Similarly, Mehring (2016) reported that the use of student-generated videos enhanced learners' pronunciation skills and confidence in an English as a Foreign Language (EFL) setting. Then, Puspa, (2016) studied the most developed English skill in each phase of video project implementation and revealed that the preparatory phase the students stated that they develop their writing the most, in the production phase speaking skill was trained the most, and in the video presentation phase the students' reading and listening were the two English skills that developed the most. However, the research which focused on teaching pronunciation was relatively limited. Thus, to fulfil the gap this research was carried out to find out the learners' perception of the role technology in teaching ending sound –s/-es pronunciation through learners' self made tutorial video. Based on the previous description, this research aimed of the research was to find out the role of technology in teaching pronunciation based on learners' perception. Understanding learners' perception was crucial because their learning attitudes and beliefs significantly influence their motivation, participation, and learning outcomes.

METHOD

This research was descriptive qualitative research. Best (cited in Maspufah, 2021) said that descriptive research describe the current situation or phenomenon which exist at the same time of the study. It did not develop new theory rather than to verify and describe the existing one. By implementing qualitative approach, it attempt to find out the role of technology in teaching ending sound –s/-es pronunciation based on EFL learners perception. The research

was conducted at a private public college in Pekanbaru. The population of the research was the first semester learners of 2023-2024 academic years. Total sampling technique was applied and ten learners were takes as the sample. Total samping technique is a method which every unit of target population is included as the sample (Etikan et al., 2016).

The data were collected through interview and questionaire. The questionaire consisted of five statements in linkert scale. The google form used to create the questionaire. The five questionaires were designed to find out the role of technology in teaching pronunciation based on EFL learners'perception. Online interview was conducted to support the data. The data were analyzed both quantitatively and qualitatively. The data from the questionaire were vonverted into percentage and displayed in a figure. Then, the data from interview were analyzed by adopting three data analysis theory proposed by Miles, Huberman, and Saldana (2014) which called data condensation, data display, and conclusion drawing. Finally, the figure were correlated with the result of learners' interview in the following numbers to interpret the result.

FINDINGS AND DISCUSSION

In this section, discussion was offered based on the question given to learners about their perception on the role of technology in teaching pronunciation. The followings were description of the learners' response which gathered from google form.

**Graph 1. Video Project Made Learners More Responsible for Studying**
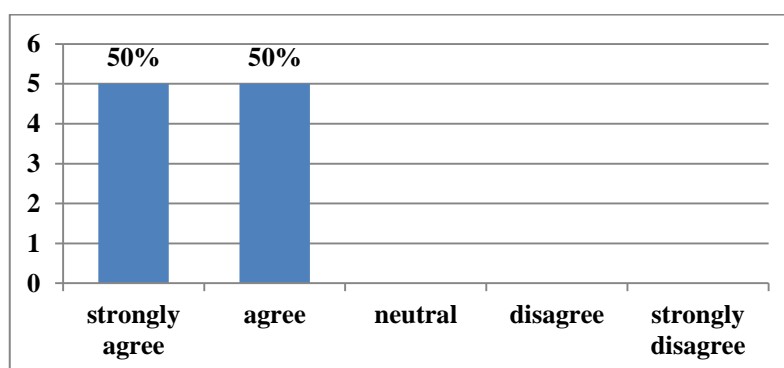
Graph was the result of the question whether the the video project made learners more responsible in studying pronunciation. Based on the graph, it can be seen that five or 50% learners were strongly agree if the video project made them more responsible for studying. Then another five or 50% learners also agreed if the video project made them more responsible for studying. None learners chose option "neutral", "disagree", and "strongly disagree" it meant that all learners agreed if the video project was effective to make them more responsible for studying.

Finding from the first question showed that most of learners agree if the video project made learners more responsible for studying. They were more responsible to study and find more theory about the ending sound –s/-es which they wanted to record as the video (Hung & Huang, 2015). They initiated to practice their speaking skill to explain their material before recording process (Hafner & Miller, 2019). This finding was in line with the previous research conducted by (Nikitina, 2011) who found that the video project made learners to be more responsible to study deeper for topic that they want to record.

Then, the responses of the second question were depicted in the following Figure.

Graph 2. Video Project Helped Learners to Gain Knowledge Beyond What lecturers Taught in the Class
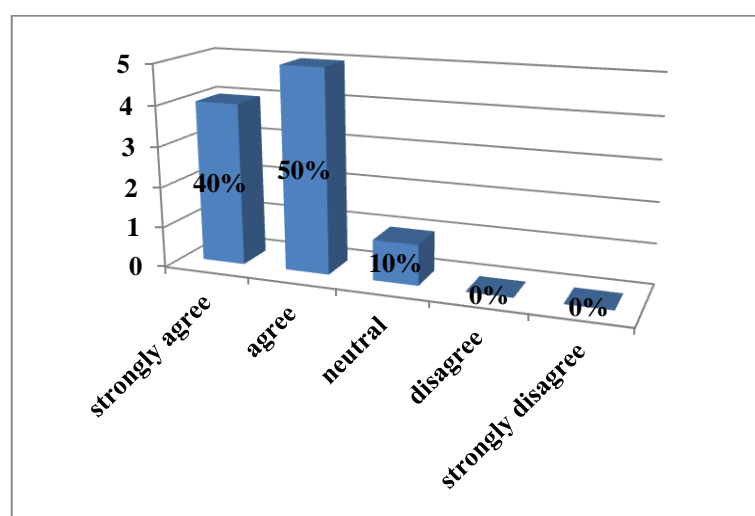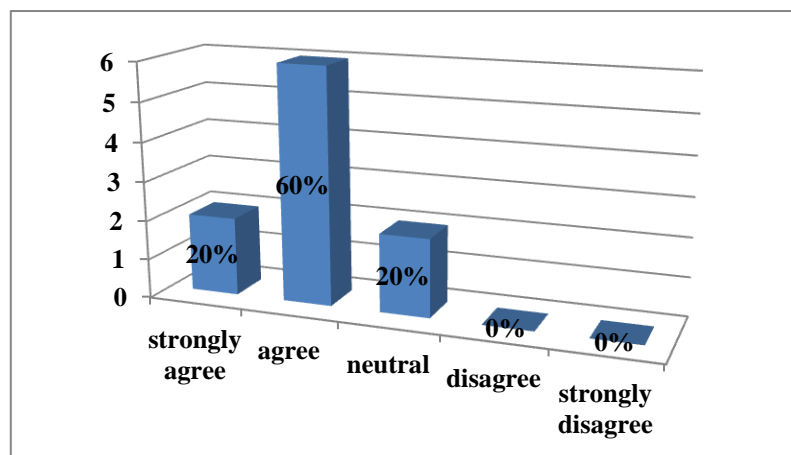
Graph 2 was the learners' response whether their video project helped them to gain knowledge beyond what the lecturer taught in the class. The learners' responses were varying, four learners or 40% were strongly agree, five learners or 50% were agree, one student was neutral. It can be implied if learners felt that their video project helped them to gain knowledge beyond what the lecturer taught in the class.

Second question finding revealed that most of learners were agree if the video project helped learners to gain knowledge beyond what the lecturer taught in the class. The learners searched other sources for ending sound pronunciation that they wanted to record from various sources both of printed and video to enrich their understanding on the topic (Ryan, 2013). This process made learners gain more understanding about the topic which they prepare for the video (Hafner & Miller, 2019). Moreover, the process also gave student more knowledge than what the lecturer taught in the class.

Next, the learners' response in the third question can be seen in the following graph;

Graph 3. Video Project Helped Learners to Learn Independently


Graph 3 was the learners' response whether the video project helped them to learn individually outside the classroom. Two or 20 % learners were agree, six learners or 60% were neutral, two or 20% learners were neutral. It can be inferred that most of learners were agree if the video project helped them to learn individually outside the classroom.

Third question finding showed that most of learners gave positive perception if the video project helped them to learn individually outside the classroom (Kearney dan Schuck , 2006). Learners independently find other sources, prepare the script, practice, record, and edit the video by themselves (Yin & Lam, 2020). The process from one project to another was similar and make them got use to study independently. This was in line with the result of research conducted by (Hafner & Miller, 2019)

The next learners' response on the fourth question can be seen in graph 4 as the following:

**Graph 4. Video Project Encouraged Learners to Exchange Knowledge**
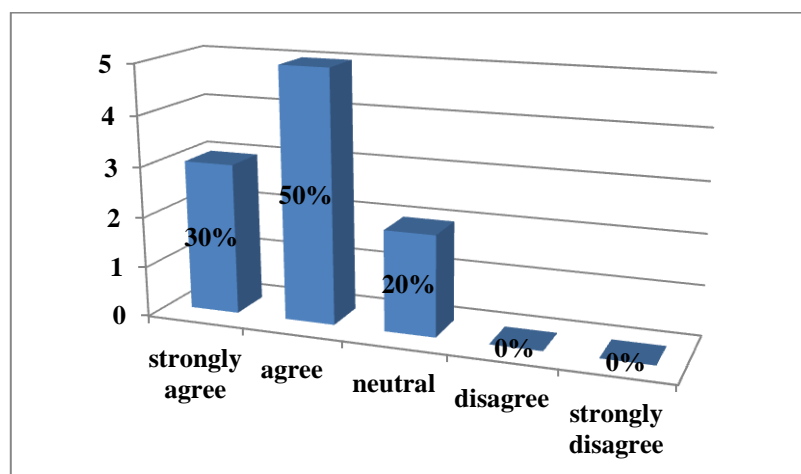
Graph 4 depicted result of the question whether the video project encouraged learners to exchange knowledge with their friends, especially their classmate. Three or 30% learners were strongly agree, five or 50% learners were agree, two or 20% learners were neutral. Learners' answer were vary, but most of them answered strongly agree and agree which can be implied that the video project encouraged them to exchange knowledge with friends.

Fourth question finding showed that most of learners also gave positive perception that the video project encouraged learners to exchange knowledge with their classmate. Since making video project have been new things for them, they frequently discussed and sharing knowledge on how to make presentation slide, edit video, and application used. Moreover, they also discussed about the topic of

project they had and share their video to peers and provide feedback. From the response, it can be implied that the video project also foster collaborative learning and peer feedback. It was inline with the result of the research conduct by Mehring, (2016)

The last graph was the learners' response for the fifth question as the following:
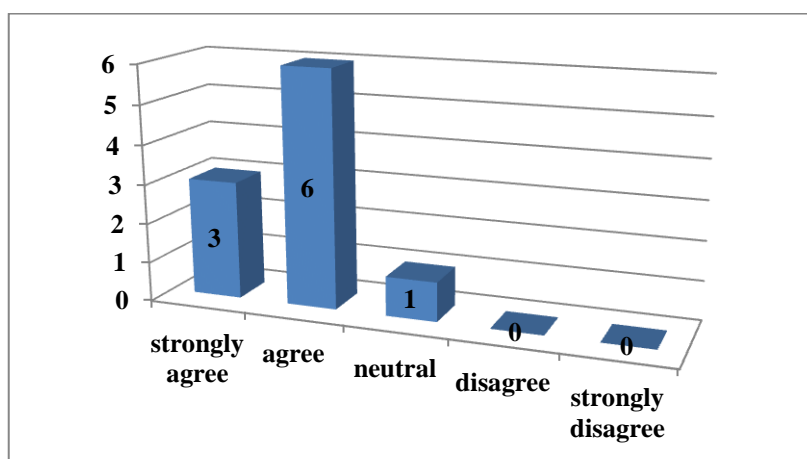
The graph was the result of the learners' response on the question whether video projects made their English skill improved. Three or 30% learners were strongly agree, six or 60% learners were agree, and one or 10% student was neutral. From their response, it can be inferred that most of learners were agree if their English skill were improved by doing the video project.

The fifth question finding revealed that most of learners said that the video project improved their English Skill. The process of preparing video activated their basic skills. Start from reading to synthesize several sources to write script, listening some videos to get more knowledge, up to practice their speaking skill to explain the material. Each of these steps repeatedly exposes and reinforces all the English skills for the learners. The result was similar with the result of research which conducted by (Ismailia & Binarkaheni, 2022)

CONCLUSION

Based on the findings in the previous section, it revealed that video project made learners more responsible in studying as they initiated to find more theory and practice their speaking to explain ending sound –s/-es. Then, the video project also helped learners to gain knowledge beyond what lecturer taught in the class as the result of their attempt to gain information about ending sound pronunciation from various sources. Then, the video project helped learners to learn individually to find other sources, prepare the script, practice, record, and edit the video by themselves out the classroom. Next, the video project encourage learners to exchange knowledge since making video project have been new things for them. At last, the video project made learners improved their English skill because the process of preparing video activated their basic skills. So, it can be concluded that learners had positive perception on the role of technology in teaching pronunctiation especially in pronouncing –s/-es ending sound.

Regarding to the positive perception on the role of technology in teaching ending sound –s/-es perception, it is suggested to lecturers as well as English teachers to optimize the role of technology in teaching not only ending sound –s/ -es but also othe aspect of pronunciation. The result of the research hopefully useful for other reseacher who want to conduct a further research about pronunciation.

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