

## The EFL Learner's Direct Strategies Used in Pronunciation Class

**Sintya Eka Permatasari**

English Department, The Faculty of Languages and Arts, Universitas Negeri Surabaya  
[sintyapermatasari@mhs.unesa.ac.id](mailto:sintyapermatasari@mhs.unesa.ac.id)

### Abstrak

Siswa yang mempelajari pelafalan akan menghadapi beberapa masalah dan kesulitan. Masalah tersebut bisa timbul akibat bahasa ibu siswa maupun komponen dalam pelafalan yang sedang mereka pelajari. Oleh sebab itu, siswa perlu menggunakan beberapa cara untuk mengatasinya. Dalam proses pembelajaran pronunciation, cara tersebut disebut sebagai strategi belajar pelafalan. Penelitian ini merupakan penelitian kualitatif yang meneliti strategi belajar langsung yang digunakan oleh 23 mahasiswa pendidikan Bahasa Inggris di UNESA dalam pembelajaran pelafalan. Selain itu faktor yang mempengaruhi dan cara strategi yang digunakan tersebut membantu kemampuan pelafalan siswa juga diteliti. Data yang digunakan diperoleh dari kombinasi angket terbuka dan tertutup, observasi serta interview. Hasil dari penelitian ini menunjukkan bahwa siswa menggunakan hampir seluruh strategi belajar langsung yang termasuk dalam strategi Memori, Kognitif dan Kompensasi. Terlebih lagi, mereka menggunakan strategi tersebut disebabkan oleh beberapa faktor. Faktor tersebut adalah tujuan pembelajaran, teknik pengajaran yang digunakan dosen, gaya belajar, jenis tugas dan topik pembelajaran. Selain itu hasil dari penelitian ini menunjukkan bahwa strategi yang digunakan siswa benar-benar membantu mereka di dalam proses pembelajaran.

**Kata Kunci:** strategi belajar dalam pelafalan, strategi belajar langsung, kelas pelafalan

### Abstract

Pronunciation learners will face several problems and difficulties. Those problems might come from learners' mother tongue or the components in pronunciation that they learn. Thus, the learners need to apply certain ways to solve them. In pronunciation learning, this ways called as pronunciation learning strategies. This study was qualitative research which investigates pronunciation learning strategies used by 23 English Education learners in English Department of State University of Surabaya. Moreover, the factors and the ways the strategies help the learner to learn pronunciation were also under investigated. The data were gained through the combination of open-ended and close-ended questionnaire, observation and interview section. The result of this study figures out that learners applied almost all of the direct strategies included in Memory, Cognitive, and Compensation strategies. Furthermore, learners applied all of these strategies because of several factors. Learning goal, lecturer's teaching techniques, learning style, type of task, and topic of material are the factors which influence the learners to use the strategies. In addition, based on the result, it is revealed that the strategies applied by the learners really help the learners while learning pronunciation.

**Keywords:** pronunciation learning strategies, direct strategies, EFL learners, pronunciation class

### INTRODUCTION

Pronunciation is one of the language components dealing with the sound. In spoken communication, pronunciation is the language component that should be comprehended by the speaker (Walker, 2015). The good pronunciation ability helps the speakers not only to produce an unambiguous statement orally but also to understand what the other speaker says. Moreover, speakers will get the easiness in producing sounds accurately when they have understood how to produce the sounds (Low, 2015).

As a language component, pronunciation has several aspects that should be considered. They are segmental

sounds, syllable structure, lexical stress, rhythm, and intonation (Reed & Levis, 2015). All of them are needed to be understood by the speakers in order to produce unambiguous statements in oral communication.

The first aspect in pronunciation is segmental sounds which concern with consonant and vowels. It also discusses about the symbols that are used to represent consonant and vowels sounds (Deterding, 2015). The symbols help the EFL learners to distinguish the similar sounds such as /f/ and /v/. The difference between two similar sounds is one of the problems faced by EFL learners and learning segmental aspects helps to reduce the difficulty.

Besides segmental sounds, the second aspect that is learned in pronunciation is syllable structures. It discusses the smaller unit of the word but larger unit than the sounds or so called as the syllable (Brown, 2015). It concerns with the structure of syllable which is the combination of vowel and consonant sounds become words that have meaning.

The other aspect of pronunciation is stress. Stress is the syllable which involves higher effort and pressure in order to expel the air from the lung (Cerçe-Murcia, Brinton, & Goodwin, 2004).

The stress of each word influences its meaning, thus knowing stress is important for EFL learners. Moreover, English is the stress language that makes each word which has more than one syllable will have noticeable syllable.

Rhythm, another aspect of pronunciation, is the combination of word and sentence stress (Cerçe-Murcia, et.al, 2004). Rhythm shows the condition of isochrony or the equal interval of the stress. English is the language of stress-time since it considers the interval based on the stress timing. Moreover, English rhythm is influenced by stress, accent, vowel quality, syllable structure, and pause (Low, 2015). The speakers from Expanding Circle countries tend to use their accent in speaking the language (Walker, 2015).

Beside the aspects that have been stated above, intonation is also considered as the important aspect of pronunciation since it helps to determine meaning and shows the speakers attitude and feeling toward the thing that the speaker says (Kelly, 2004). Intonation deals with the up and down pitch of the speaker speech.

In line with the numbers of pronunciation aspects that should be comprehended, mastering pronunciation is problematic since learners often ignore pronunciation accuracy while learning speaking skill (Lestari, 2015). That is the reason why the learning process of pronunciation should not be excluded.

In the process of learning pronunciation, learners often faced numbers of difficulties and problems. The most significant problem in pronunciation is dealing with the learners' mother tongue. EFL learners' mother tongue influenced the learners' perception and accents in speaking the target language (Trofimovich, Kennedy, & Foot, 2005). Segmental sound, both vowel and diphthong, is the major error that is produced by the EFL speakers because of their first language influence. This problem arises because some of English sounds do not exist in the speakers' native language (Walker, 2015). The lack exposure to the target language also becomes the problem in learning pronunciation.

To solve them, learners can apply learning strategies that suit with the problem they faced. There are many definition of learning strategies composed by many

experts, including language learning strategies. Oxford as stated in Szyszka (2017) described language learning strategies as the learner' ways to regulate their learning progress. It can also be used to enhance their language learning process as well. In line with Oxford, Griffiths (2008b) explained language learning strategies as the activities or action that are done by the learners to regulate their language learning.

The language learning strategies that can be used in language learning are divided into two groups; direct strategies and indirect strategies (Oxford, 1990). Direct strategies consist of memory, cognitive and compensation strategies. While indirect strategies are metacognitive, affective and social strategies. Those strategies can be applied to pronunciation learning since the learners should be aware of their actions to improve their pronunciation without always depending on the teachers' help (Eckstein, 2007).

Futhermore, pronunciation learning strategies (PLS) are learners' conscious action and thought in learning and gaining more control to use various aspects of pronunciation (Pawlak, 2010). Peterson (2002) also defined pronunciation learning strategies as the learner' ways to help their pronunciation learning. In his research in 2002, it is discovered that there are 12 strategies which can be applied in learning pronunciation. Those strategies can be categorized in the Oxford's learning strategies classifications.

The previous study was conducted in Poland which discuss about pronunciation learning strategies. In 2012, Rokoszewska conducted a study aimed to investigate the relationship between the frequently usage of pronunciation learning strategies and perception and production of English vowel. She found that there are a weak but statistically significant positive correlation between the use of PLS and learner' production of English vowels and diphthongs. Yet, there is no significant correlation between the use of PLS and English sounds' perception.

Nevertheless, only few numbers of research and theory related to pronunciation learning strategies of Indonesian learners. Most of the studies dealing with learning strategies in Indonesia were only focusing on four skills of English. The specific research which deals with learners' direct pronunciation learning strategies is also limited. Thus, further research according to pronunciation learning strategies is needed as the underlined theory to help both the language learners and the lecturers. Especially direct learning strategies which actively used by the learners when practicing their pronunciation.

Based on the explanation above, this study is aimed to observe the direct pronunciation learning strategies used

by Indonesian EFL learners in one of the English Departments in Surabaya. Thus, the problem of this study is: "How are the direct strategies used by EFL learners in pronunciation class?"

1. What learners' strategies are used in pronunciation class?
2. What factors are influencing the learners to apply the strategies?
3. How can the strategies help the learner to learn pronunciation?

## RESEARCH METHODOLOGY

The design of this study was descriptive qualitative. Qualitative research is the research that involves the process of interpreting data that have been collected (Richard, 2003). The data of this study will be interpreted and presented in the form of words. Thus, it is suitable with this research which aimed to explore the strategies that learners use in their learning process.

The subjects of this study were 23 English Department learners of State University of Surabaya who register Pronunciation class. The research was conducted in one of the class of Pronunciation due to several factors. That class consists of male and female learners which were needed to get the objective data since the gender is various. Moreover, that class also has the good atmosphere and conduciveness which support the teaching and learning process.

In this research, the researcher used three kinds of instruments. They are open-ended combined with close-item questionnaires, the interviews questions, and the field notes. Each of the instruments was used for gaining different data. In addition, video and tape recorder were also used as the additional instruments of this study.

Firstly, questionnaire was used to get the data for answering the first, second and third research questions. The type of questionnaire used in this research was the combination between open-ended and close-item questionnaires. The reason of this combination was to explore the learners' thought, opinion and feeling toward the issue. Furthermore, in the questionnaire, the researcher provided the list of activities that can be applied in learning pronunciation which indicates the learning strategies that the learners use. Moreover, this instrument was used as the main instrument.

Secondly, the interviews question was used to gain the learners' opinion about how the learning strategies help them in comprehending pronunciation. In this research, the semi structured interview was used in order to explore the learners' opinion, feeling and thought about the issue in depth. Furthermore, this instrument was used as the complementary instrument for answering the questions.

Lastly, the researcher also used field notes as the complementary instrument of the study. This instrument was used to gain the complementary data for answering the first research question. This instrument was aimed to confirm whether or not the learners used the learning strategies that they mentioned in the questionnaire. Moreover, in this study, the researcher observed as the non participatory observer.

After collecting the data, the researcher did the analysis and interpretation of the data that have been collected. According to Ary, et.al (2010), there are three stages of analyzing qualitative data. They are organizing and familiarizing, coding and reducing, and interpreting and representing. These stages were applied in this study.

## RESULT

### 1. Learning Strategies Applied by English Education Students in Pronunciation Class

The result of the first research question obtained from the questionnaire, observation, and interview. The questionnaires were distributed at the first meeting to 23 learners. The result shows that there are various kinds of pronunciation learning strategies applied by the learners.

#### a. Representing Sound in Memory (Memory Strategy)

The result of questionnaire based on the questionnaire indicates the memory strategies that learners use are coding, applying sounds, and association. It shows that most of the learners applied sounds since they use songs or rhymes. Associates the target language with their mother tongue was the learning strategies that rarely applied by the learners. Moreover, few learners used phonetic symbols or codes.

Furthermore, from the observation result, the researcher found that the learners really applied memory strategies while learning pronunciation. Those strategies are association and applying sound. These strategies could be seen from the learners' behavior during the learning process in the classroom.

Firstly, the researcher found that the learners applied creating mental linkage strategy. It is proven when some of the learners associated an English sounds with Indonesian sounds while practicing to pronounce certain sounds. Secondly, the learners also applied sounds during the learning activities in the classroom. The learners were indicated to apply this strategy since they use song to know how to pronounce the sounds.

Futhermore, based on the interview result, unpredictably, the learners applied phonemic symbols as the strategy during learning pronunciation. The learners used this strategy to overcome their problem while memorizing the how to pronounce the sounds.



b. Practicing Naturalistically (Cognitive Strategy)

Based on the result of questionnaire which was distributed to the learners, it shows that the learners applied imitating, practicing, and resourcing while learning pronunciation. It shows that the learners mostly applied resourcing strategies such as using dictionary, television, movies, etc. However learners seldom used one of resourcing strategies which was notice/ try out different English. Furthermore, the learners were found to use practicing strategies as well. Imitating strategies were also applied by most of the learners.

Moreover, the learners also found to use practicing naturalistically strategies based on the observation result. The learners were indicated to apply imitating, practicing and resourcing strategy during the lesson. Learners' behavior during the lesson within the lecturer's guidance and in the group discussion showed that they applied these strategies.

Practicing strategy was used by the learners when they imitated the lecturer or their own friends to pronounce certain words. Likewise, the learners also practiced to pronounce the sentence in the slow pace. While resourcing strategy was used by the learners when they conducted group discussion with their friend. They consulted the dictionaries as the resource to know how to pronounce the sounds.

Beside the result of questionnaire and observation, the interview result shows that the learners applied several strategies of practicing naturalistically strategy. They were imitating and resourcing. Moreover, the learners used many kinds of source in resourcing strategy such as music, movies, and dictionaries.

c. Formally Practicing with Sounds (Cognitive Strategy)

Another cognitive strategy, formally practicing with sound, was also found to be used by the learners to learn pronunciation. They used repetition, using media, and reading aloud. Based on the questionnaire, most of the learners applied repetition strategy that can be seen from the learning strategies number 1, 3 and 4. Several learners sometimes applied reading aloud as indicated in learning strategies number 5. However, only a few learners used media to learn pronunciation. It can be seen in learning strategies number 2.

Despite the result of questionnaire, based on the observation during the learning process in the classroom, the researcher found the strategies applied by the learners which included in formally practicing with sounds strategy. These strategies are repetition and reading aloud.

The learners applied repetition almost all the time in the learning process. After imitating the lecturers' pronunciation, they tend to repeat it several time to make

sure that they had pronounced it correctly. They also repeated the new sounds that they just know. Beside that, the learners also repeated it slowly at the beginning then goes faster. Furthermore, while learners were asked about the pronunciation rules of certain words, the learners read it out loud to know how to pronounce it properly.

In addition, based on the interview, it was found that the learners applied repeating and reading aloud strategies to learn pronunciation. The learners tend to repeat the sounds or words in order to achieve the good pronunciation. Moreover, learners also read the words, phrases, or sentences while learning pronunciation.

d. Analyzing the Sound System (Cognitive Strategy)

The result of questionnaire shows the strategies included in analyzing the sound system strategy which used by the learners are hypothesing and analyzing contrast strategies. The result of questionnaire shows that the learners seldom used analyzing contrast as their learning strategy. Only some of them applied this strategy. Moreover, few learners applied hypotheses strategies even though there are many of them who did not use it.

Nevertheless, the researcher found several strategies applied by the learners during the observation. The learners were indicated to apply analyzing the sound system strategy during the lesson. They applied hypotheses, translating and analyzing strategy.

Most of the learners hypothesized how the words will be pronounced. It was proven by their behavior that guessed the words given to them. They also hypothesized the pronunciation rules, in which part of rules that the sounds presented belongs to. Beside that, the learners also analyzed the contrast between their mother tongue and the target language sounds. Moreover, several learners translated the target language words into their mother language during the learning process.

Furthermore, the interview also found that the learners applied hypothesing strategy. The learners used this strategy to guess the pronunciation of unknown or new words depends on the certain sounds which exist on it.

e. Using Proximal Articulation (Compensation Strategy)

The result of the questionnaire shows that the learners used similar sounds, circumlocution, and synonyms while learning pronunciation. It shows that the learners sometimes used similar sounds to pronounce difficult sounds. The learners also applied synonyms as their strategy. Moreover, circumlocution strategy was used by several of the the learners.

Furthermore, the researcher found that some learners applied compensation strategy during the learning process through the observation results. The learners were

indicated to apply circumlocution strategy. They applied this strategy when they were asked to analyze the sound system of several words.

The interview result also found that circumlocution strategy was applied by the learners during the pronunciation learning. The learners used one or more words in order to learn a single sounds. They also used the high frequency words to ease themselves.

## **2. Factors Influence Learners to Apply Learning Strategies**

The data for answering the second research question were gained from the questionnaire and the interview section. The questions in the questionnaire were designed as open ended questionnaire that made the learners able to answer the questions freely.

In this research, the researcher found that there are several factors which influence the learners to apply the strategies. Those factors are learning goal, topic of material, type of task, and lecturer's teaching techniques.

Moreover, it shows that learning goal and lecturers' teaching techniques are the factors which influence most of the learners to choose and apply the strategies while learning pronunciation.

In addition, there are many reasons that urge the learners to apply the learning strategies. The learners have various goals that influence them to use the strategies. On the other hand, some learners also think that lecturer's teaching techniques is easy and simple that they can remember and motivate them to use certain strategies.

Further, few learners thought that they apply learning strategies depending on the topic of material and type of task given to them. However, some learners apply the strategies depends on the other factor. Those other aspect was their own learning style. They also stated that they were comfort with certain learning strategy, thus they choose to apply the strategies that suit them.

## **3. How the Learning Strategies Help the Learners to Learn Pronunciation**

The researcher obtained the data for the last research question through the questionnaire and the interview. Open ended questionnaire were distributed in order to investigate the learners' thought and opinion

Based on result of questionnaire, representing the sounds in memory strategy assists the learners to memorize the subjects of pronunciation that they learn. Some of them stated that it helps them to memorize the sounds and words easily. Beside that, the learners also thought that this strategy ease them to memorize how to pronounce the words correctly.

Moreover, practicing naturalistically helps the learners to learn pronunciation in various ways. Most of the

learners agreed that this strategy helps them to know the correct pronunciation of certain words. Some of them also thought that they feel ease to imitate the pronunciation of words that they have heard by using this strategy. However, there are numbers of learners who thought that this strategy increases their vocabulary. This is supported by the resourcing strategy that they used. Moreover, few learners stated that this strategy is the fun way which makes them enjoy the learning process.

The third pronunciation learning strategy is formally practicing with sounds. Based on the questionnaire, the researcher found that this strategy helps the learners to memorize how to pronounce easily. This strategy also helps them to improve their pronunciation by a lot of practicing and also help them to pronounce difficult words.

Beside the strategies that have been stated above, analyzing the sound system also has several ways to help the learners in pronunciation learning process. This strategy helps them to notice contrast between native and second language learners. Moreover, this strategy also assists them to understand what other speakers say even though the speakers speak different accent of English.

Lastly, the compensation strategy in pronunciation learning strategy which called as using proximal articulation strategy also assists the learners in learning pronunciation. The learners are helped to know the differences between the similar words by applying this strategy. They are also helped to pronounce and learn the difficult words such as the classic one. Moreover, some learners also thought that this strategy helps them to increase their vocabulary size by knowing the similar or synonyms of certain words.

Based on the transcription of the interview, the researchers found that the strategies assist the learners to improve their pronunciation, know the correct pronunciation, remember and pronounce the sounds easily, and enjoy the learning process.

## **DISCUSSION**

The result of this research figures out the learners' pronunciation learning strategies, the factors which influence them to apply those strategies, and also the way their strategies assist them to learn pronunciation.

### **1. Learning Strategies Applied by English Education Students in Pronunciation Class**

The result of this study shows that the learners used almost all of the pronunciation learning strategies although they applied it in various frequencies.

a. Representing Sound in Memory (Memory Strategy)

The learning strategies used by the learners are coding, applying sounds, and association. These strategies were found from the questionnaire answers and the observation result. Most of the learners applied sounds while learning pronunciation. They made up songs or rhymes in order to memorize the pronunciation of certain words. It can be proven through their activities in the classroom since the learners used song while they learned pronunciation. This finding is suitable with Oxford's (1990) theory which stated that rhyme is the well-known strategy used by the learners.

Moreover, some learners also applied the association strategy in their learning process. The learners associated the words or sounds that they learned with the other words both in English and in their mother tongue. The result of the interview also found that learners applied this strategy in their pronunciation learning process.

However, the only strategy that is rarely applied by the learners is the coding strategy. It can be proven by their answers in the questionnaire. Most of the learners choose 'never' which indicates that they did not apply this strategy. The result of observation also shows that the learners did not use this strategy to learn pronunciation. Likewise, the result of the interview section also shows that this strategy is rarely applied by the learners to learn pronunciation.

b. Practicing Naturalistically (Cognitive Strategy)

The result of this study reveals that most of the learners also applied cognitive strategies while learning pronunciation. The practicing naturalistically strategies that were used by the learners are imitating, practicing, and resourcing. Almost all of the learners apply these strategies. It can be proven by the learners' answer in the questionnaire. There were only a few numbers of learners who chose 'never' use this strategy. Moreover, during the observation, the researcher also noticed that almost all of the learners applied this strategy. Likewise, the interview result also reveals that most of the learners used imitating and resourcing strategies. Thus, it shows that this strategy was dominantly applied by the learners to learn pronunciation. It is in line with Peterson's (2000) statement which claims that practicing naturalistically is one of the strategies that mostly used by the learners.

In spite of that fact, there was a strategy that was not chosen by the learners. In the questionnaire, the learners stated that they were seldom noticing or trying out different English dialects. The interview result also shows that learners did not apply this strategy since they did not mention this strategy during the interview section.

c. Formally Practicing with Sounds (Cognitive Strategy)

Besides practicing naturalistically, Peterson (2000) also stated that formally practicing with sounds is another strategy which learners use most. The result of this study shows the same thing with this statement. Based on the questionnaire and observation result, the learners used repetition, media application, and reading aloud in pronunciation learning process. Moreover, through the interview section, researcher also found that learners applied repetition and reading aloud strategy. Repetition was the strategy that mostly used by the learners. Based on the observation, the researcher found that they used this strategy often, even though some of them only applied it several times. Furthermore, learners also reading aloud the words or sentences both in latin and phonetic transcription during the learning process.

Among all of the strategy, media application, especially flashcards is the only strategy that rarely applied by the learners. This result was found through the questionnaire, observation and interview section. Most of the learners chose 'never' in the questionnaire. They also did not use flashcard during the lesson the class. Moreover, learners did not mention this strategy while answering the interview questions. It indicates that flashcard is not the dominant strategy used by the learners.

d. Analyzing the Sound System (Cognitive Strategy)

Despite two of cognitive strategies that have been mentioned before, analyzing the sound system was also used by the learners in learning pronunciation. Even the number of application was not as big as the other cognitive strategy, it is found that several learners still applied hypotheses and analyzing contrast strategy. These strategies were found from the questionnaire result. In addition, the researcher also found that the learners applied translating strategy. This strategy was found through the observation during the learning process in the classroom. Moreover, the interview result shows that learners applied hypotheses strategy.

However, this finding shows the different view from the previous study conducted by Akyol (2012). In his research, analyzing contrast is one of the strategies that mostly used by the learners. While in this present study, this strategy is rarely used than another cognitive strategy. Moreover, Peterson's finding at 2000 seems accordance with this study since he did not mention analyzing the sound system as favored as another two cognitive strategies.

e. Using Proximal Articulation (Compensation Strategy)



For the compensation strategy, the learners applied similarity, circumlocution, and synonyms strategy. These strategies were obtained through the result of questionnaire distributed to the learners, observation field notes and interview section. Learners are found to place one word as the standards of certain sounds. When they found the same sounds as those words, they were able to pronounce the sounds exist in the words.

Although this strategy is not as popular as cognitive strategy, there are numbers of learners who applied them. Unexpectedly, this finding is contrast from Peterson's (2000) research. According to Peterson (2000), this strategy is one of the least strategies applied by the learners.

In conclusion, most of the learners applied almost all of the pronunciation strategies that have been stated before. Eventhough some of the strategies only applied in the low frequencies.

## **2. Factors Influence Learners to Apply Learning Strategies**

There are several factors that may influence the learners to apply the strategy while learning pronunciation according to several experts. In this research, the researcher found five factors which influence the learners to apply the strategies. They are learning goal, topic of material, type of task, lecturer's teaching techniques, and learning style.

This finding is accordance with Oxford (1990) which stated learning style and learning goal as one of the factors influencing the use of learning strategy. Moreover, the other factors found in this research is in line with Cabaysa & Baetiong as stated in Anisah's (2017) theory. They are topic of material, type of task, and lecturer's teaching techniques.

## **3. How the Learning Strategies Help the Learners to Learn Pronunciation**

The result of this research shows that pronunciation learning strategies have the various ways to help the learners while learning pronunciation. Each learning strategy contributes the learning process differently. The learners felt that pronunciation learning strategies assist them while they learning pronunciation.

Firstly, memory strategy that is representing sounds in memory helps the learners to memorize the material of pronunciation well. The learners stated that they feel ease to remember the sounds and the way to pronounce certain words due to the application of this strategy.

Secondly, cognitive strategy assists the learners to learn pronunciation in various ways. Practicing naturalistically helps the learners to know the correct pronunciation and pronounce it easily. Moreover, the

learners also stated that it helps them to enjoy the learning process that they do. Furthermore, as the same as practicing naturalistically, formally practicing with sounds also helps the learners in many ways. This strategy facilitates the learners to remember and pronounce the difficult words. It also helps the learners to improve their pronunciation well since they will directly learn the specific sounds which are the basic material of pronunciation learning. In addition, analyzing the sound system supports the learners to differentiate between two or more languages and accents. They will be able to understand what other native language speakers who have different dialect.

Lastly, compensation strategy which is using proximal articulation strategy assists the learners to learn pronunciation as well. It facilitates the learners to learn the classic or very difficult sounds since the learners should associate it with other words. Moreover, it eases the learners to learn the differentiation of the similar words. Additionally, learners also stated that this strategy helps them to pronounce difficult words as the same as formally practicing with sounds strategy.

## **CONCLUSION AND SUGGESTIONS**

Based on the result of this research, it can be concluded that the learners of English Education in State University of Surabaya applied almost all pronunciation learning strategies to learn pronunciation. They applied Memory, Cognitive and Compensation strategies. In addition, Cognitive strategy is the strategy that oftenly applied by almost all of the learners.

Furthermore, learners applied those strategies because of certain influence that leads them to use the strategies. Based on the results, learning goal, type of task they get, topic of material they learn, lecturers' teaching techniques, and their own leaning style are the factors contribute to the learners' learning strategies application. Meanwhile, gender, age, nationality, stage of learning, subject area and teachers' expectation do not influence them to apply certain strategies since they have those similar background. Moreover, the result also shows that learners' personality, motivation and attitudes do not affect the learners' learning strategies application.

In addition, the strategies applied by the learners assist them in various ways. Each of the strategies stands for its own way to help the learners while learning pronunciation.

Futhermore, based on the result of this study, there are three suggestion that can be drawn. Firstly, as learning pronunciation is not easy for the expanding country speakers, including Indonesian English learners. Hence, in learning pronunciation, learners should be aware of their own learning process, problems and the ways to solve

them, which is learning strategies. Learners need to know that there are various kinds of learning strategies that they can use.

Secondly, based on the result, lecturers' teaching techniques is one of the significant influences that contributes to the learners' learning strategies application. Therefore, lecturers need to understand that his/her techniques affect the learners' way to learn. Thus, it is necessary for the lecturers to choose the proper techniques that will suit the learners well.

Thirdly, the researcher found that further research seems possible to be conducted. It is because the setting of this study also focuses on the pronunciation class only. The researcher found that different stage of learning and subject area might result differently.

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