

EFL Learners Attitude toward English Phonetics Learning in English Program at IAIN Parepare

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Abstract

The research aimed to identify of the attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning. This research used quantitative design with data collection technique used questionnaire form with followed likert scale and sample of the research were 70 students from semester 3th and 5th of English Education Department of IAIN Parepare using simple random sampling. Analysis data used descriptive quantitative analysis with calculating the frequency, percentage, and mean score. The result of this research that EFL learners showed positive attitudes towards English phonetics learning based on indicators Direction, intensity, consistency, and spontaneity which categorized as good attitudes among the students proved their commitment to following instructional guidance as direction, demonstrating strong emotional engagement as intensity, maintaining steady dedication over the class learning as consistency and showing proactive initiative in their learning phonetic as spontaneity indicated that students' attitudes reflect a positive of good enthusiasm mastering English phonetics supported by effective teaching methods implemented at class.

Keywords: *EFL, Learners Attitude, Phonetics Learning*

Introduction

English has been a crucial subject in formal education, with the notion that learning from native English speakers leads to better acquisition. Historically, achieving native-like proficiency was considered the primary objective for students (Senowarsito 2021). Phonology, a key area of study in English education at the university level, involves two main sub-disciplines: phonetics and phonology.

Phonetics offers methods for objectively describing and analyzing the various sounds used across languages. It includes articulatory phonetics, which examines the speech organs and muscles involved in sound production. Additionally, acoustic and auditory phonetics explore how these sounds travel as sound waves through the air and their impact on the listener's ears and brain. Consequently, phonetics intersects with fields such as anatomy, physiology, physics, and neurology (Fang, 2021).

Studying phonology and phonetics is valuable for several reasons. Understanding phonology helps learners gain insights into the workings of the human mind, while studying the phonetics of a foreign language improves their ability to perceive and

correct pronunciation errors. For foreign language learners, mastering correct pronunciation is essential for effective communication and interpretation (Mustafa, 2019).

Mustafa, Rashid, Atmowardoyo, and Dollah explore how students' attitudes towards English as a Foreign Language (EFL) learning influence their language achievements. They highlight that a positive correlation between attitude and motivation fosters favorable language attitudes. These positive attitudes encompass learners' views on the EFL learning process and various aspects of the target language, including their thoughts, feelings, and emotions.

In their study, Pekka Lintunen and Aleksi Mäkilähde examine students' attitudes and preferences regarding English phonetics. Their research involved a questionnaire completed by 133 university students after a lecture series on phonetics. (Lambert, W. (2020) The findings reveal that students preferred topics related to accent differences and suprasegmental issues over segmental issues and practical phonetic transcription. Overall, students viewed phonetics as challenging, interesting, and beneficial, and felt that the instruction improved their English pronunciation (Aleksi, 2021).

Previous research indicates that learners generally exhibit positive attitudes towards studying phonetics. Learning phonetics helps students understand the sound system and rules of English, which can lead to more native-like pronunciation when they are interested and motivated. However, some students at IAIN Parepare face challenges with English Phonology. Difficulties include memorizing phonetic symbols, writing these symbols for English words, and comprehending the material due to the complexity of phonological terms. These issues have led to a lack of interest in learning English Phonology among some students. This research aims to address the following question: What are the attitudes of EFL learners in the English program at IAIN Parepare towards their English phonetics learning?

Method

This research employed Descriptive Quantitative Research specifically, a survey method with a questionnaire as the instrument in collecting the data. Fowler stated that the survey method provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. (Fowler 2021) According to Arikunto, descriptive research was research that is instead to investigate the circumstances, conditions, or other things that have been mentioned, the result of which are presented in the form of research report. (Arikunto, 2019) It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to population. (Creswell, 2019) it aims to find out EFL learners attitude toward English Phonetic Learning at IAIN Parepare.

Research did at the English Education Department of State Islamic Institute (IAIN) Parepare and , the sample of research were 70 students which 40 from English Program academic year 2021 and 30 students from English program academic year 2022. This research used instrument of Questioner to obtain information about EFL Learners attitude toward English Phonetic Learning in IAIN Parepare. This questionnaire used to find or measure the EFL learners' attitude toward English Phonetic learning. It consisted 40 statements that measure students' attitudes toward the importance of English phonetics which divided into 10 item for Direction, 10 item for intensity, 10 item for consistency and 10 item for spontaneity.

Results

The researcher conducted questioner to identify specifically about their attitude toward English phonetics learning. The result can be explained below:

Direction

Direction is information or instructions about what to do, where to do, how to do something. One who agrees toward something is likely to have positive attitude because on consequence if someone does not agree toward something. The result can be describe that students' attitudes toward learning phonetics can be positively influenced by various factors such as the methods used by teachers and the motivation they receive.

Table 1 Students' Attitudes toward Learning

No	Attituted Statement	Result (%)	Result of Direction Attituted
1	I learn phonetic about stressing, intonation, and pitch based on the teacher or lecture instruction	61%	61% of students learn about phonetic elements like stressing, intonation, and pitch based on the teacher or lecture instruction, indicating that clear guidance positively influences their learning
2	I learn about Organ of speech when the lecture teaching in fun method	61%	61% of students enjoy learning about the organs of speech when taught in a fun and engaging manner, showing that enjoyable teaching methods enhance their interest.
3	I learn articulation & place of articulation because its basic to be mastered for me	53%	53% of students focus on learning articulation and places of articulation because they understand its importance as a foundational skill in phonetics
4	I focused in learn vowel sound if Lecturers create a new variations during teaching at class	61%	61% of students concentrate better on vowel sounds when lecturers introduce creative variations, suggesting that innovative teaching methods keep them engaged
5	I learn phonetic about "similar sounds" if I get motivation to learn at class	57%	57% of students learn about similar sounds more effectively when motivated in class, highlighting the role of encouragement in tackling challenging concepts
6	I like to learn Phonetics if the method is practicing	57%	57% of students prefer learning phonetics through practical methods, underscoring the importance

			of hands-on practice
7	I decided to attend at class for mastering phonetics and phonemics	60%	60% of students attend classes to master phonetics and phonemics, demonstrating their dedication to improving their skills
8	I get many improvement of pronouncing word for "Nasal" and "Lateral" because of Phonetic materials	54%	54% of students get improvements in pronouncing words like "nasal" and "lateral" due to phonetic materials, indicating the effectiveness of the coursework
9	I like to practice word "Palatal" and "Velar" after the class	56%	56% of students like to practice words such as "palatal" and "velar" after class, showing their proactive approach to learning
10	I fell satisfaction if I can understand the phonetic materials for practicing and theory	47%	47% of students feel satisfied when they understand both theoretical and practical aspects of phonetics, it suggests there is still room for enhancing satisfaction levels

The data above indicates that students generally have a positive attitude toward learning phonetics. students' attitudes towards learning phonetics are good and positive, influenced by effective teaching methods, motivation, and practical exercises. This positive outlook is evident in their engagement, improvement, and satisfaction with their phonetic studies. The data indicates that students' attitudes toward learning phonetics are generally positive, particularly when they receive clear instruction, engaging teaching methods, and practical application. While there is enthusiasm and commitment, there is a notable area for improvement in overall satisfaction with understanding both theoretical and practical aspects of phonetics.

The results indicate that students exhibit a positive attitude toward learning phonetics, especially when the instruction is engaging and practical. A significant majority of students (61%) appreciate clear and effective teaching of phonetic elements like stressing, intonation, and pitch, and they enjoy learning about the organs of speech when the methods are fun and engaging. This suggests that dynamic and interactive teaching approaches significantly enhance students' interest and learning experiences. Additionally, 53% of students focus on mastering articulation and places of articulation due to their foundational importance, highlighting a recognition of their role in effective phonetic training. The preference for practical methods is evident, with 57% of students favoring hands-on practice, which underscores the value they place on practical experience in understanding phonetics. The enthusiasm is further reflected in their proactive approach, with 56% practicing specific phonetic terms after class and 54% noting improvements in pronunciation due to the coursework. However, despite these positive attitudes, only 47% feel fully satisfied with their understanding of both

theoretical and practical aspects, indicating that there is room for improvement in enhancing overall satisfaction.

Intensity

Intensity is quality of being intense; strength of emotion. Intensity means the depth and the strength of someone's attitude. According to the findings which regarding to the intensity indicator that students display a positive attitude towards the intensity of their phonetic studies. The data proved can be showed below:

Table 2 Students' intensity attitude toward Learning phonetics

No	Intensity Statement	Result (%)	Result of Intensity Attituted
1	I Intensify to learn IPA symbols easily than learn Organ of speech for beginner	47%	47% of students always find it easier to learn IPA symbols compared to the organ of speech for beginners. This high percentage reflects a strong, consistent focus on mastering the fundamental IPA symbols, indicating a significant intensity in this area of study
2	I Intensify to learn syllable word because it can impact to my pronunciation	29%	29% of students always intensify their efforts to learn syllable words because it impacts their pronunciation. This shows that while the overall focus on syllable words is moderate, those who do prioritize it recognize its crucial role in improving pronunciation
3	I Intensify to memorize Vowel Chart better than consonant sound during materials	39%	39% of students always prefer to memorize the vowel chart over consonant sounds during material study. This preference highlights the students' recognition of the importance of vowel sounds in phonetics, leading to an intense focus on this area
4	I Intensify to focus mastering place articulation than manner of articulation during learning activities at class	60%	60% of students sometimes focus on mastering the place of articulation rather than the manner of articulation during learning activities in class. This indicates a balanced and strategic approach to learning phonetics, with students selectively intensifying their efforts based on perceived importance
5	I Intensify to learn basic materials from Organ of speech to the high materials	56%	56% of students always prefer to start with basic materials (organ of speech) and progress to more advanced topics. This methodical approach

			demonstrates a deep and consistent commitment to building a strong foundational knowledge before moving on to complex concepts
6	I Intensify to learn materials of “Voicing” than voiceless	31%	31% of students always prefer to learn materials related to voicing over voiceless sounds. This intensity shows a strong focus on understanding the fundamental distinctions in sound production, which is critical for accurate phonetic analysis
7	I Intensify to learn sound of Vowel focused than move to another materials	31%	31% of students always focus on vowel sounds before moving on to other materials. This consistent intensity suggests a strategic approach to mastering the more challenging aspects of phonetics first
8	I Intensify to understand IPA (International phonetic alphabet) sounds by using fun method	33%	33% of students always prefer to understand IPA sounds using fun methods. This indicates that engaging and enjoyable teaching techniques are effective in maintaining students' interest and intensity in learning phonetics
9	I Intensify to appropriate methods in phonology class rather than memorizing the symbol of the sounds	29%	29% of students always prefer using appropriate methods in class over memorizing symbols. This reflects a preference for practical application and understanding, highlighting the students' strategic approach to learning phonetics
10	I Intensify to conduct consonant sound during phonology class	60%	60% of students always focus on conducting consonant sounds during class. This indicates a high level of intensity and dedication to mastering this aspect of phonetics, which is essential for accurate speech and communication

According to the explanation above indicates that students exhibit a high level of intensity in their phonetic studies even some of the students showed low percentation which mean not a half of number students driven by a preference for practical, engaging, and methodical learning approaches. The results reveal that students display a high level of intensity in their phonetic studies, although some aspects receive less emphasis. A notable 47% of students find it easier to learn IPA symbols compared to the organs of speech, demonstrating a strong commitment to mastering these fundamental symbols.

This suggests that IPA symbols are a primary focus for many students, reflecting their significance in phonetic learning.

These findings show that while there is a high level of intensity in studying phonetics, with students dedicating significant effort to areas like IPA symbols and consonant sounds, some aspects such as syllable words and voicing receive less focus. This variability in intensity suggests that students are driven by a preference for practical, engaging, and methodical learning approaches.

Consistency

Consistency is quality of being consistent. The attitude can be called to be consistent if the attitude lasts for long time. Consistency also can be seen from their conviction in having attitude. students exhibit a strong and consistent attitude towards their phonetic studies. The description of the data proved that students showed positive attituded toward consistency can be seen below:

Table 3 Students' Consistency attitude toward Learning phonetics

No	Consistency Statement	Result (%)	Result of Consistency Attituted
1	I always learn phonetics materials from the basic to the advanced materials at class	56%	56% of students consistently learn phonetics materials from basic to advanced levels. This demonstrates a structured and progressive approach to their studies, ensuring a solid foundation and gradual mastery of more complex topics
2	I always memorize the phonetics symbol materials at home	54%	54% of students always memorize phonetics symbols at home. This consistent practice highlights their commitment to retaining and mastering essential elements of phonetics outside the classroom
3	I always learn about "Palatal" and "Velar" everyday at home after collage.	57%	57% of students consistently study "Palatal" and "Velar" sounds daily at home. This indicates a high level of dedication to mastering these specific phonetic elements through regular practice
4	I always learn about "Nasal" and "Lateral" consistency	59%	59% of students always learn about "Nasal" and "Lateral" sounds consistently. This focus on these sounds suggests that students recognize their importance and are committed to mastering them through persistent effort
5	I like to learn "Segmental" and "Suprasegmental" by always repetition during the materials.	57%	57% of students consistently use repetition to learn "Segmental" and "Suprasegmental" elements during lessons. This methodical

			approach indicates that they understand the value of repetition in achieving proficiency
6	I always learn materials "Glottal" and "Affricate" because it help me to increase motivation in phonetics skill.	43%	43% of students always learn "Glottal" and "Affricate" sounds, while a significant portion (39%) does so sometimes. This shows that while many students are consistent, there is room for improvement in making this practice more universal.
7	I always learn part of their speech organs to develop my comprehension	30%	30% of students consistently learn about parts of their speech organs to develop comprehension. This indicates a moderate level of consistency, suggesting that this area could benefit from increased focus and dedication
8	I practice a lot because practicing will help the students to produce English similar sound.	57%	57% of students consistently practice because they believe it helps them produce English similar sounds. This highlights the importance of practice in achieving proficiency and indicates strong consistency in their efforts
9	I always learn about phonological theory and practicing at collage and home	57%	57% of students consistently engage in learning phonological theory and practice both at college and at home. This dual approach shows a strong and consistent commitment to integrating theory with practical application
10	I practice to be consistent in learning phonology materials for better English skill.	57%	57% of students consistently practice learning phonology materials for better English skills. This reflects a high level of dedication and consistency in their overall approach to improving their phonetic abilities

According to the data above which proved that students exhibit a strong and consistent attitude toward their phonetic studies. They consistently engage in learning both basic and advanced materials, memorizing phonetics symbols, and practicing specific sounds daily. The data demonstrates that students show a strong and consistent attitude towards their phonetic studies. A majority of students (56%) adopt a structured approach by progressing from basic to advanced phonetics materials, ensuring a solid foundation before tackling more complex topics. Consistency is also evident in their study habits, with 54% regularly memorizing phonetic symbols at home, reflecting their commitment to mastering essential phonetic elements. moderate level of consistency in

learning about parts of the speech organs (30%), most students (57%) engage in regular practice, believing it aids in producing English sounds more accurately. Additionally, 57% of students integrate both phonological theory and practice in their studies at college and home, showing a robust commitment to blending theoretical knowledge with practical application. Overall, these findings reflect a high level of dedication and a consistent approach to improving their phonetic skills.

Spontaneity

Spontaneity is quality of being spontaneous. Spontaneity concerns with how far is the individual readiness to declare their attitude spontaneously without any intervention from other. It means when the students will master the English well they should have spontaneity.

Table 4 Students' Spontaneity attitude toward learning phonetics

No	Spontaneity Statement	Result (%)	Result of Spontaneity Attituted
1	I have initiative to evaluate phonetic materials of place articulation at class	57%	57% of students take the initiative to evaluate place articulation materials during class.
2	I memorize spontaneity all the part of the vowel sound materials after the class done	57%	57% of students memorize vowel sound materials spontaneously after class.
3	I initiative to asking the lecturer back when the material is not clear yet in phonology class	69%	69% of students take the initiative to seek clarification from the lecturer when needed.
4	I do spontaneity to practice the sound referred to manner of articulation	51%	51% of students practice manner of articulation sounds spontaneously.
5	I have initiative to learn about APA (American phonetic alphabet) everyplace	50%	50% of students proactively learn about the American Phonetic Alphabet in various settings.
6	I initiative to master phonetics symbol like "ø, 3, ɲ, œ" in writing the phonetics transcription	61%	61% of students take the initiative to master specific phonetic symbols in transcription
7	I have initiative to provide phonetics textbook when studying at class	47%	47% of students take the initiative to bring phonetics textbooks to class.
8	I learn phonetic materials spontaneity even not in Phonetic	57%	57% of students learn phonetic materials spontaneously outside of

	class at collage		formal classes.
9	I initiative to note every materials about English phonetic proficiency during the class for complete noted	61%	61% of students take detailed notes on phonetic proficiency during class
10	I am able to be evaluated spontaneity about the materials of phonetic subject	51%	51% of students are prepared to be evaluated spontaneously on phonetic materials.

According to the data above it proved that students exhibit a strong positive or good attituded toward spontaneous attitude towards their phonetic studies, reflecting their readiness to engage, practice, and seek clarity independently. This spontaneity enhances their learning experience and contributes to their overall proficiency in English phonetics and phonology. The data illustrates that students exhibit a strong positive attitude towards spontaneity in their phonetic studies, reflecting their readiness to engage with the subject matter independently. A notable 69% of students take the initiative to seek clarification from lecturers when they encounter unclear material, demonstrating a proactive approach to resolving doubts and enhancing their understanding. Similarly, 57% of students spontaneously memorize vowel sound materials after class and engage in spontaneous learning of phonetics outside formal classes, indicating a genuine interest and commitment to mastering the subject beyond scheduled sessions. These behaviors reflect a high level of spontaneity and self-motivation, which significantly contributes to their proficiency in English phonetics and phonology. Their proactive and independent attitude towards learning enhances their overall educational experience and mastery of phonetic concepts.

According to the data, the students attitude based on the indicator used which showed on the data below:

Table 5 Students attitude based on the overall indicator

No	Indicators	Result	
		Average	Category
1	Direction	74,79	Good
2	Intensity	60,86	Good
3	Consistency	75,29	Good
4	Spontaneity	76,79	Good

According to the explanation above which stated that comprehensive analysis of students' attitudes utilizing four key indicators Direction, Intensity, Consistency, and Spontaneity. It is evident that the overall attitude towards the topics or materials, particularly pronunciation, is highly favorable. The data reveals consistently positive scores across all indicators.

Discussion

This term explained about the specific discourse of findings. The discussion can be explained that the attitudes of EFL (English as a Foreign Language) learners enrolled in the English program at IAIN Parepare towards their English phonetics learning. This findings revealed from the instrument spread trough the instrument of thois research.

The use of instruments grounded in the theory of pronunciation, specifically articulatory phonetics, acoustic phonetics, and auditory phonetics. These theoretical frameworks guided the development of instruments to measure students' attitudes towards learning English phonetics. The research employed a combination of strategies to gather data, including questionnaires, interviews, observations, and written reports. In this study, questionnaires were primarily utilized to assess students' attitudes. The subjects of the research were students enrolled in the English Program at IAIN Parepare who had been exposed to phonology subjects in their EFL classrooms. These instruments and strategies were chosen to provide a comprehensive understanding of students' attitudes towards phonetic learning in the specific educational context of IAIN Parepare.

The explanation of the first indicator regarding from the indicator of direction, the analysis of the Direction indicator provides attitudes of EFL learners at IAIN Parepare towards their English phonetics learning. The findings reveal reflecting the different approaches and motivations shaping students' engagement with phonetics instruction even during at class from English Education Department of IAIN Parepare. Students showed a consistently positive attitude towards learning phonetics.

The indicator of Intensity in the context of English phonetics learning refers to the depth and strength of learners' attitudes towards various aspects of phonetics instruction for students at English Education Department of IAIN Parepare. It reflected how strongly students feel about certain elements of phonetics and how much importance they attribute to them in their learning process during the class materials. The findings from the table showed on students' preferences and the intensity of their attitudes towards different aspects of phonetics learning students at English Education Department of IAIN Parepare.

The indicator of consistency which regarding to the attitudes refers to the stability and continuity of one's approach or commitment over time. It's like the steadiness of a river's flow, remaining constant despite external changes or influences. In the study's findings, consistency is reflected in how regularly individuals engage with phonetics materials and their dedication to learning especially during English learning for the students of IAIN Parepare.

The indicator of Spontaneity regarding to the attitudes that refers to the natural inclination of students to engage with English materials, ask questions, and practice phonetic skills without external prompting or intervention from the lecture at class. It reflects their willingness to take initiative and explore language concepts independently, both inside and outside the classroom. The findings presented in the table illustrate varying degrees of spontaneity among students in their approach to learning English phonetics.

Conclusion

The conclusion of this research can be explained that The attitudes of EFL learners in English program at IAIN Parepare toward their English phonetics learning showed the indicator of direction which focused on the instruction that students get categorized as good attitudes with score 74,79, while indicator of intensity focused on is quality of being intense categorized as good attitudes with score 60,86, while indicator of Consistency focused on quality of being consistent categorized as good attitudes with score 75,29 and indicator of Spontaneity focused on quality of being spontaneous categorized as good attitudes with score 76,79. It proved that students showed good attitudes of EFL learners in English program at IAIN Parepare.

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