



Students' perception of audio assisted learning use in pronunciation learning at SMAN 2 Sungai Limau

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Abstract:

This study aimed to investigate students' perceptions of the use of Audio-Assisted Learning (AAL) in pronunciation section learning and to identify students' level of difficulties in using AAL. This research employed a quantitative descriptive design. The sample consisted of 35 tenth-grade students of class E1 at SMAN 2 Sungai Limau, selected through purposive sampling, with the criterion that students had experienced pronunciation learning using AAL. A questionnaire containing 30 items was used as the research instrument, covering two variables: students' perception and students' level of difficulties. The data were analyzed using mean scores and percentages. The findings revealed that students' perception of AAL was generally positive, with an overall mean score of 2.84, indicating that AAL was perceived as effective, engaging, and suitable for auditory learners. However, the results also showed a moderate level of difficulty (49%) in using AAL. The main difficulties included unclear pronunciation, rapid speech, overlapping sounds, listening fatigue, and decreased attention. In conclusion, AAL is beneficial for pronunciation learning, but improvements in audio quality and instructional support are needed to optimize its implementation.

Keywords:

Audio-assisted learning, students' pronunciation, perception, and learning difficulties.

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1. INTRODUCTION AND LITERATURE REVIEW

Pronunciation plays a crucial role in students' ability to communicate fluently and confidently in English. Gilakjani (2016) emphasizes that pronunciation is an essential component of speaking skills and a key factor in effective communication. Learners who fail to produce clear pronunciation are often misunderstood, even when their vocabulary and grammar are relatively accurate. This means that pronunciation accuracy is closely linked to intelligibility, which is the degree to which a listener can understand a speaker's message. Gilakjani and Sabouri (2016) further explain that pronunciation is one of the most challenging aspects of English for second language learners, particularly because many English sounds, stress patterns, and intonation features do not exist in learners' first language. Indonesian learners, for instance, tend to transfer phonological patterns from Bahasa Indonesia into English, resulting in mispronunciations and unnatural speech patterns.

Poor pronunciation not only affects communicative clarity but also has psychological and affective consequences for learners. Students who are aware of their pronunciation weaknesses often experience anxiety, hesitation, and a lack of confidence when speaking English. Palupi (2021) found that students with poor pronunciation skills tend to feel nervous and shy when speaking English, which reduces their willingness to participate in classroom activities. This finding is supported by Sanders and de Bruin (2023), who argue that limited exposure to authentic pronunciation models contributes to persistent pronunciation errors and negatively affects students' confidence. When students feel insecure about their pronunciation, they may avoid speaking tasks, pause excessively, or rely on written forms of communication instead of oral interaction.

The importance of pronunciation in conveying meaning has also been highlighted by Mahmood (2023), who states that proper pronunciation enables speakers to communicate effectively. Communication breakdowns may occur, leading to misunderstanding and frustration for both speakers and listeners. These difficulties can negatively affect students' academic performance and social interaction, as students may become reluctant to use English in meaningful communicative contexts. Consequently, pronunciation difficulties function as a major barrier to effective English language learning and communication.

The pronunciation problems described above were clearly observed among Grade 10 students at SMAN 2 Sungai Limau. Based on classroom observations and discussions with English teachers, students demonstrated recurring difficulties in pronunciation, particularly in word stress, intonation, and articulation. Many students misplaced word stress, causing their speech to sound unnatural and difficult to understand. Incorrect use of intonation, such as using rising tones in statements or falling tones in questions, further reduced the clarity of their speech. In addition, students frequently misarticulate English sounds, for example, pronouncing the word *she* as *see*, which reflects strong interference from the Indonesian sound system.

These pronunciation difficulties were also evident during reading and speaking activities. When encountering unfamiliar vocabulary, students tended to pause frequently, disrupting their fluency and lowering their confidence. Such pauses not only interrupted the flow of speech but also affected students' ability to convey meaning effectively. As a result, pronunciation problems negatively influenced students' performance in speaking assessments and contributed to their reluctance to participate orally in classroom interaction. Over time, this reluctance may reduce students' exposure to spoken English and further hinder their pronunciation development.

Previous studies have consistently shown that pronunciation difficulties influence multiple aspects of language learning. Nanda and Azmy (2020) found that students with weak pronunciation skills tended to pause excessively while reading English texts, which reduced their reading fluency and comfort in using English. Similarly, Anwar and Kalisa (2020) reported that Indonesian students often pronounce English words based on Indonesian spelling conventions, leading to frequent miscommunication. These findings indicate that pronunciation difficulties are closely related to learners' first language interference and limited exposure to accurate pronunciation models.

Pronunciation problems are also associated with affective factors such as anxiety and lack of confidence. Nurasiah and Wahyudi (2022) reported a strong correlation between foreign language anxiety and poor pronunciation and reading fluency. Students who experience anxiety are more likely to avoid speaking activities and feel uncomfortable using English in public settings. This suggests that pronunciation difficulties function not only

as linguistic barriers but also as psychological obstacles that hinder students' overall language development and classroom participation.

In addition to segmental pronunciation problems, many students experience difficulties with suprasegmental features of pronunciation, such as stress, rhythm, and intonation. Jayasundara et al. (2020) found that learners often fail to apply appropriate suprasegmental features, resulting in speech that sounds mechanical and unnatural. Similarly, Purba and Herman (2020) emphasized that incorrect use of stress and intonation prevents learners from conveying meaning and emotion effectively in spoken English. These studies demonstrate that pronunciation difficulties among Indonesian learners are complex and involve both segmental and suprasegmental aspects of speech.

Considering the persistent pronunciation problems faced by students, it is necessary to implement instructional approaches that provide learners with sufficient exposure to accurate pronunciation models. One instructional approach that has been integrated into English language teaching materials in Indonesia is Audio-Assisted Learning (AAL). Audio-Assisted Learning utilizes audio materials, such as recorded dialogues, pronunciation models, and listening exercises, to support students' learning through auditory input. Through repeated listening, students are expected to recognize, imitate, and internalize correct pronunciation patterns in a more natural and meaningful way.

Several studies have highlighted the potential benefits of Audio-Assisted Learning in improving pronunciation and other language skills. Nushi and Jahanbin (2024) reported that consistent use of audio-assisted practice improved learners' articulation, stress, intonation, and rhythm, while also increasing their motivation and confidence. Similarly, Cubillas and Cangke (2023) found that audio-assisted strategies significantly improved students' pronunciation fluency and reading performance. Karim et al. (2024) also demonstrated that repeated listening and speaking activities using audio sources led to improvements in pronunciation accuracy and speaking fluency. These findings suggest that Audio-Assisted Learning provides learners with valuable auditory input that supports pronunciation development.

Although previous research has shown the effectiveness of Audio-Assisted Learning, most studies have focused on learning outcomes rather than learners' perspectives. There is limited research that examines how students perceive the use of Audio-Assisted Learning in pronunciation learning, particularly in Indonesian senior high school contexts. Students' perceptions are an important consideration because they influence motivation, engagement, and the overall success of instructional methods.

Perception is defined as the process by which individuals organize and interpret impressions to make sense of their environment (Robbins and Judge, 2013). In educational settings, perception refers to students' thoughts, judgments, and attitudes toward learning experiences. Students' perceptions are shaped by various factors, including prior experiences, expectations, emotions, and the learning context. Positive perceptions toward a learning method can enhance students' motivation and participation, while negative perceptions may lead to disengagement and resistance.

In the context of Audio-Assisted Learning, students' perceptions may vary depending on the clarity of audio materials, the level of difficulty, and the amount of teacher guidance provided. Some students may perceive AAL as helpful and engaging because it allows them to listen to correct pronunciation repeatedly and practice independently. Others may perceive it as challenging or frustrating due to unclear audio quality, fast speech rates, or technical issues. Therefore, understanding students' perceptions is essential for evaluating the effectiveness of Audio-Assisted Learning in pronunciation instruction.

In addition to perception, it is important to examine students' difficulties in using

Audio-Assisted Learning. Students may experience various levels of difficulty related to unclear pronunciation models, overlapping sounds, rapid speech, listening fatigue, and decreased attention and motivation (Fujita, 2017; McGarrigle et al., 2014). These difficulties can hinder students' ability to benefit fully from audio-based instruction and may negatively influence their perceptions of the learning method.

At SMAN 2 Sungai Limau, where pronunciation problems are evident, it is necessary to investigate both students' perceptions and the level of difficulty they experience when using Audio-Assisted Learning in pronunciation learning. Understanding these aspects can provide valuable insights into how Audio-Assisted Learning is implemented in real classroom contexts and how it can be improved to better support students' learning needs.

Therefore, this study aims to investigate students' perceptions of the use of Audio-Assisted Learning in pronunciation section learning and to identify the level of difficulty students experience when using this instructional approach. By focusing on students' perspectives, this study seeks to fill a gap in existing research and contribute to a deeper understanding of how Audio-Assisted Learning functions in senior high school EFL classrooms. The findings of this study are expected to provide theoretical contributions to pronunciation learning and practical implications for English teachers in designing more effective and student-centered pronunciation instruction.

2. METHOD

This study employed a quantitative descriptive research design, as outlined in the original undergraduate thesis, to investigate students' perceptions of the use of Audio-Assisted Learning (AAL) in pronunciation section learning and the level of difficulties they experienced when using this instructional approach. A quantitative descriptive design was considered appropriate because the study aimed to describe existing conditions and students' responses based on numerical data without manipulating variables or testing causal relationships.

The participants of this study were 35 tenth-grade students of SMAN 2 Sungai Limau in the 2024/2025 academic year. The participants were selected using total sampling, meaning that all students in the class were involved as research respondents. This sampling technique was chosen to obtain a comprehensive description of students' perceptions and difficulties within the actual classroom context where Audio-Assisted Learning was implemented.

The research instrument used in this study was a questionnaire adapted directly from the thesis instrument. The questionnaire consisted of two main variables: (1) students' perceptions of the use of Audio-Assisted Learning in pronunciation learning, and (2) students' level of difficulties in using Audio-Assisted Learning. Each variable comprised 15 statements, resulting in a total of 30 items. The questionnaire employed a four-point Likert scale, ranging from Strongly Disagree (1), Disagree (2), Agree (3), to Strongly Agree (4), as suggested by Sugiyono (2011). The use of a four-point scale was intended to avoid neutral responses and encourage students to provide clear opinions.

Before data collection, the questionnaire was validated through expert judgment to ensure content validity and alignment with the research objectives. Data were collected by distributing the questionnaire directly to the students after they had experienced pronunciation learning using Audio-Assisted Learning materials. Students were given approximately 15–20 minutes to complete the questionnaire.

After data collection, the responses were tabulated and analyzed using descriptive statistical techniques with the assistance of Microsoft Excel. The analysis included calculating frequencies, percentages, and mean scores for each item and each variable. The mean scores

were then interpreted using predetermined criteria to classify students' perceptions and levels of difficulty in using Audio-Assisted Learning.

The analysis focused on calculating frequencies, percentages, and mean scores for each item. The mean scores were then interpreted based on predetermined criteria to classify students' perceptions and levels of difficulty.

3. RESULTS AND DISCUSSION.

The data findings of a quantitative study conducted on 35 10th-grade students at SMAN 2 Sungai Limau. The data research aimed to analyze students' perception of the use of audio-assisted learning in the pronunciation section learning. The instrument used was a questionnaire consisting of 30 items using likert scale.

Research Findings

In this study, two questionnaires were administered. The first questionnaire was designed to investigate students' perceptions of the use of Audio-Assisted Learning (AAL) in pronunciation section learning, focusing on aspects such as effectiveness, motivation, engagement, learning style suitability, and emotional responses. The second questionnaire aimed to identify students' level of difficulties in using Audio-Assisted Learning (AAL), which included issues related to audio clarity, speech rate, listening fatigue, attention, and motivation. The results of each questionnaire are presented and discussed separately to provide a clear and systematic description of the findings. The following are the results of questionnaires that have been distributed to the students.

Finding 1: Students' Perception of the Use of Audio-Assisted Learning in the Pronunciation Section Learning

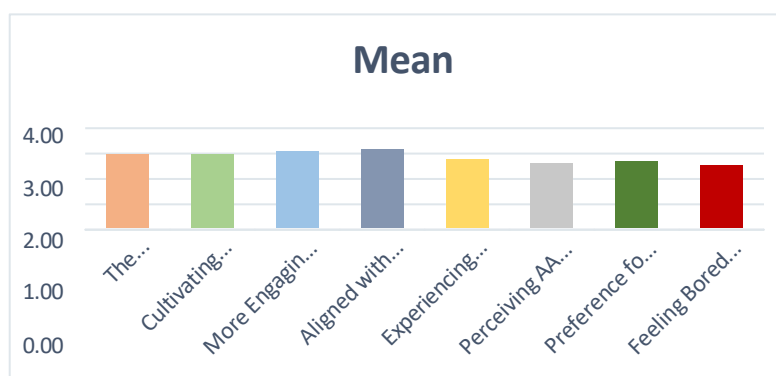
Base in the table 1 below, all indicators of the question have positive responses from students' perception of the use of audio-assisted learning in the Pronunciation Section Learning. The total data analysis of 15 statements also obtained a positive response. It means that students have a positive perception of using audio-assisted learning in the Pronunciation Section Learning.

Table 1. Students' Perception of the Use of Audio-Assisted Learning in the Pronunciation Section Learning

NO	INDICATOR	MEAN	CATEGORY
1	The Effectiveness of AAL in Improving Pronunciation	2.99	POSITIVE
2	Cultivating Enjoyment and Motivation for Learning	2.99	POSITIVE
3	More Engaging and Interactive than Traditional Methods	3.09	POSITIVE
4	Aligned with the Learning Styles of Students Who Prefer Auditory Input	3.16	POSITIVE
5	Experiencing Frustration Due to Unclear Audio	2.79	POSITIVE
6	Perceiving AAL as Unhelpful	2.63	POSITIVE
7	Preference for Traditional, Teacher-Led Methods	2.69	POSITIVE
8	Feeling Bored, Unmotivated, or Anxious When Using AAL	2.53	POSITIVE
TOTAL		2.84	POSITIVE

The total mean score of students' perception toward the use of Audio-Assisted Learning in the pronunciation section learning is 2.84, which is categorized as positive. This indicates that students generally have a favorable perception of Audio-Assisted Learning as an instructional medium in pronunciation learning.

In this study, the term "Positive" refers to the overall interpretation of students' responses based on the mean score of each indicator measured through the questionnaire. According to the qualification criteria (mean range), any mean score between 2.51 and 3.25 is categorized as Positive. This means that the majority of students generally agreed with the statements provided in the questionnaire. This positive perception indicates that students view Audio-Assisted Learning as engaging, motivating, and helpful in pronunciation learning. Specifically, students feel that AAL aligns well with their learning styles, increases engagement and enjoyment, supports pronunciation improvement, and does not cause significant boredom, anxiety, or frustration. Therefore, the findings suggest that Audio-Assisted Learning is well received and beneficial in the pronunciation section learning process.



Graphic 1. Students' Perception of the Use of Audio-Assisted Learning in Pronunciation Section Learning

Finding 2: Students' Level Difficulties in Using AAL Questionnaires

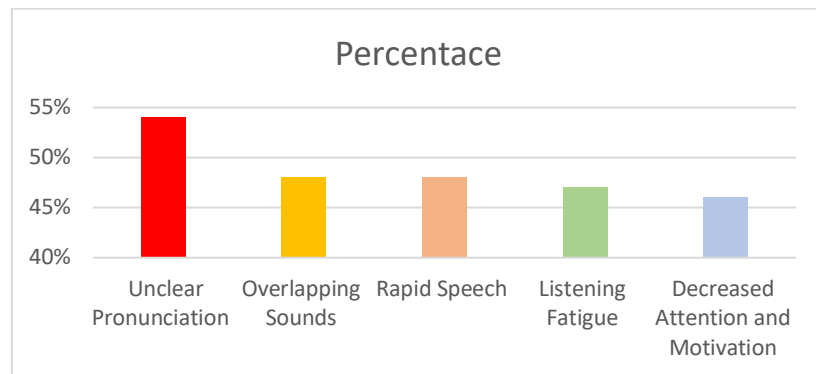
Based on Table 2 below, all question indicators have a moderately difficult Level response from the Student Difficulty Level Questionnaire in Using AAL. Data analysis of the total 15 statements also obtained a moderately difficult level response. This indicates that some students perceived difficulty and some perceived ease when using audio-assisted learning in pronunciation learning.

Table 2. Students' Level Difficulties in Using AAL Questionnaires

NO	INDICATOR	PERCENTAGE	INTERPRETATION
1	Unclear Pronunciation	54%	Moderate Difficulty
2	Overlapping Sounds	48%	Moderate Difficulty
3	Rapid Speech	48%	Moderate Difficulty
4	Listening Fatigue	47%	Moderate Difficulty
5	Decreased Attention and Motivation	46%	Moderate Difficulty
TOTAL		49%	Moderate Difficulty

The total percentage of students' level of difficulties in using Audio-Assisted Learning is 49%, which is categorized as moderately difficult. This finding suggests that while students generally perceive Audio-Assisted Learning positively, they still encounter moderate challenges, particularly related to audio clarity, speech speed, and listening demands during pronunciation learning activities.

In this study, the category "Moderate Difficulty" refers to students experiencing a noticeable but manageable level of difficulty when using Audio-Assisted Learning. This indicates that the challenges identified do not significantly hinder the learning process but may affect students' comprehension and comfort if not properly addressed. Therefore, these findings imply that improvements in audio quality, clearer pronunciation models, appropriate speech speed, and well-structured listening activities are necessary to reduce students' difficulties and maximize the effectiveness of Audio-Assisted Learning in the pronunciation learning section.



Graphic 2. Students' Level Difficulties in Using AAL Questionnaires

Discussion

1. Students' Perception of the Use of Audio-Assisted Learning in Pronunciation Learning Section

The questionnaire analysis revealed several findings related to students' perceptions of the use of Audio-Assisted Learning (AAL) in the pronunciation learning section. As shown in Table 1, the overall mean score of students' perception was 2.84, which falls into the positive category, indicating that students generally had favorable perceptions of AAL in pronunciation learning. The indicator Aligned with the Learning Styles of Students Who Prefer Auditory Input obtained the highest mean score (3.16), suggesting that AAL effectively supports auditory learners by helping them focus on pronunciation models and better understand English sounds. This finding aligns with Robbins and Judge (2013), who state that perception is shaped by learners' direct learning experiences. In addition, the indicator More Engaging and Interactive than Traditional Methods recorded a mean score of 3.09, indicating that students perceived AAL as more engaging than teacher-led methods. This supports Davis's (1989) Technology Acceptance Model and is consistent with Gilakjani's (2012) findings on increased student involvement through audio-based learning.

The indicators The Effectiveness of AAL in Improving Pronunciation and Cultivating Enjoyment and Motivation for Learning both achieved a mean score of 2.99, showing that students viewed AAL as effective and motivating. However, some negative perceptions were also identified. Experiencing Frustration Due to Unclear Audio and Perceiving AAL as Unhelpful obtained mean scores of 2.79 and 2.63, respectively, indicating that unclear audio caused frustration for some students. Additionally, Preference for Traditional, Teacher-Led Methods

(2.69) and Feeling Bored, Unmotivated, or Anxious When Using AAL (2.53) suggest that a number of students still preferred traditional instruction and experienced negative feelings when using AAL. This contrasts with Alshammari (2020) and may be influenced by instructional context and students' familiarity with teacher-centered learning.

Overall, the findings indicate that students perceive AAL as beneficial for pronunciation learning, although some challenges related to engagement and learning preferences remain.

2. Students' Level of Difficulties in Using Audio-Assisted Learning

The questionnaire analysis showed that students experienced a moderate level of difficulty (49%) in using Audio-Assisted Learning (AAL). The main difficulty was Unclear Pronunciation (54%), indicating that unclear audio input affected students' understanding of pronunciation, which supports Fujita's (2017) view that pronunciation clarity plays a crucial role in listening comprehension. Difficulties related to Overlapping Sounds and Rapid Speech (48%) further suggest that speech rate and sound complexity influence students' processing abilities, in line with listening difficulty theory.

In addition, Listening Fatigue (47%) and Decreased Attention and Motivation (46%) indicate that prolonged audio-based activities reduced students' concentration, supporting McGarrigle et al. (2014) regarding cognitive overload in continuous listening tasks. Despite these challenges, students still perceive AAL as useful for pronunciation learning. This finding aligns with Davis's (1989) Technology Acceptance Model, which explains that perceived usefulness can coexist with perceived difficulty. Overall, students showed positive perceptions of AAL (2.84) despite experiencing moderate difficulties, suggesting that careful attention to audio quality and instructional design is necessary to maximize learning outcomes.

4. CONCLUSION

Based on the findings of this study, it can be concluded that students at SMAN 2 Sungai Limau generally demonstrate positive perceptions toward the use of Audio-Assisted Learning (AAL) in pronunciation section learning. The overall results indicate that students find AAL engaging, motivating, and suitable for learning pronunciation. This is particularly evident for learners who benefit from auditory input, as audio materials help them focus on pronunciation models, including articulation, stress, and sound accuracy. As a result, AAL supports students in improving their understanding of correct pronunciation patterns.

Furthermore, the study reveals that AAL is perceived as effective in enhancing students' pronunciation skills. Through repeated exposure to accurate pronunciation models, students are able to develop better pronunciation and produce words more correctly. This finding emphasizes the importance of consistent auditory input in language learning, especially in developing pronunciation competence.

However, despite these positive perceptions, students also experience a moderate level of difficulty when using AAL. The main challenges identified include unclear pronunciation in audio materials, overlapping sounds, rapid speech, listening fatigue, and decreased attention and motivation. These difficulties are largely associated with the quality and delivery of the audio materials rather than the concept of AAL itself.

Overall, it can be concluded that Audio-Assisted Learning is a beneficial and effective instructional approach for pronunciation learning, although some challenges remain. Therefore, it is recommended that teachers carefully select or design high-quality audio materials with clear pronunciation and appropriate speech rates. For future research, it is suggested to investigate the implementation of AAL in different educational contexts, explore its integration with other

learning media, and employ experimental or mixed-method designs to examine both students' perceptions and their actual pronunciation improvement

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