



TFLAT ANDROID-BASED FOR PRONUNCIATION PRACTICE CLASS: STUDENTS' AND LECTURERS' PERCEPTIONS

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ABSTRACT

This study aims to examine the perception of using the TFlat English Pronunciation application and determine how students and instructors view the app, its influence on language learning, and its possible advantages. The research used E-Learning theory adapted from Akaslan and Law (2010) and employed qualitative methods to explore diverse user experiences. To find out the perceptions of informants (10 students and 1 lecturer), the researchers interviewed them to investigate more about the usefulness of this application. The findings revealed that students found TFlat to be a valuable application for improving their English pronunciation in E-learning. They appreciated the user-friendly features and accessibility of TFlat, which enhanced their overall E-learning experience. The lecturer also acknowledged the benefits of TFlat in improving students' pronunciation skills and promoting accessibility. However, they suggested addressing compatibility issues with iPhones and expanding the app's features for more extensive practice in future utilization. Overall, the study highlighted the importance of practical technological tools like TFlat in modern education and emphasized the need for exercise diversification and broader accessibility across devices.

Keywords: Perception, Pronunciation Practice, TFlat Android.

ABSTRAK

Penelitian ini menyelidiki persepsi penggunaan aplikasi TFlat English Pronunciation. Penelitian ini bertujuan untuk memahami bagaimana mahasiswa dan dosen memandang aplikasi, dampaknya terhadap pembelajaran bahasa, dan potensi manfaatnya. Penelitian ini menggunakan teori E-Learning yang diadaptasi dari Akaslan dan Law (2010) dan menggunakan metode kualitatif untuk mengeksplorasi pengalaman pengguna yang beragam. Temuan mengungkapkan bahwa siswa menemukan TFlat menjadi aplikasi yang berharga untuk meningkatkan pengucapan bahasa Inggris mereka dalam E-learning. Mereka menghargai fitur yang ramah pengguna dan aksesibilitas TFlat, yang meningkatkan pengalaman E-learning mereka secara keseluruhan. Dosen juga mengakui manfaat TFlat dalam meningkatkan keterampilan pengucapan siswa dan mempromosikan aksesibilitas. Namun, mereka menyarankan untuk mengatasi masalah kompatibilitas dengan iPhone dan memperluas fitur aplikasi untuk praktik yang lebih luas dalam pemanfaatan di masa depan. Secara keseluruhan, penelitian ini menyoroti pentingnya alat teknologi praktis seperti TFlat dalam pendidikan modern dan menekankan perlunya diversifikasi latihan dan aksesibilitas yang lebih luas di seluruh perangkat.

Kata kunci: Persepsi; Latihan Pelafalan; TFlat Android

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INTRODUCTION

In communication, analyzing utterances that beyond the lexicon either in form of words, phrases, or sentences often happens in a particular situation. Communication can define as culture in many different ways. It is defined by terms such as “imparting”, “sending”, “transmitting”, or providing information to other people (Carey, 2008). The defining characteristic of communication is meaning. However, obviously, communication depends on not only recognizing the meaning of words in an utterance, but it also recognizing what speakers mean by their utterances, which belongs to pragmatics (Yule, 2022). Language complexity affects the way a person communicates with others, therefore, it is necessary to know linguistic features, one of which is the use of discourse markers (Crible & Cuenca, 2017). (Levinson, 1983) mentioned discourse markers as the subject of study in his pragmatic book, which is worthy to study.

The primary purpose of technology is to assist humans in improving the effectiveness of their jobs, particularly in the sphere of education. Technology integration into English classrooms has transformed how students learn and teachers instruct nowadays. With the use of technology, English classes can now incorporate interactive mobile applications, interesting online materials, multimedia resources, and virtual learning platforms. Teachers can use online tools and resources to create engaging and interactive lessons catering to different learning styles. For example, they can use educational websites, video conferencing for virtual author visits, and digital storytelling platforms to enhance students' understanding and appreciation of literature.

Additionally, technology allows for collaborative writing and editing, enabling students to collaborate on projects and provide real-time feedback to their peers. Furthermore, technology provides opportunities for language practice through online language learning platforms and language exchange programs. Overall, technology integration in English classes enables a more dynamic and student-centered approach to learning, fostering creativity, critical thinking, and collaboration.

Furthermore, mobile technology has rapidly advanced in recent years, profoundly altering how education is delivered and received (Kamal, 2023; Taufik et al., 2021). Smartphones, tablets, and other mobile devices are quickly becoming ubiquitous tools that facilitate portability, ease of use, and rapid access to numerous resources (Traxler, 2018). The development of language-specific mobile applications that provide immersive learning experiences has significantly impacted language acquisition methods (Chinnery, 2006). Research by Kukulska-Hulme and Traxler (2005) found that students can learn whenever and wherever they like with the help of mobile technology, which also promotes greater autonomy and self-directed study. The language learning industry has seen a proliferation of smartphone apps, each promising to uniquely improve the language acquisition process. For example, Ameri (2020) examined the use of mobile apps in learning English and found that technology can keep students interested in learning because it provides a variety of approaches, mobility, flexibility, and excitement. The methodologies and strengths of the various mobile language learning apps now available vary. For instance, gamified language classes are offered by programs like Duolingo, which makes learning fun. Mobile

language learning applications do have certain advantages. However, they also have some drawbacks, such as needing more individualized training, cultural context, and a reliance on screen time for learning (Stockwell, 2022).

In the age of technology, incorporating mobile applications into pronunciation classes has become increasingly important. These applications provide interactive and engaging exercises that can help students improve their pronunciation skills. By utilizing speech recognition technology and a visual and auditory interface, students can effectively practice pronouncing words and improve their pronunciation in a fun and interactive way. By incorporating pronunciation activities into a technology-based mobile application, teachers can provide a more engaging and accessible learning experience for their students.

The use of Tflat, an Android-based pronunciation practice tool, has been positively received by both students and teachers. The Tflat application offers a unique and effective way to practice pronunciation. Users can accurately hear and reproduce the sounds of each letter and word by utilizing the program's ability to convert text into phonemes. This technology facilitates language learning by allowing users to improve their speaking skills in a guided and interactive manner. Additionally, Tflat allows users to customize their practice sessions by choosing specific texts or phrases to focus on, making it a versatile tool for individuals with different language learning goals and proficiency levels.

Moreover, Tflat's predictive analytics feature enhances the learning experience by anticipating common pronunciation challenges and offering targeted exercises to address them. Using Tflat's pronunciation practice feature, learners can refine their language skills and gain confidence in their communication ability. The Tflat application's user-friendly interface makes navigating the various pronunciation exercises simple. Users can track their progress and receive instant feedback on their pronunciation accuracy, allowing continuous improvement. Furthermore, the array of languages offered by Tflat caters to a diverse audience, making it an invaluable tool for language learners worldwide. With its comprehensive approach to pronunciation practice, Tflat stands out as a reliable and accessible resource for individuals looking to enhance their speaking abilities in their target language.

Some studies have investigated the use of technology in English classes. Despite some limitations, Bastian (2022) found that EFL students perceived it as helpful in online learning. Similarly, Miqawati (2020) reported that Tflat enriched students' pronunciation learning and improved their participation and attitude. Adityarini et al. (2022) further demonstrated its effectiveness in improving students' pronunciation. These findings align with the study by Nguyen and Newton (2021), which highlighted the importance of professional learning in enhancing teachers' pronunciation pedagogy.

In recent years, there has been a substantial increase in the utilization of mobile applications for educational reasons. The growth in this context is ascribed to the rising utilization of smartphones and the advantages that mobile applications can offer in augmenting student learning results in English pronunciation classes by collecting viewpoints from both students and lecturers.

The researchers gained insight into the viewpoints of both students and lecturers, enabling them to pinpoint the particular obstacles and issues that impeded the broad adoption of mobile applications in the English pronunciation class. In addition, by examining the viewpoints of both students and instructors, the researchers obtained a thorough comprehension of the possible advantages and drawbacks linked to incorporating mobile applications in the English pronunciation class.

LITERATURE REVIEW

E-learning has become an essential component of education, providing opportunities for individuals to learn and acquire knowledge through online platforms. Those online platforms offer convenient access to educational materials and resources, allowing learners to engage in self-paced learning and participate in interactive activities (Chaeruman et al., 2018). In addition, e-learning has the potential to cater to different learning styles and preferences, making it a flexible and personalized approach to education (Su et al., 2013). Overall, the e-learning theory by Akaslan and Law highlights the benefits of online platforms in providing accessible, personalized, and interactive learning experiences for individuals.

The Akaslan and Law theory of technology-based learning is a framework that explores the relationship between technology and learning (2011).

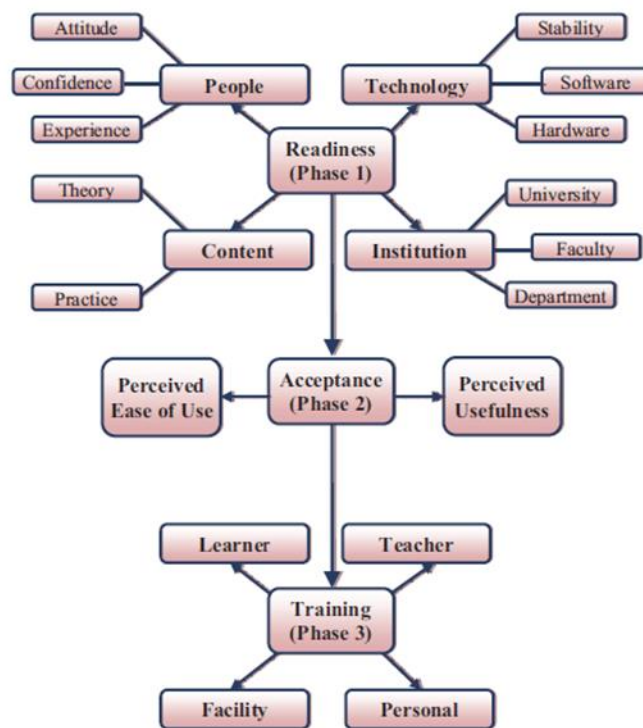


Figure 1. Akaslan and Law theory conceptual paradigm for e-learning class

In education, the Akaslan and Law theory is a framework that focuses on the readiness for technology integration in the classroom. According to the Akaslan and Law theory, several factors contribute to the readiness of technology integration in the classroom. These factors include the competency of teachers in using technology, the perceived alignment between technology use and

educational demands, awareness of the educational potentials of technology, and the availability of scaffolding support for technology-enhanced learning experiences. The theory suggests that when these factors align and work together effectively, it enhances students' digital choice and adoption of technology for learning.

In this study, researchers created some points to ask students' perceptions about using TFlat Android-Based in the pronunciation class based on technology readiness and acceptance of Akaslan and Law.

| Student's perception based on Akaslan & Law Theory | Questions |
|--|--|
| Readiness for E-Learning | <ol style="list-style-type: none"> 1. How has using TFlat improved your pronunciation skills? 2. What aspects or features of TFlat do you find most helpful for practicing and improving your pronunciation? 3. What challenges have you encountered while using TFlat for pronunciation practice? How did you overcome those challenges? |
| Acceptance for E-Learning | <ol style="list-style-type: none"> 4. Can you share any specific examples or instances where you have noticed an improvement in your pronunciation after using TFlat? 5. How often do you use TFlat to practice your pronunciation? Has regular use of the application made a growth in your pronunciation skills? 6. Do you feel more confident in your pronunciation since using TFlat? If so, in what situations has your confidence increased? 7. Has TFlat made pronunciation practice more enjoyable and engaging for you? If so, what aspects of the application contribute to this experience? |

Table 1. Questions to find out Student's perceptions based on Akaslan & Law Theory

Meanwhile, here is the list of questions created to determine the lecturer's readiness and acceptance based on Akaslan and law theory.

| Lecturer's perception based on Akaslan & Law Theory | Questions |
|---|--|
| Readiness for E-Learning | <ol style="list-style-type: none"> 1. Why do you choose TFlat as an English learning medium? 2. Can you share some examples of how TFlat has been used to specifically improve students' pronunciation in the English Literature Study Program? 3. What are the key features or tools in TFlat that have proven to be effective in enhancing students' pronunciation abilities? |

Acceptance
For E-Learning

4. How do you assess and measure the progress of students' pronunciation development when using TFlat?
 5. Based on your experience and observations, what are the potential long-term benefits of integrating TFlat into the English Literature Study Program in terms of students' pronunciation proficiency and overall language skills?
 6. Are there any specific challenges or obstacles encountered when utilizing TFlat for pronunciation practice in the English Literature Study Program? How have you addressed or overcome them?
-

Table 2. Questions to find out the Lecturrer's perception based on Akaslan & Law Theory

This theory suggests that technology can enhance learning by providing new tools, resources, and opportunities for interaction and collaboration. These technological advancements can create a more engaging and personalized learning experience for students, allowing them to access information and resources from anywhere at any time. Furthermore, the theory emphasizes the importance of pedagogical design in utilizing technology effectively for learning outcomes. By incorporating the Akaslan and Law theory of technology-based learning, educators can leverage technology to provide a conducive environment for students to construct and build knowledge. This approach emphasizes the importance of integrating technology seamlessly into the learning process. Using the Akaslan and Law theory, educators can create interactive and engaging learning experiences catering to diverse learning styles. Incorporating technology also enables students to access various resources, collaborate with peers, and develop critical thinking skills. Furthermore, it encourages self-directed learning and fosters a sense of curiosity and exploration. By embracing this theory's principles, educators can empower students to become active, resourceful learners in today's digital age.

TFlat is a program that some students have lately used. The TFlat English Pronunciation Android app was designed to help users improve their English pronunciation skills. The program provides users feedback on their pronunciation, intonation, and stress patterns based on speech recognition principles. Through lessons and activities covering various topics, users are provided with the tools required for their English pronunciation, including vowel and consonant sounds, word stress, and phrase intonation. Additionally, the software offers capabilities such as voice recording, playback, and feedback, which allow users to practice and engage with their pronunciation in a way that is both enjoyable and effective (Adityarini et al., 2022; Furqan, 2022; Miqawati, 2020).

It is also possible for the TFlat program to listen to discussions in English. By listening to real-life English conversations, students can improve their ability to comprehend what they hear and strengthen their ability to recognize natural patterns in the English language. In addition, students can practice their speaking skills through TFlat by having conversations with specific characters. It is also possible for the TFlat program to listen to discussions in English. Students can improve their students have the opportunity to improve their speaking abilities through consistent and structured practice with the help of this instrument. Additionally, TFlat provides users with a vocabulary bookmarking function that enables them to save and study concepts they

come across when learning a language. Utilizing this function facilitates the individual acquisition of vocabulary and improves language retention.

Additionally, TFlat comes with an integrated English dictionary that can be accessed online. Users can rapidly obtain definitions owing to the dictionary tool included in the app. As a result of having access to a dictionary in real-time, the learners' understanding is enhanced, and their language acquisition is assisted. Finally, the TFlat language learning app offers a comprehensive and exciting environment for English language learners. TFlat, emphasizing conversation practice, language interchange, listening drills, vocabulary games, and an integrated dictionary, is invaluable for students wishing to improve their English language competence.

Given the potential benefits presented by these tools, it is essential to research the impact of educational mobile applications like TFlat English Pronunciation on language learning outcomes. Studies that have already been conducted on using mobile applications for language acquisition have produced various results, some of which show favorable impacts and others which show very modest advantages (Furqan, 2022; Miqawati, 2020; Rezaei et al., 2014). As a result, it is critical to continue investigating the best ways to include mobile applications in language acquisition pedagogies to maximize their potential benefits. This necessitates research into the best ways and approaches for incorporating these applications into language learning procedures, thereby filling knowledge gaps and expanding our competence in this field. The researchers learned valuable insights by finding out what students and lecturers thought about using the TFlat mobile app for learning. These insights could improve the program and how technology is used for teaching. By examining how the TFlat app was used, the researchers aimed to understand if it helped students improve their language skills and identify ways to enhance its effectiveness. This research reflects the researchers' passion for languages and dedication to creating a better learning experience for everyone.

In order to understand further the investigation of the use of TFlat, it is important to know students' expectations of the educational environment and collect basic information to improve the courses is inevitable. This is because there is a direct relationship between students' learning and their perceptions of the educational environment (Drew, 2001). Thus, students' perceptions of the educational environment are crucial in shaping their cognitive, motivational, affective, and behavioral outcomes. Perception plays a crucial role in improving technology integration in the classroom. Teachers who perceive technology as a valuable tool for enhancing student learning are likelier to actively seek out and incorporate technological resources and strategies into their teaching practices (Bastian & Fathira, 2022; Chen & Lin, 2009).

Additionally, students' perception of technology as a meaningful and relevant tool for their learning can significantly impact their engagement and motivation in the classroom (Rookes & Willson, 2005). Educators can create a positive technology integration culture that fosters effective teaching and learning experiences by understanding and addressing teachers' and students' perceptions. Teachers and students must perceive technology as a valuable tool for enhancing learning to facilitate successful integration in the classroom. In other words, perception shapes attitudes and beliefs toward technology integration in the classroom, influencing the level of engagement and effectiveness of technology use.

RESEARCH METHOD

The researchers implemented the descriptive qualitative technique. Descriptive qualitative research is an approach utilized to investigate and account for individuals' or collectives' characteristics, inclinations, encounters, and perspectives. This research methodology strongly emphasizes understanding and documenting the particulars and complexities of a phenomenon or subject of interest. Descriptive qualitative research aims to provide an exhaustive and detailed account of the research issue (Merriam & Tisdell, 2015).

The researchers employed stratified sampling to select the sample for the study. A sampling technique known as stratified sampling entails the division of the population into distinct strata according to particular attributes, followed by the non-proportional selection of participants from each stratum. This sampling technique guarantees diversification among subgroups within the population (Jw, 1998). Based on that statement, the researchers chose ten students and one lecturer as the research samples.

Students and lecturers of the English Literature Study Program, Faculty of Literature and Humanities, Universitas Islam Makassar, were the informants of this research. For the students there were a total of 10 students. A lecturer was taken as a sample because she utilized this application before in her pronunciation class. According to Marshall and Rossman (2014), the population is the complete set of people who fit the requirements; in this case, students are enrolled in a particular program and are at a particular point in their academic careers.

For this study, the researchers utilized two instruments: documentation and interviews. Information is gathered through dialogues between the researcher and participants during interviews. Engaging in one-on-one or group discussions facilitates researchers' comprehension of participants' experiences and viewpoints. Conversely, documentation entails the acquisition of data from pre-existing repositories, including archives, reports, and documents. For the data collection, since the samples are relatively small, the researcher invited the research sample to conduct the steps related to the research instruments above. Based on Austin and Sutton (2015), some steps in the data analysis technique are transcription, data interpretation, and conclusion.

FINDING AND DISCUSSION

The students' perceptions of TFlat utilization for English Literature Program pronunciation improvement can be related to the e-learning readiness and acceptance theory proposed by Akaslan and Law (2011), specifically on the three steps. However, only the first and second steps are adapted from the theory for this research. The following questions are designed to assess the readiness of the TFlat Android Application, including technology, personnel, and content.

Q1: How does the use of TFlat improve your pronunciation skills?

Ten students responded positively toward the first question above, such as some of the following responses:

*S1: This application has been **beneficial** for me regarding pronunciation, as it provides detailed guidance on tongue placement when pronouncing vowels and consonants.*

S2: It has been very **helpful**.

S3: Using TFlat has **helped** me correct my pronunciation, which was previously incorrect, and make it **better** and **more accurate**.

S4: It has been **helpful** in essential language learning.

S5: It has **significantly improved** my skills because it **offers many features** and a vast vocabulary to learn from.

In response to the first question, the ten students positively responded to their experience with TFlat. From their responses, the students perceived TFlat as an application that helps their pronunciation, for example, correcting the wrong accent, providing new vocabulary, and directly listening to the correct pronunciation from the application.

This phase pertains to the technology element of e-learning preparedness, and it is placed within the framework of the student's perceptions of TFlat. The TFlat software is a technological tool that gives students access to the software they need to improve their pronunciation of the English language. According to the "perceived usefulness" idea described in the e-learning readiness theory, the positive comments that students have given TFlat show that they have considered the valuable program for their educational goals and overall educational experience. The need for the appropriate software infrastructure to support e-learning initiatives is emphasized at this stage. The features of TFlat, which include listening exercises, sample sounds, and pronunciation help, have demonstrated the significance of this infrastructure.

Q2: What aspects or features of TFlat are most helpful for practicing and improving your pronunciation?

For this question, each student expressed their perspective on some specific features of TFlat that they found particularly beneficial to their English learning, especially in their pronunciation. The following are their responses:

S1: The **listening aspect** provided by this application is **very helpful** to me.

S2: **The feature** is having **sample sounds** for each vowel/consonant so we do not make mistakes.

S3: **Good and correct** pronunciation examples.

S4: The presence of voice features for American and British English pronunciation **helps** me understand how to pronounce and their differences.

S5: A pronunciation feature that **can be repeated**.

S6: **Everything**.

S7: **Long vowels**.

S8: **Pronunciation features** regarding symbols in English, such as vowel and consonant symbols.

S9: Features on **how to pronounce** symbols in English.

S10: Pronunciation features that **we can hear and pronounce directly**.

In the responses above, the students highlighted various aspects beneficial for practicing and enhancing pronunciation. These include listening exercises, sample sounds, accurate

pronunciation examples, accent differentiation, repetition features, and guidance on English word phonetics, all contributing to their pronunciation. Specifically, sample sounds can be heard directly from the application by pressing the prompt key in the display. The following is the screenshot of the TFlat application with its mentioned feature:

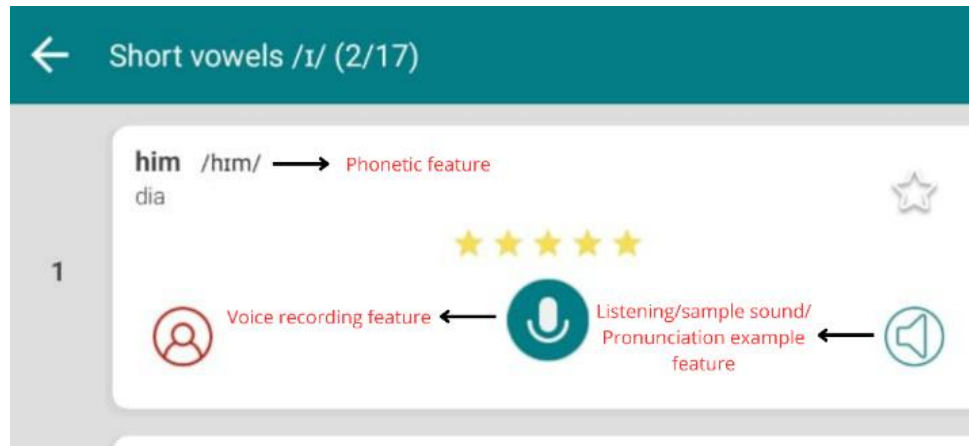


Figure 2. TFlat various features Display

Q3: What challenges have you encountered while using TFlat for pronunciation practice? How did you overcome those challenges?

For these questions, the students expressed their experience regarding the challenges they faced while using TFlat for pronunciation practice and how they addressed them. Here are their responses:

S1: *The challenge I usually face is temporary bugs that don't last long.*

S2: *The challenge is mastering that circle because the tongue is still stiff; sometimes, we try several times until we achieve a satisfying score.*

S3: *I think there are no significant challenges in practicing pronunciation using TFlat because this application is straightforward and user-friendly.*

S5: *Reading Latin alphabet vocabulary in the application.*

S7: *The challenge is that some words have unfamiliar pronunciations, and I overcome this through continuous practice.*

S8: *TFlat focuses on the pronunciation of symbols in words; however, its features still need to be improved, which can lead to boredom.*

The ten students stated that there were various challenges while using TFlat for pronunciation practice, such as technical issues (internet problems, app crash, the audio does not play, the audio was not recorded), mastering specific pronunciation aspects (lack of comprehension toward the phonetic symbols for the words), encountering unfamiliar words (new vocabularies for students and hard to pronounce), and potential boredom (limited features provided by the application).

Q4: Can you share any specific examples or instances where you have noticed an improvement in your pronunciation after using TFlat?

In response to the fourth question, students shared specific instances where they observed enhancements in their pronunciation skills due to using TFlat.

S1: *When I **learned the difference** in pronunciation between "industry" and "industrialization."*

S2: *Sometimes I hear someone say "apple" with the wrong intonation, so I **quickly correct** it by pronouncing it according to my TFlat exercises.*

S3: *With an understanding of how to correctly pronounce words that I have been mispronouncing, thanks to this application, I now **know the actual pronunciation**.*

S4: *An example of improvement is pronouncing some words that start with a vowel but change to a consonant pronunciation, such as 'university.'*

S5: *No.*

S6: *In terms of communication, my pronunciation has improved after I practiced repeatedly with TFlat.*

S7: *During conversations with my colleagues.*

S8: *I can feel **the benefits** of TFlat when I start reading English texts or words with the basic pronunciation that I obtained from TFlat. It guides me in reading English text or words, which I can practice when speaking in English in front of people.*

S9: *So far, I have been helpful after learning TFlat. However, I am still determining when there will be an improvement in my English.*

S10: *I realize the difference when the TFlat application **shows the correct pronunciation of words** compared to when I pronounce them myself.*

The students provided examples and instances where they noticed improved pronunciation skills due to using TFlat. These examples ranged from specific word pronunciations to enhanced communication in conversations, such as being able to distinguish different pronunciations from the same word with varying classes of terms (industry-industrialization), understanding more about word intonation and stress, correcting their pronunciation and different pronunciations of words based on the vocal and vowel letters at the beginning of the term even though a single student did not provide a specific example of his improvement.

Q5: How often do you use TFlat to practice your pronunciation? Has regular use of the application made a growth in your pronunciation skills?

In the fifth question, students shared their usage frequency of TFlat for pronunciation practice and whether consistent use has improved their pronunciation skills. Here are their responses:

S1: *I open TFlat when I encounter a word whose pronunciation is unfamiliar to me. **Indeed, if we use TFlat regularly, our speaking skills may improve.***

S2: *For practice, I rarely use it anymore.*

- S3: *I used this application as teaching material for one of my courses for almost one semester, and using TFlat **improved** my vocabulary and pronunciation.*
- S4: *Regular usage often **assists in improving my ability to pronounce** English words I was previously unsure about.*
- S5: *No.*
- S6: *I usually use it only during speaking classes.*
- S7: *Fairly often.*
- S8: *I used TFlat when I took a pronunciation class, but after that class, I no longer used the TFlat application.*
- S9: *I learned TFlat about 1-2 years ago, and I have not used the app since.*
- S10: *Five times a week. Using this application regularly has **helped me gradually improve** my speaking skills.*

The students reported varying frequencies of using TFlat for pronunciation practice. Some students used the application regularly inside or outside the class, and one student used it only to check the pronunciation of a word he had recently encountered. Some even no longer use it.

Q6: Do you feel more confident in your pronunciation since using TFlat? If so, in what situations has your confidence increased?

On question 6, the students shared whether they have experienced improved confidence in their pronunciation skills after using TFlat and specified situations in which this confidence has grown. Here are their responses:

- S1: *Yes, I am **more confident**, especially when reading an article, and I can pronounce the readings correctly.*
- S2: *As for my confidence, I am still a partial percent, but I am **confident** with my practice.*
- S5: *No.*
- S6: *Yes, when I try to communicate in English.*
- S8: *I have not been able to boost my confidence specifically. Although I have used TFlat, I believe **it can help with pronunciation**. Speaking English in front of a crowd still sometimes makes me lack confidence.*
- S9: *I still need more confidence in speaking using English, even though I have learned pronunciation through the TFlat app.*

The students shared their thoughts on how TFlat has contributed to their enhanced self-assurance in pronouncing words correctly. This increased confidence was observed in various settings, such as reading articles, engaging with coworkers, speaking without worrying about making pronunciation mistakes, communicating in English, and conversing with friends. Some of the students, on the other hand, said that their self-assurance was still in the process of developing.

There is a strong correlation between the students' judgments of TFlat and the second step of the e-learning readiness hypothesis, which is centered on acceptance. The good feelings that the students have regarding their experience with TFlat are a reflection of how effective they believe

the application to be in terms of enhancing their English speech skills. Furthermore, the favorable feedback they provided on the user-friendliness and accessibility of TFlat's features corresponds to the concept of "perceived ease of use" described in this stage. This indicates how attitudes and perceptions significantly influence the success of e-learning efforts, as demonstrated by the student's acceptance of TFlat as a beneficial tool for pronunciation practice.

The lecturer's perception can be related to E-Learning readiness, just as the students' views can be associated. The lecturer's motivation to incorporate technology into the classroom as a practical tool demonstrates a willingness for technological adaptation, which is the first stage in the process. Since it is accessible on Android devices, TFlat provides students with a handy way to practice pronunciation inside and outside the classroom. This readiness is supported by the fact that it is accessible. However, it is necessary to realize that TFlat's restricted compatibility with iPhones is a considerable difficulty. This is a challenge that must be acknowledged. The fact that this technological obstacle exists serves as a sharp reminder that to be prepared for e-learning, universal accessibility across platforms is required to meet students' varied requirements. According to the lecturer, one of the good things about Tflat is its symbolic feature. It is very helpful for students to practice their pronunciation based on phonological symbols.

"One of best feature in the application is the symbol. So, it means that the students understand the basics. If we understand the basics, we will know better. For example, pronouncing the proper letter 'a:', like how the letter ';' is only once or twice longer. The symbols are provided, thus making the students easier to follow."

The second part of the process involves the lecturer providing an explanation that focuses on how students perceive the effectiveness of TFlat in developing their pronunciation skills. In addition to the five-star rating system, it also includes listening exercises and sample sounds, all of which contribute to the overall impression that it is effective. The theory's focus on perceived utility as a motivation for adopting e-learning is consistent with this finding. The lecturer highlights the application's usefulness in generating acceptance and participation by emphasizing immediate and direct evaluation through the five-star rating system.

"It is not progress. It means it needs to be improved in its development. For example, if someone who did not know suddenly got one star and tried again, two or three stars, that could be progress. However, it is into paragraphs, not just individual words, which would be much better. So, a text is provided, and students can read it without using stars, for example. A score comes out, and that is the final practice—that's the imitation of just using individual words".

The lecturer emphasized that the present TFlat system, which gives stars for the pronunciation of particular words, has some limits and may not accurately measure improvement. Instead, they recommended that a more thorough evaluation may be accomplished by incorporating pronunciation practice into more extensive passages or texts. This would result in a final score determined by how fluently pupils can read the text instead of merely concentrating on

the ratings of individual words. The following is the display of the star rating system from the TFlat application:

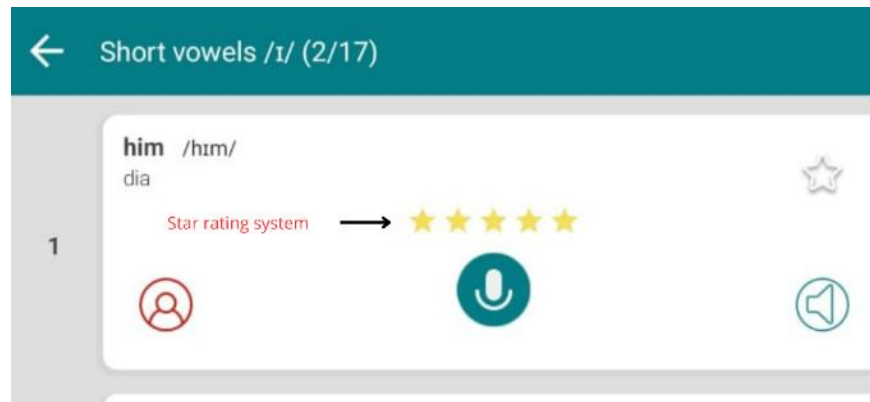


Figure 3. TFlat Star rating System Display

Moreover, the lecturer also perceived TFlat's strengths and weaknesses. The lecturer's insights affirm TFlat's strengths in facilitating e-learning readiness, particularly in the context of the English Literature Program. Its accessibility, perceived usefulness, and user-friendliness resonate with the readiness and acceptance steps of the theory. The core focus on individual word pronunciation and symbols aligns well with the foundational aspect of pronunciation, addressing a critical readiness factor.

Nonetheless, the lecturer correctly highlights TFlat's weaknesses, particularly its emphasis on individual word pronunciation. This constraint is consistent with the lecturer's recommendation for more extensive assessment and training tactics, such as incorporating pronunciation practice into longer passages. To enhance e-learning preparedness, TFlat's capabilities might be expanded to allow students to practice pronunciation in longer texts.

Furthermore, the lecturer also highlighted the long-term benefits and challenges of TFlat. The foundational understanding of pronunciation basics, facilitated by the application's use of phonetic symbols, aligns closely with the theory's emphasis on readiness. However, the lecture highlights the importance of diversifying exercises beyond individual words and paragraphs to enhance students' speaking skills. The lecturer also emphasized the need for interactive and engaging activities to reinforce the learning of pronunciation basics. This multi-modal approach to teaching pronunciation can significantly enhance students' speaking skills and overall language proficiency.

As the lecture outlined, the compatibility issue with iPhones is a significant challenge in utilizing TFlat for pronunciation practice. This challenge underscores the importance of universal accessibility in e-learning tools. The lecture's suggestion of introducing diverse exercises, including reading passages, indicates a proactive approach to overcoming these challenges and enriching students' pronunciation skills in the English Literature Program.

CONCLUSION

Since its efficiency in improving pronunciation abilities, TFlat is quite beneficial for their educational aims. Furthermore, their good feedback on TFlat's user-friendly features and accessibility demonstrates its ability to contribute favorably to the e-learning experience, emphasizing the necessity of such tools in modern education. It can be seen from informant Six's statement, "using TFlat has **helped** me correct my pronunciation, which was previously incorrect, and make it **better** and **more accurate**". Besides, the use of TFlat proved to boost students' confidence in other English skills, "Yes, I am **more confident**, especially when reading an article, and can pronounce the readings correctly."

On the other hand, the lecturer emphasizes that TFlat is a helpful instrument for enhancing students' pronunciation skills in the English Literature Study Program. The choice to utilize TFlat aligns with a dedication to integrating technology into the classroom and enhancing accessibility within and beyond the educational setting by utilizing the Android application on each student's mobile device.

The lecturer acknowledges that the application's quick feedback system and interactive features offer tangible advantages. However, they also recognize the importance of incorporating a more comprehensive range of exercises and making the application accessible on a broader range of devices to fully maximize its potential in enhancing students' pronunciation skills. In addition, future research subjects include resolving iPhone compatibility issues and enhancing the app's functionality to encompass comprehensive practice beyond individual phrases.

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