

THE EFFECT OF USING PRONUNCIATION APPLICATION ON STUDENTS' PRONUNCIATION AT SMP ISLAM TERPADU WAHDAH ISLAMIAH MAKASSAR

Andi Rasmiaty *¹
Sukmawati Sukmawati ²
Vivit Rosmayanti ³

^{1,2,3} Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Megarezky, Indonesia
*e-mail: andirasmiaty@gmail.com ¹

Abstract

Technology-based teaching materials are urgently needed give the rapid development of technology today. the importance of current technology in the field of education encourages this research to be carried out, so this research is here to carry out the implementation stage of a technology-based teaching material, namely the Pronunciation Application. This research used a pre-experimental type of research. The population used was all seventh-grade students of SMP Wahdah Islamiyah Makassar consisting of 94 students. The sample in this research was seventh-grade students consisting of 32 students using technique random sampling. Data collection techniques in this research used pre-test and post-test. The results showed that the pretest had a mean score of 61.22. Then, after treatment, it was shown that the post-test had a mean score of 74.28. The results of the data analyzed using the independent T-test showed that Sig. (2-tailed) is 0.000 lower than 0.05 so (Ha) is accepted and (Ho) is rejected. Based on the results of this research, it can be concluded that the Pronunciation Application can improve pronunciation performance for the seventh-grade students of SMP Islam Terpadu wahdah Islamiyah Makassar.

Keywords: Pronunciation, Application, Effect.

INTRODUCTION

Language is a fundamental aspect of the human being. According to Sujarwo et al., (2022) through language, humans can express ideas, and opinions so that it becomes a communication system that is use globally. Just as Indonesian is the unifying language of the Indonesian nation from Sabang to Merauke, as well as English the unifying language of all nations in the world. So it can be said that English has become an international language.

To master English as a foreign language, we must learn the components of the English language. Apart from vocabulary and grammar which are the main components, pronunciation is also a major component of English. As Respita et al., (2022) stated, Pronunciation is one of the most important aspects of communicating with other people in English because there are differences between signs and sounds which through these differences will create different meanings.

According to Ahmad, (2018) having good pronunciation is necessary for communicating in formal and informal situations. It must be acknowledged that without adequate pronunciation, we will not be able to construct, receive and convey our messages when interacting with others in English.

According to Mulyani & Sartika (2019) pronunciation is a fundamental element in English that is needed by students to succeed in direct or indirect communication. However, one of the many communication problems is that students' English pronunciation skills are still low, making them experience difficulties in communication.

In general people all know about the obstacles in learning English pronunciation. First, some students felt afraid and lacked confidence in learning English, especially if they wanted to start a conversation in English. Second, some students have low motivation in learning English. Third, some students have a vocabulary that is still less and even unfamiliar with the vocabulary. Fourth, some students feel unenthusiastic about learning English and find it difficult to pronounce

because there is a difference between what is said and what is written. The students' pronunciation problems in general are 1) pronouncing vowel sounds /ɔ:/, /ʌ/, /i:/, /ɪ/, /ɛ:/; 2) diphthongs /ʊə/, /eɪ/, /əʊ/; 3) consonant sounds /tʃ/, /ʃ/, /θ/, /dʒ/, /θ /; (4) emphasis on words such as department words /drɪ'pɑ:t.mənt/, accessories /æk'ses.ər.is/, tomorrow /tə'mɒrəʊ/, mountain /'maʊntɪn/, and below /br'ni:θ/; and 5) intonation (Syafitri et al., 2018) and those are all pronunciation features in English which are slightly different from Indonesian.

English and Indonesian have 26 vowels and consonants to represent the written language, but the pronunciation is different. Some English vowels and consonants (phonemes) do not exist in Indonesian, which could cause additional confusing students (Kemdikbud, 2016)

In many cases, students study English at school for years to be able to speak English fluently. But they forget that to gain fluency in speaking, they also have to deepen their mastery of correct pronunciation so as not to create a new meaning of a word. Therefore, speaking English fluently and correctly can be a challenge for some students and this will be one of the big problems for students in pronouncing the words that I have explained above.

Based on preliminary observations that the writer made at SMP wahdah from 0% to 100% there are 40% of students still had difficulty pronouncing, this is one of the statements that students at that school have low pronunciation skills. The writer decided to conduct research at the school for several reasons: first, to emphasize how important English pronunciation is in communicating, besides that, wanted to help students to master English better because saw the value of the "kriteria pencapaian tujuan pembelajaran" (KKTP) at that school reached 80.

In addition, considering the importance of English as a subject, the writer wants to do English research that focuses on students' pronunciation using a slightly different teaching method. The writer try to apply the teaching of pronunciation with the help of the pronunciation application. Regarding this pronunciation application, there has been previous research entitled "Analisa Kesalahan Pengucapan Siswa-Siswi pada English Diphtongs Melalui Aplikasi Android "English Pronunciation by Kepham", but the writer wants to re-apply this pronunciation application not only focusing on the pronunciation of diphthongs but also on the pronunciation of vowels and consonants.

This Pronunciation Application is expected to help students improve their pronunciation skills. This Application is equipped with a vowel pronunciation feature, consonants accompanied by pictures, examples, and explanations of these letters. In addition, this Application also displays videos that can attract students' attention, students can pay attention to the lips of the speaker shown in the picture while listening to what the speaker is saying. Students will find it easier to imitate examples of the pronunciation of words they see and hear through videos, this can also help students know and understand how to pronounce the correct word and make it easier for students to remember the lessons have learned because it is fun.

Based on the description above, the writer try to conduct research with the title "The Effect of Using the Pronunciation Application on the Pronunciation in seventh grade at SMP Wahdah Islamiyah Makassar.

METHOD

This research used quantitative research, in which the information search process is described in numerical form as a means of determining the information obtained. This type of research was a pre-experimental design where there were still independent variables that affect the dependent variable because the experiment was carried out only involving one group without a comparison or control group. The method section contains an explanation of the research subject, research design, data collection methods, intervention procedures, and data analysis techniques. Thus it can more accurately compare the learning outcomes obtained before the Application of the learning method with the Pronunciation Application and after the Application of the learning method with the English Pronunciation Application in Seventh-Grade at SMP Islam Terpadu Wahdah Islamiyah Makassar. The research variable is everything that is determine by

the writer to be research so that information is obtain and then conclusions are drawn about it. This research has two variables, namely the independent variable (free) and the dependent variable (tied). The population of this research was all of the Seventh-Grade students of SMP Islam Terpadu Wahdah Islamiyah Makassar. The sample was part of the population to be analyzed in the research. Sampling is one of the stages in research to retrieve data from research objects. Based on the technique, sampling is divided into two, namely random sampling or probability and non-random sampling or not probability. Random sampling technique or probability sampling is a sampling technique that does not pay attention to the criteria or special characteristics of the research object to obtain appropriate results, while the non-random sampling technique or non-probability sampling is the opposite of random sampling where the sampling is determined based on criteria or special characteristics to get a sample that fits the research. This research was conducted in August at seventh Grade of SMP Islam Terpadu Wahdah Islamiyah, located in Jl. Antang Raya, No. 48, Antang, Kec. Manggala, Kota makassar, Selawesi Selatan. Instruments are tools used by writer to collect data from subjects to facilitate the collection and analysis of data. This research used experimental research so that in collecting data it can be done by means of a test which consists of a pre-test and post-test and is supported by documentation.

RESULTS AND DISCUSSION

The results of research on the effect of using Pronunciation Application on students' pronunciation. This research used a pre-experiment which only involved one pre-test and post-test group. The results of this research are to find out whether there is an effect of using the Pronunciation Application in English on students' pronunciation or not. From the results of the research data analysis carried out, it can be described as follows:

A. Finding

1. Descriptive Statistical Analysis

a) Description of the Students' Scores Pre-test

The writer used a pre-test to determine the initial pronunciation performance of seventh grades students at SMP Wahdah before using the Pronunciation Application. The description of the students' pre-test results can be seen in the table below:

Table 1. students' scores pre-test

NO	Value interval	Categories	Frequency (F)	Percentages (%)	Minimum Completeness criteria score: 80
1	81 – 100	Very Good	-	-	-
2	71 – 80	Good	6	18%	Failed
3	61 – 70	Fair	10	31%	Failed
4	51 – 60	Poor	12	37%	Failed
5	<50	Very poor	4	12%	Failed
Total			32	100%	0 (pass the score of 80)

Based on Table 1. above, it can be seen that in the pre-test, there were 4 (12%) students whose pronunciation entered the "very poor" category. There were still 12 (37%) students entered the "poor" category. Then, were 10 (31%) students entered the "fair" category. And, there were 6 (18%) students entered the "good" category. Based on the student's score results, none of them got the minimum completeness score of 80 scores. So the student's ability on pre-test is still very lacking.

Table 2. students' scores post-test

NO	Value interval	Categories	Frequency (F)	Percentages (%)	Minimum Completeness criteria score: 80
1	81 – 100	Very Good	6	18%	Success
2	71 – 80	Good	18	56%	Failed
3	61 – 70	Fair	5	15%	Failed
4	51 – 60	Poor	3	9%	Failed
5	<50	Very poor	-	-	-
Total			32	100%	6 (pass the score of 80)

Table 2. showed there were still 3 (9%) students whose pronunciation got the "poor" category in interval score post-test, 5 (15%) students who got the "fair" category, 18 (56%) students got the " good" category, and 6 (18%) students got the " very good" category. It means that there was an improvement in students on valid minimum completeness criteria.

Table 3. Descriptive data Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	41	75	61.22	8.549
Postest	32	58	88	74.28	8.421
Valid N (listwise)	32				

Source: IBM SPSS Statistics Version 22

Based on Table 3, above, it can be seen that N = Valid 32 and 0 students were missing from the class. The mean of the pre-test was 61.22 and the post-test was 74.28. The minimum pre-test was 41 and the post- test was 58. The maximum of the pretest was 75 and the post-test was 88. Based on the data we can know that there was an improvement between Students' pre-test and post-test.

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test pronunciation	.197	32	.003	.918	32	.018
Post-test pronunciation	.098	32	.200	.954	32	.088

a. Lilliefors Significance Correction

source: IBM SPSS Statistics Version 22

Based on Table 4, it can be seen that the result of the data is t value (Sig.) > 0.05. It means that the variables are normally distributed. So, because all the data is normally distributed then the analysis can be continued.

Table 4. Tests of Homogeneity of Variances

Pronunciation performance			
Levene Statistic	df1	df2	Sig.

.011	1	61	.915
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Source: IBM SPSS Statistics Version 22

Based on Table 5, it can be seen that the sig P value is 0,915. It means that the sig t value > 0.05 so the data is homogeneity and the data analysis can be continued with parametric statistics.

Table 6. Paired Samples Test

Source: IBM SPSS statistics Version 22

Pair	Pronunciation (Pre-test) - Pronunciation (Post-test)	Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1		-13.063	6.923	1.224	-15.559	-10.566	-10.673	31	.000

Based on Table 6 above, it can be seen that the t value was -10.673 and the df value is 31 with a significance value of t (sig) 0,000 < 0.05 then, this shows that there is a significant difference. In other words, accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0) to test.

From the results of hypothesis testing, it is proven that "The used of Pronunciation Application is effective to improve students' pronunciation for the seventh-grade students of SMP Islam Terpadu wahdah Islamiyah."

This research was conducted to determine whether the used of Pronunciation Application can have a positive impact on the pronunciation for the seventh-grade students at SMP Islam Terpadu Wahdah Islamiyah Makassar. The writer used the help of a Pronunciation Application to improving students' pronunciation to make students interested and easy understand the explanation of the lesson given. In this research, the writer used a pre-experimental design using One Group Pretest-Posttest design. Based on the analysis of data obtained using this method, it can be seen that there are changes in students' pronunciation learning outcomes between the Pre Test and Post Test.

Based on the table 1 and 2 shows that in the pre-test scores were carried out by 32 students, there were still 4 (12%) students whose pronunciation entered the "very poor" category, and after being given treatment the previous students were got the "very poor" category increased, so that in the post-test results there were no students at all who fell into the "very poor" category. On the other hand, in the pre-test scores there were no students at all who were got the "very good" category and after being given treatment there were 6 (18%) students who were got the "very good" category and that was included in the success criteria. And in the "fair and poor" category, the pre-test to post-test results increased as they should, meaning that the students' performance before being given treatment were still very lacking. As for the "good" category, the results can be said to have experienced a significant increase, where in the pre-test results there were 6 students and in the post-test results there were 18 students in the "good" category and with previous observations, this happened because most students feel bored and lack motivation in learning and

with the pronunciation application students feel helped and motivated in learning English, especially pronunciation.

The results of the analysis above show that there was an influence of used the Pronunciation Application method on students' pronunciation, in line with the results of the observations made. Based on the observation results, there were effects or changes in students where in the pre-test there were several students who only read without knowing how to read correctly. However, in line with the used of Pronunciation Application methods, students began to be active at each meeting to find out how to read correctly and the other students were also motivated to follow the lessons. A fun learning process makes students happy and enthusiastic about learning.

After conducting research and data calculations, it can be seen that the used of Pronunciation Application in teaching pronunciation can be said to be successful or effective. It can be seen from the student's score obtained from the PreTest results is 61.22 and the score from the Post Test is 74.28 so the increase is 13.06. And all of this can be said to be successful or effective because the addition of knowledge and pronunciation performance that previously did not exist can ultimately improve students' performance.

As for the increase in the used of the Pronunciation Application in learning pronunciation, it can be seen through hypothesis testing, namely by statistical analysis which states that the value of Sig is $0.000 < 0.05$ and *t count* of Sig < is $0.000 < 0.05$ so, *Ha* is accepted and *H0* is rejected.

After conducting research and calculating the data, it can be shown that the use of the Pronunciation Application in teaching pronunciation can be said to be successful or effective. The results of this research data analysis are in line with the opinion of Hamalik (1986) in Arsyad (2011: 15) and quoted by Wahyuni, (2018) who stated that the use of learning media in the teaching and learning process can generate motivation and stimulate learning activities and even have psychological influences on students.

The English language learning application program was created not to replace the role of the teacher in the classroom but as a learning media strategy in the classroom so that students can more easily absorb lessons, interact, and develop imagination with the ultimate hope of increasing their knowledge (Ningsih et al., 2010)

From the data analysis above, the writer can be concluded that there were enhancements in students' pronunciation after being taught used the Pronunciation Application. It can be said that the hypothesis is accepted, namely that used the Pronunciation Application showed a positive effect to be implemented for students, especially for the seventh-grade students at SMP Islam Terpadu Wahdah Islamiyah Makassar.

CONCLUSION

Based on the findings and discussion, it is shown that there is positive effect in using the Pronunciation Application for the pronunciation of the seventh-grade students at SMP Islam Terpadu Wahdah Islamiyah Makassar. Based on the results of the calculation process, the writer obtained a mean students score in the pre-test was 61.22 and a mean students score in the post-test was 74.28. After conducting research and calculating data, it can be said that the used of the Pronunciation Application in teaching pronunciation performance can be said to be successful or effective.

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