

The effect of using pronunciation applications on students' pronunciation abilities

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ABSTRACT

As part of speaking skill, pronunciation has an important factor in learning English as a foreign language, especially in communication. In English communication, if our pronunciation is wrong or inappropriate the result will be miscommunication, even to the point of not conveying the purpose of communication in a conversation because the meaning of a word or sentence is not conveyed properly. So far, the steps for learning and modeling pronunciation in English are done directly or face-to-face. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Regarding applications, the benefits of many applications that are suitable for learning English are; students can watch videos related to the topic, are able to save examples of learning materials, and are able to save the exercises they have done as learning evaluation material for teachers and students later. Applications which are appropriate are the methods which are not only support online learning but can also improve students' pronunciation skills. This study aims to determine whether or not using the pronunciation application have an significant effect on students' pronunciation abilities. This study is used one group pretest-posttest. This design analyzes the results of students' pronunciation abilities at the beginning and at the end of the lesson. The subjects of this study were undergraduate students of the English Education Study Program, FKIP University of Lampung. One class consists of 31 students who take pronunciation courses. Based on the data analysis, the researcher concludes that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can say that there is slightly significant improvement between pretest of posttest of pronunciation test.

Keywords: Application, Pronunciation, Pronunciation Abilities

I. INTRODUCTION

Pronunciation is a part of speaking skill related to how humans pronounce words and produce sounds. As part of speaking skill, pronunciation has an important factor in learning English as a foreign language, especially in communication. In English communication, if our pronunciation is wrong or inappropriate the result will be miscommunication, even to the point of not conveying the purpose of communication in a conversation because the meaning of a word or sentence is not conveyed properly. In other words, pronunciation is one aspect of achieving successful oral communication because pronunciation is an important ingredient in communicative competence (Syafitri, et.al, 2018).

Distance learning or also known as online learning is currently being implemented. This online learning also applies to pronunciation courses. The Pronunciation course is one of the courses in the S1 English Education study program. As a strengthening course for speaking competency skills, this course aims to be able to understand English

pronunciation theory and be able to apply it fluently in communicating using English. Applying it includes pronouncing letters, words, and sentences fluently in communicating using English. So far, the steps for learning and modeling pronunciation in English are done directly or face-to-face. The learning materials are still in the form of printed books or PPT. In relation to online learning, the learning steps in MK pronunciation must adapt to current online learning, including the learning media must also adapt to online learning. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Appropriate learning media must not only support online learning but must also be able to improve students' pronunciation skills. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Next, appropriate learning media are learning media that must not only support online learning but must also be able to improve students' pronunciation skills. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Finally, appropriate learning media are learning media that must not only support online learning but must also be able to improve students' pronunciation skills.

There are some benefits of pronunciation applications in online learning and pronunciation skills. Currently, the rapid development of technology has increasingly made the variety of learning media, including the use of interactive applications (Pachler et al., 2010). Technology, in terms of learning media, contributes to making learning more varied, effective and fun and makes teaching more productive in terms of improving the teaching abilities of educators (Wongsuriya, 2020).

Some learning media are very useful and suitable for assessment and distance learning and some are suitable for teaching writing and reading (Wongsuriya, 2020). In the pronunciation course, to facilitate the pronunciation of difficult words or sentences in English, several applications both on smartphones and through laptops have been created and made by several developers which are very useful to help students in modeling pronunciation and practicing both theory and practice in pronunciation of English words or sentences (Wongsuriya, 2020). In addition to applications, several websites that display examples of pronunciation of English words have also been widely spread in cyberspace with easy access.

Based on the explanations and problems described in the previous paragraph, this study was made to answer the following questions: 1. How does the use of the pronunciation application affect students' pronunciation skills?. This study aims to see the effect of using the pronunciation application on students' pronunciation abilities. This research is carried out for the sake of progressing students' pronunciation learning in learning media that is in accordance with the latest online learning regulations but can still be done later when learning has returned to offline.

II. METHODS

Quantitative pre-experiment (pre-experiment) is the research method of this study. Meanwhile, the design of this study is one group pretest-posttest because this study only

uses one class. One group pretest-posttest design analyzes and processes the results of students' listening skills at the beginning and at the end of the lesson. Therefore, the data of this study will be the results of the pre-test and post-test of students in the form of answering questions on pronunciation theory and practice of letters and pronunciation words.

The procedure started from giving an initial test to students and then giving treatment in this case, namely learning using the pronunciation application and ending with a final test. The test given between the initial and final tests in the form and will be compared through the final score of each test

T1 X T2

T1 submitted to the initial test before being given treatment using the pronunciation application and T2 submitted to the final test after being given treatment using the pronunciation application. X refers to the treatment of using pronunciation applications provided by researchers to improve students' pronunciation skills (Setiyadi, 2006).

Subject of the research

The subjects of this study were undergraduate students of the English Education Study Program, FKIP University of Lampung. One class consists of 31 students who take pronunciation courses.

Research instrument

To obtain data, each student was given a pronunciation test before and after the learning process to determine the development of students' abilities before and after being given treatment using a pronunciation application. The students' assessment result of the test was scored based on the formula: $\sum = nX 2 = 100$. The scoring is done by the lecturer.

III. RESULTS AND DISCUSSIONS

The Results of data analysis

The result of pretest and posttest in pronunciation ability

The researcher shared the pretest before giving the treatment. The result showed that the mean scores of the students in the pretest of pronunciation test were 74,61. Students' pronunciation ability was slightly improved after getting the treatment. The result showed that the mean scores of the students in the posttest of pronunciation test were 76,58. Further description of the data can be seen in the table 2 below:

Table 2. Descriptive Statistics of Pretest and Posttest Data

		MIN SCORE	MAX SCORE	Mean
Pair 1	PRETEST	65	82	74,61
	POSTTEST	71	82	76,58

Based on Table 2 above, it can be seen that students' minimum score in pretest was 65 and students' maximum score in pretest was 82. Thus, students' minimum score in posttest was 71 and students' maximum score in posttest was 82.

The Difference on students' pronunciation ability before and after using pronunciation applications

The objective of the research is to find out the significant difference on students' pronunciation ability before and after using pronunciation applications. The researcher conducted t-test to prove the hypothesis proposed toward the result of posttest. The criteria for this hypothesis test are accepted if t-observed is higher than t-table at the certain level of significant, in this case the researcher used 0.05. The calculation can be seen in the following table.

Table 5. Results of Pretest and Posttest
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	74,61	31	4,681	,841
	POSTTEST	76,58	31	3,374	,606

Table 6. Results of Paired Samples T-Test
Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-1,968	3,808	,684	-3,364	-,571	-	30	,007
									2,877

Source: The Calculation of Data Reading Using SPSS 16.0

Based on Table 6 above, the result of pretest and the posttest that consist of 31 students has 74,61 mean score for the pretest and the posttest has mean score 76,58. Table 5 shows that sig (2 tailed) is 0,007. It means that $\text{sig} < \alpha$ ($p < 0.05$; $p=0.000$). It can be concluded

that H_a is not accepted, that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can said that there is slightly significant improvement between pretest of posttest of pronunciation test because Table 5 indicates that students' mean score of posttest (76.58) is higher than that of pretest (74.61). In conclusion, even though there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications, but still there is an improvement to the students' pronunciation test.

DISCUSSION

Unfortunately, the result of this study showed that there is significant difference of students' pronunciation ability before and after taught using pronunciation applications. It is proofed by the result of paired samples t-test result. There are probably some reasons why this is happened. The first one is because the treatment itself had done in very short time.

Pronunciation is a complex subject. It needs a lot of time to teach it and make students mastered it. Many learners of English as a second language have "major Difficulties" with English pronunciation even after years of learning the language (Gilakjani and Ahmadi, 2011). Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm and it needs a lot of more time (Gilakjani and Ahmadi, 2011). Pronunciation aspect is more difficult since it relates with the use of our speech organ producing proper English speech. With the short time, our tongue still cannot reach the perfect ability although it is helped by the application. After all, many native speakers, or fluent non-native speakers (NNSS), still pronounce individual sounds differently from the norm. This research treatment itself had done only in three months. Based on the explanation above, it is considered a very short time in improving students' pronunciation ability.

The second reason is because pronunciation needs individual attention. Structure, vocabulary, and pronunciation play vital role in supporting the success of using language skills in English communication. Among them, pronunciation is considered to be the difficult and complicated one for students that should be mastered by students to support the use of language skills (Aulia, 2018). This is because pronunciation learning covers individual practice on speech that determines whether the words pronounced is understandable in communication or not (Aulia, 2018). Based on the explanation above, we can said that it needs a lot of time to improve students' ability in pronunciation since researcher needs to teach/treat students one by one. The treatment itself had done for the whole class which is not focusing on students' one by one or individual treatment. The subjects of this research are 31 students so it is difficult to do the individual treatment in a very short time.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, the researcher concludes that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can say that there is slightly significant improvement

between pretest of posttest of pronunciation test because students' mean score of posttest (76.58) is higher than that of pretest (74.61). There are probably some reasons why there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications.

The first one is because the treatment itself had done in very short time. The second reason is because the treatment itself needs individual attention. So it is suggested that to other researcher to conduct the treatments in sufficient time. It is also suggested that to conduct a research in individual or small sample/subject. In conclusion, even though there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications, but still there is an improvement to the students' pronunciation test.

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