

Using Pronunciation Application to Enhance Students Speaking Skills at the 1st semester in Universitas Panca Sakti Bekasi

Iswandini Agustin¹, Yanti Rusmiati²

^{1,2} Universitas Panca Sakti Bekasi

Email : diniiswan@gmail.com¹, yantirusmiati@gmail.com²

Abstrak

Keterampilan berbicara adalah yang sulit, jadi untuk meningkatkan keterampilan berbicara kita harus menguasai beberapa sub keterampilan seperti kosa kata, tata bahasa, pengucapan dll. Pengucapan adalah salah satu sub keterampilan penting dalam berbicara. Ketika kita berbicara kita harus menggunakan pengucapan yang benar agar orang lain mudah mengerti. Banyak cara untuk belajar pengucapan di era baru, pembelajaran bahasa Inggris dengan teknologi mudah ditemukan dan digunakan. Terutama aplikasi pengucapan dapat meningkatkan keterampilan pengucapan siswa. Mereka dapat menggunakan smartphone mereka Aplikasi ini dapat membantu siswa untuk mempelajari lebih lanjut tentang komponen pengucapan seperti fonetik, jumlah suku kata, penekanan kalimat. Aplikasi pengajaran bahasa Inggris/ELT, proronunciation yang sedang berkembang berpartisipasi untuk mengubah metode pembelajaran Bahasa Inggris di smartphone. Tujuan penelitian ini untuk mengetahui dampak aplikasi pengucapan dalam proses pembelajaran ekstensif. Peneliti menggunakan desain pre-experimental dengan pre-test dan post test. Maka untuk mendapatkan tujuan dalam penelitian ini, peneliti melibatkan 15 siswa sebagai sampel dengan 2 bulan berlatih aplikasi pengucapan dengan 20 xp pada setiap hari intensitas latihan. Peneliti menggunakan tes stress kalimat. Hasilnya menunjukkan bahwa aplikasi pengucapan berpengaruh terhadap peningkatan keterampilan berbicara siswa. Hal ini dapat ditunjukkan post test dengan nilai yang baik. Para siswa merasa bahwa aplikasi pengucapan sangat berguna bagi mereka untuk meningkatkan keterampilan berbicara mereka.

Kata kunci: *Peningkatan, Aplikasi Percakapan, Keterampilan berbicara siswa*

Abstract

Speaking skill is the difficult one, so to enhance our speaking skill we have to mastery some sub skills such as vocabulary, grammar, pronunciation etc. Pronunciation is one of the important sub skills in speaking. When we speak we have to use the correct pronunciation so others can easy to understand. Many ways to learn pronunciation in new era, English language learning by technology is easy to find and use. Especially pronunciation app can improve the students pronunciation skills. They can use their smartphone This app can help students to learn more about the components of pronunciation such as phonetic, number of syllable, sentence stress. The developing English language teaching/ELT, prronunciation app participates to transform method of English Language learning on smartphone. The purpose of this study to find out the impact of pronunciation app in extensive learning process. The researcher used pre-experimental design with pre-test and post test. So to get the purpose in this

research, researcher involved 15 students as sample with 2 months practicing pronunciation app with 20 xp on each day intensity of practice. The researcher use sentence stress test. The result it show that pronunciation app had influenced to improve the students speaking skill. It can be shown the post test with the good score. The students felt that the pronunciation app very useful for them to improve their speaking skill.

Keywords: *To Enhance, Pronunciation App, Students speaking skill*

INTRODUCTION

Speaking is one of productive skill where Someone who want to speak fluency must be know how to pronounce some words well. Definitely pronunciation can helps to speak well. Jill (2008: 66) stated that understanding of the features of pronunciation helps learners understand when they listen to the language. According to Harmer (2001: 269) capability to speak fluently by using their knowledge, information and say it by on the spot. It needs the ability to asisst in the management of speaking. A major support to develop English Language teaching/ELT is the deployment of technology in education. Especially English language at university as an active learning they used of a number of devices like computer or laptop, e-book, smarphone applications and so on.

There are new accessible based English languages learning ways. One of them easily to access and installed at smart phone. It is Pronunciation application. Therefore, the researcher purposes to find out the impact of pronunciation App at the 1st semester in Universitas Panca Sakti Bekasi. The App is free access application on playstore. Users can be check their pronunciation (phonetic), syllable, and words or sentence stress to make sure correct or not. And users can know right or not the pronuncition by native speakers. This App is completely with quizzes and translating.

The pronunciation App is very useful for the students to measure their ability to speak well with the correct pronunciation. Because of this App very detail to teach the users how to pronuonce propely and also checks the correct pronunciation. The App aims to welcome all individual ages like children to adults. Kepham and Suragch (<http://medium.com> 2022) stated that this app to help begginners grasp the basic of the language and also this App combines human coaching and feedback wiyh artificial intellegence to provide combination. This App is so much fascianting for students and also this App possibly to integrated in extensive learning language.

The researcher purposes to find out the impact of pronunciation App to student' speaking skill at the 1st semester in Universitas panca Sakti Bekasi. The study is also to know students perception after they used the Pronunciation App as their language learning App extensively.

METHOD

This research used pre-experimental design it used one group to analyzing pre-test and post-test. This method isn't real experimental method because there is not use control class (Sugiyono, 2017, pg109). There were fifteen students from the first semester of 2021/2022 academic year of Universitas Panca Sakti Bekasi who became participated. The students exercised Pronunciation App at least 20 XP for each day only on weekdays for two months as extensive learning at home. Students' speaking skill was tested before they use Pronunciation App.

The researcher use two instruments; the first test discover the effect of Pronunciation App on students speaking skill and the second one questionnaire explore students' perception after using the

App. The speaking skill test is consists of twenty questions. The purpose of the test is to get students' level before the treatment. The post-test given after the students were treatment for two months. The purpose of this test is to get students' speaking skill after using Pronunciation App. the post-test consists of twenty questions. To see the impact of using Pronunciation App in enhancing the students speaking skill the researcher combined both of tests. And also the researcher used questionnaire to perceive the students' perception after using pronunciation App. There are 12 questions on the questionnaire and the researcher used Likert scale type for questionnaire.

FINDINGS

Pre-Test and Post-Test

To get the result of this research, The researcher using SPSS to find the data accurately and it can be to responsible. Here's the data Pre-Test and Post-Test;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	.166	.101	6.290

a. Predictors: (Constant), PRONUNCIATION APP

In the Model Summary Table it shown that correlation prediction between Variable X and Y see the **R.Square ; .166** or **16.6%** that's proof correlation between Variable X and Y. For **Adjusted R.Square : .101** or 10.1% and **R .407** or **40.7%** it shown there're correlation between variable X and Y.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	59.00	15	8.281	2.138
	POST-TEST	76.20	15	6.635	1.713

In the Paired Sample Statistics above that shown mean value both of the Test. Where the mean value of Pre-Test is 59 lower than Post-Test is 76.20 with the N or total of sample is 15 students. And in the Standard Deviation Column there's a differentiate both of them variable. For Standard Error Mean there're 2.138 or 21.38% for Pre-Test and 1.713 or 17.13 % for Post-test where the error of Post-Test lower than Pre-Test. That's prove changing the error both of them 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 PRE-TEST – POST-TEST	-17.200	8.239	2.127	-21.763	-12.637	-8.085	14	.000

According to the Paired Sample table is combination between the results both of test. It's shown by Mean Value is 17.20% and Standard Deviation 82.39% that prove the good result from Independent Variable/Y or Using Pronunciation Application to Dependent Variable/X Speaking Skill. and also in the t column 8.085 or 81% the value differentiate both of the result of the test. And the last **Sig.(2-tailed)** is **.000** it's clear there're significance correlation between Variable X and Y. Based on the formula that **Sig.(2-tailed) : 000 < 0.05** The score lower than 0.05 its mean that H0 refuse and Ha accepted.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	102.051	1	102.051	2.579	.132 ^b
	Residual	514.349	13	39.565		
	Total	616.400	14			

- a. Dependent Variable: SPEAKING SKILL
- b. Predictors: (Constant), PRONUNCIATION APP

From the ANOVAs Table using the **F-test** to know how to influence Independent variable/Y or Using Pronunciation Application to Dependent Variable/X or Speaking skill. Jiwhen **F.Count ≤ F.Table** or Signifikan value **F-Test > 0.05** so H0 accepted its mean that Dependent Variable or X ther's no influence to dependent Variable or Y. And that thing 's prove with **F-Count** is **2.579 > 0.05**.

Coefficients^a

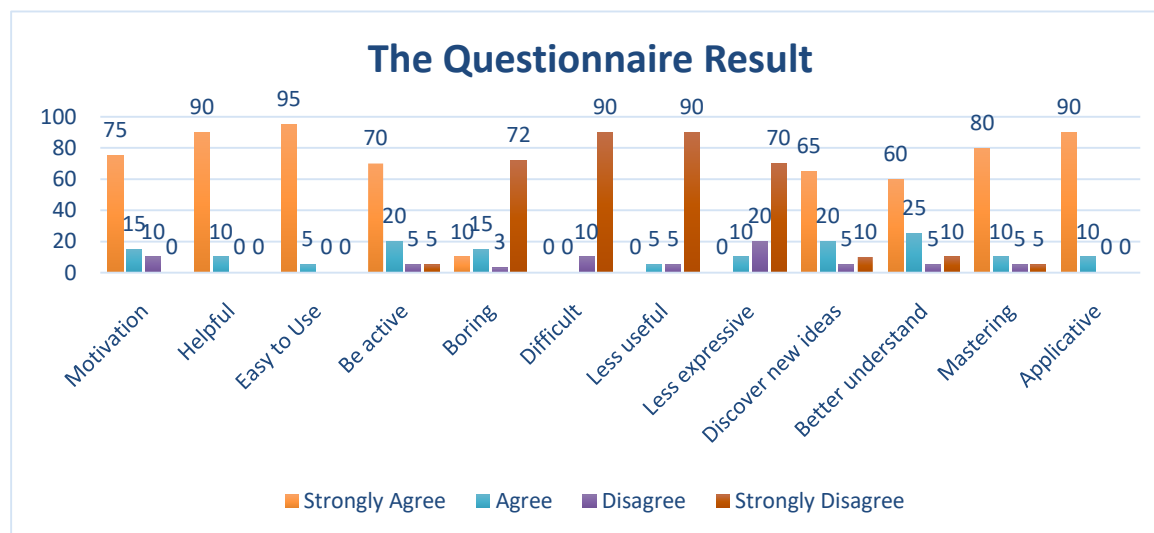
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.964	12.087		4.713	.000
	PRONUNCIATION APP	.326	.203	.407	1.606	.132

- a. Dependent Variable: SPEAKING SKILL

According to the coefficient table it shown that Standard Coefficient is .407 or 40.7% its significance value between Independent Variable Y and Dependent variable X. The important things that prove Using Pronunciation Application is coefficient it can improve to Student Speaking skill.

Questionnaire

The researcher used questionnaire to get students' perception after using Pronunciation App. Twelve statements were stated on the questionnaire. the result can be seen on the following chart.



The Result of questionnaire it shown that the students are possitive responds. The students were interesting and motivating with this App. Because of this App easy to use and easy to understand the material. This App made the students increasing their speaking skill. And also this App providing students to learn by themselves equally and to decrease dullness. This App can be a useful tool to help the students in improving speaking skill.

CONCLUSION

Using technology in English learning is the best way to make easy the students learn and practice. Almost the students have a smartphone, it can get information easily. Teachers should convert their teaching with technology. Pronunciation App can be the solution to use in language teaching and learning especially to improve students speaking skill.

Pronunciation App make students easy to pronounce phonetics, number of syalble and sentence stress. They know the correct or not their pronunciation with native speakers as guide how to pronounce words. And also the students can learn about intonation and fluency with native speaker directly. This App content the material it easy to learn and practice. Therefore, all students given good responses this App because they greatly exciting to learn speaking with this App.

REFERENCES

- Brown, Douglas 2000. *Principles of Language Learning and Teaching*, San Francisco: Addison Wesley Longman
- Harmer. J, 2007. *The Practice of English Language Teaching*, Edinburg: Pearson Education Limited
- Mizayanti.K.A.2013 *Study on Students' Strategy In Overcoming Speaking Problems in Conversation at SMPN 1Gresik* . University of Muhammadiyah Gresik
- Nunan, David 1992, *Research Method in Language Learning*, Cambridge: Cambridge University Press
- Richard. Jack C. and Willy A. Renandya 2004. *Methodology in Language Teaching*: Cambridge University Press.

Sugiyono. 2017, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta Bandung

Zaini.M. 2013. *Improving Students Competence in Speaking through Picture Card (A Classroom Action Research at Grade VII SMPN 3 Purbalingga Academic Year 2011/2013*. University of Muhammadiyah Purwokerto.

<http://medium.com> 2022 *Kephams Pronunciation App*.Android Apps by Kephams on Google Play.

<https://jurnal.fkip-uwgm.ac.id.2022>. *Study Explores The Pronunciations Utilized by Students for Improve their Speaking skill*.