

The Use Of Smartphone To Improve Pronunciation Ability Of 6th Grade Students In Sikka Regency

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Abstract The objectives of this research were to prove that using smartphone can increase pronunciation ability of 6th grade at SDN Ngolo, Sikka regency. This research applied pre-experimental research using one group pre-test and post-test. The researchers used all students from 6th grade as an object which consisted of 15 students. The result showed that the use of smartphone was able to improve pronunciation ability. It is proven by the hypothesis testing showed that the value of t-test (7.22) was greater than t-table (2.14479). The percentage of improvement was 31.4%.

Keyword: smartphone, experimental, pronunciation, improvement.

I. INTRODUCTION

English is the most important language in the world. English is the language of science, of aviation, computers, diplomacy and tourism. Knowing English increases the chances of getting a promising job in a multinational company. Many people speak it as a first or second language all over the world. It is estimated 1 billion people worldwide speak English, including those who speak it as a second language. According to Ilyosovna (2020), 67 countries have English as their official language, and 27 countries have English as their second official language.

In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to be the speakers of that language (Ur, 2000). Before learning to read and write, humans are programmed to speak. Humans spend far more time interacting orally with language rather than using its written form.

Speaking has been slightly overlooked in schools and universities due to different reasons, such as emphasis too much on grammar and unfavorable teacher-student proportions (Leong & Ahmadi, 2017). Some students master the grammar properly but they struggle to communicate do to some reason, such as lack of speaking practice.

One of the most important aspects in speaking, is pronunciation. Every sound, stress, pattern, and intonation has the potential to convey meaning. According to Harmer (2007:1) defined that pronunciation is the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning. The shorter definition proposed by Gilakjani (2012) assumes that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly.

It is crucial that the issue of mishearing, which can further lead to misinterpretation, be treated seriously when a sound is uttered wrongly or inappropriately. Because students' pronunciation is so bad nowadays, a word can have a different meaning than it should. Students struggle not only

with speaking but also with listening. It has been discovered that those who can correctly pronounce a sound in a word have good listening skills. It is equivalent to the students' listening ability. "Even if non-native speakers' vocabulary and grammar are excellent, if their pronunciation is not good enough, they are unable to communicate effectively (Wong in Jesicca, 2015). As a result, when communicating with others, we should not only have a good vocabulary but also good pronunciation. Therefore, it is essential to teach pronunciation.

Most students believe that correctly pronouncing some words, especially when conforming to native language utterance, is simply impossible. The fear of trying it is most likely the source of the belief. Some strange phonetics that exist in English but do not exist in the English learner's native language can be difficult for them to pronounce. This belief cannot be accused solely on the basis of the difficulty in using proper pronunciation. It is widely acknowledged that native English speaker has this difficulty.

The emergence of Information and Communication Technology (ICT) and internet access has had a profound impact on almost every aspect of human life. It is currently very visible in the way of teaching and learning. Smartphones are now an integral part of everyone's lives. People all over the world have adopted this new and exciting technology as one of the most important required facilities in their daily life (Fawareh & Jusoh, 2017). Globally, the proliferation of smartphones and related devices has greatly transformed teaching and learning in developed countries, with developing countries not being an exception (Tagoe, 2014).

Smartphones are now playing incredible roles in teaching and learning. The students can access lecture materials on their smartphones and quickly access information online to meet their information needs via learning management systems (Adjei, 2019). Smartphone is also very useful in learning English. For instance, to translate the sentence, grammar check, paraphrase, and online test. The researcher is interested to research the use of smartphone in learning pronunciation.

There are various researches about applying a certain technique to improve English pronunciation. But, most them focusing on high school students or students from university. English is also necessary for young learners. The current curriculum enforces to bring English back in elementary school.

English learning is also implemented in SDN Ngolo even though this school is located in remote area. In pre-research, the researcher found that the students faced the difficulty in pronunciation even though they understand the meaning of certain words. Meanwhile, smartphone is pretty common among them. Almost all the students, especially

from upper class have smartphone in their home. Therefore, the researcher is interested to improve their pronunciation by using smartphone.

METHODOLOGY

In this research, the researcher used a quantitative approach. According to Creswell (2014), quantitative research is a means for testing objective theories by examining the relationship among variables. This research consist of two variables namely independent variable and dependent variable. Creswell (2014) mentioned that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Meanwhile, independent variable is an attribute or characteristic that influences or effects on outcome or dependent variable. The independent variable of this research is the use of andoid in teaching pronunciation. The dependent variable of this research is students' pronunciation skill.

The researcher applied a pre-experimental research type one group pre test-post test, using pre-test and post-test to measure students' pronunciation ability. According to Arikunto (2010:124), one group pre test-post test is a research where pre-test is conducted before applying treatment and conducting post-test after applying treatment. The effects of treatment were examined by analyzing the difference between the result of pre-test and post-test. The concept of one group pre test-post test as proposed by Sugiyono (2013:75) :

Table 1 : research design

Pre-test	Treatment	Post-test
O1	X	O2

The researcher used 6th grade students from SDN Ngolo as the object. The researcher took all students from 6th grade which consisted of 15 students. This class was chosen in consideration that this class have been learning English more than other class. The researcher also wanted to prepare the 6th grade students before they enter senior high school.

The instrument of this research is pronunciation test by oral test. This instrument was applied in pre-test and post-test segment. The students pronounced twenty words from variant sounds. During the process, the students' voice was recorded.

Then, the researcher formulated two hypothesis as follows :

1. Null Hypothesis (Ho) : Smartphone is able to improve pronunciation ability at 6th grade of SDN Ngolo.
2. Alternative Hypothesis (Ha) : Smartphone is not able to improve pronunciation ability at 6th grade of SDN Ngolo.

Data Collection

The researcher conducted pre-test in order to obtained the data about the students' pronunciation ability. The pre-test took only one meeting. After the data were obtained, the researcher applied the treatment in two meetings. Then, post-test was conducted to examine the the progress of the students' pronunciation ability. The post-test also took one meeting.

In giving treatment, there were some activities that the researcher did, as follow :

1. Explaining how to pronounce English words.
2. Introducing some Apps that can help students to learn pronunciation. The researcher introduced Google Translate, U-Dictionary, and Text to Speech (TTS).
3. Explaining how to operate those Apps.
4. Giving some words as exercise.
5. Asking students to listen and imitate what they heard on the apps.
6. Correcting the mistake that the students made.

Data Analysis

To analyze the data, the researcher applied quantitative analysis with some statistical calculation. First, the researcher analyzed the individual score that the students got after pre-test and post-test. Every item of the test can be scored in the range of 1 to 5 based on the level of accuracy used by Thalib et al, (2018).

Table 2

Score	Accuracy
5	Pronunciation is only very slightly influenced by the mother-tongue.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors
2	Pronunciation seriously influenced by the mother tongue .
1	Serious pronunciation errors.

Then, researcher applied the formula from (Purwanto, 1991):

$$Np = \frac{R}{SM} \times 100$$

Where :

- Np : average score
- R : obtained score
- SM : Maximum Score

To classify the students' score, the researcher used the classification proposed by Arikunto (2009) as follows :

Score Range	Category
86-100	Very good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

After individual score was obtained, the researcher computed the mean of the students' score from pre-test and post-test by applying the formula from Sugiyono (2013:49), as follows :

$$M = \frac{\sum x}{N}$$

Where :

- M : Mean
- x : obtained score
- N : number of the students

In order to find out the percentage of the improvement, the researcher applied the following formula :

$$P = \frac{X2-X1}{X1} \times 100\%$$

Where :

- P : percentage of improvement
- X1 : mean of pre-test
- X2 : mean of post-test

The last analysis is testing the hypothesis. To test the hypothesis, the researcher applied the formula from Gay (1981:331) as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where :

- t : t-test value
- D : the difference between the scores of pre-test and post-test
- \bar{D} : the mean score of the difference between the scores of pre-test and post-test
- N : the number pairs of subject in the study.

The result of t-test would be compared to t-table to find out which hypothesis is accepted.

Table 3 : hypothesis testing

Testing	Null Hypothesis	Alternative Hypothesis
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

FINDING

The pre-test was conducted in 6th grade classroom at first meeting. It was attended by all of 6th grade students which consisted of 15 students. The researcher asked the every students to pronounce 20 words. The researcher recorded the students'. To avoid students imitating the pronunciation of other students, students are asked to leave first and enter the class one by one to pronounce the 20 words.

The result of the pre-test showed that mostly the students' pronunciation were still influenced by mother tongue. Some of them read English words using the same way they read Indonesian words. After the treatment were given, the result of the post-test showed that the students' score increased. The following table showed the result of pre-test and post-test.

Table 4 : result of pre-test and post-test

Students	Score	
	Pre-test	Post-test
S1	35	50
S2	48	65
S3	66	70
S4	58	76
S5	71	84
S6	42	72
S7	42	59
S8	69	75
S9	46	69
S10	63	80
S11	55	61
S12	66	79
S13	52	74
S14	50	76
S15	62	64
Mean	55	70.27
Improvement	31.4%	

From table 4, it can be concluded that the score from all 6th students increased. The mean of the pre-test was 55, while the post-test was 70.27. By applying the formula, it showed that the improvement of the students pronunciation after using smartphone was 31.4%.

Table 5 : percentage of the students' pronunciation ability

Category	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Very good	0	0%	0	0%
Good	1	6.67%	8	53.33%
Fair	6	40%	6	40%

Poor	7	44.66%	1	6.67%
Very poor	1	6.67%	0	0%

From table 5, the students mostly got poor score in pre-test with 44.66% and in the post-test mostly the students got good score with 53.33%. No one got very good score in either pre-test or post test. Only one students got very poor score in pre-test. After post-test, no one got very poor score.

The data of pre-test and post-test is required to test the hypothesis by using t-test. With alpha level 5%, degree of freedom = 14, and t-table = 2.14479, the value of t-test is 7.22. The value of t-test is bigger than t-table. Therefore, null hypothesis is rejected and alternative hypothesis is accepted. It means that there is a significant improvement of 6th grade students' pronunciation ability by using android as learning media.

DISCUSSION

The description of the students' improvement in pronunciation ability by using smartphone, as explained in the previous section, showed that the 6th grade students of SDN Ngolo were stimulated. It was supported by the frequency and rate percentage of the students' pre-test and post-test scores. The students' scores improved after they were taught to pronounce some words in English using smartphone. The students' percentage score in pronunciation before using smartphone revealed that the students' pronunciation were poor. It was because most students did not know how to correctly pronounce certain words.

During the first meeting of the treatment section, the researcher discovered that the majority of the students had problems with pronunciation, because the majority of students still struggled to pronounce some sounds. They tried to pronounce some sounds correctly from the first meeting until the last, and they also paid attention to the explanations given to them by the researcher at the end of each meeting. The use of smartphone to learn pronunciation was really helpful for them.

- 1) The use of a smartphone in its implementation demonstrated that non-native English students could pronounce the sounds correctly. The uncertainty and fear that arose as a result of the disruption in the students' pronunciation skills gradually dissipated. Students were confident in producing non-existing sounds in their native language after carefully listening to the teacher pronouncing sounds, listening from their smartphone and having the opportunity to imitate the sound from their smartphone as closely as possible. It was useful for students as self-learning activity. Of course, this improved the students' pronunciation skills. The serious pronunciation errors and mother tongue intervention

could be gradually overcome.

II. CONCLUSION

Based on finding, it can be concludes that there is an improvement of students proninciation ability. It means that smartphone is able to improve prounciation ability at 6th grade of SDN Ngolo. It is proven by the hypothesis testing showed that the value of t-test (7.22) was bigger than t-table (2.14479). The percentage of improvement is 31.4%. All of the students' individual score in post-test increased after treatment was given.

To succeed in teaching a language, especially pronunciation, English teachers should improve their creativity in teaching pronunciation, for example, by using media to attract students' motivation, aids to explain the material, and various techniques in every meeting to make the students enjoy the teaching learning process. Teachers can use smartphones to teach pronunciation and to create a variety of teaching and learning English processes.

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