

THE INFLUENCE OF USING “HELLO ENGLISH” APPLICATION TOWARDS STUDENTS’ PRONUNCIATION OF THE NINTH GRADE AT SMPN 1 MERAKSAJI

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ABSTRACT

The objective of the research was to know the influence of using Hello English application to enhance students’ achievement of pronunciation in English. This research applied pre-experimental in one class pre-test and post-test. This research conducted at SMPN 1 Meraksaji. In this research the population was the ninth students of SMPN 1 Meraksaji in 2021/2022 academic year. The researcher used total sampling technique. The total sample was 30 students from class VIII-D. In analyzing the numerical data, the writer used SPSS v. 16.0. Based on the results of data analysis, the writer concluded that the use of Hello English application can increase students’ pronunciation skill, it’s proved by the mean score of the students in pretest and post-tes. The result of the research shows that Hello English application significantly increased students’ pronunciation ability after did treatment. The mean score improved from 42.33 in pre-test to 82.16 in post-test. It indicated that the one hypothesis (H1) was accepted and of course, the null hypothesis (H0) was rejected. It means that Hello English application could increase the students’ pronunciation ability in learning English at SMPN 1 Meraksaji.

Keywords: influence, pronunciation, Hello English application.

INTRODUCTION

Pronunciation is one of the most important parts of English component. Pronunciation is the best production of speech sounds for communication. In this case pronunciation consists of organizing sounds that are produced by the air that get through the organ of articulation. In order to master English as a foreign language, we should master its pronunciation. If the pronunciation is incorrect, it will make wrong perception because there are some differences between symbols and sounds. Besides, Tennant (2007:3) that quite clearly, pronunciation is both incredibly complex and an important area for teaching and learning. Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear. It

means that the students will know the meaning of words clearly if students pronounce it clearly by stressing the right syllable, so automatically the students can produce the right sounds.

Learning pronunciation is important for the learners. With the correct pronunciation they can communicate well and their language is easy to understand. In learning pronunciation, some students feel difficult to pronounce some English words because there are differences between written and oral. This problem is usually experienced by EFL.

According to Jamilah, there are some problems in learning pronunciation, they are: 1) the sound of a certain language is not available in the mother language, so the learners feel difficult to produce the sound of the target language. 2) The learner is able to produce the sounds of target language correctly, but they have not studied the stress pattern in English, so that they tend to use the intonation of the first language which is not appropriate with English. From those explanations it can be concluded that learning pronunciation is difficult because the sound of a certain language is not available in mother language and the learners have not studied the stress pattern in English. In fact, teaching pronunciation is frequently overlooked. Kot says, it appears that the number of students who appreciate the importance of good pronunciation is limited. It is tempting to suggest that English lessons should deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way. The other reason why we must learn or teach pronunciation is to help us become intelligible speakers of English and to improve their own comprehension of spoken English. It is the reason why we must pay attention to our pronunciation or pay attention to teach pronunciation.

The seriousness of students in the learning process is still lacking, difficult to accept lessons because they tend not to want to know and do not pay attention to the material provided by the teacher so that the learning outcomes are less than optimal. This is because teachers lack the use of learning media as a vehicle for channeling or learning messages, in addition to being able to attract students' attention, learning media can also convey the message to be conveyed in each subject.

The student in this era is very accustomed with gadget, they even are smarter and know how to use gadget than the people. This moment, are good to be used by teacher to increase the student's willingness in learning English. Learning English by using application is one of the best ways to their interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and every time.

Hello English is an application designed to help people learn languages easily and comfortably, so that doing so does not feel like you are studying, but rather just having fun with one more game or application on people device. The application allows people to learn a lot of different language, and of them are English.

METHOD

This research applied pre-experimental design. The writer administered a pre-test to all subject before the students using Hello English application to assess their knowledge in English. A post-test was conducted after the students using Hello English application to learn, this action for see the students result. The design involved one class. The researcher administers a pre-test, treat the students to use Hello English application and administer a post-test. The success of the using of Hello English application was determined by comparing the result of pre-test and post-test.

FINDINGS AND DISCUSIION

Findings

The tests were done twice namely pre-test and post-test, the writer gave the students pronunciation test before and after the treatment. To know the student's pronunciation ability the writer conducted pre-test and post-test. As mentioned before the writer used Hello English Application as instrument in collecting the data. It was given to the 8th grade students of SMPN 1 Meraksaji. Pre-test and post-test were done to get pronunciation score of the students. The students' scores in pre-test are presented in the following table. After analyzing the data derived from pre-test and pot-test below is the result of data analysis. The result of students' pronunciation score in pre-test and post-test could be seen in the table below:

Table 1. The students' pronunciation Score In Pre-Test

No.	Students' Initial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	15	10	10	35	Very poor
2.	AKM	20	15	10	45	Very poor
3.	A	20	15	10	45	Very poor
4.	CC	20	25	20	65	Average
5.	KAJ	15	10	10	35	Very poor
6.	E	15	10	10	35	Very poor
7.	EM	20	15	15	50	Very poor
8.	EM	20	15	10	45	Very poor
9.	FS	15	10	10	35	Very poor

10.	SDP	15	10	10	35	Very poor
11.	GF	20	15	10	45	Very poor
12.	I	20	15	10	45	Very poor
13.	JJP	20	20	15	55	Poor
14.	JKP	20	20	15	55	Poor
15.	JT	15	15	10	40	Very poor
16.	JS	15	20	15	50	Very poor
17.	MP	15	15	10	40	Very poor
18.	RM	15	10	10	35	Very poor
19.	RMS	15	10	10	35	Very poor
20.	S	15	15	10	40	Very poor
21.	V	15	15	10	40	Very poor
22.	S	15	10	10	35	Very poor
23.	W	20	15	10	45	Very poor
24.	UT	15	15	10	40	Very poor
25.	O	20	20	15	55	Poor
26.	J	15	10	10	35	Very poor
27.	LG	15	10	10	35	Very poor
28.	MP	15	15	10	40	Very poor
29.	S	15	15	10	40	Very poor
30.	F	15	15	10	40	Very poor

Source : Students' pre-test

Based on the table 1, it can be concluded that none student who got 91-100 score and 76-90 score. There was one students who got 61-75 score, three students who got 51-60 and twenty-six students who got score <50.

As being stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students pre-test score and percentage.

Table 2. The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	-	-
Average	61-75	1	3%
Poor	51-60	3	10%
Very poor	<50	26	87%
Total		30	100%

Source: Students' pre-test

Table 2. above show that, in the pre-test none of the students classified as excellent and good, 1 student (3%) classified as average, 3students (10%) classified as poor and 26 (87%) classified as very poor.

Table 3. The Students' Pronunciation Score In Post-Test

No.	Students' Initial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	25	25	25	75	Average
2.	AKM	30	25	25	80	Good
3.	A	30	25	25	80	Good
4.	CC	30	30	30	90	Good
5.	KAJ	25	25	20	70	Average
6.	E	30	25	20	75	Average
7.	EM	30	30	25	85	Good
8.	EM	30	25	25	80	Good
9.	FS	25	25	25	75	Average
10.	SDP	30	25	25	80	Good
11.	GF	30	25	25	80	Good
12.	I	30	30	30	90	Good
13.	JJP	35	25	25	85	Good
14.	JKP	30	30	25	85	Good
15.	JT	30	30	25	85	Good
16.	JS	30	25	20	75	Average
17.	MP	30	30	25	85	Good
18.	RM	30	25	25	80	Good
19.	RMS	25	30	25	80	Good
20.	S	35	30	25	90	Good
21.	V	30	30	25	85	Good
22.	S	30	30	25	85	Good
23.	W	35	30	25	90	Good
24.	UT	30	30	25	85	Good
25.	O	30	25	20	75	Average
26.	J	30	25	25	80	Good
27.	LG	30	30	25	85	Good
28.	MP	30	30	25	85	Good
29.	S	30	30	25	85	Good
30.	F	30	30	25	85	Good

Source : Students' Post-test

Based on the table 3, it can be concluded that none student who got 91-100 score, 51-60 score and <50 score. There were twenty-four students who got 76-90 score and six students who got score 61-75 score.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students post-test score and percentage.

Table 4. The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	24	80%
Average	61-75	6	20%
Poor	51-60	0	0
Very Poor	<50	0	0
Total		30	100%

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table 4.4 that out of 30 students, none of students were categorized as excellent, poor, and very poor. At the next level, there were 24 students (80%) categorized as good and 6 students (20%) categorized as average.

After conducting the student's pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether there is a significant difference between the results of the students mean scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16.0, the significant differences can be easier to analyses.

In this research, the Null hypothesis (H0) stated that the influence of Hello English application cannot enhance the students' pronunciation skill in English at the ninth grade of SMPN 1 Meraksaji, in the academic year 2021/2022. While the Alternative hypothesis (H1) state that the influence of Hello English application can enhance the students' pronunciation skill in English at the ninth grade of SMPN 1 Meraksaji, in the academic year 2021/2022. If the value of significance 2 or sig. (2-tailed) lower than 0,05 accepted and rejected.

4.6. 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	-3.98333 E1	7.93110	1.44801	-42.7948 5	-36.8718 1	-27.5 09	29	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis () was accepted and the null hypothesis () was rejected. It means that the influence of Hello English application can enhance the students' pronunciation skill in English at the ninth grade of SMPN 1 Meraksaji, in the academic year 2021/2022.

Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps.

The first step was given pretest to students. Pre-test was given to know the students' pronunciation skill score before treatment being taught by Hello English application. The second step was given treatment and applied Hello English application to the students. The third step was given post-test to the students to know the students' pronunciation skill score after being taught by using Hello English application.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' pronunciation skill before students were given the treatment, the students seem did not understood about the test and active in asking question to the writer. The result on pre-test shows that the students have lack pronunciation skill. The students seem did not understood about the test and active in asking question to the writer. Instrument students' download Hello English application and writer explain about how to use Hello English application on smartphone. The test intended to know the student's pronunciation skill before students were given the treatment, the students were enjoying did the activity especially use Hello English who interesting. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the

students' pronunciation skill after students were given the treatment, the students more silent and faster did the test. Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 42.33 improve to post-test with 82.16. It showed that there was different pronunciation skill score of the second-grade students' of SMPN 1 Meraksaji.

After being given by using Hello English application before and after pronunciation skill. The result of the pronunciation test how the students' score after using Hello English application was higher than before. In short, the average score of pre-tests is 42.33 while the average score of post-tests is 82.16. It means that the result in post-test was better than pre-test.

It can be seen; it was concluded that the students got good achievement in pronunciation skill after using Hello English application. Referring to the description above, it was concluded that in this research, Hello English application as a digital media in learning pronunciation teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' pronunciation skill at the second-grade students of SMPN 1 Meraksaji in the academic year 2021/2022. There were several improvements reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improved after the research was conducted using application.

Another reason the students were interested in this application is because, students were able to learning in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English.

One plus point from the Hello English application is, in this application when the students had answered the questions, the right answer will inform to them. If they answer the questions correctly, then they get the point. If they answer the questions wrong, they did not get the point, but they also know the correct answer of the question.

Some of the obstacles was found researcher because this research was carried out during pandemic the corona virus, when teaching and learning activities moved at home. The writer must prepare extra teaching strategy, researcher should tell students' information repeatedly.

CONCLUSION

According to the research findings and discussion, the writer concluded that there was influence of using Hello English application towards students' pronunciation at the ninth grade of SMPN 1 Meraksaji in the academic year of 2021/2022. It could be seen on the results between the pre-test and post-test,

the score of the post-test higher than the score of the pre-test. Based on the result of data analysis and the discussion using Hello English application as a digital media is fun way in learning pronunciation to stimulate the students to improve pronunciation ability. Most of the students have low pronunciation skill before Hello English application applied, the students' can improve their pronunciation and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in pronunciation.

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