

THE USE OF PRONUNROID-IPA PRONUNCIATION IN ENHANCING PRONUNCIATION SKILL OF 10th GRADE STUDENTS OF SMA NEGERI 4 MAKASSAR

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ABSTRACT

This study conducted to determine the effect of the pronundroid-IPA learning application learning on pronunciation learning outcomes in English in class XI 5 of SMA Negeri 4 Makassar. This type of research is an experimental research with a Pre-experimental with One Group Pre-test and post-test design. which is giving a test before the treatment, then giving a test after the treatment using the pronunciation of the pronundroid-IPA application. The sample of this research is the students of class XI 5 membered 29 students. The research carried out in 3 meetings. The data collection technique used in this study was a test technique which was analyzed with descriptive statistics. The data obtained were also analyzed using the SPSS version 22.0 program. The results showed that there was an effect of the learning model using the Pronundroid-IPA Pronundroid-IPA application on the English learning outcomes of class XI 5 of SMA Negeri 4 Makassar students. This fact can be seen in the results of SPSS version 22,0 analysis, the average value of students' learning outcomes is 0.000. Thus, it can be said that there is a positive relationship between the learning model that uses the pronundroid-IPA pronunciation application on student learning outcomes.

Key Words : Application, Pronundroid-IPA, Pronunciation, Media

INTRODUCTION

According to Agustin (2015 : 360), English is the main communication medium for people in the UK, USA, Canada, Australia, New Zealand, South Africa, and in many other countries. However, in Indonesia English is a foreign language. According to Santoso (2014 : 1), Organizing foreign language learning in Indonesia is an effort for every student to be able to absorb knowledge and be able to follow every scientific development in the world, as well as a way to spread it to the global world. According to Hernanda, Azzahra & Alfarisy (2022 : 94), the application of foreign language learning in education is a form of interest and has functions and goals for its citizens. Kasni (2021 : 74), states that the role of English can be seen in various fields such as in the world of tourism, education, economics, even in daily communication. This becomes very important in the aspect of education because English is included in several language lessons in our. Richards in Rosyidi (2021 : 431), explains that there are four main skills taught in learning English, namely; listening skills, speaking skills, reading skills, and writing skills. This skill is important to master in learning English, especially in pronunciation which has an important role in these four skills. So that we can

listen to the original narrative and understand the message conveyed through the pronunciation.

In learning English, Tariq et al. (2021 : 318), stated that basically learning English is closely related to learning communication. This communication learning can be applied both orally and in writing. Communication is the most important thing for everyone. Therefore, people must have good pronunciation in order to understand each other and achieve the goal of being an understandable speaker. Good pronunciation will bring information clearly to estimate the speaking skills that need to be consolidated. In addition, it is hoped that it will not only focus exclusively on the information we want to convey. But people have to understand what we really want to say when we speak. Speaking is the ability to pronounce articulation sounds or words to express, and convey thoughts, ideas, and feelings (Tarigan in Nurlaelah & Sakkir 2020 : 118). According to Setyonegoro (2013 : 76), the purpose of writing human speech includes: a. Express thoughts, feelings, imagination, ideas, ideas, and opinions. b. Respond to the meaning of the conversation of others. c. Wants to entertain other people. d. Send information. e. Persuade or influence others. In speaking we must have good pronunciation, we must know the characteristics of pronunciation which include segmental characteristics, namely consonants, vowels, diphthongs and clusters as the characteristics that most affect students. Pronunciation skills cannot be mastered quickly, but require practice. Pronunciation skill does not only refer to theory, but must be cultivated in practice regularly. Unfortunately, pronunciation learning in schools is still mostly presented in the form of theory and lack of practice, as a result students do not understand the sounds they pronounce themselves.

The ability that students must have in speaking English is to understand and express information, thoughts, feelings, and develop science, technology, and culture using English. English serves as a tool for communicating to access information and as a tool for fostering interpersonal relationships and exchanging information.

According to Muhammad & Alimudin (2018 : 24), with the rapid development of technology, the world of education has received support to increase effectiveness and efficiency. One of the technological developments used to improve students' pronunciation is an application. According to Holla and Katti (in Ardini et al, 2020 : 609), an application is a package of components, each of which can be used and run as needed (perhaps even by other applications). especially pronunroid-IPA pronunciation app. Pronunroid-IPA Pronunciation is an application that aims to transcribe phonetics that can be used as a tool to find out how to sound and phonetic symbols in English. The Pronunroid-IPA Pronunciation application is designed to differentiate English speech phonetically. The study of phonetics requires a special writing system that uses various types of symbols based on the IPA (International Phonetic Alphabet) standard. English learning at the high school level is currently very limited. In the process of learning English, the teacher must maximize the available time. So that teachers really need media

to improve student skills that aim to stimulate students' thoughts, skills, and attention. This also happens in SMA Negeri 4 Makassar, there are still many students who have difficulty in pronouncing vocabulary. However, the situation seems easy because we live in a modern era that is accessed by the internet.

Therefore, the researcher wants to introduce learning through the Pronunroid-IPA Pronunciation application for the application of the science of pronunciation. The Pronunroid-IPA Pronunciation application is an application that can make it easier for students to recognize phonetic sounds and symbols in English.

METHOD OF THE RESEARCH

In this research, the writer applied pre-experimental to one group of pre-test and post-test. This design includes three steps :provide a pretest to measure the dependent variable, provide experimental treatment, and provide a post test to measure the dependent variable. This research conducted at SMA Negeri 4 Makassar at the second semester of 2021/2022 academic year. The writer took in three meetings. This research took in one month. The population in this research is the XI grade of SMA Negeri 4 Makassar at the first semester 2021/2022 academic year. These XI grade students of this school divided into four classes with 35 students in each class. So, the population of this study is 144 students. In this research, the writer would apply a random sampling technique. The writer took take one class that have been formed at the school to be observed, membered 29 students. The sample is XI 5 grade students of at SMA Negeri 4 Makassar at the first semester 2022/2023 academic year. In analyzing data, the researcher would used tes-t. The method used to determine whether the two means differ significantly at the chose probability level. The method used to find out significant differences in learning to write with related to the pre-test and post-test scores by implementing the IPA pronunroid application. Calculating the mean, standard deviation, frequency table, and t-test values in identifying the difference between the pre-test and post-test the writer used inferential analysis in the SPSS (Statistic Product and Statistic Solution) version 22.0 program.

FINDINGS AND DISCUSSIONS

Findings

In this study, the experimental class was students in class XI 5 SMA Negeri 4 Makassar who were taught using the Pronundroid-IPA pronunciation application. Before students receive treatment, the researcher compose a pre-test with vocabulary pronunciation training. Pre-test is used to measure students' pronunciation before given treatment. After the students received the treatment, a post-test was conducted. It numbers show :

Table 1. Students' Pre-Test and Pos-Test Scores of Experimental Class

No	Student's Initial	Pre-Test	Post-Test
1	AMAR	2	4
2	AMAR	3	4
3	APN	3	4
4	AGP	3	4
5	AM	3	5
6	ANS	3	4
7	APA	3	4
8	AKAA	3	4
9	ALIH	2	3
10	AS	2	4
11	AR	2	4
12	AS	3	5
13	AQM	3	5
14	AIQP	2	3
15	H	2	4
16	IS	2	4
17	IRR	2	3
18	J	2	3
19	MYV	2	4
20	MA	3	5
21	MI	3	5
22	MDA	2	4
23	MARA	2	3
24	NSA	2	4
25	N	2	4
26	N	2	5
27	N	3	4
28	SS	2	3
29	SD	2	3
TOTAL		70	115

In the table 1, we can see that the total score of students at the pre-test is 70 and the total score of students at the post-test is 115. From the pre-test table it can be explained that the student's pronunciation score is still not good, and at the post-test students' pronunciation has improved well. The increase my score in students' pronunciation can be seen in the post-test table which states that students have improved to good pronunciation.

Table 2. Classification of Students' Pre-Test and Pos-Test

No	Students' Initial	Pre-test	Classification	Post-test	Classification
1	AMAR	2	Very Poor	4	Good
2	AMAR	3	Average	4	Good
3	APN	3	Average	4	Good
4	AGP	3	Average	4	Good
5	AM	3	Average	5	Excellent
6	ANS	3	Average	4	Good
7	APA	3	Average	4	Good
8	AKAA	3	Average	4	Good
9	ALIH	2	Very Poor	3	Average
10	AS	2	Very Poor	4	Good
11	AR	2	Very Poor	4	Good
12	AS	3	Average	5	Excellent
13	AQM	3	Average	5	Excellent
14	AIQP	2	Very Poor	3	Average
15	H	2	Very Poor	4	Good
16	IS	2	Very Poor	4	Good
17	IRR	2	Very Poor	3	Average
18	J	2	Very Poor	3	Average
29	MYV	2	Very Poor	4	Good
20	MA	3	Average	5	Excellent
21	MI	3	Average	5	Excellent
22	MDA	2	Very Poor	4	Good
23	MARA	2	Very Poor	3	Average
24	NSA	2	Very Poor	4	Good
25	N	2	Very Poor	4	Good
26	N	2	Very Poor	5	Excellent
27	NA	3	Average	4	Good
28	SS	2	Very Poor	3	Average
29	SD	2	Very Poor	3	Average
	TOTAL	70	Very Poor	115	

Based on the table 2 above, the total pre-test score of students' pre-tes was 70. As for the explanation, the lowest pre-test score is was 2, and the highest students' pre-test score is 3. Students got average score was 2 at the time of pre-test. It means that many students have limited ability to understand the pronunciation. While the total of post-test score is was 115, the students' lowest score on the post-test was 3 and the highest score was 5. The student's average

score was 4, So it can be concluded that there were students difference scores in the pre-test and post-test in the experimental class.

Table 3. Descriptie Statistics

	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation
Pre-Test	29	2	3	70	2.41	.501
Post-Test	29	3	5	115	3.97	.680
Valid N (listwise)	29					

From the table 3 above, it can be seen that there were 29 students as the sample in this study. It can be seen that the sum of pre-test score was 70 and the post-test score increased to 115 with an average of 3.97 and a standard of 3. The lowest value was 2 and the highest value was 3 with an average value of 70 and an assessment level of 0.501. In the post-test the lowest value was 3 and the highest value was 5 with an average value of 115 and an assessment level of 0.680.

Table 4. Frequency Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	17	58.6	58.6	58.6
3	12	41.4	41.4	100.0
Total	29	100.0	100.0	

From table 4, it shows that total students as the sample were 29 students. There were 17 students (58.6%) with the lowest score was 2 and there were 12 students of (41.4%) with the largest score was 3.

Table 5. Frequency Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	24.1	24.1	24.1
4	16	55.2	55.2	79.3
5	6	20.7	20.7	100.0
Total	29	100.0	100.0	

Based on the Post_Test Frequency in table 5, the number of students was 29. There are 7 students (24.1%), got 3 score 16 students (55,2%) got 4 score, 6 students (20.7%) got 5 score.

Table 6. Normalitas One-Sample Kolmogorov-Smirnov Test

		Unstandar dized residual
N		29
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	.41291370
Most Extreme Differences	Absolute	.195
	Positive	.195
	Negative	-.158
Kolmogorov-Smirnov Z		1.050
Asymp. Sig. (2-tailed)		.220
a. Test distribution is Normal.		

According to table 6, it is known that the statistical value of the Kolmogrov-Smirnov test shows the Asymp value. Signature.(2-tailed) of 0.220 > 0.05 and from the normal p-p plot. It can be seen that the residual graph was around a straight line, so it can be seen that the dependent variable is normally distributed so it can not reject H_a the data distribution was normal.

Table 7. Paired Samples Test

t	df	Sig. (2-tailed)
-14.600	28	.000

Table 7 shows that the paired samples test. The output shows the results of the tests performed. It can be seen that the significance value (2-tailed) in the table. The significant (2-tailed) value of this case sample was 0.000 ($p < 0.05$). So that the results of the pre-test and the post-test experienced a significant (meaningful) change. Based on descriptive statistics, the pre-test and the post-test proved to be higher in the post-test. It can be concluded that the students' pronunciation post-test got an increase.

Discussions

From these findings it was clear that the proundroid application as a learning medium can improve students' pronunciation skills. Students' test results got a higher score than before, the average pre-test score was 2.42 while the pos-test average was 3.97. This means that the results of the pre-test and pos-test were different where students' score in pos-test were increased. In the pre-test some students are included in the unsatisfactory classification due to lack of understanding of pronunciation.

This study discusses the problem of improving students' pronunciation skills in class XI 5. This study uses pre-experimental research as the research design. This section innovates to analyze the results or findings based on related theories. All data collected from the research instrument provide information about the research findings. The results of student scores were calculated using SPSS. Pre-experimental research using the pronundroid-IPA pronunciation application to improve students' pronunciation skills.

Based on the results of the study, it is known that the pronundroid-IPA Pronunciation media can improve the pronunciation skills of students SMANegeri 4 Makassar. In this study, this media focused on students' pronunciation skills. The use of the pronundroid-IPA pronunciation application in class not only improves students' pronunciation skills, but also enriches students' understanding. It can be seen that students get good achievements in pronunciation skills after using the pronundroid-IPA pronunciation application. Referring to the description above, it can be concluded that in this study the pronundroid-IPA pronunciation application can improve students' pronunciation skills.

From the pretest, students were given the opportunity to write down some noun vocabulary and then practice their pronunciation from the noun vocabulary they wrote down. In this section, the writer found that all students got unsatisfactory scores because students had difficulties in pronunciation. And From the post-test, students were again given the opportunity to write vocabulary and practice pronunciation. In this section, the writer found that the students showed their improvement, because they got good grades and were more active in the pronunciation training process. for example there are 12 people who get the highest score (5). In addition, they can improve well because they are willing to learn and they also show their enthusiasm when learning pronunciation, they follow the learning flow and are active in practicing pronunciation.

As a result, the use of the pronundroid-IPA pronunciation application can make easier for students to practice and increase their motivation in learning English pronunciation. In addition, for students who use the pronundroid-IPA pronunciation application, it is considered fun, and especially useful for students of class XI 5 SMA Negeri 4 Makassar. Then in conducting the research the writer encountered several obstacles. where tools such as LCD are damaged so that writer cannot apply applications using LCD, but writer made group for students to explain how to use the pronundroid-IPA pronunciation application. Although there were obstacles during the research process, the use of the pronundroid-IPA pronunciation application turned out to have many benefits. Referring to the results above, it can be concluded that in this study, the pronundroid-IPA pronunciation application as a learning medium can improve students' pronunciation skills at SMA Negeri 4 Makassar.

CONCLUSION

Classification of students' pre-test and post-test scores; In the pre-test; There are 17 students (58.6%) with the lowest score of 2 and there are 12 students (41.4%) with the highest score of 3. In the post-test; There were 7 students (24.1%), got a score of 3, 16 students (55.2%) got a value of 4, 6 students (20.7%) got a value of 5. From the results of the classification of the pre-test and post-test students scores are the post-test score was higher than the pre-test score. Based on the data described previously, it can be seen that the average core in pre-test was 2.42 and the average score in post-test was 3.97. And The results of testing the pre-test and post-test scores of students in the experimental class, the author uses the t-test to test the hypothesis. The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that the application of the learning model through the pronundroid-IPA application to English pronunciation skills has increased the pronunciation of students in class XI 5 SMA Negeri 4 Makassar.

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