THE EFFECTIVENESS OF ENGLISH PRONUNCIATION APPLICATION FOR STUDENTS' MOTIVATION IN LEARNING

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Abstract

The objective of the research is was to know the influence of applications that consisting pronunciation practices for English language to motivate students for learning pronunciation. This research using experimental research on the participants by using treatment and test which using pre-test and post-test. This research conducted at UIN Prof. K. H. Saifuddin Zuhri Purwokerto. For this research, the sample of research is 3rd semesster students in English Education Program. The convenience sampling was used for the sampling technique. In the research itself, there are 30 participants who divided into two different groups; experimental and control group. Researchers using T-paired Test and N-Gain Score test for analyzing the data of the research which shown the effectiveness of English pronunciation application for students in mmotivation.

Keyword : Pronunciation, Motivation, MALL

INTRODUCTION

Pronunciation is a product of English language which covering in sounds aspect that will used for making meaning. Pronunciation also defined as the way for uttering words in accepted manner (Gilakjani, 2016). So, when we have learned pronunciation and use it properly, we can deliver the message that we want with the others without misleading the meaning and make the communication with the them going well as supossed to be (Kobilova, 2022).

However, there are still a lot of students who struggle to speak because their pronunciation itself. For most of the students, especially who are studying English as the second language, pronunciation become one of the problems that they should face. Usually, the problem came from their origin or accent of the first language which some of the languages have differences with the English language, such as consonant, vowels, word stress, or intonation (Menon, 2007). In addition, there are lots of teacher who don't pay attention on the pronunciation practices and only focused on reading, writing, and listening (Gilakjani, 2016). Practice time also affect how students pronounce word, because the time for practice their words is very limited and also they don't have 'someone' to check it outside the class or an assistant to help them.

In addition, most of the students who learn don't feel to motivated in learning pronunciation using conventional way which is too monoton. They are not too

enthusiastic about it and can be shown by how they say some words incorrect. So, this conventional way that is too monoton or even bored for the students make their motivation to learn is low. Motivation in learning can be defined as a thing that push someone to do certain activities in order to achieve some goals, conciously or not (Andriani & Rasto, 2019). Motivation held important point in learning because it will boost the students to learn something in classroom. In learning motivation, there are some aspects that will activate, move, or guides individual behavior, so a correct motivation in learning can determine the goal of learning, if students has a better motivation, the better goal that will be achieved (Bakar, 2014).

In order to improve students motivation in learning pronunciation, teacher can use certain learning media which can support teacher in teaching pronunciation especially in practice and learning outside class. Learning media itself is everything that can be used to transfer or channel the message from certain learning sources that can make the lesson more efficient and create a successful environment in learning (Ramdhani & Muhammadiyah, 2015). Furthermore, using interesting learning media can boost students' interest to take a participation in the learning process. Moreover, the motivation in learning for students can be increased by using the correct learning media in the class session, as the globalization and modern era occurs in present time, technological learning media is more suitable to be used by the teacher for supporting the learning process like mobile application. For example, application that related and can be used for teaching pronunciation are; ELSA, English Sound, and English Pronunciation.

English Lesson Speech Assistant (ELSA) is an application that can be used for teaching and communicating in English which has a fiture to help students for correct the errors in pronunciation and it can help them into syllable level's mistake by using artificial intelligence (Muamar, 2022). It also has a position in top 10 in the world rank. ELSA app positioned as an assistant for students in practicing pronunciation with AI generated that can also give the accuracy of spelling and focused on detail of pronunciation such as consonants, minimum pairs, etc, it depends on the user's proficiency level.

The next application that can be used by students for practicing pronunciation is English Pronunciation. As we know from the name itself, this application also providing various features to support pronunciation learning. This app provide material for teacher and students in need of knowing and access certain material about pronunciation, and it also give explanation and terms for practice (Satya & Aprianoto, 2020). In addition, the application also give the user various menu of topic about related topic such as stress, intonation, vowels, consonants, and more. Furthermore, each of the topic also have sample of words that can be used to practice directly by using microphone on your mobile phone, and students no need to worry because it also equipped by assistant that will also help them study. Another application that can be used to is English Sound Pronunciation. This application also provide a lot of features that can help students learn pronunciation. The things that make it different from the previous two is the interface that looks more simple and it also add explanation in every sounds, vowels, and consonant.

Based on description above, to find out the effect of using those apllication on students' learning motivation in learning pronunciation, an experiment required in this research. In addition, it can be used to providing a new learning media or tool that teacher can used to support learning activities, even it is done outside classroom.

LITERATURE REVIEW

1. Students Motivation

This research is related with the topic of motivation in pronunciation learning. One of the common problem that appears when someone learning pronunciation is motivation (Naser & Hamzah, 2022). Some research found that personal goal can affect people's desire to do something, especially in learning. (Moyer, 2007) explain that positive feelings in learning language is important as a factors for improve the pronunciation. This statement also explained by (Sahatsathatsana, 2017) which if students want to speak native-like, they should be motivated to do so. So, in order to make students more motivate, teacher should encourage the students to practice their speaking skill in and outside class with structural interactions (Yowani, 2021).

Motivation in learning usually influenced by two factors; intrinsic and extrinsic. Intrinsic factors are the internal aspects that came from the mind itself, for example it is the satisfaction or enjoyment to do something. Then the extrinsict itself is the opposite of the intrinsic itself, which came from the outside as example; rewards or the compensation from the surrounding environment. Furthermore, the extrinsic can be referred to something that help students learn such as technology, attention from the others, facility, and activities (Dwinalida & Setiaji, 2020). All of these things, be it intrinsic or extrinsic have a major role in improving students motivation in learning and their goal which will also help them to improve their understanding by using correct motivation in learning.

2. English Pronunciation

Pronunciation is a part of speaking skills of language learning which need encouragement on its practices, so teacher needs to use various method to make students engaged in learning that can be done with variety of methods or using mobile application which familiar with the students (Basuki, 2016). Pronunciation in teaching language makes students more aware to different sounds and sound features, improves their speaking sig-nificantly, and improve spoken English understanding (Harmer, 2015). According to (Fraser, 2000), teacher should give students proper sources, material, and instruction in pronunciation practice. She continued that second language education research should not be concerned with the significance of English pronunciation instruction, but with the methodology of its instruction itself.

3. MALL (Mobile Assisted Language Learning)

Nowadays, technology takes a part in education program and it has various terms which can be used to support learning activities such as MALL. Term of Mobile Assisted Language Learning (MALL) shaped the habits of students' learning and social interaction (Kannan & Munday, 2018). Technology become a support in education especially language teaching and learning, which for many years, it was still in the form of chalk and blackboard. Usually, MALL providing variation of learning that can be used by the teacher to support learning in order to avoid monotony.

4. Pronunciation Applications

There are a lot of mobile application that can be used by the students for learning English pronunciation such as ELSA, English Pronunciation, and English Sound. The use of those application has an effect on students pronunciation (Pangastuti, 2021). Furthermore, it can help them to pronounce hard sound or dipthongs which particulary new for non-native speaker (Muamar, Improving The Students' Pronunciation Using

English Language Speech Assistant (ELSA) Application, 2022). (Haryadi & Aprianoto, 2020) mentioned that the improvement of motivation also engaged on students to learning which help them to perform self study.

RESEARCH METHODOLOGY

Population and Sample

Population is a group of subject which has differences or some unique characteristic from the others that give an interest for researchers to make it as a subject of study for their needs (Umiyati, 2021). Population itself is a universal things, which means it is not specific, such as plants, animals, people, profesions, degrees, etc. Furthermore, if a researcher wants to do a research in certain grade at a highschool, the population itself is every students of those grade which will be concluded. Based from those explanation, the population is the entire object element from the research which used as a source of data with certain characteristic that make it interesting. The population of this study is the undergraduate students of English Education Program at UIN Prof. K. H. Saifuddin Zuhri Purwokerto.

Sample itself is a advanced part of population which is a sub-part of subject that more specific, sample is used to decrease the generalization of a subject. For example, if a research conducted in a highschool for English learning and you only used three class among twelve, these three is a sample of research (Saat & Mania, 2019). In conclusion, sample is a specification of population or decreasing its number and use it as the object of research. Sample can be choosen by using some methods which are; *snowball sampling, quota sampling, random sampling, cluster sampling*, etc. Furthermore, this research use *convenience sampling* as the method to determine the sample of population.

Convenience Sampling is a type of non-probability or not choosen randomly where the samples of population taken by considering criteria such as; accessibility, geographical aspect, willingness, and more. Generally, it is a sampling technique that choose the subject or sample based by accessibility or willingness to participate in the research. Furthermore, the convenience sampling technique afford availability and easier access to subject of research which later give the researcher pretty easier participant to be controlled.

In this study, convenience sampling technique used in the third semester of English Education Program which consisting three classes; A, B, and C. The characteristic that used in considering sampling is accessibility for the class itself. Based on the availability of participants, the third semester students later choosen randomly which specifically consist 30 randomly choosen students to take participation on this research based on the willingness of students to participate.

Variable and Indicator of Research

Variables defined as the certain characteristics from an individual or community which can be used as an observed aspects for a research purposes. Variables could be known for consisting gender, age, social status, behavior, political position, etc (Creswell & Creswell, 2018).

a. Independent Variable (X)
   Independent variables also can be defined as the stimulus. Furthermore, the independent variables are the variables that has an influence or giving a new

condition (change), and make the dependent variable to be exist. Generally, it is written in X. The independent of this research is "English Pronunciation Applications".

b. Dependent Variable (Y)

Dependent variables are the opposite of the Independent Variables, it is a variable that influenced by the independent and exist as the result of stimulus that has been given. In conclusion, the independent is the change and dependent is the result of it. Dependent variables usually written in Y. In this research, the Y or dependent is "Students' Motivation in Learning".

Data Collection Technique

a. Research Test

Test can be defined as a set of questions or exercises that used in order to evaluate the progress of skill, ablity, or knowledge of individual (Kurniawan & Puspitaningya, 2016). As stated in the research design, this research use quasi experiment to know the relation between variables. Furthermore, to know the relation of both variables, writer use Pre-test and Post-test. The result of the test will be applied to know the effectiveness of method. Writer also applying reading activity to maintain the pronunciation practices. Pre Test will be delivered in the beginning of research which delivered via WhatsApp and consisting 10 multi-choice question. In the next step, writers as the researcher will do some treatment for the participant which conducted once per week in three weeks. After the treatment complete, the Post Test will be delivered online to know the result of the treatment.

b. Instrument of Research

According to Gay and Mills (2018) questionnaire can be defined as the written form of survey questions which the research subject should answer. In this study, researcher use questionnare in form of Pre-test and Post-test for the participants. The question itself uses English format for the language and use scale number of 1 – 4 as the ordinal numbers, each number covering range from "Very Agree" to "Very Disagree". Each of the questions will asked about willingness to study, how they feel about the certain methods for learning, and content interest.

c. Treatment

In order to maintain the result of the experiment correctly, writer use treatment for both experiments and control group. The treatment consisting pronunciation activity like spelling some words and sentences that already prepared. This treatment will be conducted 4 times which covering once per week (four weeks in total).

1. Data Analysis

In this study, writer use quantitative research analysis which use statistics. Inferential statistic or also known as inductive statistics is a technique of statistical anaylisis for the sample data and result that applied in the research's population (Sugiono, 2010). The data will be tested in using Microsoft Excel. In the formulation, writers use *t-paired test* in order to know the relation of X and Y which later give the result of this research, the formulation are :

$$t = \frac{\bar{X}_D}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

Description :

$\bar{X}_D$: Mean Data 1 – Mean Data 2

Σd^2 : D - $\bar{X}_D$

N   : Number of data

2. N-Gain Score Test

The N-Gain Score Test used to determine the range scale of the effectiveness of using learning method for both control group and experimental group. The formula which seen as follows :

$$\text{N-Gain} = \frac{Post\ test\ Score - Pre\ test\ Score}{Ideal\ Score - Pre\ test\ Score}$$

3. Research Procedure

Writer use several steps in order to obtain the result of the research optimally. The stages itself are :

1) Preparation Stage
   a. Choose third semester students randomly
   b. Arrange the instruments
   c. Consult with the lecturer about the instruments
   d. Propose the validation of instruments to lecturer

2) Implementation Stage

The implementation of the research conducted by giving the test for the participants of the research which consisting Pre-Test and Post-Test about the topic of the research. Treatments also conducted between the pre and post test for the participants.

3) Data Analysis Stage

At this stage, researcher analyze the data which has been collected by using the statistical data analyze that used by the researcher.

4) Conclusion of the Research Stage

The conclusion of the research can be obtained after the result is clear about the interpretation of data. Furthermore, it also can be concluded the relation between English Pronunciation Applications and students' motivation in learning pronunciation.

FINDINGS AND DISCUSSION

			Eksperimen		
No	Pre	Post	D	d	d2
1	26	31	5	1,333333333	1,777777777
2	36	36	0	-3,666666667	13,44444445
3	20	31	11	7,333333333	53,77777777
4	22	38	16	12,33333333	152,1111111
5	30	28	-2	-5,666666667	32,11111111
6	24	34	10	6,333333333	40,11111111
7	31	40	9	5,333333333	28,44444444
8	19	30	11	7,333333333	53,77777777
9	25	15	-10	-13,66666667	186,7777778
10	26	27	1	-2,666666667	7,111111113
11	30	31	1	-2,666666667	7,111111113
12	30	30	0	-3,666666667	13,44444445
13	30	30	0	-3,666666667	13,44444445
14	30	36	6	2,333333333	5,444444443
15	22	30	8	4,333333333	18,77777777
Jml	401	467	66	11	627,6666667
Mean	26,73333333	31,13333333	4,4		

			Control		
No	Pre	Post	D	d	d2
1	29	31	2	-1,25	1,5625
2	22	23	1	-2,25	5,0625
3	30	30	0	-3,25	10,5625
4	24	25	1	-2,25	5,0625
5	27	27	0	-3,25	10,5625
6	24	28	4	0,75	0,5625
7	25	28	3	-0,25	0,0625
8	24	27	3	-0,25	0,0625
9	24	26	2	-1,25	1,5625
10	26	27	1	-2,25	5,0625
11	24	26	2	-1,25	1,5625
12	24	26	2	-1,25	1,5625
13	25	26	1	-2,25	5,0625
14	26	26	0	-3,25	10,5625
15	25	29	4	0,75	0,5625
Jml	379	405	26	-22,75	59,4375
Mean	25,26666667	27	3,25		

Ekperimen	
N	15
N(N-1)	210
X_D	4,4
Σd^2	627,6666667
Σd^2 / N (N-1)	2,988888889
$\sqrt{}$	1,728840331
t-hitung	2,545058628

Control	
N	15
N(N-1)	210
X_D	3,25
Σd^2	59,4375
Σd^2 / N (N-1)	0,283035714
$\sqrt{}$	0,53201101
t-hitung	6,108896135

FINDINGS

Based from the findings of the research above, there are significant differences between the result of Pre-Test and Post- Test for each group for using the applications for practicing pronunciation. Furthermore, t-paired test are used in order to know the differences, which the result are :

Test Group	T-Count	T-Table	Hasil	
Experiment	2,545058628	2,14479	H1 Accepted Ho Rejected	**There is a difference**
Control	6,108896135	2,14479	H1 Accepted Ho Rejected	**There is a difference**

According the result of the t-paired test, there are significance differences between Pre-Test and Post-Test from each group which received treatment of the research. Writers use $\alpha : 0,05$ for the test and resulting in Experimental Group (2,545058628 > 2,14479) which show that the t-count higher than t-table, and give the result of hypothesis; H1 accepted (There is an effect of the implementation of method on subject). Meanwhile, the Control Group who received treatment by using conventional method also show significance difference between the Pre-Test and Post-Test which the result of hypothesis as follows; H1 accepted (There is an effect on students' motivation).

In order to know the range of the effectiveness of English pronunciation applications, there are the formulation N-Gain Score Test that used to show 'how effective' the method. This test conducted because there are differences from each group's test. The results of the test are :

N- Gain Result	
Experiment	**Control**
28,60%	11,40%
Not Effective	Not Effective

The result of the N-Gain Test show that both method generally not effective on maintaining students motivation. Although the result of t-paired test shows there are differences between Pre and Post test, the range of effectiveness that shown by the N-Gain Score conclude that the method is not effective on motivate students to learn pronunciation, which resulting that the method has small effect on students' motivation.

DISCUSSIONS

Based from the result of this research, English pronunciation applications which used by the participants of the research shows a difference within before and after the students use them. English applications as the part of MALL (Mobile Assisted Language

Learning) could give differences perspective of students and gives them a new interest in learning. Research that conducted by Hartati et.al (2021) reveal that the use of MALL could attract students to learn which delivered in creative and interesting way. The use of applications for practicing pronunciation also increase students attitude towards learning which covering the participation and feelings about the pronunciation practices, this is related with the research from Satya and Aprianoto (2020) which the integration of pronunciation applications could give positive attitude from students toward learning.

However, as the result of N-Gain Score indicated that the use of applications is not effective for the students, it means that students still needs to be instructed to do the activities. It can be defined that the participants couldn't do their own and needs some instructions to start with. This is related with the research of Adara (2020) that the teachers still take a part in improving students' motivation. Generally teacher use MALL to boost the students' motivation by using the features of applications to deliver instruction in a way that is not boring which stated in Ruso (2007) and Khodabandeh et.al (2017).

CONCLUSION

Based from the result on findings, it can be concluded that the use of English pronunciation applications is not effective to maintain students to feel motivated in learning pronunciation. Though the result of the t-paired test showed differences, the range of effectiveness cannot reach the criteria for 'effective' in use for students. The result of the conventional also represented under 40% which concluded in the 'not effective' criteria.

The relation between the applications and the students' motivation cannot stand on their own, teacher still needs to take a part on this which could give another effect on students. Based on previous studies that related, the role of teachers as an instructor still has an impact on motivation to learn. Furthermore, the combination between teacher and creative teaching could give more effect for motivating students to learn.

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