

INCREASING STUDENTS' PRONUNCIATION USING ENGLISH PRONUNCIATION IPA APPLICATION THROUGH ANDROID

Aldrin Susanto¹, Taufik Suadiyatno²

^{1,2}Universitas Pendidikan Mandalika

Corresponding author Email: taufiksuadiyatno@undikma.ac.id

Abstract: The aim of this research was to know how English pronunciation IPA Android application is able to increase students' English pronunciation ability and to know to what extent the English Pronunciation IPA application through android is able to increase students' English pronunciation. This research was Classroom Action Research (CAR). The processes that were applied in this research were planning, acting, observing and reflecting. The instruments that were used to collect the data were observation sheet, test, and questionnaire. This research was held at MA Malaka, North Lombok with 25 second grade students as the subjects of research. This classroom action research was conducted within one cycle. The initial finding before the researchers began the first cycle showed that students score on pre-test was indicated as low score with average mean score 45,88 that achieved through multiple choice and oral test. Research finding in cycle 1 showed that students' score on post-test was increased to 88, 56 which means that the students' score increased 31, 75%. Moreover, based on the result of questionnaire they were able to reach on the points of Interesting, Challenging, Comprehending, Understanding, Enhancing, Intelligent, and Advantages. In the other words, English Pronunciation IPA application through android as the teaching media in action research was able to increase students' English pronunciation.

Keywords: *Pronunciation, English Pronunciation IPA, android*

INTRODUCTION

English is the one of famous languages in the world which has been becoming an international language or connecting communication. Even though every country has an own language, but for international interest, English is batter to use. Ilyosovna, (2020: 22) said that English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Therefore, Puri (2020: 33) stated that the four basic skills of learning a language are Listening, Speaking, Reading and Writing. These are the four potentialities that authorize a person to assimilate, construct and make use of the language in a meaningful social conversation. Moreover Dwiningrum (2016: 1-2) said that in communication, is it important to mastering the skill of speaking especially pronunciation which has determining fluently in communication using English language. People can understand what other people say if their pronunciation is good. It is important to know what is meant by IPA (International Phonetic Alphabet) as guideline student how to sound some word, but have to know the sound of IPA first. IPA usually not to teaching at elementary, junior and high school directly, they learn indirectly along with pronouncing some word, but IPA is not commonly learned in classroom. As we know, teaching the Phonetic alphabet commonly implemented only at collage, especially in English program study, it is necessary to lower the level in IPA (International Phonetic Alphabet) to the high school students. So that, there is no confused about this.

Nowadays, the technology has growing rapidly. It caused by there are so many new innovation technologies in order to facilitate human life, in terms of education. The use of technology is increased during the pandemic era, such as online learning using android application like Zoom Cloud Meeting, Google Classroom, Google Meet, YouTube Live and WhatsApp. It has an effect on the informal educational institution, like courses applying the online learning, included registration process until graduate without face to face directly meeting. It cannot be denied because the technology makes our life easier. Technology of Android Application can be a solution to help us in learning, only have a smartphone can improve learning, it is easy to find material of learning. According Ikhwan & Hakiky, (2011: 15) android is operating system for mobile phones that Linux based. It is providing open platform for developers to create their own applications. Based on the exposure expert above, android application is a software which is in android operation system that commonly in smartphone or tablet. The application can download in Play store for android, and Apps Store for Apple. According to Kirthika. B (2015: 260-261) Android is updating day by day since its release. These updates to the base operating system mainly focusing on fixing bugs as well as adding new features to provide more comfortable environment. In this situation, it is better to make new learning innovation at the classroom to get the student's attention but not prohibit them to use the mobile phone in class. For example, by using the mobile phone as a media of learning which made creatively to made that technology right on target. The reason why researcher conduct the research is: the average score of students based on the observation at school was 66.6, which is lower than 70 as the Minimum Completeness Criteria (KKM) and the average score of students' pronunciation was 45.88, it is in the level of low category.

RESEARCH METHOD

This study was Classroom Action research (CAR) as a research method to see the increasing in term of score and process of students' behavior through an action in classroom with English Pronunciation IPA android application as a media of learning. Action research has four steps to conduct which compiled by Kemmis, Mc Taggart & Nixon, (2014: 18-19) such as planning, acting, observing and reflecting. The subjects of this research were the second-grade students of MA Malaka, North Lombok. In this research, the data was collected through observation sheet, questionnaire and test. The questionnaire has 11 statements. There are two kinds of test, such as pre-test and post-test which consisted of multiple choices and oral test. The total of test items were 12 questions which was divided into 10 questions of multiple-choice form and 2 questions in the form of oral test. In this research, the instrument of the test was adopted from Hewings, (2007: 1-191). Meanwhile, the questionnaire instrument was adopted from Afa, (2017: 1-72). The researchers formulated the questionnaire for second grade students of MA Malaka, North Lombok. Those sources that are mentioned above were already valid and reliable. This present research used blended approach, *quantitative* and *qualitative*. Quantitative data was used to know the result of data that reached from test, such as the average, highest score, variance, and low score of students. Meanwhile, qualitative data was used to describe or summarize the data result from observation sheet and questionnaire. At the end, the researchers analyzed the average score of tests and the result of observation and questionnaire.

DATA FINDING

The researchers did an observation in MA Malaka as the object of research. Before taking the action to increase students' pronunciation using the English Pronunciation IPA application through android at MA Malaka, North Lombok Regency, the researchers first made observations of Malaka as an initial stage or to see the initial conditions of the school which become a reference for developing actions taken to increase students' pronunciation. The pre-questionnaire and pre-test were given to strengthen the reason to conduct a Classroom Action Research. The researchers conducted an analysis of the average score because the score involved all aspects of learning English, while what the researcher wanted to focus on was the students' pronunciation. Therefore, the researchers gave a pre-questionnaire as a first step to see their interest in learning English, especially pronunciation and gave a pre-test to see students' scores in pronunciation which became a desire in developing learning media in increasing students' pronunciation through an android-based application designed in cycle 1 which is carried out in the learning process. This is important to do to further maximize the learning process that has been planned so that the results obtained from this learning process can be achieved as desired through a class action. Based on the results of students' analysis on observation, it can be described the initial conditions on students' English scores at MA Malaka as the table below:

TABLE 1
STUDENTS SCORE FROM SCHOOL

No	Students Name	Score	Descriptions
1	ABDULLAH	65	Need improvement
2	ABDUL AZIZ	65	Need improvement
3	DIANA ZULFA	70	Need improvement
4	HAERUR RASID	65	Need improvement
5	HASYATI	65	Need improvement
6	HERLINA	65	Need improvement
7	HILMAWAN	65	Need improvement
8	JULIANA	65	Need improvement
9	KHAERULLAH	65	Need improvement
10	LAELA KARAMAH	70	Need improvement
11	MARNI	65	Need improvement
12	NILA ELIZA	65	Need improvement
13	PUTRI RAHAYU	70	Need improvement
14	RAHMAT PRATAMA A.N	70	Need improvement
15	RIKA SUSANTI	65	Need improvement
16	RONI	70	Need improvement
17	RONI MARJAN A.K	70	Need improvement
18	SRI HARIYANTI	70	Need improvement
19	SUBAN	70	Need improvement
20	SUKMAWATI	65	Need improvement
21	SURYADI	65	Need improvement
22	TAZKIAWATI	65	Need improvement
23	USNUL HADI	65	Need improvement
24	YUSRIL UMAM	65	Need improvement
25	GINA HAYATI ICHWAN	65	Need improvement
Average Mean		66.6	
Max		70	
Min		65	

Based on the table above, the average value of students learning English is 66, 6 of 25 students with the highest score of 70 and the lowest score of 65. These data indicate that students still need improvement because their scores are still classified as standard with a score of 65 and there are 8 students with scores above the standard, which is 70. But this score is still relatively general because it covers all aspects of learning English, while the researchers focus on assessing students' pronunciation so that to get the pronunciation score the researcher gives a pre-test to enrich the information from teacher on focusing the aspect of pronunciation score, it is contained with pronunciation aspect, there were two assessment models, namely for students' knowledge of pronunciation using multiple-choice as the test and oral test as a form of assessment of students' pronunciation. The average score for students' multiple choice is 38.8 with the highest score being 60, the lowest reaching 10, while for the average student oral test it is 7.08 with the highest score being 10 and the lowest being 5. The students' multiple-choice scores are different to students' oral test scores. This shows that students are good in pronunciation but poor in knowledge of pronunciation. From 25 students the average score of the pre-test was 45, 88 with the highest score was 69 and the lowest was 18, it showed that students' need to increase.

This is the process of cycle 1 which consisted of four stages, such as; planning, acting, observing, and reflecting. The process occurs based on the results of the analysis of the first conditions found in the school, the following is the process:

Planning

Based on the planning that has been prepared optimally, the researchers can move to the next stage where this stage the results of the planning implemented according to what is planned. It is known that this plan has been approved by the English teacher, which means the time to allocate taking English lessons.

Acting

This stage can be carried out when the planning has been completed, at this stage the results of the planning of researchers and teacher was applied in the classroom in the learning process. In this stage the teacher took action because it is the authority of the classroom action research model, even though the learning media is from the researchers. Researchers also made the learning process. This stage consists of two meetings, each meeting consists of opening, main activity, and closing.

Before reaching the end of the meeting, students are given a post-questionnaire sheet that can be filled out at their respective homes, and students are also given a post-test in the form of multiple-choice and oral tests, for multiple-choice can be answered directly in class, and for an oral test can Practice with students recording their voices and then sending them via WhatsApp groups. This is the stage of evaluating student learning outcomes. Observations were made by researchers throughout the learning process both at the first and second meetings. The closing stage is the end of the meeting of the learning process.

Observing

At this stage, the researchers made observations side by side with the implementation of the actions taken by the teacher. The observations made by the researchers included the results of the learning process and the results of the post-

questionnaire and post-questionnaire. It aims to find out the results of actions during the teaching and learning process.

Based on the results of observations in this cycle, it shows the results of students, activities in the classroom which include several aspects, including:

1. Student activities

In terms of student activity in taking notes in the material, asking questions, and expressing their opinions based on the results of observations, they are given a score of 3 with good categories.

2. Student attention

In this aspect, students' enthusiasm increased when participating in the learning process and becomes focused in terms of trying and paying attention to the teacher who explains the material so that the class atmosphere is calm and calm, can be given a value of 4 with a very good category.

3. Discipline

In this aspect, students have a score of 3 with a good category, it can be seen from the overall attendance of students following the learning process for 1 cycle, even though students come a little and leave a little late.

4. Assignment

In this aspect, a score of 3 was given with a good category, it can be seen from the students who did the given tasks such as tests and questionnaires even though the teacher was late in collecting their assignments and doing them according to the instructions.

If it is seen from the above, it can be considered very active when compared to the initial conditions which are not like the criteria above. The post-questionnaire is the data to what extent EP IPA able to increase students' pronunciation, which is then compared with the pre-questionnaire that has been given the first observation on the researchers' initial findings. The following table of data results post-questionnaire:

TABLE 2
THE RESULT OF POST-QUESTIONNAIRES

Statement	Student's answer								Total (%)
	SA	%	A	%	D	%	SD	%	
S1	15	60	10	40	0	0	0	0	100
S2	14	56	11	44	0	0	0	0	100
S3	18	72	7	28	0	0	0	0	100
S4	0	0	0	0	14	56	11	44	100
S5	0	0	0	0	9	36	16	64	100
S6	0	0	0	0	5	20	20	80	100
S7	3	12	1	4	8	32	13	52	100
S8	15	60	10	40	0	0	0	0	100
S9	12	48	13	52	0	0	0	0	100
S10	0	0	0	0	10	40	15	60	100
S11	13	52	12	48	0	0	0	0	100

Based on the post-questionnaire results from the table above, it can be seen that students' interest in learning English, especially with the English Pronunciation IPA application through Android, includes:

1. S1 indicates students' interest in learning pronunciation with the EP IPA application, from 25 to 60% answered SA and 40% answered A, 0% answered SD and 0% answered D. This shows that students' interest has increased by providing media in terms of learning pronunciation in class.
2. S2 indicates that learning pronunciation becomes challenging with the English pronunciation IPA media application as a medium for learning pronunciation, 56% of students answered SA, 40% answered A, 0% answered SD, and 0% answered D. Students are more likely not to choose D and SD which show that learning pronunciation is challenging.
3. S3 72%% answered SA, 28% answered A, 0% answered SD and 0% answered D. This indicates that learning pronunciation by using English Pronunciation IPA application helps students in comprehending their speaking.
4. S4 indicates that learning pronunciation using English Pronunciation IPA application is boring. Of the 25 students, 0% of students answered SA, 0% answered A, 56% answered SD, and 44% of students answered D.
5. S5 there is 0% of students answered SA, 0% answered A, 9% of students answered SD, and 64% answered D. This indicates that students tend to be easy to understand pronunciation.
6. S6 indicates their feelings about learning English, there is, 0% of students answered SA, 0% answered A, 20% answered SD, 80% answered D. Shows that learning pronunciation with the EP IPA application makes them happy.
7. S7 indicated their opinion about themselves regarding enhancing pronunciation by learning pronunciation in class, 12% of students answered SA, 0% answered A, 4% answered SD, and 52% answered D. This shows that there is enhancing pronunciation in learning pronunciation in class with the English Pronunciation IPA application.
8. This S8 indicates whether learning pronunciation makes them look intelligent in speaking, 60% answered SA, 40% answered A, 0% answered SD, and 0% answered D.
9. S9 there are 48% of students answered SA, 52% answered A, 0% answered SD, and 0% answered D. This indicates that students in learning pronunciation can make them understand how to pronounce words correctly.
10. S10 indicated students that there were no advantages in learning pronunciation, 0% answered SA, 0% answered A, 40% answered SD, 60% answered D. This shows that students tend to
11. Strongly disagree and disagree that there are no advantages in learning pronunciation.
12. S11 52% of students answered SA, 48% answered A, 0% answered SD and 0% answered D. This indicates that there are advantages in learning

The 25 students who took part in teaching and learning activities in cycle 1 to increasing students' pronunciation using English pronunciation IPA application through android, it can be seen in the following table below:

TABLE 3
 THE RESULT OF POST-TEST

NO	Initial of subjects	Multiple Choice	Oral Test	S. Total
1	SH	80	9	58
2	M	80	9	37
3	S	80	10	27
4	H	80	10	37
5	HR	80	10	36
6	R	80	10	36
7	DF	90	9	57
8	LM	80	10	38
9	UH	80	10	28
10	J	80	10	60
11	NE	80	10	69
12	RP	90	9	48
13	H	80	9	58
14	RM	90	9	48
15	AA	60	9	55
16	Abd	80	9	45
17	GH	70	10	18
18	PR	90	9	55
19	S	80	8	35
20	I	80	10	48
21	S	80	8	56
22	YU	70	10	57
23	Kh	80	9	37
24	TW	80	10	67
25	RS	60	8	37
Max		90	10	99
Min		60	8	68
Average Mean		79,2	9,36	88,56

The table above shows the increasing of students' English pronunciation with an average of multiple-choice score was 79.2, the highest score of 90 and the lowest score of 60. This indicates that students' knowledge of pronunciation has increased. The students' oral test results showed an increase with an average value of 9.36, the highest score was 10 and the lowest was 9.36. This shows the increasing of students' pronunciation, so that the total average score of all students reaches 88.56 with the highest score of 99 and the lowest 68

Reflecting

In this phase, the researchers and the teacher discuss the conclusions from the implementation of the action. Then show the results obtained from observations when the action takes place. From the reflection stage, it can be seen the results that have been passed as described. Reflection on Classroom Action Research (CAR) was carried out after obtaining the results of observations, questionnaires, and post-tests.

The results of data analysis, observation, and evaluation then become a basic reflection of what happened during the process from initial findings to cycle 1 and whether the results were satisfactory. From the results of data analysis obtained from cycle 1, it has achieved the expected results and has overcome unsatisfactory initial results, therefore classroom action research on increasing students' pronunciation using English Pronunciation IPA application through Android can be described as follows:

1. Students' interest and willingness to learn are very good, students improve in learning pronunciation, seen by their enthusiasm, focus, and increasing curiosity.
2. Good activity, with very good participation. This is evidenced by the attendance of students who reached 100% of the total 25 students in class XI MA Malaka.
3. The interaction of students and teachers is increasing or good. Due to the increased curiosity of students, interactions between teachers and students occur, such as teacher and student questions and answers.
4. The use of learning media is more fun, this happens because their learning uses media which in fact inhibits all students from owning and using it, namely smartphones. It is very useful in their daily life, so learning becomes very fun.

The results of observations showed that the activities of students in the teaching and learning process, from the experience of attendance, were very good. Students also become focused when listening and paying attention to the teacher in explaining the material, it can be seen that the class atmosphere becomes calm. Students also begin to record things or points conveyed by the teacher. In terms of student activity, they also conducted questions and answer between teacher.

The results of the questionnaire also showed to what extent they can be at this point of interested, comfortable, comprehended, understand, enhanced, and advantages in pronunciation and was easy to explain at table 3 the result of post-questionnaire and description in page 43-45. Therefore, researcher and teacher were satisfied that their efforts to improve pronunciation had been realized.

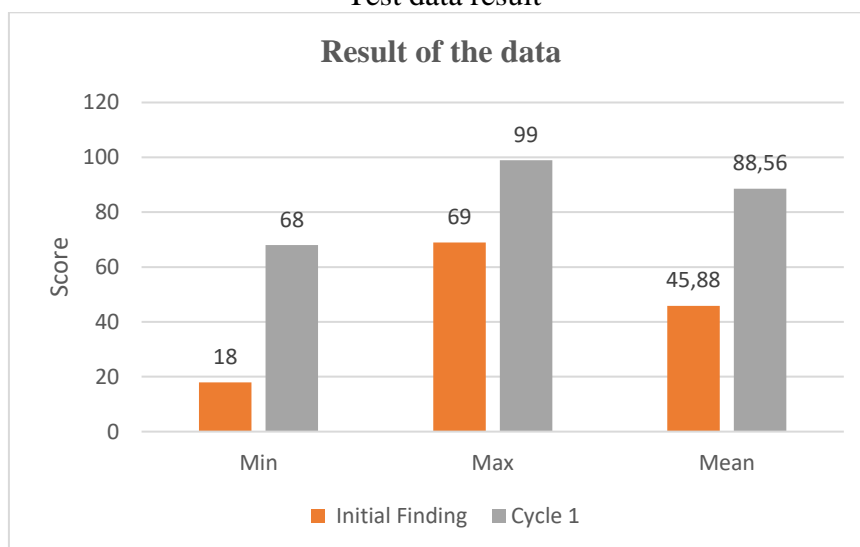
The results of the post-test showed that the average value of the students which was originally 45.88 to 88.56 students who scored above the Minimum Completeness Criteria (KKM). So, it has met the success criteria, namely, there is 1 student with the lowest score of 68, still showing standard values, while the rest got above average scores. Therefore, the researchers and teachers decided to end the Classroom Action Research (CAR) by not continuing it to the next cycle because it was successful. Based on the evaluation between the researcher and the teacher, it can be concluded that the implementation of Classroom Action Research in improving students' pronunciation using the EP IPA application through android is in accordance with the plans that have been discussed by the teacher previously. In this case, every action is planned as well as possible so that teaching and learning activities can be carried out properly.

DISSUSSION

Test result

To know how English pronunciation IPA application through android is able to increase students' pronunciation ability. Based on the initial findings, it shows that the standard value of the average value was 66.6 which shows the general score in English in the speaking, listening, writing, and reading aspects, but the researchers focus on pronunciation taken from the speaking aspect, so the researchers give a pre-test that refers to the students' pronunciation and the post-test given in cycle 1 shows the following results.

Chart 1
Test data result



Observation sheet result

Based on the result of observation sheet in cycle process which showed situation generally. The teacher gave the material are in good category. Student also showed:

1. Student activities

In terms of students' activity in taking notes in the material, asking questions, and expressing their opinions based on the results of observations, they are given a score of 3 with good categories.

2. Student attention

In this aspect, students' enthusiasm increased when participating in the learning process and becomes focused in terms of trying and paying attention to the teacher who explains the material so that the class atmosphere is calm and calm, can be given a value of 4 with a very good category.

3. Discipline

In this aspect, students have a score of 3 with a good category, it can be seen from the overall attendance of students following the learning process for 1 cycle, even though students come a little and leave a little late.

4. Assignment

In this aspect, a score of 3 was given with a good category, it can be seen from the students who did the given tasks such as tests and questionnaires even though the teacher was late in collecting their assignments and doing them according to the instructions.

Questionnaire result

The result from initial finding on pre-questionnaire and post questioner on cycle 1 that showed some of to what extent increasing student pronunciation using English Pronunciation IPA application through android based on response the answer of students in the question of questionnaire.

Based on the result of questionnaire, it can be explained in the following information that English Pronunciation IPA can increase students' pronunciation at MA Malaka Pemenang North Lombok Residence that showed the comparison of the increasing students' pronunciation. Based on the results from the initial findings due to the process in cycle 1, it can be concluded that the English Pronunciation IPA application through android is able to increase students' pronunciation in class XI MA Malaka Pemenang in academic year 2022-2023. Meanwhile, to what extent English Pronunciation IPA is able to increase students' pronunciation, it can be seen in some points, such as; interesting, challenging, comprehending, understanding, enhancing, Intelligent, and advantages. These points are stated refer to the conclusion of the post-questionnaire result.

CONCLUSION

Based on the result of research finding and discussion, it can be concluded that:

1. The role of English Pronunciation IPA application through android is able to increase students based on average value of 45.88 in the pre-test results in the initial conditions of the school in the moderate category to increase with a score of 88.56 into a good category.
2. The improvement is based on the extent to which they are able to reach based on the observation are in good category and strengthen by those points was Interesting, Challenging, Comprehending, Understanding, Enhancing, Intelligent, and Advantages.

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