

The Effect Of Using TFlat English Pronunciation Application On Students' Pronunciation Ability

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ABSTRACT

This research was conducted based on the researcher's experience during the teaching training program at UPT SMP NEGERI 45 MEDAN. Where in learning English they are very bad at speaking, especially in pronunciation. Therefore, the researcher decided to correct the vocabulary of 27 students. The objective of this research study was to find out whether there is significant effect of using Tflat English Pronunciation Application on Students' Pronunciation Ability. This research uses quantitative research. How to obtain data using a research instrument in the form of a test consisting of 20 questions. Data were analyzed using the independent t-test. The data results show that Levene's significance value is 1.800, which is greater than 1.675 and sig. (2-tailed) 0.078 with degrees of freedom (df) 52 at a significance level of 0.05. The final hypothesis shows that Ha is accepted and Ho is rejected. This means that there is a significant influence of using the Tflat English pronunciation application on students' pronunciation. English teachers are advised to use the Tflat English pronunciation application in teaching student speaking practice to make it easier for teachers to teach English pronunciation.

Keywords : Tflat Application, Pronunciation Ability.

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1. INTRODUCTION

Language consists of sounds which have specific meanings and are organized according to the grammatical rules. It's a way to express ideas, thoughts, opinions and feelings. Languages are important for this context because they play a role not only as communication tools between humans, but also of acquiring knowledge, technology and culture. If there's no language, many People will have difficulty communicating and joining with each other.

Learning English is the same as learning any other language because we learn four skills of languages: listening, speaking, reading and writing. There are four skills integrated into one another. From the four skills mentioned above, speech is a skill that communicates directly and engages with others. Thornbury (2005:19) states that speaking is interactive and requires the ability to co-operate in the management of the speaking turns. So with mastering speaking skill, we can communicate with others, express our ideas and process the information we had gotten.

Teaching speaking is an important part of the four skills that are highlighted to complement the four English abilities. When learning to speak, many students find it very difficult to pronounce words in English so they make mistakes. Pronunciation ability is an important aspect for students in learning English. Good pronunciation will be the basis for students to be able to master English well. For this reason, students must be guided from an early age so that they have perfect pronunciation skills. If not, students continue to make fatal mistakes, because after students apply the pronunciation of a particular

word, they always remember it and use it. Worse yet, these pronunciation errors will cause misunderstandings when students communicate in English.

At UPT SMP NEGERI 45 Medan, researcher found some problems that most of students that was learning speaking are difficult to produce the sound of words because the students' pronunciation ability is still low. The low pronunciation ability of grade VIII students at UPT SMP NEGERI 45 Medan can also be indicated by students who still have difficulty pronouncing simple words, low scores on speaking tests, lack of use of English in everyday life, and the number of mistakes made by students when pronounce words in English. For example, when students recite a "snake" it becomes a "snack" and so on.

Another problem that also causes the lack of pronunciation skills for grade VIII students at UPT SMP NEGERI 45 MEDAN is that the teacher never teaches pronunciation to students. So far, teachers only emphasize writing and reading skills as activities in the classroom. Meanwhile, speaking skills are rarely taught by teachers. Students do not have enough time to study and practice their pronunciation skills. Even though students need guidance from the teacher to learn and practice correct pronunciation. Based on some of the problems described above, the class VIII teacher at UPT SMP NEGERI 45 MEDAN has an obligation to teach pronunciation to students better. One of the problems that must be solved is the use of learning strategies that are still very monotonous, boring and only teacher-centered. Class VIII teachers at UPT SMP NEGERI 45 MEDAN must be able to create a new interesting and fun learning strategy to increase students' interest in learning pronunciation. With current technological developments, it is easier for us as Indonesians to be able to learn English, especially in terms of pronunciation. Especially now that most people, including students, already have smartphones with the Android operating system base, such as iPhone, iOS, and etc. With this smartphone, it can help students or students learn English in this modern era. Many application contents are commonly used to practice English language skills. So here the writer tries to do research using technology from an android-based application, namely Tflat English Pronunciation. It is hoped that this application can improve English pronunciation skills.

Tflat English Pronunciation is one of the many applications in learning English. This application is a place to learn English, especially in learning pronunciation. This application divides English sound into several parts, such as long vowel, short vowel, diphthong, etc. Not only that but also this application also provides excellent learning features with options that can be selected in learning English Pronunciation. There are two options to choose from to help us learn English sound pronunciation.

Relating to the problem statement above, the researcher states that objective of the study is to find out whether there is significant effect of using Tflat English Pronunciation Application on Students' Pronunciation Ability or not at Eight grade of UPT SMP NEGERI 45 MEDAN.

The result of this research is expected to give important information for students through the results of this research, the researcher hopes by using Tflat Application will give to students know how to pronounce a word correctly. This is intended to make students understand how to pronounce words in a foreign language to avoid speaking or reading errors. Second for teachers through this research, the researcher hopes the teachers are required to be able to provide quality teaching, especially in the pronunciation of words taught to students to be precise and correct. Last other researchers through this research, the researcher hopes the other researchers can many explore about the errors that exist can provide some kind of evidence for the implementation of the learning process and re-learn pronunciation learning.

2. LITERATURE REVIEW

Theory is a system of concepts that indicates the existence of relationships between these concepts that help us understand a phenomenon. So it can be concluded that theory is a process that can develop ideas that can help us explain an event and connect it with the same concepts.

A. *Definition of Pronunciation*

Pronunciation is the study of speech sounds and language. Christiane Dalton and Seidholfer in the book *Pronunciation* (1994), they state that pronunciation in general is a significant sound production in two senses. The first sense is to speak of pronunciation as the production and reception of sound utterances. Then the second is to talk about pronunciation with reference to the act of speaking. In simple terms, we can define pronunciation as a part of speaking skill which is related to how to make the correct sound to achieve meaning in the context of usage.

Corner (1980) states "Pronunciation is a way in which a word is pronounced. According to the journal *Adult Migrant English Program Research Center* (2002), pronunciation refers to the production of sounds used to generate meaning. It includes attention to specific sounds of a language (segments), aspects of speech beyond the individual voice level, such as intonation, phrases, stress, timing, rhythm. Brown (2000) states that language is a system of arbitrary conventional vocal, written, or gestural symbols that allows members of a particular community to communicate intelligently with one another. One example that we can see is speech. Speech is an activity carried out in various events, and language is knowledge, a code that is shared by people who use their knowledge to transmit and interpret message in these events. So it can be concluded that pronunciation is the way in which we make the sound of words.

B. *Pronunciation Ability*

Teaching pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manual available, there is comparatively little on learning pronunciation. Why is that? Is it because we do not need to teach pronunciation or because it cannot be taught? Of course, we have to teach pronunciation because words can have different meanings depending on how you pronounce them. For example, there is a big difference between a pear and a bear, two sounds that are not easy for Spaniards! The first goal of a teacher for his students is to achieve basic communication. However, it can fail if their accent is so bad that no one can understand it. Moreover, teaching pronunciation is necessary because it is embarrassing to ask someone to repeat it three times and still not understand it. This is the reason why we have to teach pronunciation to students in learning English.

Pronunciation is one of the important things in English, without good pronunciation we cannot understand each other when we communicate in a social environment. So being an understandable pronunciation is the most important than being a native like Pronunciation. According Daniel Jones (2006) pronunciation is given a modified phonemic transcription, and you need to understand the principles of phonemic transcription in order to use this information correctly. Here, this statement means that pronunciation is closely related to the actions that occur in speech and the list of Phonemic transcriptions. Because what we hear well will be answered in spoken form to make communication happen. So it can be concluded that pronunciation ability is one of the basic abilities that is based on the spoken form of English.

C. *Media*

Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. According to Heinich (1982) that the media as an intermediary that conveys information between the source and recipient. This definition refers to the term media as intermediaries. Based on the definitions or opinions of experts, it can be concluded that learning media are tools used in the learning process to

convey messages, ideas or ideas in the form of teaching materials to students by the teacher. This tool can be in the form of graphic, visual. In choosing the right learning media for students, there are several criteria that need to be considered, including:

- 1) In accordance with the learning material.
- 2) Practical, flexible and enduring.
- 3) In accordance with the objectives to be achieved.
- 4) Characteristics of students.
- 5) The ability and skills of teachers in using.
- 6) Supporting facilities.
- 7) Cost.

Quoted from the book *Sociology of Communication: Dynamics of Social Relations in the Era of Virtuality* by Mahyuddin (2019) states the function of online media is the same as the function of mass media in general. Because online media is widely used by people, both to communicate and find information, especially in today's digital era. The following are some of the functions of online media, including:

1) Monitoring function

Online media is a means that can be used to monitor community activities. For example, news about the dangers of violating traffic rules. This news is a preventive measure so that people do not violate traffic.

2) Social learning function

Online media is the most effective media in guiding and social education to the whole community for example political education. By disseminating information about political education, people are expected to learn and understand a little about the world of politics.

3) Information delivery function

Online media is used as a means of delivering information quickly, and is not limited by space and time. For example, the Indonesian people can know the current events that are happening in the United States. Likewise with other citizens who can find out the latest information about Indonesia.

4) Function of cultural transformation

This online media function means that online media are used as intermediaries for a number of interests, such as politics, religion, law, trade, military, and others. For example, online media is used as an intermediary to introduce the culture of a region throughout Indonesia, even internationally.

5) Entertainment function

This online media function allows internet users to find entertainment in online media for example accessing Youtube, Facebook, Instagram, etc.

D. Application

In today's modern era, the use of technology in the form of electronic products is advancing rapidly. There is almost no human life that is not connected with the so-called electronic devices. One of them is using a smartphone, using a smartphone certainly cannot run perfectly without an application. Because this application makes smartphones have a variety of interesting functions. We can do anything with the application, such as Play games, edit photos, write, watch videos and movies, and much more. We really need applications to help our daily lives, without an application we can say that in carrying out our daily activities it will be very difficult to do like an office worker. He really needs the Ms. Excel in managing financial records. If Ms. Excel is not present, can this office worker

complete his work very quickly? Surely many people will say cannot do it. Therefore, the presence of applications in today's era is very important.

Jogiyanto (1999:12) states that an application is an instruction or statement contained on a hardware device, either a computer or a smartphone, which is made in such a way that it can process an input into an output. The application comes from the English language app as an important component that must exist on this smartphone and was developed with a programming language. In general, these applications are designed to be able to run commands from the user as input in order to produce the desired results. So it can be concluded that the application is a software that is combined its use with hardware that will carry out commands or instructions from its users in processing words, processing numbers, and others.

E. Tflat English Pronunciation Application

Pronunciation is a way of saying or pronouncing vocabulary in English. Pronunciation is directly related to speaking. When you learn pronunciation, you will get various benefits. By learning pronunciation, you can easily pronounce, especially in terms of communication. If you don't have good pronunciation, it will be difficult for other people to understand what you are saying. Different from Indonesian, there are several words in English that have certain pronunciation techniques. If this pronunciation technique is not followed with correct language rules, it can create misperceptions in English communication. By learning it, we can easily say a word when communicating with other people, especially native speakers, especially students. However, many people, especially students, say that learning English phonetics is quite difficult to learn because it is difficult to pronounce the letters in English correctly. Thus, many of them find it very difficult to speak English because they are afraid of speaking wrongly and thereby causing miscommunication between each other. So that this problem can be resolved, teachers usually start looking for the right solution on how to solve their students' problems related to learning pronunciation.

There are so many learning variations that make it possible for teachers to teach English, especially pronunciation, such as using study books or writing on the blackboard. This is very inefficient in learning because many students admit that the learning system is very boring while they want a more enjoyable learning atmosphere. They really don't like monotonous learning processes, they prefer interesting and interactive ones. So a new learning process is created, namely using media. However, the media used by researchers in this study is Android-based media with the name of the application, namely Tflat English Pronunciation Application.

Tflat Application is an open application that is free, easy to use and available can help English learners by producing visual representations of student speech. According to Hang-Brook, Tflat is an application that can help in learning pronunciation. This application comes from a country in Southeast Asia, namely Vietnam.

This Tflat application is already available and can be obtained for free in the Playstore application for Android. Below is some information that I can provide related to this Tflat application, including:

- a) Pronunciation practice, speak English for beginners easily, and free
- b) You can use it offline.
- c) Exercises to improve your reading, listening and speaking skills.
- d) Developed by Phát Âm Tiếng Anh

This application can also do this by recording voice samples and then can provide an assessment in our voice recordings of the vocabulary words given by this application. This application divides English sound into several parts, such as vowel (long vowel and short vowel), diphthong, consonant, etc. Not only that but also this application also provides excellent learning features with options that can be selected in learning English Pronunciation. There are two options to choose from to help us learn English sound pronunciation. First, we can write the phonetics transcription by pressing the writing, reading, and listening section. Second, we can immediately press the red microphone image which indicates that we are saying the given

word directly. Below are some of the advantages that can be obtained from this Tflat application, including:

- a) Easy to use and understand by many people, especially for students.
- b) Doesn't cost anything.
- c) Can be used anytime and anywhere (Offline).
- d) Save time in studying.
- e) Provide a simple and simple understanding in explaining pronunciaaion.

3. METHOD

This research design used pretest-posttest control group design. In this design, there are two groups that are randomly selected, then given a pre-test to find out the initial states, whether there is a difference between the experimental group and control group. The pre-test and post-test results are said to be good if the experimental group's score is not smaller than the t-test results.

Table 1. Pretest-Posttest Control Group Design

Sample	Pre-test	Treatment	Post-test
R	O ₁	X	O ₂
R	O ₃	-	O ₄

Information:

R = Random Sampling

X = Treatment in the experimental class

O₁ = Experimental class pretest

O₂ = Experimental class posttest

O₃ = Control class pretest

O₄ = Control class posttest

According to Sugiyono (2019) Quantitative research is a research method based on the philosophy of positivism, as a scientific or scientific method because it fulfills scientific principles in a concrete or empirical way, objectively, measurably, rationally and systematically. This type of research design aims to analyze, self-reflect, be critical, etc. Does the use of the Tflat English Pronunciation Application have a significant effect on students' pronunciation abilities? So in this research design was conducted the researcher used experimental research and using random sampling technique in getting control class and experimental class.

1. Population

According to Connor (1985) a population is a group of individuals who have the same characteristics. Population is defined as all members of any well-defined class, group, event, or object. The population of this research is the eighth grade students' academic of UPT SMP NEGERI 45 MEDAN. The total population in this study is 185 students.

Table 2. Population of the study

Class	Number of Students'
VIII-1	30
VIII-2	32
VIII-3	32
VIII-4	31

VIII-5	31
VIII-6	29
TOTAL	185

2. Sample

The sample represents a representation of the population's size and makeup. The researcher can employ samples drawn from the population if it is sizable and the researcher is unable to study the entire population owing to specific restrictions. The sampling method employed in this study is random sampling since sample members are chosen at random from the population without taking into account the population's strata (Sugiyono, 2011: 81–82).

According to Sutrisno Hadi (2004: 83) defines random sampling as the act of taking samples at random or without consideration. In random sampling, every person is given the equal chance to be chosen as a research sample, either individually or collectively. This method was employed because the researcher made use of two classes, one serving as the experimental class and the other as the control class. Two classes were taken from six classes in class VIII at UPT SMP NEGERI 45 MEDAN. To determine which of the two chosen classes would serve as the control class and which as the experimental class, a drawing was conducted. Following are the processes taken to identify the experimental class and control class:

- On a little piece of paper, write classes VIII-1, VIII-2, VIII-3, VIII-4, VIII-5 and VIII-6.
- Roll up a little slip of paper with the word "class" on it.
- Place the little rolls in a tin or other container.
- Firmly shake the container to release two rolls of paper.
- To identify which was the experimental class and which was the control class, the two rolls of paper were pulled once again.

Based on the aforementioned processes, the experimental class was determined to be class VIII-4 and the control class to be class VIII-3.

Table 3. Eighth Grade of Students' UPT SMP NEGERI 45 MEDAN

o.	Class	
	ss	Sample
.	VII I-3	32
.	VII I-4	31
	Tot al	63

After the data collected from the results of pre-test and post-test, the researcher analyzed the data with T-test formulation. The analysis of the data used the T-test formulation is in the following:

$$t = \frac{Ma - Mb}{\left[\frac{da^2 + db^2}{Na + Nb - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}$$

T : total score

ma : the mean of experiment group

mb : the mean of control group

da : the standart deviation of experiment group

db : the standart deviation of control

na : the total number sample of experiment group

nb : the total number sample of control group

4. FINDINGS RESEARCH AND DATA ANALYSIS

According to Ralston and Reilly (Chamidi, 2004: 314), data is defined as facts or what is said as the result of an observation of natural phenomena. In this research, the data were collected from the score of pre-test and post-test by experimental class and control class.

The researcher chose class VIII-4 as an experimental group consisting of 31 students and classes VIII-3 as a control group consisting of 32 students. In experimental group the researcher uses an application based learning model called Tflat English Pronunciation, whereas in the control group uses Conventional Methods. The results of pre and post test in experimental and control class are shown in the following table:

Table 4. Students' Score of Experimental Class

Experimental Class				
No.	Students	Pre Test	Post Test	Gained
1	AS	41	71	30
2	CMS	35	79	44
3	CPS	45	73	28
4	DS	50	71	21
5	DDJS	55	69	14
6	DAP	47	67	20
7	FYMS	49	81	32
8	GN	55	69	14
9	GUP	73	91	18
10	IS	53	69	16
11	JMS	51	67	16
12	KMS	51	69	18
13	KS	49	61	12
14	MFL	61	89	28
15	MR	61	91	30
16	NY	61	71	10
17	NAS	67	73	6
18	NAM	57	61	4
19	PRM	63	71	8
20	RWS	57	77	20
21	RRPS	55	79	24
22	RZP	57	77	20
23	RAF	51	65	14
24	SRK	59	69	10
25	SAT	51	73	22
26	TDM	64	81	17
27	WGS	64	87	23
Total		1482	2001	519
Mean		54.89	74.11	

Based on the table 1 it showed that the experimental class had a highest score on pre-test was 73 and the lowest score was 35, while the highest score post-test score was 91 and the lowest score was 61. The table also informs the total number of pre-test scores is 1482 and the total number of post-test score is 2001. And had a mean value of pre-test 54.89 and post-test 74.11.

Table 5. Students' Score of Control Class

Control Class				
No.	Students	Pre Test	Post Test	Gained

1	AVP	30	60	30
2	AAS	15	80	65
3	ANS	50	85	35
4	AHP	40	65	25
5	CEZ	10	80	70
6	DJH	20	50	30
7	DAS	20	80	60
8	DMJH	40	70	30
9	FNP	25	75	50
10	FNAM	25	75	50
11	GIOS	50	75	25
12	IRJL	20	90	70
13	ICNS	15	60	45
14	JJS	30	70	40
15	JBH	30	60	30
16	MO	25	75	50
17	MRH	10	60	50
18	NRAG	30	75	45
19	NSMS	20	65	45
20	RV	15	60	45
21	RSLS	20	75	55
22	RH	30	70	40
23	SRL	15	65	50
24	SM	15	70	55
25	TMHH	10	65	55
26	VS	30	75	45
27	ZLCG	15	60	45
Total		655	1890	
Mean		24.26	70.00	1235

Based on the table 2 it showed that the control class had a highest score on pre-test was 50 and the lowest score was 10, while the highest score post-test score was 90 and the lowest score was 50. The table also informs that the total pre-test score is 655 and the total post-test score is 1890. And there is an average pre-test score of 24.26 and post-test score of 70.00.

The normality test was carried out on the data obtained from the pretest and posttest. Both in the control class and the experimental class. Data was said to be normal if the value obtained from the calculation is greater than 0,05 the result of the normality test are presented as follows:

Table 6. Test of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	.089	27	.200*	.987	27	.975
Pre-Test Control	.167	27	.051	.904	27	.016
Post-test Experiment	.151	27	.116	.959	27	.352
Post-test Control	.191	27	.013	.918	27	.035

Based on the test results presented in table 3, the calculation of the normality test for the pre test in the experimental class is 0.200 and the control class is 0.051. The normality test for the post test in the experimental class was 0.116 and the control class was 0.013. It can be said that the pre-test and post-test for the experimental class showed that the results obtained were greater than 0.05, meaning the results were normally distributed.

Table 7. Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.173	3	104	.324
Based on Median	.928	3	104	.430
Based on Median and with adjusted df	.928	3	89.730	.431
Based on trimmed mean	1.169	3	104	.325

On the basis of the above information, significant results were obtained for the pre-test class and the post-test class. The significance value data was 0.324 above 0.05, thus demonstrating homogeneity in the data analysis.

Hypothesis is a tentative answer or conjecture that must be retested for truth. The research hypotheses is a working hypothesis, Alternative Hypothesis (H_a) or Null Hypothesis (H_o), which is a hypothesis formulated to answer problems using theories that are relevant to the research problem and are not based on facts and real data support in the field. Based on the background of study, hypothesis of the research are as follows:

(H_o) : There is no significant effect of using Tflat English Pronunciation Application on Students' Pronunciation Ability.

(H_a) : There is significant effect of using Tflat English Pronunciation Application on Students' Pronunciation Ability.

Table 8. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Belajar Pronunciation	Equal variances assumed	.342	.561	1.800	52	.000	4.259	2.366	-.488	9.007
	Equal variances not assumed			1.800	51.264	.000	4.259	2.366	-.490	9.008

Based on the table 5, the value of sig.(2-tailed) smaller than significant level is $0.000 < 0.05$ and it was obtain the value of T (1800) and value df (52) at the 0,05 significant level. So it can be conclude that were a significant difference between the scores of students. To find out how much the difference in student learning outcomes is based on the average score in the table below:

Table 9. Group Statistic

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post-test Experiment	27	74.26	8.155	1.569
Post-test Control	27	70.00	9.199	1.770

The results of the table above shows that the group statistics was obtained, from an average value of the experimental class from the post-test is $74.26 > 70.00$ in the control class after the post-test. It was tested that the T-test was higher than T-Table. So it can be conclude that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Based on the data of the table above there was a significant differences between the pronunciation ability of students' in the experimental class using of Tflat English Pronunciation Application and students' in the control class using conventional methods.

5. CONCLUSION

Tflat application can motivate students' to improve students' ways of learning about speaking especially about pronunciation. This can be seen on how students' can continue to practice their pronunciation ability correctly like native speakers with the help of tflat applications. Based on the findings, it is concluded that the use of the Tflat English Pronunciation application has an effect on students' pronunciation ability. It can be seen from the statistical calculations that have been done. the value of T (1800) and value df (52) at the 0,05 significant level. Statistical calculation tcount value = 1.80 and ttable value is 1.67 after comparing the two respective values. The researcher found that tcount value was greater than ttable (tcount = 1.80 > ttable = 1.67). This shows that there is a significant effect of Tflat English Pronunciation Application on students' pronunciation ability.

The statistical significance of the group was obtained from an average score of 74.26 for the experimental class and 70.00 for the control class after the post-test, that mean the average score of post-test in the experimental class was higher than the mean score in the control class. Based on the results the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. And this shows that using Tflat application as media learning is effective in improving students' pronunciation ability by using Tflat application or not using. It can be concluded that using Tflat English Pronunciation application has a significant effect on students' pronunciation ability.

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