

Analysis of Student's Pronunciation Ability of Twelfth Grade Student at SMAN 8 Jambi

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ABSTRACT

This study aimed to determine students' pronunciation skills through Google Translate microphones. This study is a quasi-experimental study involving a control class and an experimental class. The participants in this study were 30 twelfth-grade students of SMA 8 of Jambi City. The research instrument has been tested for validity and reliability by conducting pre-test and post-test. The instrument was given in the control class and experimental class before and after providing treatments. The treatments were only given to the experimental class meanwhile in control class remained using the conventional teaching technique. The result of the study showed that the experimental class had improved their Pronunciation ability. The average pre-test score of the experimental class was 45, while the average of the control class was 30.7 based on statistical analysis. The Google Translate microphone was implemented in the experimental class, and the average score increased to 70.7 while the control class was 30 students. Based on these data, the experimental class has a higher average score in the post-test while the control class gets a lower average score, the conclusion is that the use of Google Translate microphone can improve students' pronunciation ability.

Keywords: *Pronunciation ability, learning media, google translate.*

INTRODUCTION

Pronunciation is very important when communicating with others, especially when speaking in English. People can understand what you say if your pronunciation is good. Pronunciation is the way produces speech sounds. There are three parts to pronunciation: stress, pronunciation, and intonation. Emphasis on the syllables of a word. Pronunciation is a change in the teeth, lips, and tongue that affects the different sounds produced.

Pronunciation is related to speaking, listening, and reading. Poor pronunciation can harm these skills. For example, when people do not recognize the speaker's main sounds or words in the listening section, they do not know the meaning of the words. The same goes for students: if students don't know how to pronounce words, their partners won't understand what they're saying and they'll have trouble writing the words. Pronunciation is important for learning basic English pronunciation in the classroom.

According to the introduction to the Core Competencies and Proficiency Standards, the purpose of learning English in high school is to achieve a functional level that includes oral and written communication to overcome students' pronunciation problems. In terms of speaking proficiency, the proficiency standard is to express meaning in transactional conversations and simple interpersonal

communication to interact with the surrounding environment.

Meanwhile, the basic skill is to express meaning in simple transactional conversation (to get work done) and interpersonally (socialization) in spoken language accurately and fluently to interact. interact more closely with the environment. As mentioned earlier, students had to speak accurately and fluently. Therefore, students must have good pronunciation so that what they express can be heard clearly and understood by those with whom they interact. For students to pronounce well, teachers can provide activities that can improve students' ability to pronounce.

Students can learn things related to pronunciation such as minimal word pairs, stress, rhythm and intonation. By teaching this, students can become aware of what they are pronouncing. This means that to teach pronunciation so that students pronounce well, teachers can provide activities that can improve students' pronunciation, such as minimal pairs, stress, rhythm and intonation. By teaching these things, students can be aware of what they are saying and understand.

REVIEW OF RELATED LITERATURE **Pronunciation Definition**

Pronunciation is the way language is spoken; the pronunciation of a word; and how a person pronounces words in a language (Hornby, 1987: 497). Yates and Zelinski in

Hasan (2014: 31) state that pronunciation refers to the way we produce the sounds we use to express meaning when speaking. It includes a language's specific consonants and vowels (segments), aspects of speech that go beyond the level of individual segments, such as stress, timing, rhythm, intonation tone, expression (suprasegmental aspects) and voice presentation (voice quality).

Gilakjani (2012: 119) argues that pronunciation is a set of habits that produce sounds. The habit of making sounds is acquired by repeating that sound over and over and correcting mispronunciations. On the other hand, Dalton in Hassan (2014: 32) defines pronunciation as the production of meaningful sounds used as part of a specific linguistic code and to achieve meaning in the context of use. From the previous explanation, the researcher concludes that pronunciation is the way a person pronounces a word or language. Pronunciation is the ways language is spoken; pronunciation of a word; pronounces words in a language, state that pronunciation refers to the way we produce the sounds we use to express meaning when speaking. Defines pronunciation as the production of meaningful sounds used as part of a specific linguistic code and to achieve meaning in the context of use. From the

Pronunciation Problems

Harmer (2007:249) explains that there are certain problems in teaching and learning pronunciation; which are:

1. What students can hear

Some students have great difficulty hearing the pronunciation features they want to reproduce. Often, people who speak different native languages have problems with different sounds. There are two ways to solve this problem. First, teachers can show students how to make sounds through illustrations, diagrams, and explanations. It can also draw attention to sounds whenever they appear on recordings or in conversation. In this way, teachers gradually train students' ears. When students listen correctly, they are on their way to speaking correctly.

2. What Students Can Say

All infants can produce the full range of sounds accessible to humans. But as students grow up and focus on one or two languages, they lose the habit of making some of these sounds. Learning a foreign language often presents students with the problem of physical

unfamiliarity (i.e. it's really difficult to make sounds using specific parts of the mouth, uvula, or nasal cavity). To solve this problem, the teacher must be able to show and explain exactly where the sound is produced (e.g., where is the tongue about the teeth? What shape are the lips when making the sound? sound of a certain vowel?)

3. Intonation problems

For many teachers, the most problematic area of pronunciation is intonation. Some people (and many students) find it extremely difficult to hear "melody" or identify the different rising and falling patterns of tones. In such a situation, it would be foolish to try to teach students. This study attempts to identify problems related to students' pronunciation and thereby address how students produce sounds.

Factors that cause pronunciation problems

Researchers and linguists have pointed out certain linguistic factors such as differences in the sound system between the first language (L1) and the second language. second language (L2), the inconsistency of some sounds in English, native language interference, and the influence of spelling on pronunciation. These factors are called linguistic factors, which are the main subject of this study and will be discussed in detail separately as follows:

1. Mother tongue intervention

Ladefoged (2001) in Hassan (2014:33) show that mother tongue has a significant influence on L2 pronunciation learning. When the rules of L1 and L2 conflict, foreign learners are likely to make mistakes. All this can be linked to the so-called interference between L1 and L2. Yule (2003) in Hassan (2014:33) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our L1 have strongly built up. That means we use new ways of using our organs of speech. It is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed.

2. Differences in sound systems between L1 and L2

Alkhuli (1983) in Hassan (2014) show that the main problem in teaching and learning English pronunciation is due to differences in the sound system of English and his mother tongue, therefore, as an Indonesian Speaker, he

is not used to pronouncing the δ sound, as it is not found in his mother tongue. This means that learners' vocal organs are not trained to produce such sound systems because they are not familiar with them; this is why people use closer sounds like /d/.

3. Inconsistency of English Vowels

One of the important problems faced by English learners in general is that each English vowel has more than one simple pronunciation. This causes many difficulties for learners and leads to poor pronunciation. O'Connor in Hassan (2014:34) reports that knowing the exact sounds of the letters in a given word is not simple. The learner who does not have enough knowledge about the different pronunciations of vowels will face some difficulties because he uses different variations of their pronunciation. Furthermore, Cruttenden (1994) in Hassan (2014:35) also asserts that the inconsistency of English vowels causes difficulties for other English learners. For example, if we take /o/ in some words like some, move, home, women, each word has a different pronunciation, so English learners who are not proficient in pronouncing these words will also have difficulty.

4. The influence of spelling on pronunciation

The sounds of spoken English do not correspond to the letters of written English. Some words are often spelled the same but have a different pronunciation, for example, lead is pronounced /li: d/ in one sentence is lead the way, but /led/ in another sentence is lead pipe. pipe. Some words are spelled differently but pronounced the same, for example, rain and reign, both of which are pronounced /kidney/. Learners who have not yet mastered the pronunciation of such words will pronounce them. So, if the learner does not know the relationship between sound and spelling, he will mispronounce words just by looking at the spelling, Hassan (2014).

METHODOLOGY

This research uses quantitative research methods an experimental is one in which any outside calculations that affect the outcome of the experiment are controlled; its main characteristic is the randomized examination of tests from a given population for test and control groups, Two groups are included in this research design. The experimental class and the control class are the two randomly chosen groups in this research

design. Both groups take the same pretest to ascertain the students' starting pronunciation ability.

According to Kerlinger (1965:18), a sample is a part of the population that is supposed to represent the characteristics of the population. Therefore, the sample is taken from part of the population, but not the whole. The part of the population that is observed is called a sample. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger drop for which they were selected (Sax, 1987:85). Therefore, sampling is an activity to note and investigate some of the objects selected. Sampling is the method of taking a sample. The result of sampling is a form of the estimated value. So, it can be defined as the estimation of the population condition.

An instrument plays an important role in research in the sense that the reliability of the instrument will influence the reliability of the data obtained. A test was used here as a method of data collection. Therefore, the role of the test here was the instrument of the investigation. Kerlinger (1965) states, "For most parts, the instrument used to measure the achievement in education is a test".

Therefore, managing the instrument to collect the data should be seriously handled to get accurate results (Arikunto, 2002).

In this research, the procedures for collecting the data are as follows:

- (1) Thirty students were selected randomly to be the subject of the research.
- (2) The students, in turn, were asked to read a report text loudly.
- (3) While the students were reading, their spoken language was recorded using a mobile phone.
- 4) The writer transcribed the recordings based on the Oxford Advanced Learner's dictionary (fifth edition, 1995) and the phonetic transcriptions based on Ramelan (2003).
- (5) The transcriptions of students' pronunciation were scored

In order to determine the correct pronunciation the writer uses the Oxford Advanced Learner's Dictionary (Hornby, 1995) and Cambridge Advanced Learner's Dictionary software as references.

FINDINGS AND DISCUSSIONS

This study presented that the experimental class calculated the minimum score was 50 and the maximum score was 100 and the control class calculated the minimum score was 10 and the maximum score was 60. Both the experimental and control class calculated the mean score which was presented by getting 70,7 for the experimental class and 30 for the control class. It can be concluded from the data above, that there was an improvement in the means score of the post-test in the experimental class by getting a greater score of the post-test than the pre-test score. It can be interpreted that there was an effect of using the microphone Google Translate in improving students' pronunciation ability.

In addition, the media can play a role in overcoming student boredom in the classroom." There are also some good influences for students, that is:

1. Mother tongue intervention

Ladefoged (2001) in Hassan (2014:33) points out that the mother tongue has a significant influence on L2 pronunciation learning. When L1 and L2 rules conflict, foreign learners tend to make mistakes. All this can be attributed to the so-called interference between L1 and L2. Yule (2003) in Hassan (2014:33) reports that the main problem of English pronunciation is to build a new set of sounds that correspond to the sounds of English and break up the array of sounds that have been established by our L1 habits and systems. an example is from a student named, elni from the Batak tribe so from the accent he speaks daily it becomes elni's habit. when pronouncing English he is a bit difficult like the example of pronouncing "for example I have permission to go to the toilet" in the pronunciation of the sentence "Toilet" he is difficult, becoming "Toylat".

2. Differences in sound systems between L1 and L2

Alkhuli (1983) in Hassan (2014: 33) shows that the main problem in teaching and learning English pronunciation is due to differences in the sound system of English and his mother tongue, therefore, as an Indonesian Speaker, he is not used to pronouncing the δ sound, as it is not found in his mother tongue. an example is from a student named, dea who is raised by her Indonesian parents and speaks Indonesian at home and at school will have

Indonesian as L1. dea then learns English, then English will become L2.

3. Inconsistency of English Vowels

One of the important problems faced by English learners in general is that each English vowel has more than one simple pronunciation. This causes many difficulties for learners and leads to poor pronunciation. O'Connor in Hassan (2014:34) reports that knowing the exact sounds of the letters in a given word is not simple. The learner who does not have enough knowledge about the different pronunciations of vowels will face some difficulties because he uses different variations of their pronunciation. examples tend to pronounce /ei/ instead of /æ/, e.g. /feit/ for /fæt/. In other words, such errors are expected to be made by students in learning English unless they have been taught and trained in different pronunciations.

4. The influence of spelling on pronunciation

The sounds of spoken English do not correspond to the letters of written English. Some words are often spelled the same but have a different pronunciation, for example lead is pronounced /li: d/ in one sentence is lead the way, but /led/ in another sentence is lead pipe. pipe. example There are also some words that are spelled differently but pronounced the same, such as rain and reign

CONCLUSIONS

Based on the results of the study, there is a significant effect on the use of Google Translate in improving students' pronunciation skills, which was conducted on XII grade students of SMA NEGERI 8 JAMBI CITY . The experimental class showed that students who were treated using Google Translate performed better than those who received conventional teaching. The average value of the experimental pre-test was 45, while the experimental value was 45, while the average value of the control class pre-test was 30.7 based on statistical analysis. Analysis. Google Translate microphone was implemented in the experimental class, and the average score increased to 70.7 while the control class was 29.7. Based on the data, the experimental class had a higher average score in the post-test while the control class had a lower average score, in conclusion, the experimental class achieved

better results by using google translate better results by using google translate for pronunciation, It can be said that the use of Google Translate microphone has a significant effect on twelfth grade students at SMA 8 Jambi City in terms of their ability to pronounce words correctly.

The researcher concluded the use of Google Translate microphone to improve students' pronunciation skills. It was found that the use of Google Translate microphone has a significant impact on students' ability to pronounce words correctly. This shows that the use of Google Translate microphone significantly improves students' ability to pronounce words correctly in the twelfth grade of SMA 8 Jambi City, Google translate facilitated students to know how to pronounce English word esier with simple application or web from internet. Therefore, it helped students to know how to read and pronounce correctly the English words and sentences in the text easily.

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