

EFL STUDENTS' PRONUNCIATION IMPROVEMENT THROUGH SPEECH

Nurhaida Lakuana¹, Magvirah Octasary², Mukmin³, Selis Maheri⁴

^{1,3,4}Universitas Muhammadiyah Luwuk, ²Universitas Khairun

Email: nurhaidalakuana@gmail.com¹, magvirah.octasary@gmail.com², mukminnayya@gmail.com³,
selismaheri3@gmail.com⁴

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui integrasi pembelajaran bahasa Inggris dalam konteks pendidikan Islam di Pesantren Daaruttaqwa. Penelitian ini menggunakan metode kualitatif dengan fokus pada analisis dokumen. Sumber data utama berasal dari berbagai dokumen terkait, seperti kebijakan sekolah, materi pembelajaran, atau publikasi terkait. Hasil dari penelitian ini menunjukkan bahwa pesantren telah berhasil mengintegrasikan pembelajaran bahasa Inggris dengan pendidikan Islam melalui berbagai cara, termasuk penggunaan bahasa Arab untuk konten agama dan bahasa Inggris untuk mata pelajaran umum dan menjadi salah satu Bahasa pengantar serta komunikasi sehari-hari. Pendekatan komprehensif ini memastikan bahwa para siswa tidak hanya memperoleh kemahiran linguistik tetapi juga menyerap ajaran agama, menumbuhkan pengalaman pendidikan yang menyeluruh.

Kata kunci: Strategi, Pesantren, Integrasi

Abstract

The purpose of this study is to investigate the integration of English language learning in the context of Islamic education at Pesantren Daaruttaqwa. The study uses a qualitative method with a focus on document analysis. The main data sources came from various related documents, such as school policies, learning materials, or related publications. The results of this study show that pesantren have successfully integrated English language learning with Islamic education through various means, including the use of Arabic for religious content and English for general subjects and being one of the languages of instruction and daily communication. This comprehensive approach ensures that students not only gain linguistic proficiency but also imbibe religious teachings, fostering a well-rounded educational experience.

Keywords: Keywords: Strategy, Pesantren, Integration

Introduction

English as an international language is certainly used by all countries in the world. In order to travel around the world at least the people know how to communicate well in English. Even though it is considered a foreign language in Indonesia, formal instruction in it begins in junior high school and continues through college. So it takes an important role in education field. One of the requirements of students to continue study abroad is that they must be proficient in reading, writing, listening, and speaking English. In speaking skill, pronunciation is very important to be concerned because the way of writing is totally different from the way of pronouncing.

Pronunciation is a language component integrated with speaking skill. It is an important part of speaking that helps students learn a second language because it helps them understand what is being said and helps them recognize the sounds of the target language (Mahdi & Al Khateeb, 2019). So that when students have a good pronunciation, it will be easier to understand them when speaking English. More importantly, pronunciation is a critical component of oral communication (Berry, 2021). Because it has a crucial need in oral communication so pronunciation must be paid attention more in teaching and learning process. According to (Luan, 2021) teacher has a responsibility to improve the students' achievement in pronunciation. According to Kelly (2001) a lot of pronunciation instruction is usually given in response to mistakes that students make in the classroom. The teaching does not appear to have been planned beforehand. According to Gilakjani (2016), the listeners will have an easier time comprehending the content of the utterance if the students are able to produce the sound in a manner that is consistent with the standard. Teaching pronunciation in the classroom is critical because mistakes made by students can lead to misunderstanding and hinder effective communication (Kelly, 2001). It is why pronunciation is very important although the students have good grammar ability. As a result, teaching pronunciation to the students is considered important. Many scholars agreed that pronunciation training in the classrooms is much essential in the field (Burri, 2015).

Pronunciation training or teaching pronunciation is one of the obligations of the teachers. Teachers who have good pronunciation will affect the students' pronunciation. English teachers' pronunciation is the model and sample for the students, probably affecting the students' pronunciation (Liu et al., 2019).

In order to teach the pronunciation successfully to the EFL students to have good communicative competence, the teacher should use an appropriate technique to make it easier. Speech is considered appropriate to use by the researcher to help her to improve the students' pronunciation. Learners should develop their speech monitoring abilities or speech modification strategies in pronunciation instruction (Gilakjani & Branch, 2016). There are several steps going through by the researchers when applying speech technique in the classroom. First, the researchers distributed the text speech to the students and practice with the students how to read or pronounce every single word correctly of the speech especially about the pronunciation of words vowel sounds. Next step, they assigned the students to do the speech in front of the class. Finally, the researcher discussed or correct if there was still incorrect pronunciation done by the students. So the students could realize it directly.

Various methods had been used by previous researchers to investigate pronunciation. The first study had been completed by (Azzahra, 2020) with the title developing the students' speaking skills through impromptu speech method (An Experimental Study at Third Semester Speaking for Intermediate Class in University Muhammadiyah of Makassar). Using the impromptu speech method to improve students' speaking skills in terms of pronunciation and fluency was found to be significant according to the study's pre-treatment and post-test results. To put it another way, Impromptu Speech is one the teaching strategies that can be taken into consideration to pique students' interest in improving their speaking skills.

The similarities between the second previous studies with this research are the technique of the research that is by using speech. The difference is English skill that is going to be improved is speaking while in this research is pronunciation.

The following study entitled "Analysis of Students' Proficiency on English Pronunciation Using Youtube-based Video Media" carried out by (Mulyani & Sartika, 2019). Through YouTube-based video content, the study aims to improve students' pronunciation. The study found that students' English pronunciation ability improved significantly from pre-test to post-test when they watched YouTube-based video content with the Sig or P Value of 0.05. The similarity of their study and this research are both of them are to improve student's pronunciation. The different is the technique. The novelty of this researcher compared with the two previous studies is the use of speech as the technique to improve pronunciation not a speaking like the previous research.

In this research, the researchers selected speech as the technique to improve pronunciation of the English as Foreign language students. The purpose of this research was to find out whether speech can improve EFL students' pronunciation at the eleventh grade of SMA N 10 Taliabu or not.

Research Method

This research was a pre-experimental design. Pre-test and post-test results were used to gain the data. In order to know whether speech can improve the EFL students at SMA N 10 Pulau Taliabu pronounced words more clearly by comparing their scores before and after receiving treatment with speech technique. To determine the test results in this research design, the researcher only used one class for the pre-and post-tests. The population of this research is eleventh-grade students of SMA N 10 Pulau Taliabu. The total number of these students is 30 students. The researcher used total sampling to generate the sample in this research because there is only one class in the eleventh-grade students of SMA N 10 Pulau Taliabu. There are 18 females and 12 males.

Findings and Discussion

The finding result of this research is from the pre-test and post-test. The results of both tests are presented below.

The researchers calculated the average of pre-test by using the following formula.

$$M = \frac{\sum x}{n} = \frac{970}{30} = 32.33$$

According to the data, the highest score was 60 and the lowest score was 15. The pre-test mean score was 32.33 it was classified as fail.

The researchers used the same formula to calculate the average score as in the pre-test. The table above shows the results of the post-test scores. The largest score is 100 and the score 60 is the average score. The total post-test mean score is 76.5. The results of the post-test are categorized as good.

Table 1. Classification of the Students' Words Pronunciation in Pre-Test

Score	Grade	Classification	Frequency	Percentage
			Pre-test	Pre-test
80-100	A	Excellent	0	0%
66-79	B	Good	0	0%
56-65	C	Average	3	10%
40-55	D	Poor	15	50%
<39	E	Fail	12	40%
Total			30	100

Table 2. Classification of the Students' Words Pronunciation in Post-Test

Score	Grade	Classification	Frequency	Percentage
			Post-test	Post-test
80-100	A	Excellent	14	46%
66-79	B	Good	7	23%
56-65	C	Average	9	30%
40-55	D	Poor	0	0
> 39	E	Fail	0	0
Total			30	100

Table 1 shows the frequency and percentage of students' word pronunciation in the pre-test of 30 students. As shown in the table above, the highest percentage of 3 students was 10% classified as average level. Meanwhile, 15 students or 50% classified as poor level and 12 students or 40% classified as fail level. Table 2 shows the frequency and percentage of students' word pronunciation in the post-test of 30 students. As shown in the table above, the highest percentage of 14 students or 46% was classified as excellent level. Meanwhile, 7 students or 23% classified as good level and 9 students or 30% classified as average level. After findings the average score of the pre-test and post-test, the researcher calculated the students' square deviation. The mean scores and standard deviations of the students' pre- and post-test results are statistically summarized in the this part namely the students' pre-test average score was 32.3, which is considered to be quite poor and the post-test score of 76.5 is considered to be positive. It indicates that the students' average post-test score is higher than the average of pre-test score. Then, the pre-test standard deviation

was 44.1 and the post-test standard deviation was 6.104.2. It can be concluded that the standard deviation of the post-test is much higher than the standard deviation of the pre-test. Additionally, the results of the t-test value which is 19.17 while the t-table is 1.70113. the conclusion is that the t-test value is greater than the t-table. It can be seen that there is a difference between the students' pre-test and post-test results.

The researcher gave a pre-test to find out the students' initial pronunciation knowledge by giving a written test of 20 points. After that, the researcher gave a treatment, namely teaching students through speech techniques. After the students were given the pre-test, the researcher calculated the scores obtained by the students and the researchers shared with the number of students the average score of the students from the pre-test was 32.33 with a standard deviation of 44.1 which could be categorized as bad student pronunciation before getting treatment. Furthermore, before the researchers gave the treatment, explained in advance about the topic that the researcher would give after the researcher distributed the speech text to the students and trained the students how to read or pronounce the words correctly from the speech, especially about the pronunciation of vowel sounds. Treatment was given in 6 meetings. In the teaching and learning process students are more focused on reading the speech text while learning to pronounce the words in the speech text. The next meeting the researchers taught the same technique, namely through speech.

After giving treatment, the researcher conducted a post-test as a final test for students, by giving a written test of 20 points, the same as the one given in the pre-test. The mean score of the students' post-test was 76.5 with the mean standard deviation of the students' post-test was 6.104 categorized as good. here we can see that there is a significant increase after getting treatment. it can be said that there is an increase in students pronunciation through speech techniques. Based on the results of the pre-test and post-test calculations, there was a significant increase in students' pronunciation, the result of t-count 19.17 was greater than t-table 1.70113. from these results it can be concluded that the alternative hypothesis H_a is accepted while the hypothesis H_0 is rejected. So in other words, students' pronunciation increases by using speech techniques in class 11 SMA N 2 Taliabu Island.

Conclusion

Based on the findings of the study, it can be concluded that the use of speech techniques in teaching pronunciation resulted in a significant improvement in students' pronunciation skills. Prior to the treatment, the students' initial pronunciation knowledge was assessed through a pre-test, revealing low scores with an average of 32.33 and a standard deviation of 44.1, indicating poor pronunciation skills among the students. However, after implementing the treatment over six sessions, which involved teaching students through speech techniques focusing on correct pronunciation of vowel sounds, a post-test was conducted. The results showed a notable increase in the students' mean score to 76.5 with a standard deviation of 6.104, indicating a significant improvement in pronunciation skills. The comparison between pre-test and post-test scores demonstrated a substantial increase in students' pronunciation abilities, as evidenced by the calculated t-count of 19.17, which exceeded the critical t-table value of 1.70113. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This

implies that the alternative method of teaching pronunciation through speech techniques proved to be effective in enhancing students' pronunciation skills.

In conclusion, the study provides evidence that utilizing speech techniques in teaching pronunciation effectively contributes to improving students' pronunciation abilities. These findings have implications for language educators, suggesting the importance of incorporating innovative teaching methods to enhance language learning outcomes, particularly in the context of pronunciation instruction at SMA N 2 Taliabu Island.

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