

Article History:

Submitted:

09-09-2024

Accepted:

20-09-2024

Published:

02-10-2024

**MASTERING PRONUNCIATION: THE INFLUENCE OF THE TFLAT APPLICATION ON STUDENTS' PRONUNCIATION ABILITY**Tiara Vidia Astuti<sup>1</sup> & Pipit Novita<sup>2</sup><sup>1,2</sup> Muhammadiyah University of JakartaEmail : [tiaravaas@gmail.com](mailto:tiaravaas@gmail.com)<sup>1</sup>, [pipit.novita@umj.ac.id](mailto:pipit.novita@umj.ac.id)URL: <https://jeell.upjb.ac.id/index.php/files/article/view/7>DOI: <https://doi.org/10.32682/ekzfkj19>**Abstract**

This article aims to demonstrate how to influence students speaking skills through TFLAT application. This study used a quantitative method with pre-Experimental research design. The pre-test and post-test were both instruments as collecting data. The population was one class of eleven grade from SMK Muhammadiyah 02 Tangerang Selatan. The t-test was used for statistical analysis of the data. The analysis findings indicate that students averaged a score of 78.40. According the statistical calculations show the results to  $(t\text{-value}) > t$  (t-table) obtained are 19,365 while the t-table is 2,080 with a significant level of 5% (0.05), because t-value is higher than t-table then the alternative hypothesis (H1) was accepted while the (H0) was rejected. Based on the results of this analysis study concludes that TFLAT application is an effective application to influence students' pronunciation ability.

**Keyword:** *Pronunciation, TFLAT application, Teaching Speaking.*

**Abstrak**

Tujuan artikel ini adalah untuk menunjukkan bagaimana mempengaruhi keterampilan berbicara siswa melalui aplikasi TFLAT. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian Pra-Eksperimental. Pre-test dan post-test keduanya merupakan instrumen pengumpul data. Populasinya adalah satu kelas sebelas dari SMK Muhammadiyah 02 Tangerang Selatan. Uji-t digunakan untuk analisis statistik data. Temuan analisis menunjukkan bahwa siswa memperoleh rata-rata skor 78,40. Berdasarkan perhitungan statistik menunjukkan hasil  $t$  (t-value) >  $t$  (t-tabel) yang diperoleh sebesar 19,365 sedangkan t-tabel sebesar 2,080 dengan tingkat signifikan 5% (0,05), karena t-value lebih besar dari t-tabel maka hipotesis alternatif (H1) diterima sedangkan (H0) ditolak.



Berdasarkan hasil analisis penelitian ini dapat disimpulkan bahwa penerapan TFLAT merupakan aplikasi yang efektif untuk mempengaruhi kemampuan pengucapan siswa.

**Kata kunci:** *Pelafalan, Aplikasi TFLAT, Pengajaran Kemampuan Berbicara.*

## **Introduction**

In the world of education, English learning has four language skills that students learn, namely listening, speaking, reading, and writing. (Torky Shiamaa Abd EL Fattah, 2014) stated that speaking is expressing thoughts, ideas, and feelings using the ability to pronounce words into phrases or sentences to choose words related to the topic. (Kurum, 2016) stated that speaking functions are divided into three categories: performance, transactions, and interactions. With speaking skills, students will be able to interact with others effectively and confidently, especially using English. However, in the process of learning English as a foreign language in Indonesia, this is still difficult to understand for some students in Indonesia due to differences between languages. English pronunciation is still widely unheard by students, making it difficult for them to interpret the meaning of the pronunciation due to lack of learning about the pronunciation. (Pennington, 2021) stated that pronunciation is the concept of communication that emphasizes understandable pronunciation as the source of a meaningful discourse. Good pronunciation leads to learning while bad pronunciation leads to great difficulties in language learning (Gilakjani, 2012), therefore pronunciation has an impact on speaking ability, in speaking it needs to be seen that incorrect grammar and unclear pronunciation will affect the meaning in the language.

Pronunciation is a communication tool when students pronounce grammar well, students will feel confident and think what is said through correct grammar, correct intonation and correct pronunciation structure will influence native speakers to understand what is being said. As a result, pronunciation refers to the manner in which a word is pronounced as well as how a language's words are said. Indonesian language learners also face problems in making English sounds because English and Indonesian sound distributions are different (Ur Penny, 2019). Therefore, in terms of language and vocabulary there are differences between English and Indonesian, especially for students in Indonesia who still have difficulty in speaking English, they only focus on how to write it without thinking that learning pronunciation is as important in communicating. Most students only understand the meaning but do not understand the

pronunciation of symbols and sounds because of differences in pronunciation between how to spell and pronounce words due to differences in English and mother tongue.

However, the challenge in speaking skills students must understand the pronunciation in English because if students make mistakes in pronunciation, it will affect the meaning of the language. Therefore, pronunciation is an important aspect of speaking English. Before students begin learning to speak English, students must know how to write and pronounce phonetic symbols. Adila & Refnaldi (2019) stated that in general Indonesia still lacks pronunciation learning, especially with consonant classes and word endings like s, sh, t, d, x, g or j. For example, for the sounds [f] and [v], Indonesians might pronounce [v] when pronouncing [f], as in the word "Van" it would become "Fan", which would create a big mess in speech. This can lead to differences in the pronunciation of letters between the two languages, as well as loss of letters and sounds. Secondly, Due to 44 phonemes divided into 12 vowels, 12 consonants, and 8 diphthongs, the English vowel and consonant systems contain a wide variety of sounds. Moreover, English does not use phonemic spelling rules, such as in Indonesian, for example the word 'simple' in English, according to the alphabet, should be pronounced /si:mple/, when in fact it is pronounced /sɪmpl/. Through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skills (Harmer, 2010).

The next problem occurs in the teacher is more likely to direct the translation and construction of sentences without studying the articulation of word pronunciation. English pronunciation can also be less interesting because of some teacher mistakes in teaching English pronunciation methods which are very monotonous. The method in which students cannot develop their abilities and teachers who are less creative in learning uses media that is attractive to students. Monotonous learning methods such as teacher explanations to students are boring, one of which is the teacher who only teaches from the beginning to the end of the lesson. This method is somewhat monotonous, due to the lack of interaction between teachers and students which tends to be one-sided and there is no feedback from students so that learning activities become boring. Influence from within students can be caused by a lack of motivation from within and fatigue in carrying out learning activities. While external influences such as an uncomfortable environment, unsupportive facilities, and monotonous learning methods. To overcome this boredom, in addition to increasing student learning motivation, teachers must also use a range of

teaching methods, so that communication can go both ways, and students can play an active role in learning activities.

In the process of teaching and learning, the teacher must have new techniques and attract students' interest to enhance their English pronunciation skills. In improving pronunciation, students use several methods, for example using an application that can support students' pronunciation by practicing speaking frequently students will get used to the correct English pronunciation. There is a lot of application content that is commonly used to practice English skills. Here the author tries to conduct research using technology from an Android-based application, namely TFLAT English Pronunciation. It is hope that this application can improve English pronunciation that perfect practice is not only about practice but must be accompanied by tools to serve as a guideline for improving English pronunciation properly, therefore learning English pronunciation using technology based such as the TFLAT English Pronunciation application will keep students interested, improve their ability to pronounce them.

Several studies have investigated the use of application in learning pronunciation. First, there is previous research based on the journal (Sufi & Shalmani, 2018) who did research the effects of TFLAT Pronunciation training in MALL on the pronunciation ability of Iranian EFL learners, in her research the research method uses a Quasi-Experimental design where there are two classes namely the experimental class and the control class, in the use of the TFLAT English Pronunciation application the experimental class is given treatment using the application while the learning in the control class does not use the application. Second, (Juwita et al., 2020) who did research the student's perception of using U-Dictionary in learning pronunciation at Stab Pontianak, in her research he only focuses on student perceptions of using the U-Dictionary application, only conducted observations and interviews related to seeking information about the use of the U-Dictionary in learning pronunciation. Furthermore, the researcher chose a different method of use entitled “Mastering Pronunciation: The Influence of The TFLAT Application on Students' Pronunciation Ability”.

In this study, the researcher was conducted use TFLAT to teach pronunciation. The purpose of this research is to investigate whether the use of the TFLAT English Pronunciation application influences students' English pronunciation. Therefore, the researcher conducts research that focuses on vocational high school with the title “Mastering Pronunciation: The Influence of The TFLAT Application on Students' Pronunciation Ability”. The researcher felt

the need to conduct this research to show that the TFLAT application can influence students' pronunciation ability and to answer the following questions: Does TFLAT application influence students pronunciation ability?

## **Research Methods**

This research employed Quantitative Method using a Pre-Experimental Design. This study employed a pre-experimental pre-test and post-test design with a single group (one group pre-test posttest design). (Creswell, 2014) stated that with a pre-experimental design, this design does not have a control group to compare with the experimental group.

The research used a class of ten grade senior high school students at SMK Muhammadiyah 02 Tangerang Selatan which is located in Serpong on the first semester of 2023/2024. The only one class was used by the researcher as the sample for this study X TKJ. The class consists of 22 students.

In collecting the data, the researcher used Pre-Test and Post-Test. In Pre-Test, the researcher assigned each student an essay paragraph based on their major which is then read out loud in front of the class. The treatment uses the TFLAT English Pronunciation application to improve students' pronunciation skills helping students in their pronunciation. The researcher asked the students to download and explains how the TFLAT English Pronunciation application works. The researcher gave a Post-Test instrument which was almost the same as the Pre-Test instrument in the form of an essay paragraph.

## **Result and Discussion**

### **Result**

Based on the data collection above that the researcher used Pre-Test and Post-Test as an instrument to collect data. Pre-Test and Post-Test were given to assess students' pronunciation before and after Treatment. The students of SMK Muhammadiyah 02 Tangerang Selatan scores on the pre- and post-tests for student comprehension table.

**Table 3. Students Pre-Test and Post-Test Results**

No	Name	Pre-test	Post-test
1	AZR	50	80
2	AZG	40	75
3	ANP	60	80
4	AAA	50	75
5	AZN	45	75
6	FAC	55	80
7	FN	50	80
8	GAJ	65	80
9	KF	55	75
10	LP	60	80
11	LI	55	80
12	MAA	65	80
13	MRA	60	80
14	MFR	60	80
15	MRA	65	80
16	NZ	45	70
17	RSA	50	75
18	RAH	55	80
19	RCD	60	80
20	SDP	60	80
21	SFA	55	80
22	WAR	65	80
	<b>Amount</b>	<b>1225</b>	<b>1725</b>
	<b>Mean</b>	<b>55,68</b>	<b>78,41</b>

The pre-test lowest score was 40 and the pre-test highest score was 65. Subsequently, the post-test lowest score was 70 and the highest score was 80

**Table 4. The Score of Students After Given Treatment**

No.	Grade	Score	Number of Students
1.	Excellent	80	16 students
2.	Good	70-79	6 students
3.	Enough	60-69	-
4.	Fair	50-59	-
5.	Poor	<50	-

Table 4.2 demonstrates that after receiving treatment with the TFLAT application, there was an increase in 17 students with a score of 80 (excellent) and 7 students with a score of 70-79 (good).

**Table 5. The Mean Score of Students' Pre-Test and Post-Test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	22	40	65	1225	55,68	7,121
Posttest	22	70	80	1725	78,41	2,840
Valid N (listwise)	22					

Following the Table 4.3 the mean pre- and post-test score. The average score of pre-test was 55,68 and post-test was 78,41. Then, pre-test standard deviation was greater than post-test standar deviation. (7,121>2,840).

**Table 6. The Paired Sample Test of Pre-Test and Post-Test**

Paired Samples Test									
		Paired Differences					T	Df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-22,727	5,505	1,174	-25,168	-20,287	-19,365	21	<,001

Based on table 4.4 above, the researcher discovered implies the relevant 2-tailed probability value is less than alpha in the pre-test and posttest (<,001<0,05). It indicates that there is significance.

## Discussion

This research aims to demonstrate how to influence students speaking skills through TFLAT application. Based on the results above, the research using the TFLAT application has succeeded in improving students' English pronunciation skills using the appropriate paragraph essay method from the 11<sup>th</sup> grade students' majors at SMK Muhammadiyah 02 Tangerang Selatan. This finding was on the same track as research by (Sufi & Shalmani, 2018) who did research the effects of TFLAT Pronunciation training in MALL on the pronunciation ability of Iranian EFL learners, in her research the research method uses a Quasi-Experimental design where there are two classes namely the experimental class and the control class, in the use of the TFLAT English Pronunciation application the experimental class is given treatment using the application while the learning in the control class does not use the application.

Previous research also used the TFLAT application but the difference this research focuses on one pre-experimental class given pre-tests, treatments and

post-tests, namely students majoring in computer and network engineering using paragraph essay media to measure their English pronunciation skills. The researcher found that employing the TFLAT application can significantly improve students' pronunciation ability because this media teaches basic symbols where students must understand the basic symbols so that their can different sound and correct pronunciation.

## Conclusion

According to the research's conclusions from the before chapter's data analysis and discussion the use paragraph essay according to the text of the recording department and assisted in using the TFLAT application as a learning medium at SMK Muhammadiyah 02 Tangerang Selatan the eleven grades. Essay Paragraph was important to use in the teaching and learning process since it engaged the students in the learning process. The grade the student received could serve as evidence. The average score in the pre-test was 65 out of 40. Following that, the post-test's mean score was 80, 70.

Based on statistical results using a Paired Samples Test obtained a score of obtained a score of significant 2 tailed  $<, 001$ . Because the score significant level of  $\alpha 0,005$ . It means significant 2-tailed value is less significant than alpha ( $\alpha$ ) ( $<,001<0,05$ ).  $H_1$  is accepted and  $H_0$  is rejected. This means there is a significant influence on pronunciation student's ability using TFLAT application.

In addition, there is influence between TFLAT application and students' pronunciation ability. It can be concluded that the study of the influence of the TFLAT application and students' pronunciation ability has a significant influence for the eleven grade of students SMK Muhammadiyah 02 Tangerang Selatan. Therefore, TFLAT application is beneficial to help students pronounce words more clearly.

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