

**THE INFLUENCE OF USING “HELLO ENGLISH”
APPLICATION TOWARDS STUDENTS’ PRONUNCIATION
OF THE EIGHTH GRADE AT SMPN 1 SUMARORONG**

***PENGARUH MENGGUNAKAN APLIKASI “HELLO ENGLISH”
TERHADAP PENGUCAPAN SISWA KELAS DELAPAN DI
SMPN 1 SUMARORONG***

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ABSTRACT

The objective of the research was to know the influence of using Hello English application to enhance students’ achievement of pronunciation in English. This research applied pre-experimental in one class pre-test and post-test. This research conducted at SMPN 1 Sumarorong. In this research the population was the eight students of SMPN 1 Sumarorong in 2020/2021 academic year. The researcher used total sampling technique. The total sample was 30 students from class VIII-D. In analyzing the numerical data, the writer used SPSS v. 16.0. Based on the results of data analysis, the writer concluded that the use of Hello English application can increase students’ pronunciation skill, it’s proved by the mean score of the students in pretest and post-tes. The result of the research shows that Hello English application significantly increased students’ pronunciation ability after did treatment. The mean score improved from 42.33 in pre-test to 82.16 in post-test. It indicated that the one hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. It means that Hello English application could increase the students’ pronunciation ability in learning English at SMPN 1 Sumarorong.

Keywords: *influence, pronunciation, Hello English application.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui manfaat penggunaan aplikasi Hello English untuk meningkatkan prestasi pengucapan bahasa Inggris siswa. Penelitian ini menggunakan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilaksanakan di SMPN 1 Sumarorong. Populasi penelitian ini adalah siswa kelas delapan SMPN 1 Sumarorong tahun akademik 2020/2021. Peneliti menggunakan teknik total sampling dalam pengambilan sampel. Total sampel dalam penelitian ini adalah 30 orang dari siswa kelas VIII-D. Dalam melakukan analisis data,

peneliti menggunakan aplikasi SPSS v 16.0. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa penggunaan aplikasi Hello English dapat meningkatkan keterampilan pengucapan siswa. Hal ini dibuktikan dengan nilai rata-rata siswa pada pretest dan post-test. Hasil penelitian menunjukkan bahwa penerapan Hello English secara signifikan dapat meningkatkan kemampuan menulis siswa setelah dilakukan perlakuan. Skor rata-rata meningkat dari 42.33 pada pre-test menjadi 82.16 pada post-test. Hal ini mengindikasikan bahwa one hypothesis (H^1) diterima dan tentunya null hypothesis (H^0) ditolak. Artinya, penerapan Hello English dapat meningkatkan keterampilan pengucapan siswa dalam pembelajaran bahasa Inggris di SMPN 1 Sumarorong

Kata Kunci : *influence, pronunciation, Hello English application.*

INTRODUCTION

Pronunciation is one of the most important parts of English component. Pronunciation is the best production of speech sounds for communication. In this case pronunciation consists of organizing sounds that are produced by the air that get through the organ of articulation. In order to master English as a foreign language, we should master its pronunciation. If the pronunciation is incorrect, it will make wrong perception because there are some differences between symbols and sounds. Besides, Tennant (2007:3) that quite clearly, pronunciation is both incredibly complex and an important area for teaching and learning. Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear. It means that the students will know the meaning of words clearly if students pronounce it clearly by stressing the right syllable, so automatically the students can produce the right sounds.

Learning pronunciation is important for the learners. With the correct pronunciation they can communication well and their language is easy to understand. In learning pronunciation, some students feel difficult to pronounce some English words because there are differences between written and oral. This problem usually experienced by EFL.

According to Jamilah, there are some problems in learning pronunciation, they are: 1) the sound of a certain language is not available in the mother language, so the learners feel difficult to produce the sound of the target language. 2) The learner is able to produce the sounds of target language correctly, but they have not studied the stress pattern in English, so that they tend to use the intonation of the first language which is not in appropriate with English. 2 From those explanations it can be concluded that learning pronunciation are difficult because the sound of a certain language is not available in mother language and the learners have not studied the stress pattern in English, In fact, teaching pronunciation is frequently overlooked. Kot says, it appears that the number of students who appreciate the important of good pronunciation is limited. It is tempting to suggest that English lesson should be deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the

beginning of their learning, they may build their habits in the wrong way. The other reason why must we learn or teach pronunciation is to help us become intelligible speakers of English and to improve their own comprehension of spoken English. It is the reason why we must pay attention to our pronunciation or pay attention to teach pronunciation.

The seriousness of students in the learning process is still lacking, difficult to accept lessons because they tend not to want to know and do not pay attention to the material provided by the teacher so that the learning outcomes are less than optimal. This is because teachers lack the use of learning media as a vehicle for channeling or learning messages, in addition to being able to attract students' attention, learning media can also convey the message to be conveyed in each subject.

The student in this era is very accustomed with gadget, they even are smarter and know how to use gadget than the people. This moment, are good to be use by teacher in increase the student willingness in learning English. Learning English by using application is one of the best ways to them interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and everytime.

Hello English is an application designed to help people learn languages easily and comfortably, so that doing so doesn't feel like you're studying, but rather just having fun with one more game or application on people device. The application allows people to learn a lot of different language, and of them are English. Based on the explanation, the researcher intended to do research under the title "The influence of Using Hello English Application Towards Students' Pronunciation of the Eight Grade at SMPN 1 Sumarorong".

REVIEW OF LITERATURE

Definition of Pronunciation

In English language teaching and learning, pronunciation is considered as a skill to practice and master. According to Handayani (2017), pronunciation can be defined as the production of important sound that are used as part of a specific language code and are used to achieve meaning in the using of context. Moreover, Pronunciation is an organized sound obviously is very different form written language. It is the spoken form of the language and it is the way to pronounce the sound of the language. teaching pronunciation is a prominent factor in foreign language teaching. It is the basic skill for student before they speak.

According to (Mahuda & Sry, 2011), pronunciation is the production of sound by using our organs for communication. The production of speech sound for communication in relation to the language teaching. It is important for students to know where and how a sound is made, and many learners also find this knowledge very helpful. Sounds may occur together in English to form clusters, which can pose particular difficulties for learners. Moreover, Marsza (2014) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. In English there is link and blend sounds between

words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English.

Pronunciation Model

English is a language that is not possessed only by one nation. As it plays as an international language or *lingua franca*, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model we use. We can pronounce /grɑ:s/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

According to Tharpe (2017), the English sound systems are broken into two, segmental and supra segmental as represented in the of pronunciation segmental features of the speech system has vowel and consonant sounds. The consonant as shown divided into voiced and unvoiced or voiceless sounds and vowels into single and diphthongs.

The teacher's first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000:14), it is possible to do that, but teachers still need to know the variation of English. Those who are well informed to variations of English will be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that Received Pronunciation (RP) is still the target for Pronunciation, because of its traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

Factors Affecting Pronunciation

Understanding and teaching pronunciation has been controversial in TESOL for many years. At one time, pronunciation was taught in a high bottom-up behavioristic manner. Students were drilled until they had the appropriate "accent" (American, British, Australian, etc.). To be understood meant capturing one of the established accents. Now there is more of an emphasis on top-down features such as stress, tone, and rhythm. There is now an emphasis on being more non-directive and focus not on the sounds being generated by the student but the comprehensibility of what they say. This post will explain several common factors

that influence pronunciation. Below are the lists (adapted from Educational Research Techniques:2017) of the factors that should be considered by teachers:

a. Motivation and Language Ego

For many people, it's hard to get something done when they don't care. Excellent pronunciation is often affected by motivation. If the student does not care they will probably not improve much. This is particularly true when the student reaches a level where people can understand them. Once they are comprehensible many students lose interests in further pronunciation development. Fortunately, a teacher can use various strategies to motivate students to focus on improving their pronunciation. Creating relevance is one way in which students' intrinsic motivation can be developed. Attitude is closely related to motivation. If the students have negative views of the target language and are worried that learning the target language is a cultural threat this will make language acquisition difficult. Students need to understand that language learning does involve learning of the culture of the target language.

b. Age and Exposure

Younger students, especially 1-12 years of age, have the best chance at developing native-like pronunciation. If the student is older they will almost always retain an "accent." However, fluency and accuracy can achieve the same levels regards of the initial age at which language study began.

Exposure is closely related to age. The more authentic experiences that a student has with the language the better their pronunciation normally is. The quality of the exposure is the naturalness of the setting and the actual engagement of the student in hearing and interacting with the language.

For example, an ESL student who lives in America will probably have much more exposure to the actual use of English than someone in China. This, in turn, will impact their pronunciation.

c. Native Language

The similarities between the mother tongue and the target language can influence pronunciation. For example, it is much easier to move from Spanish to English pronunciation than from Chinese to English. For the teacher, understanding the sound system's of your students' languages can help a great deal in helping them with difficulties in pronunciation.

d. Innate Ability

Lastly, some just get it while others don't. Different students have varying ability to pick up the sounds of another language. A way around this is helping students to know their own strengths and weaknesses. This will allow them to develop strategies to improve.

Problems in Pronunciation

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many

difficulties in pronunciation of English. According to Hassan (2014:04) Many linguists and researchers on (SLA) concluded that the English pronunciation problems among speakers of other languages are the same but it is according to each language background. Arabic language is among them, so here we are going to see some of the factors that influence on learning second language (L2) in general and English pronunciation in particular and also try to identify the exact reasons behind such errors and finally try to find the suitable techniques and strategies that help the students improve their English pronunciation.

So does English. If one cannot listen to English pronunciation well, he cannot produce it well too.

The Importance of Teaching Pronunciation

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005 as cited in Nation and Newton, 2009). However, Nation and Newton (2009) argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners' phonological loop affect learners gain stable pronunciation. Nation and Newton (2009:75) explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop. Learners' working memory differ one another. However, for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

Hello English Application

The application called Hello English is an educational application on smartphones that helps users understand and learn English. This application made by Culture Alley has been downloaded up to 10 million users and became the best google application in 2016 and innovative application 2016 by IAMAI. The Hello English application has many languages to adjust the user's language there are Indonesian, Malay, Indian, Spanish, and others.

The Hello English application has global and local ranking features that rank students according to the coins they have. Coins are obtained every time you learn. So, the more coins you have, the higher the rank. This can make users even more excited in learning English.

Hello English applications usually provide some vocabulary on certain topics each day that can help users to increase their knowledge of pronunciation. Besides

giving a new vocabulary to the Hello English application, there is also a quiz that we are usually asked about the meaning of a phrasal verb that is asked. Users can also ask the problem being faced and will be answered no later than 24 hours.

The Hello English application has a lot of English material. The material is divided into 12 phases. Each phase has an average of 50 topics and each topic has 3 games. Not only answering questions there is also a speaking section where users must mention a word / sentence with the correct pronunciation. Hello English application is equipped with a dictionary with a number of words of approximately 10.000 words. So, the user does not need to bother to open another application in search of vocabulary translations.

METHODOLOGY

This research applied pre-experimental design. The writer administered a pre-test to all subject before the students using Hello English application to assess their knowledge in English. A post-test was conducted after the students using Hello English application to learn, this action for see the students result. The design involved one class. The researcher administers a pre-test, treat the students to use Hello English application and administer a post-test. The success of the using of Hello English application was determined by comparing the result of pre-test and post-test.

FINDING AND DISCUSSION

Findings

The tests were done twice namely pre-test and post-test, the writer gave the students pronunciation test before and after the treatment. To know the students pronunciation ability the writer conducted pre-test and post-test. The result of students' pronunciation score in pre-test and post-test could be seen in the table below:

Table 1 The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	-	-
Average	61-75	1	3%
Poor	51-60	3	10%
Very poor	<50	26	87%
Total		30	100%

Source : Students' pre-test

Table 1 above show that, in the pre-test none of the students classified as excellent and good, 1 student (3%) classified as average, 3students (10%) classified as poor and 26 (87%) classified as very poor.

Table 2 The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	24	80%
Average	61-75	6	20%
Poor	51-60	0	0
Very Poor	<50	0	0
Total		30	100%

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table 2 that out of 30 students, none of students were categorized as excellent, poor and very poor. At the next level, there were 24 students (80%) categorized as good and 6 students (20%) categorized as average.

After conducting the student's pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students mean scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16.0, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that the influence of Hello English application can't enhance the students' pronunciation skill in English at the eight grades of SMPN 1 Sumarorong, in the academic year 2020/2021. While the Alternative hypothesis (H_1) state that the influence of Hello English application can enhance the students' pronunciation skill in English at the eight grades of SMPN 1 Sumarorong, in the academic year 2020/2021. If the value of significance 2 or sig. (2-tailed) lower than 0,05, H_1 accepted and H_0 rejected.

Tabel 3 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	-3.98333E1	7.931	1.44801	-42.7948	-36.8718	27.509	.000	

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the influence of Hello English application can enhance the students' pronunciation skill in English at the eight grades of SMPN 1 Sumarorong, in the academic year 2020/2021.

Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. The first step was given pretest to students. Pre-test was given to know the students' pronunciation skill score before treatment being taught by Hello English application. The second step was given treatment and applied Hello English application to the students. The third step was given post-test to the students to know the students' pronunciation skill score after being taught by using Hello English application.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' pronunciation skill before students were given the treatment, the students seems didn't understood about the test and active in asking question to the writer. The result on pre-test shows that the students has lack pronunciation skill. The students seems didn't understood about the test and active in asking question to the writer. Instrument students' download Hello English application and writer explain about how to use Hello English application on smartphone. The test intended to know the students pronunciation skill before students were given the treatment, the students were enjoy did the activity especially use Hello English who interesting. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' pronunciation skill after students were given the treatment, the students more silent and faster did the test. Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 42.33 improve to post-test with 82.16. It showed that there was different pronunciation skill score of the second grade students' of SMPN 1 Sumarorong.

After being given by using Hello English application before and after pronunciation skill. The result of the pronunciation test how the students' score after using Hello English application was higher than before. In short, the average score of pre-test is 42.33 while the average score of post-test is 82.16. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in pronunciation skill after using Hello English application. Referring to the description above, it was concluded that in this research, Hello English application as a digital media in learning pronunciation teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' pronunciation skill at the second grade students of SMPN 1 Sumarorong in the academic year 2020/2021. There were several improvement reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improve after the research was conducted using application.

Another reason the students were interested in this application is because, students were able to learning in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English.

One plus point from the Hello English application is, in this application when the students had answered the questions, the right answer will be informed to them. If they answer the questions correctly, then they get the point. If they answer the questions wrong, they did not get the point, but they also know the correct answer of the question.

Some of the obstacles was found researcher because this research was carried out during pandemic the corona virus, when teaching and learning activities moved at home. The writer has to prepare extra teaching strategy, researcher should tell students' information repeatedly.

CONCLUSION

The writer concluded that there was influence of using Hello English application towards students' pronunciation at the eighth grade of SMPN 1 Sumarorong in the academic year of 2020/2021. It could be seen on the results between the pre-test and post-test, the score of the post-test higher than the score of the pre-test. Based on the result of data analysis and the discussion using Hello English application as a digital media is fun way in learning pronunciation to stimulate the students to improve pronunciation ability. Most of the students have low pronunciation skill before Hello English application applied, the students' can improve their pronunciation and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in pronunciation.

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