

**Improving Pronunciation Mastery of Eleventh Graders of SMA Negeri 5  
Palembang by Using Text-to-Speech Application**

**A Thesis**

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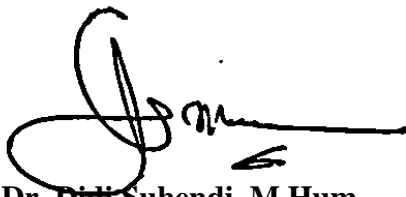
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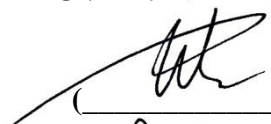
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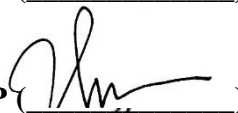
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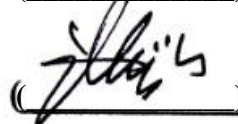
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## **DECLARATION**

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Certify that thesis entitled “Improving Pronunciation Mastery of Eleventh Graders of SMA Negeri 5 Palembang by Using Text-to-Speech Application” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATIONS**

**This thesis is dedicated to:**

- The Almighty God, Allah SWT; whom the writer believes that he is the best planner of my life journey.
- My beloved parents, Bapak Fredy and Ibu Salbiyah who have given prayers and support to me morally and materially until this thesis can be completed.
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# IMPROVING PRONUNCIATION MASTERY OF THE ELEVENTH GRADERS OF SMA NEGERI 5 PALEMBANG BY USING TEXT-TO-SPEECH APPLICATION

---

## ABSTRACT

The text to speech pronunciation application is medium to enhance students' pronunciation that gives fun and fascinating activity. The study is aimed to find out significant differences of pronunciation after the students being taught through using pronunciation application. Pre single-experimental design was used in this study. The sample of this study was 34 students of eleventh graders of SMA Negeri 5 Palembang which were taken by using purposive sampling method. To collect the data, experimental group was assigned a pre-test and a post-test. The data were analyzed by using paired sample t-test through SPSS version 25. The students' average of the tests scores increased. In the pre test, the score was 57.24 and the post test, the score was 67.76; mean difference of post-test and pre-test was 10.529 and the significant value was 0.000 ( $p$ -value<0.05). It can be concluded that TTS application can improve students' pronunciation achievement.

**Keywords:** *Pronunciation, Pronunciation application, Text to Speech*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter describes: (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

#### **1.1 Background of the Study**

Language as a means of communication, plays a great part in human being's life. By using a language, a person can express his or her thought and desires. English is known as an international language used in many countries. English has been taught as a compulsory subject at school up the 1st year of college (Depdiknas, 2003). It is due to the fact that English is considered as an international language used as a means of communication by people all over the world.

In relation to that, according to 2013 English curriculum, The students of senior high school are expected to be able to communicate in English both oral and written communication. ‘’ To achieve this objective, the students should master the four skills of the language: listening, speaking, reading, and writing. Beside that, to strengthen the four language skills, the students should learn the language component, such as grammar, vocabulary, and the pronunciation.

The ability of speaking English embodies the correctness of good pronunciation and intonation which directly affects the appropriate communication in conversation (Zhang and Yin, 2009). Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

Furthermore, people are usually judged by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation as one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Fraser, 2000).

Pronunciation is one of the important components that students should master in learning speaking. Student needs to pronounce some words clearly enough to be understood . According to the study conducted by Anandari (2015), pronunciation is considered as one of the factors that causes foreign language anxiety especially in public speaking for the students. She said that pronunciation is one of the important keys to ensure that the message was conveyed clearly. A study conducted by Harumi and Moedjito (2008) affirm Anandari's study by stating that Indonesian EFL learners are still facing a problem with English pronunciation, the native language is still an active agent for the mispronunciation of English sounds through phonological negative transfer. This phonological negative transfer can be caused by several factors such as the absence of English speech sounds in learners' L1, for instance, the sound  $\theta$  in English does not exist in Bahasa. Different categorization of sounds in English and learners' L1 also influences learners' English pronunciation, unlike English which has many vowels (up to 20 vowels and diphthongs), either Indonesian learners native language or the Indonesian language mostly has only five vowels. Moreover, English vowels also consist of tense and lax vowels in which does not exist in Bahasa. The last first language's phonological negative transfer is the different distribution of the same sounds in English learners' L1. For example, The English phoneme /b/ can exist in final, middle, or initial positions while the Indonesian phoneme /b/ never exists in the final position. According to the writing system of the Indonesian language, the letter <b> can exist in the final position but its pronunciation is always devoiced as /p/. Even in many cases, the final phoneme /b/ is usually pronounced as the voiceless bilabial plosive /p/. This is one of problem faced by students in learning English as a foreign language or second language. Jia (2007) states pronunciation is the first and essential step to one's second language acquisition.

Pronunciation is very important part when someone is transferring knowledge to other people. People needs to pronounce some words clearly enough to be understood. When the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people will

not get understood. Learning will not succeed if the students do not participate actively in learning. The writer was used pronunciation application as medium to improve students pronunciation, it is hoped that students can be more interested and easy to understand English pronunciation in teaching learning process than through teachers' pronunciation.

One of the English teachers of SMA N 5 Palembang said that the students' pronunciation is still low. He said that students usually feel difficult how to pronounce word. By considering this fact, there should be media in teaching for helping students to solve their problems in Pronunciation. Hart and Hicks (2002, p. 8) say that using media in the classroom are appropriate for giving ideas, making difficult subjects become easy to understand, and giving attention on important ideas. Ivers and Barron (2002, p. 2) state that media is part of teaching that support the teaching learning process. Forms of media contain of text, graphics, animation, pictures, sound, and video. Media use in different situation can increase students' interest in the lesson. Media can be used by both teachers and students. It gives the teachers and students occasion to do activity together. Then, teacher has to know the best media for the students.

The writer uses pronunciation application as medium to improve students pronunciation. According to Muna (2011) Text to Speech (TTS) is an application that can read any text with another dialect, start from English, Polski, Rusia, and English computer. TTS is suitable for many persons, they are who are learn a foreign language and want to know how the pronunciation of a foreign language correctly, people who want to practice reading in a foreign language, people who is lazy to read long passage and they just use TTS to listen it without having to read it (Muna, 2012). It is hoped that students can be more interested and easy to understand English pronunciation in teaching learning process than through teachers' pronunciation. There are many advantages of using pronunciation application at the classroom. It can help students to enhance their self confidence (Kilickaya, 2014). By using pronunciation application, students are hoped to be easy to imitate and remember the words.

A study which was done by Muna (2012) at SMA Islam AL – Hikmah Mayong Jepara in academic year of 2011/2012 found that the students' result in

the tests that the students' improvement during the treatment through TTS application, the average of the tests scores increased from 69.1025 in the pre cycle, it was becoming 77.5641 in the first cycle, it was becoming 80.1282 in the second cycle, and then it was becoming 87.4358 in the third cycle. It means that teaching students by using pronunciation application can be a new media to improve students' Pronunciation.

In line with the explanation above, the writer interested in conducting the experimental study entitled as **“Improving Pronunciation Mastery of the Eleventh Graders of SMA N 5 Palembang by Using Text-to-Speech Application”**.

### **1.2 The Problem of Study**

The problems of study are formulated in the following question:

was there a significant difference in Pronunciation mastery between before and after the students are taught by Text to Speech Application?

### **1.3 The Objective of the Study**

Based on the problem above, the objective of study is to find out whether or not:

There was a significant difference in Pronunciation mastery between before and after the students are taught by Text to Speech Application.

### **1.4 Significance of the Study**

By conducting this study, there are at least three kinds of significance. They are the students, teacher, and the writer. First, the students can improve their pronunciation mastery by using Text-to-Speech Application. Second, the teacher can reinforce positive attitudes towards pronunciation by making it an enjoyable and creative activity through Text-to-speech Application. Third, the writer can enlarge her knowledge and gets experience about the Text-to-Speech Application to support the improvement of English teaching and learning.



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