The Effect of Using the U-Dictionary Application for Students' Pronunciation on Grade Eight in Teaching Speaking at SMP Swasta Taman Asuhan Pematang Siantar

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Article Info	ABSTRACT
	The objective of this research was to find out the effect of the U-Dictionary Application for the students' pronunciation on grade eight in teaching speaking at SMP Swasta Taman Asuhan Pematang Siantar. The method used quantitative with quasi-experimental research method with pre-test and post-test design. Two classes provided the data: the experimental class and the control class. In this research, VIII-A was the experimental class, while VIII-B was the control class. There were 28 students in each class, for a total sample size of 56. The pre-test mean score for the experimental class was 64.75, whereas the mean score for the control class was 64.50. Conversely, the experimental class's post-test mean score was 78.92, whereas the control class's post-test mean score was 69.57. The data was then examined by the researchers using a t-test. The T-test showed a greater degree of significance (2,7 > 1.674) compared to the T-table. Results showed that using the U-Dictionary Application for students' pronunciation on grade eight teaching speaking at SMP Swasta Taman Asuhan Pematang Siantar had a substantial impact. Ha was accepted and H0 was rejected.

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1. INTRODUCTION

English is a topic that is taught from elementary school to university. According to the 2013 Curriculum Competency Standard, the four abilities of speaking, writing, listening, and reading must be mastered by students. The four skills are extremely interconnected. Speaking skills are a crucial component of the language curriculum and a crucial subject of assessment.

Since speaking skills are a crucial component of the language curriculum, they are also a crucial assessment subject. But because so many things might affect how we perceive someone's ability to speak a language, evaluating speaking is difficult. According to [5], Speaking is a method of demonstrating the truth of what you are saying. The interactive process that produces meaning that is spoken language includes producing, receiving, and absorption information. The words' pronunciation will demonstrate this. So speaking and pronouncing words are tightly intertwined.

Pronunciation is "the way a language is spoken, the way a word is spoken, the way a person speaks the words of a language." According to [4], pronunciation is a collection of sounds to pronounce a language. The significance of paying attention to pronunciation since it might affect how one's message is conveyed to others. Because students frequently make pronunciation errors that fatally alter the meaning of a sentence, pronunciation is a form of learning that is crucial to teach while teaching English, especially when teaching speaking.

According to [1], the main feature of pronunciation is divided into two categories: segmental (micro) features and suprasegmental (macro) features.

1. Segmental

In describing the sound system of any language, it is necessary to understand what phonemes are. According to [9], a phoneme is a meaningful unit of sound. The smallest contrastive language elements that can alter meaning are phonemes. Vowel phonemes and consonant phonemes are the two categories into which phonemes are separated.

2. Suprasegmental

As to [7], suprasegmental characteristics are associated with noises on a macro level. [1] asserts that linking, intonation, and stress are essential elements of proper suprasegmental pronunciation.

Many students, after practising speaking, lack the confidence to speak in front of the class because they are concerned about pronouncing the words incorrectly. They also merely memorize words or sentences but do not care about the exact pronunciation of words, such as the sounds Eye and I, For and Four, Hear and Here, Be and Bee, etc. make the listener misunderstand. Numerous factors, such as a limited vocabulary, a structured learning environment, a lack of practice, a lack of interest in studying, and a perception that English is a difficult and foreign language, all contribute to students' poor pronunciation.

In addition, according to [11], English dialects are built upon a vocabulary. Lack of language makes it difficult for students to comprehend the intentions of others or to communicate their own ideas. According to [8], students with adequate vocabulary may communicate effectively, comprehend language assignments, and participate in foreign language conversations. According to the definition of vocabulary given above, a word can be said to have a human-owned meaning if it is employed in language and communication.

According to [6], the types of vocabulary are:

1) General vocabulary, including: Nouns, Verbs, Adjectives, and Adverbs.
2) Special Vocabulary, including: Color Vocabulary, Number Vocabulary, Time Vocabulary, Money Vocabulary, Popular sayings Vocabulary, Trash Vocabulary. Due to this, the researchers only concentrate on using words related to adjectives.

Technology contributes to the world of education by inspiring teachers to improve instruction and establish a healthy learning environment. Teachers can use a variety of technology-based learning materials that are currently available. One of these is to use the U-Dictionary Application on a mobile device, which is incredibly handy and easy for every user to carry along. According to [10], he provided 20 suggestions for using mobile phones in language classes. With the help of these 20 suggestions, educators can improve language instruction. It can be utilized to help educate students about technological advances so students are not said to turn a blind eye to progress in globalization era. It means that, students can access various educational information using the gadget, like searching for a variety of information about material that is considered difficult.

[12] claims that U-Dictionary is a word translation app that is available for download from a smartphone. Both online and offline modes are available for this software. Youdao, situated in Hong Kong U- Dictionary is a simple software that can translate between more than 30 languages without requiring an internet connection.

The researchers described the U-Dictionary application as a translation tool with several languages available on mobile phones, easy to use and accessible whenever and wherever needed. This learning tool's many intriguing characteristics make it a useful tool. One of the features of this application is the ability to listen. If this application is used as an aid for language teaching, especially

speaking, Anytime, wherever, students may hear the proper pronunciation of words translated into English and American as well as spellings based on IPA.

As previously said, the researchers were enthusiastic about conducting this research the Effect of Using the U-Dictionary Application for Students' Pronunciation on Grade Eight in Teaching Speaking at SMP Swasta Taman Asuhan Pematang Siantar. This will demonstrate the impact of the application on students' pronunciation when conversing with others.

2.   METHOD

This research used a quasi-experimental research design and a quantitative research methodology with pre-and post-tests. [2] asserts that quantitative research examines the connections between many factors to assess concepts. In order to facilitate statistical examination of numerical data, these variables may be measured frequently with the use of apparatus. According to [3], the researchers must accept to retain students in the current classes while conducting the research using a quasi-experimental methodology.

The researchers used the following methods to get the data, including 1) The first stage was a pre-test, in which the researchers asked students to complete an oral quiz to determine their prior knowledge. This exam was administered before to any U-Dictionary-based treatments. The researchers instructed the students to speak a set of vocabulary terms for descriptive adjectives. When it came to vowels, the researchers then transcript and scored; 2) Following the pre-test, before asking students in the experimental class to pronounce words using the U- Dictionary application, the researchers provided instructions on how to use it; 3) The next stage was the post-test, where the researchers provided the students with a list of vocabulary words just as they had in the pre-test. This exam was administered in order to determine how the U-Dictionary Application has affected their pronunciation following therapy. The researchers gave the students a list of descriptors, and they were instructed to pronounce them.

Table 1. The example of adjectives words.

No	Words	Transcription	Meaning
1	Small	/smɔːl/	Kecil
2	Big	/bɪg/	Besar
3	White	/waɪt/	Putih
4	Great	/greɪt/	Hebat

Table 2. Rubric for Assessing Students' Pronunciation.

No	Vowel	Score
1	Always pronounce the vowels clearly.	5
2	Vowels are often pronounced correctly.	4
3	Make in consistent vowel errors.	3
4	Pronounce some vowels incorrectly consistently.	2
5	Vowel errors are frequent.	1

Brown, et.al (2001)

To calculated the score, the researchers added up the total value of each question achieved. Then, in order to get the researchers' hypothesis, the T-test was employed.

$$t_{\text{test}} = \frac{\underline{X}e - \underline{X}c}{SE\ (X^e - X^c)}$$

Where :

$\underline{X}e$ = Mean of Post-Test in Experimental

$\underline{X}c$ = Mean of Post-Test in Control

$SE\ (x^e - x^c)$ = Standard error

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To evaluate the t-test results, researchers would test the hypothesis with the conditions in the following table.

Table 3. Hypothesis Testing.

Comparison	Hypothesis	
	H_o	H_α
t -test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

3. RESULTS AND DISCUSSION

Table 4. Score of the Pre-Test and Post-Test in Experimental Class.

No	Initial	Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Range
1	AES	61	3721	75	5625	14
2	AR	71	5041	86	7396	15
3	ADS	62	3844	74	5476	12
4	BB	62	3844	78	6084	16
5	CDP	68	4624	80	6400	12
6	DFT	59	3481	75	5625	16
7	DFP	68	4624	80	6400	12
8	FA	69	4761	84	7056	15
9	HA	67	4489	78	6084	11
10	IZ	40	1600	65	4225	25
11	IAS	73	5329	85	7225	12
12	JP	59	3481	71	5041	12
13	KVS	73	5329	85	7225	12
14	KS	66	4356	81	6561	15
15	NRP	66	4356	81	6561	15
16	ODK	79	6241	96	9216	17
17	RV	69	4761	83	6889	14
18	RVP	58	3364	70	4900	12
19	RMS	79	6241	94	8836	15
20	RAA	58	3364	70	4900	12
21	RGR	65	4225	78	6084	13
22	SHP	62	3844	75	5625	13
23	ST	66	4356	79	6241	13
24	SAS	62	3844	75	5625	13
25	SS	62	3844	75	5625	13
26	SDB	66	4356	79	6241	13
27	TPA	50	2500	73	5329	23
28	YFC	73	5329	85	7225	12
N=28		$\sum X_1 = 1813$	$(\sum X_1{}^2)$ = 119.419	$\sum X_2 = 2210$	$(\sum X_2{}^2)$ = 175.720	397
Mean		X_1=64.75		X_2=78.92		14.1

Table 5. Score of the Pre-Test and Post-Test in Control Class.

No	Initial	Without using the U-Dictionary Application		
		Pre-test (X_1)	Post-test (X_2)	Range
1	AUS	67	71	4
2	ARS	64	71	7
3	AA	69	69	0
4	CTS	68	72	4
5	CAN	67	73	6
6	COS	64	71	7
7	DFP	65	69	4
8	FAR	82	83	1
9	FZZ	69	75	4
10	FZ	50	54	4
11	GDL	55	61	6
12	HDS	64	69	5
13	JGS	64	66	2
14	JAN	68	76	8
15	KFG	69	70	1
16	LPS	66	69	3
17	MI	59	66	7
18	MAD	60	70	10
19	MAS	73	75	2
20	ND	74	79	5
21	NDS	66	72	6
22	NEC	58	71	13
23	RF	65	68	3
24	RCF	68	75	5
25	RML	70	74	4
26	RMM	35	45	10
27	TAS	64	67	3
28	TNS	63	67	4
N = 28		**∑X₁ = 1806**	**∑X₂ = 1948**	138
Mean		$\underline{X_1}$ **= 64.50**	$\underline{X_2}$ **= 69.57**	**4.9**

The researchers gave students an essay test as a pre-test and post-test to determine how to use the U-Dictionary Application as a media affected their ability to pronounce English vowels while teaching speaking. Following the data of the post-test, the researchers received data in the form of pre-and post-test scores. The t-test was employed to examine the data. Students in the post-test from 28 students who used the U-Dictionary Application scored higher ($x2=2210$) with a total mean of 78.92 than students in the post-test from students who did not use the U-Dictionary Application ($x2=1928$) with an average total mean of 69.57. The mean of the pre- and post-test scores revealed the students' pronunciation.

The fact that the experimental group's pre-test mean was 64.75, the experimental group's post-test mean was 78.92, the control group's pre-test mean was 64.50, and the control group's post-test mean was 69.57 serves as evidence. There are 2210 squares of respondents in the post-test

experimental class and 1948 squares in the post-test control class. The experimental group's standard deviation was 6.92, whereas the control group's standard deviation was 7. It is found that the experimental group's students outperformed the control group's in terms of score.

The researchers used the following formula to compute the degree of freedom (df) in order in obtaining the t-test result :

Df $= (N_e + N_c - 2)$
          $= 28 + 28 - 2$
          $= 54$

After using the t-test procedure on the data, the t-table value was 1.674 and the t-test result was 2.7. This means that if the t-test is greater than the t-table, the null hypothesis is rejected. Consequently, the following hypothesis was developed :

t-test > t-table of 5%
2.7 > 1.674

A two-tailed test with a degree of freedom (df) of 54 and a significance threshold of 5% has a t-table of 1.674. The testing hypothesis is accepted at the 5% significance level since the t-test (2.7 > 1.674) is larger than the t-table.

4.   CONCLUSION

U-Dictionary application is a translation tool with several languages available on mobile phones, easy to use and accessible whenever and wherever needed. This learning tool's many intriguing characteristics make it a useful tool. Suppose this application is used as an aid for language teaching, especially speaking, anytime. In that case, students may hear the proper pronunciation of words translated into English and American and spellings based on IPA.

Based on the research findings, the experimental group's pre-test mean was 64.75 and the experimental group's post-test mean was 78.92. The control group's pre-test mean was 64.50, and the control group's post-test mean was 69.57. Then, there were 2210 squares of respondents in the post-test of the experimental class and 1948 squares in the post-test of the control class. The experimental group's standard deviation was 6.92, whereas the control group's standard deviation was 7. It is found that the experimental group's students outperformed the control group's based on the tests' results. The researchers also found that eighth-grade students' pronunciation of English vowels was significantly affected by applying the U-Dictionary Application as a teaching tool for learning. It was demonstrated by the alternative hypothesis (Ha) being accepted and the null hypothesis (H0) being rejected. T-test > T-table (2.7 > 1.674) according to analytical findings at the 5% significance level.

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