



**THE EFFECT OF USING “TALK ANY” SOFTWARE ON THE
SEVENTH GRADE STUDENTS’ PRONUNCIATION ABILITY AT
SMPN 1 JEMBER IN THE 2011/2012 ACADEMIC YEAR**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Drs. Trimuji Santoso and my beloved mother, Senenti. Nothing can be compared for everything that you have given to me. This thesis is proudly dedicated to you for your never ending-love.
2. My beloved brothers, Rahardiwan Nurudin Kumala and Dzakiy Trisnanto Aji, let us do our best to make our parents happy.
3. My beloved fiance, Hendriyes Ferdiansyah. Because of you I could finish this thesis. Thanks for your support, your magnificent love, and everything that becomes meaningful to my life.

MOTTO

People learn pronunciation best in whole fixed phrases, like the lyrics of a song. Learning the whole phrase rather than the individual words imprints the rhythm, melody and linking of a phrase.)*

*I have no idea what I'm singing, they give me the pronunciation.**)*

*) Gilbert, J. B. 2001. *Clear Speech from the Start*. Cambridge: Cambridge University

***) Rich, M. 2012. *Quotes*. <http://www.quotesdaddy.com/quote/1126895/melissa-rich/i-have-no-idea-what-im-singing-they-give-me-the-pronunciation.htm>.

CONSULTANT'S APPROVAL

THE EFFECT OF USING “TALK ANY” SOFTWARE ON THE SEVENTH GRADE STUDENTS' PRONUNCIATION ABILITY AT SMPN 1 JEMBER IN THE 2011/2012 ACADEMIC YEAR

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9. My 2006 Level mates, both Regular and Non-Regular classes.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcome and appreciated to make this thesis better.

Jember, June 2012

The writer

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SUMMARY

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Pronunciation is a very important component in real communication. Warna *et al.* (2003:86) state that to be able to speak English fluently and correctly, students should have a good mastery of pronunciation. In communication, if mispronunciation happens to the speakers’ utterances, it will often lead the listener to misunderstanding. In learning pronunciation, the problem happens to students when it is very difficult for them to pronounce English words appropriately and correctly. For example when they are asked to pronounce the word “umbrella” /*ʌmbrelə*/ they will pronounce “umbrella” /*ʌmbrəlla*/. It is because of the differences between their mother tongue and English. Another problem that may appear is reception of the English sounds. Again, words which have vowels, consonants, and diphthongs which belong to almost similar groups may become the reason why it is difficult for the students to differentiate them, such as sheep /*ʃi:p*/ and ship /*ʃip*/. It is because if the English sounds are not clearly received, the students will convert them into the closest sounds in their own language which may lead them to misunderstanding. Dalton (1997:1) says that it seems logical to place a heavy emphasis on listening (reception of English sounds) English words as a way of releasing correct pronunciation (production of English words). Because of that reason, the teacher needs to use other media and technique that can help the students to produce more accurate pronunciation.

To solve the problem above, the researcher tried to apply other way in teaching pronunciation using educational medium software (*Talk Any*) to help the students in the teaching and learning process at SMPN 1 Jember. Therefore, “*Talk Any*” was used because it could make the teaching and learning process more

interesting. Besides, it also had functions as one of the teaching aids to help and facilitate the students' interest and motivation in the pronunciation activity. According to Al-jarf (2009), using text to speech software could improve students' ability in spelling, reading fluency and pronunciation correctness. It means that English teachers should use various teaching techniques by using text to speech or natural sounding software.

Softvoice, in Hermansyah (2011) refers to one of the interesting and enjoyable media in teaching pronunciation by using "*Talk Any*" educational media software technology and it is popularly called "text to speech software (TTS)". This software helps the teacher to repeat the typed words frequently and the speed of the speech can be slowed down by reducing the speed rate. It means that "*Talk Any*" software is considered to be very useful especially for the second language learning, because it can make the teaching and learning process more interesting. In line with this idea, the researcher conducted Listening & Imitating, and Drilling activities in teaching pronunciation using "*Talk Any*" software (adapted from Kilickaya, 2006; Celce-Murcia, 1996; and Al-jarf, 2009). More specifically, learning pronunciation focused on sounds and word stress. In this reserach, the students were taught about certain sounds, they were: Vowel sounds (ɪ, i:, u:, ə, æ), Consonant sounds (s, ʃ, θ, tʃ, dʒ), and Diphthong sounds (eɪ, aɪ, ɔɪ, ɪə, əʊ).

The purpose of this research was to know whether or not there was a significant effect of using "*Talk Any*" software on the Seventh Grade Students' Pronunciation Ability at SMPN 1 Jember.

The research design was quasi experiment with Nonequivalent Groups Posttest Only Design. It was begun by conducting homogeneity test, deciding the experimental class and control class, giving treatment to the experimental class, giving the same posttest to both classes, and the last was analyzing the result of the posttest by using Independent Sample T-test.

The area of this research was SMPN 1 Jember. It was chosen because “*Talk Any*” software had never been used by the English teacher in teaching English especially for teaching Pronunciation. Based on the result of the homogeneity test that was conducted to 8 classes of the seventh grade students at SMPN 1 Jember with the total number of students were 313 persons. According to the result on the output of ANOVA, the value of significant column was 0.000 or significant value was less than 0.05 ($p < 0.05$). It means that the ability of the seventh grade students was heterogeneous. As a result, the two classes that had the closest mean score were used as the control group and experimental group. Class VII A and VII C had the closest mean score among the other classes, they were 79,46 and 79,50. Class VIIC and class VIIA were chosen as the experimental class and the control class by lottery.

The result of this research showed that there was a significant effect of using “*Talk Any*” software on the seventh grade students’ pronunciation ability. It was proven by the value of significant column (2-tailed) of t-test table by using SPSS Software was 0.040, and it was lower than 0.05.

Based on the explanation above, it was concluded that: there is a significant effect of using “*Talk Any*” software on the seventh grade students’ pronunciation ability at SMPN 1 Jember.