

Investigating Learners' Ability on Pronouncing Ending –s/es on the Application Existed in Android

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Abstract—This research was done to gain the information in investigating learners' ability in pronunciation on the application existed in the android. The limitation of the research was in pronouncing ending –s/es. The aim of the research was to investigate learners' ability in pronouncing ending –s/es existed in android. The method of this research was qualitative. The population and sample of this research was the fourth semester learners of STIBA Persada Bunda in academic year 2018/2019. There were 8 learners as population as well as sample in this research. The data collection technique was gained by asking the learners to choose 30 multiple choices of ending –s/es by matching the pronunciation on the application existed in android. The questions consisted of three parts of question; first was sounding /s/, second was sounding /z/, third was sounding /ɪz/. Then, after collecting the data, the researchers analyzed and investigated the test of each learner. The result of this research showed that the learners' ability in pronouncing ending –s/es is in "fairly good" level with score 56,67. Based on the result, it showed that the learners tend to answer ending –s/es with sounding /s/ because the learners were still confused lack of knowledge in understanding the theory of pronunciation ending –s/es.

Keywords—*application existed in android, pronunciation ending –s/es, classroom action research*

I. INTRODUCTION

A. Background

In learning English, there is aspect that should be understood in order to be good in speaking English, pronunciation. It is a must since the first foreign language in Indonesia as English language to be developed and learnt by others [1]. The most important point in learning English that needs the active skill, like speaking that related to the pronunciation. This pronunciation has to be developed based on the knowledge about phonetic and phonology [2]. On the other words, the pronunciation proficiency can be seen of word by word. Nowadays, the growth of technology like android becomes popular to be involved in teaching –learning process in pronunciation matter.

In line with the above problem while teaching-learning process in pronunciation, so the

researchers need to do the research especially in pronouncing ending –s/es. It is interested to investigate the learners' ability in pronouncing ending –s/es. In short, the researchers wanted to do the research entitled "Investigating Learners' Ability in Pronouncing Ending –s/es on the Application Existed in Android".

Based on the background above, the formulation and the aim of the research can be formulated as follows. How is the learners' ability in pronouncing ending –s/es on the application existed in android? The aim of the research is to investigate the learners' ability in pronouncing ending –s/es on the application existed in android. The needs to conduct the study are to investigate learners' ability in pronouncing ending –s/es on the application in android in university level are:

1. as the information for the lecturer about the learners' ability in pronouncing ending –s/es,
2. as the information about the learners the difficulties level in to investigate learners' ability in pronouncing ending –s/es on the application existed in android, and
3. as the information for the following researchers in conducting the research about pronunciation matter.

In this point, the researchers tried to explain the brief explanation about the urgency of technology or android in teaching-learning process and pronunciation ending –s/es. The researchers used theories of pronunciation [9].

B. The Urgency of Technology

There is information called *ICT* which stands for Information and Communication Technology, which told about the technology having the application related to share information and communication from individual or organization through time and dimension [3]. There are some 5 principles in using technology. The principles will give the opportunity to read, write and discuss, will make the learners more focus, will give the time, will give the learners made error and self-correctness; and will give the chances to explore their pronunciation [4].

However, there are some points that should be aware before doing the teaching-learning process using

technology. First it is better for the teacher to check the application before starting the class. Second, it should be make the regulation before doing this, like make sure the forbidden words are banned in that school. [11].

C. Pronunciation Ending –s/es

The word 'pronunciation' refers to phonological terms like International Phonetic Association (IPA) transcription. It is needed since it is a tool used to phonetic transcription of alphabet in general. [5, 6]. In line with the previous statements, the word 'pronunciation' indicates the way or rules in spellings on vocal and consonant sounds [7].

In this research, the researchers did not focus on the transcription, however, the researchers focused on the pronunciation ending –s/es. The problem existed in pronouncing plurals, third-person verbs, and contractions that existed in pronunciations of ending –s/es in the ends of words. These are the rules to avoid the problem in pronouncing those plurals, third-person verbs, and contractions that can be seen as follows [8].

1. First, the ending –s/es forming the plural, the third-person, and contraction always sound like /s/ when the last sound in the base form is voiceless.
2. Second, the ending –s/es forming the plural, the third-person, and contraction always sound like /z/ when the last sound in the base form is voiced.
3. Third, the ending –s/es forming the plural, the third-person, and contraction always sound like /ɪz/ when the last sound in the base form is sibilant sounds.

These rules have to deal with the knowledge of phonological terms like voiceless, voiced, and sibilant sound. To know more about these terms in phonology, the learners should learn first about all sounds.

D. Related Findings

In this part, the researchers took some related findings that was used technology in learning English. These were the related findings to emphasize this research that can be seen as follows.

1. The first related finding was about to know the way to develop an application android based. It was developed to support the pronunciation in higher education and to implement the application [9]. The result showed that all respondents were able to understand and apply the application well. The similarity of this previous research to this research was about the pronunciation related to application android based. The difference of this previous research to this research was not in designing an application but to use the application existed in android.
2. The second related finding was about teaching pronunciation in English. The result showed that the teachers English as Second language believed that the pronunciation ability should teach integrated to other skills of English [10]. The other result showed

that the teachers believed that focused on the pronunciation matter different to the curriculum distributed in school. The similarity of this previous research to this research focused on the pronunciation. The difference of this previous research to this research was not using an application however this research tried to analyze the pronunciation on the application existed in android.

3. The last related finding was about the Duolingo application applied in pronunciation [11]. The result showed that this application was effective to improve the learners' ability in pronunciation in basic level. The similarity of this previous research to this research focused on the pronunciation that was used application existed in android. The difference of this previous research to this research was not applying the Duolingo application as an action research however this research only tried to investigate the learners' ability in pronunciation on the application existed in android.

II. METHOD OF THE RESEARCH

A. Research Design

The researchers used descriptive design to investigate the learners' ability in pronouncing ending –s/es on the application in android. Gay (2011: 214) stated that the descriptive involves collecting data to test or to answer question concerning the aim of the research. The method of this research was qualitative method. In this research, the researchers scored then analyzed data by using formula to describe the learners' ability in pronouncing ending –s/es on the application in android.

B. Population and Sample

As well as the sample, the population of this research was the fourth semester learners at STIBA Persada Bunda Pekanbaru in academic year 2018/2019. The population of this research was the sample of this study since the number of the learners below 100 persons, about 10 persons. According to Arikunto (2010:112) stated, if the population are less than 100 persons, the sample will be all population number.

C. Setting of the Research

This research was conducted at STIBA Persada Bunda Pekanbaru on Jl. Diponegoro No. 42 Pekanbaru-Riau.

D. Data Collection Technique

In this research, the researchers collected data by using test about pronunciation ending –s/es of multiple choices test consisting of 30 questions. The questions divided into three parts. First part was pronunciation

ending –s/es with sounding /s/. Second part was pronunciation ending –s/es with sounding /z/. Third part was pronunciation ending –s/es with sounding /ɪz/ taken from the book “English Pronunciation Made Simple” and combined the listening part in application in android, namely “Pronunciation”

E. Data Analysis Technique

The data collection technique was conducted by using these procedures. Firstly, the researchers numbered the error made by learners individually. Secondly, the researchers made a deep analysis of the questions of three parts. In this research the 30 questions were divided into three parts of question as mentioned above. Then, the result could be seen clearly by each component in pronouncing ending –s/es.

Formula below was used to investigate the learners’ ability in pronouncing ending –s/es on the application in android.

$$M = \frac{X}{N}$$

M = mean score

X = correct answer

N = Number of all items

Supranto in Fathira (2017: 85)

After the researcher calculated the learners score, then categorized the learners’ ability in pronouncing ending –s/es on the application in android by using the range classification below. These range classifications were used by STIBA Persada Bunda.

Table 3.1 Range Classification of the Learners’ Score

No.	Range	Level of Ability
1	80-100	Very Good
2	65-79	Good
3	55-64	Fairly Good
4	<55	Poor

Source: STIBA Persada Bunda

III. FINDINGS AND DISCUSSION

A. Findings

After the data were collected, the researchers found that the ability of fourth semester learners of STIBA Persada Bunda Pekanbaru in pronouncing ending –s/es on the application existed in android were 56,67 “Fairly Good” level. The table of calculation of mean score got by learners individually can be shown in the calculation below.

Table 3.1 The Calculation of Mean Score and Level of Ability

No.	Learner	Score Got Learner
1	Learner 1	93.33
2	Learner 2	36.67
3	Learner 3	83.33

4	Learner 4	66.67
5	Learner 5	43.33
6	Learner 6	46.67
7	Learner 7	50
8	Learner 8	33.33
Mean Score 56.67 =		
“Fairly Good” level		

From the Table above, most of the learners got below 55 mean score about 5 of 8 learners. Other learner got 66,67 mean score about 1 learner. The other learners got above 80 mean score about 2 of 8 learners. It can be concluded that most of learners are still lack of knowledge in pronouncing ending –s/es on the application existed in Android.

In order to get more information about the level of ability of the learners in pronouncing ending –s/es on the application existed in android can be seen in the following explanation. The calculation of level of learners’ ability showed that the most dominant score got by the learners was in “poor” level of category. However, there only 2 learners got “very good” level and only 1 learner got “good” level. To see the distribution of the learners’ ability in pronouncing ending –s/es on the application in android, it could be seen from the Figure below.

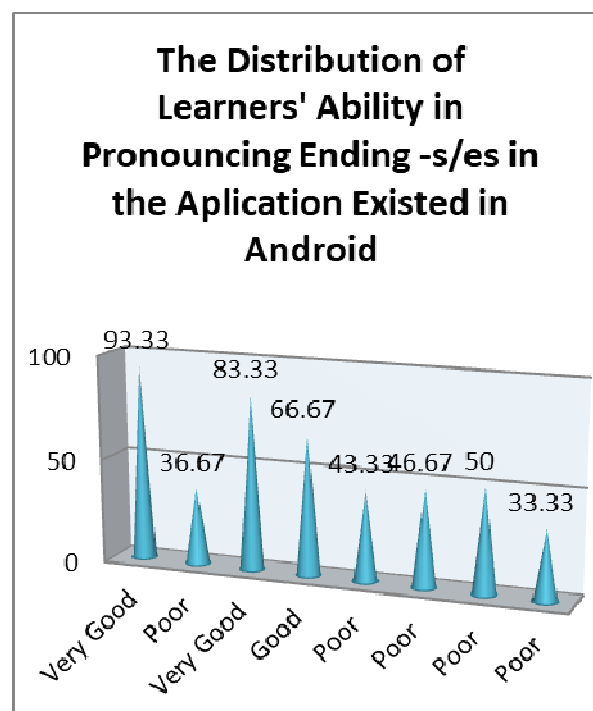


Figure 3.1
The Distribution of Learners’ Ability in Pronouncing Ending –s/es on the Application Existed in Android

B. Discussion

In analyzing the data, the researchers computed the number of error made by learners

individually, after that, grouped the questions divided into 3 parts of questions. The first part of questions, numbers 1 until 10 questions were about pronunciation ending –s/es with sound /s/. The second part of questions, numbers 11 until 20 questions were about pronunciation ending –s/es with sound /z/. Then, the second part of questions, numbers 21 until 30 questions were about pronunciation ending –s/es with sound /ɪz/. Then the result could be seen clearly by each part of question.

The distribution of the parts of questions and the sub topic of questions could be seen in the following Table.

Table 3.2 The Distribution of the Questions

Questions	Parts of Question	Sub Topic of Question
1 to 10	Pronouncing ending –s/es with /s/	Plurals, Third-person Verbs, Possessive, and Contraction
11 to 20	Pronouncing ending –s/es with /z/	Plurals, Third-person Verbs, Possessive, and Contraction
21 to 30	Pronouncing ending –s/es with /ɪz/	Plurals, Third-person Verbs, Possessive, and Contraction

Pronouncing Ending –s/es with Sound /s/

In this discussion, the researchers explained about the learners' ability in pronouncing ending –s/es with sound /s/ was categorized into “good” level. The mean score of learners' ability was 78. It can be seen clearly in the following Figure.

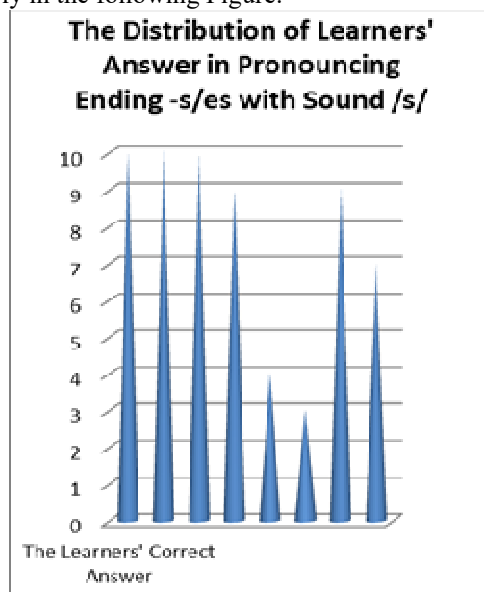


Figure 3.1 The Distribution of Learners' Answer the Questions 1 until 10 in Pronouncing Ending –s/es with Sound /s/

In this part of question many learners answered by choosing the pronunciation of ending –s/es with sound /s/ correctly. From the Figure 1 above, it can be explained that there are 3 learners got the highest score about 10 numbers of correct. There are 2 learners got higher score about 9 numbers of correct. There is only one learner got in high score about 7 numbers of correct. There is only one learner got lower score about 4 numbers of correct. There is only one learner got the lowest score about 3 numbers of correct.

Pronouncing Ending –s/es with Sound /z/

In this discussion, the researchers explained about the learners' ability in pronouncing ending –s/es with sound /z/ was categorized into “poor” level. The mean score of learners' ability was 38. It can be seen clearly in the following Figure. Most of learners did not know how to pronounce this part of question correctly. They tent to choose this pronunciation ending –s/es in option sounding /s/ not sounding /z/.

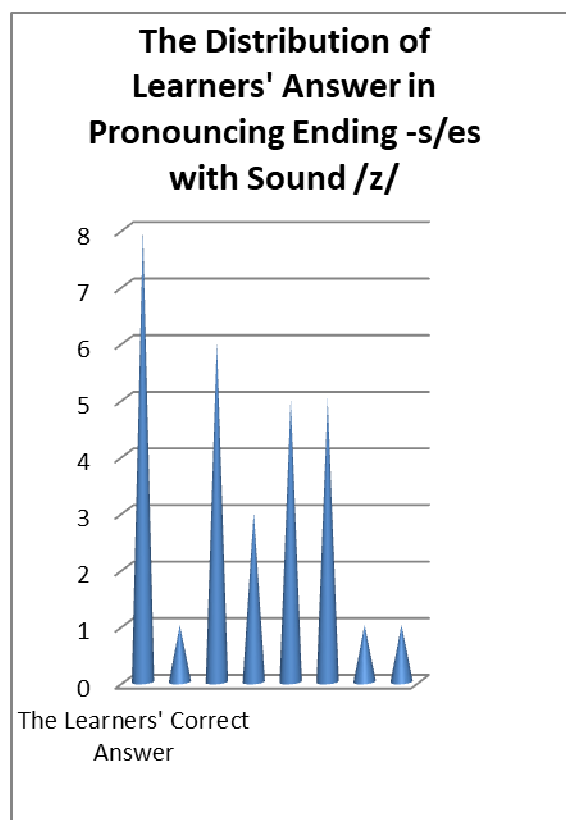


Figure 3.2 The Distribution of Learners' Answer the Questions 11 until 20 in Pronouncing Ending –s/es with Sound /z/

In this part of question, only a few learners answered by choosing the pronunciation of ending –s/es with sound /z/ correctly. From the Figure 1 above, it can be explained that there is only 1 learner got the highest score about 8 numbers of correct. There is only 1 learner got high score about 6 numbers of correct. There are 2 learners got in low score about 5 numbers

of correct. There is only one learner got lower score about 3 numbers of correct. There are 3 learners got the lowest score about 1 numbers of correct.

Pronouncing ending –s/es with Sound /ɪz/

In this discussion, the researchers explained about the learners' ability in pronouncing ending –s/es with sound /ɪz/ were categorized into “fairly good” level. The mean score of learners' ability was 55. Only few learners choose this pronunciation ending –s/es in option sounding /ɪz/ in high numbers of correct. However, many learners also did not know how to pronounce this part of question correctly. They tend to choose this pronunciation ending –s/es in option sounding /s/ not sounding /ɪz/. It can be seen clearly in the following Figure.

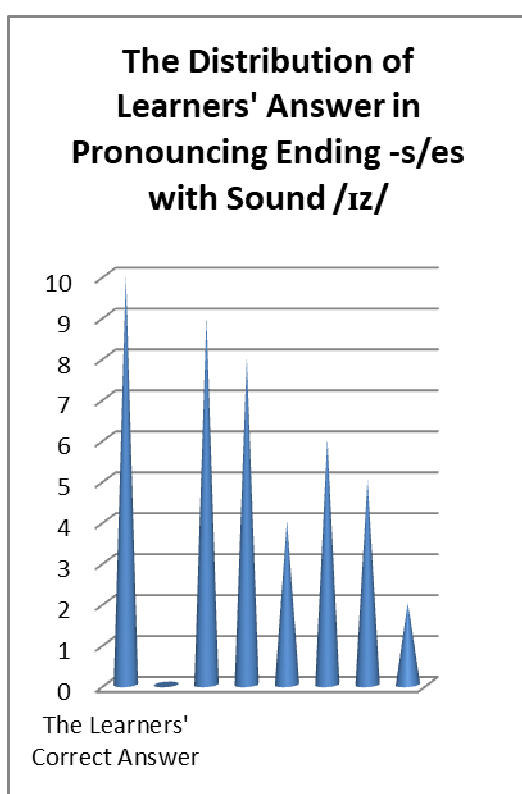


Figure 3.3 The Distribution of Learners' Answer the Questions 21 until 30 in Pronouncing Ending –s/es with Sound /ɪz/

In this part of question, there are several of numbers of correct got by learners. From the Figure 1 above, it can be explained that there is 1 learner got the highest score about 10 numbers of correct. There is 1 learner got higher score about 9 numbers of correct. There is 1 learner got high score about 8 numbers of correct. There is 1 learner got the average score about 6 numbers of correct. There is 1 learner got low score about 5 numbers of correct. There is 1 learner got the lower score about 4 numbers of correct. There is only one learner got the lower score about 2 number of correct. There is only one learner got the lowest score about 0 number of correct.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In accordance with the objective of the research question is to answer the question “How is the learners' ability in pronouncing ending –s/es on the application existed in android?”. It can be concluded that 8 fourth semester learners of STIBA Pekanbaru could not good enough knowledge in pronouncing ending –s/es on the application existed in android. It is categorized into “fairly good” level. The learners' ability in pronouncing ending –s/es with sound /s/ is “poor” for question that can be seen in the questions number 1 until 10. Then, the learners' ability in pronouncing ending –s/es with sound /z/ is categorized into “fairly good” that can be seen in the questions number 11 until 20. Last, the learners' ability in pronouncing ending –s/es with sound /ɪz/ that can be seen in the questions number 21 until 30.

B. Suggestions

After got the information of the learners' ability in pronouncing ending –s/es on the application existed in android, it is important to suggest that the learners should read first the theory and practice more with the application given to the learners. The learners need to be familiar with linguistic terms such as phonological aspect since they learn English in Literature Department. In this case, the learners need to have some more application to make them remember and familiar with the correct sound of ending –s/es concept easily.

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