

THE INFLUENCE OF USING WHATSAPP VOICE NOTE MESSAGES APPLICATION TOWARDS STUDENT'S PRONUNCIATION

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Abstract

This research aims at finding the effectiveness of WhatsApp voice note messages in teaching pronunciation to English Foreign Language students at *SMAN 2 Subang*. This research is an experiment research one group pretest-post test. The data were taken from test, observation and questionnaire. The results found that the mean in the pre-test is 75 with the minimum score is 66 and the maximum score is 90. Meanwhile, after giving treatment, it is found that the mean is 79 with the minimum score is 71 and the maximum score is 90. It comes to the conclusion that using voice note messages could give significant progress to students of Twelfth grades of *SMAN 2 Subang* during the pronunciation research. They are enthusiasm and give positive responses using Whatsapp voice note messenger during pandemic.

Keyword: Pronunciation, WhatsApp, voice note messages.

BACKGROUND OF THE STUDY

Pronunciation is a skill that important in communication. Especially in speaking. Pronunciation is a way how to pronounce some of the words when we speak with people. Have a good pronunciation is very important. If not, the person we're talking to become confused, cannot understand of what our say. And worse is a misunderstanding. Looks simple, but the effect is extraordinary bad. Therefore the writer choose this title for the reason that the problem did not occur or happen and minimize it.

Besides that in pronunciation there are many obstacle in practicing it. Especially among high school students. One of them is self-confidence. Why can so? Because according to my experience when I was PPL (*Praktik Pengalaman Lapangan*) in high school students, I found a problem in pronunciation that the students were afraid of making mistakes in just saying the example in reading a dialogue in front of the class. Maybe in this case, the student rarely to listen English conversation. Meanwhile, the students love listening to music. The students seem confident to try to use English through songs. It is in line with the study from Yulyanti et al., (2019) who claim that the students enjoy learning and comfort to learn English through songs. It can be concluded that the teachers should increase the students motivation in using English.

Lack of motivation also underlies why this problem still exist. For example students reading or speaking about English and make it laughed by their peers. So this is how lack motivation happened. Pronunciation is important in communication. And some students choose to speak nothing because they don't know what to say and do not have confidence to produce the correct English pronunciation unlike writing where students

are expressing and developing their idea in a written form not in spoken form (Utami, Pabbajah&Juhansar, 2018, p. 115).

English has become an International Language since a long time ago. Especially in Indonesia, English as international language that should be learn by all learners. We could talk with another friends from many countries around the world, especially if we have new friend native speakers. We could talk each other and also guide him to tell Indonesia's beautiful place, sharing the information, and many more. Basically, there are four language skills that should be learn by students: Listening, Reading, Writing, and speaking. And to learn speaking well. We should know first how to spell it and pronounce. Speaking is important too, it should be need to be mastered too by every learner which needs to learn English.

As Zaideh (2012) points out, "social networking has become very popular during the past few years, and it plays a significant role in people's lifestyles nowadays". In fact, it is beneficial and used in various sectors such as politic, economic, and education field. Especially, in the aspect of education, the teachers should give new innovation in teaching learning process and can use it as the instructional media to facilitate students in learning English. There are some basic considerations and reason why the online media is used in the process of learning.

The researcher believed that by using *WhatsApp*, especially the voice note messaging feature, students would be able to enjoy a fun experience in learning pronunciation. And in short the problems statement outlined, the writer decides to take the title "THE INFLUENCE OF USING WHATSAPP VOICE NOTE MESSAGES APPLICATION TOWARDS STUDENT'S PRONUNCIATION at Twelfth Grades of SMAN 2 SUBANG".

The writer choose the title because besides easily to get it and practice, it also helps students indirectly in pronunciation using Whatsapp application Voice note for learning pronunciation in this pandemic situation that should be done by online or distance learning. Well the writer hope that with using this method will run smoothly as expected.

METHODOLOGY

The design of this research is One Group Pretest posttest. Researcher use qualitative method with test, questionnaire and observation as the data collection. This method is to find out the influence of using voice note messages application towards student's pronunciation. The dependent variable in this research is student's pronunciation, and independent variable of this research is using voice note messages application. Instrument of the research, the researcher took some instrument they are Observation, syllabus, lesson plan, questionnaire, and test. The reason that the researcher choose this title is because of the pandemic situation that teaching and learning process must be done by study from home. Related to the problems faced by this situation nowadays, WhatsApp voice note messages is a technique to give significant influence of the methods. According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Celce-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the

pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation. Morley (1994) expressed that an accent that is too different from a known standard can become confusing; therefore, it is suggested that learners' accents become close to a standard variety.

RESULTS OF THE RESEARCH

The researcher gave a pre-test before starting the research, and then conducted six meetings to teach pronunciation using whatsapp voice note, after which the first pretest. The researcher conducted 4 meetings again for giving the treatments. Then, the last researcher conducted a post-test. The result of pre test can be seen as follow:

Table 1. Students mean of pretest
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SCORPRE	36	66	90	75.83	5.926
Valid N (listwise)	36				

From the table above the minimum score is 66, and the maximum is 90. Mean of the score Pretest is 75, 83. While, Std Deviation is measure used to measure the amount of variation or distribution of a number of data values. Meanwhile, The result of post test can be seen as follow:

Table 2. Students mean of posttest
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SCORPOST	36	71	90	79.03	5.872
Valid N (listwise)	36				

From the table above The minimum score of the Post test is 71, and maximum score is 90 and mean of the score Post Test is 79,03. There is a difference in the increase in scores between pretest-posttest. Std Deviation is measure used to measure the amount

of variation or distribution of a number of data values. It can be conclude that there is the improvement of students' mean score before and after treatment.

The second collection data is take from questionnaire. The participants were administered the questionnaire after conducting the posttest. The findings can be seen in the following tables:

Table 3. Result the data students Interest the use of WhatsApp Voice note

Statement	1 (SD)	2 (D)	3 (I)	4 (A)	5 (SA)
1. Saya menikmati materi dan sangat antusias dalam pembelajaran	-	-	16,8%	63,8%	19,4%
2. Saya menyukai pembelajaran menggunakan whatsapp karena sangat mudah dan efisien	-	-	8,33%	66,6%	22,2%
3. Pembelajaran menggunakan media whatsapp sangat membantu saya dalam memahami pronunciation	-	-	13,94%	69,4%	16,66%
4. Mempelajari cara pengucapan Bahasa inggris dapat menambah kemampuan berbicara saya	-	-	14%	41,6%	44,4%
6. saya bisa dalam pengucapan bahasa inggris tetapi saya tidak percaya diri karena teman sekelas saya lebih baik daripada saya	-	5,7%	8,3%	66,6%	19,4%
7. saya ingin mencoba terdengar seperti native speaker dan berlatih terus	3%	5,5%	8,3%	66,6%	41,6%
9. saya bangga dengan kemampuan saya dalam pronunciation	-	4,77%	3,6%	8,3%	83,33%
13. saya memahami dan dapat mempraktekkan instruksi yang diberikan	-	11,11%	8,4%	11,11%	69,4%
14. saya tahu fungsi dalam belajar materi ini dalam sehari-hari	-	-	5,59%	8,3%	86,11%
15. saya bersemangat dalam mempelajari materi pronunciation	-	-	5,57%	13,88%	80,55%

Table 4. Result the data students Weakness the use of WhatsApp Voice not

Statement	1 (SD)	2 (D)	3 (I)	4 (A)	5 (SA)
5. Saya lebih suka berlatih pronunciation langsung. Tidak melalui online.	5,55%	3,6%	8,3%	7,55%	75%
8. Saya sangat pusing jika saya mencoba meniru native speakers berbicara	-	3%	41,6%	27,7%	27,7%
10. jika saya sudah fasih dalam pronunciation, saya akan lebih percaya diri berbicara didepan umum	-	8,42%	13,88%	50%	27,7%
11. saya tidak begitu tertarik dengan pembelajaran online ini	27,7%	27,7%	-	11,27%	33,33%
12. media whatsapp ini sangat susah untuk digunakan	55,5%	41,1%	3,4%	-	-
16. saya tidak merasa senang saat belajar pronunciation	55,5%	27,77%	16,8%	-	-
17. belajar pronunciation sangat mudah bagi saya	14,14%	13,8%	27,7%	27,7%	16,66%
18. belajar pronunciation lebih sulit dari pada grammar atau speaking	40,9%	3,6%	55,5%	-	-

19. <i>Saya percaya diri jika mempraktekkan pronunciation saya dalam whatsapp voice note</i>	-	8,44%	16,66%	41,6%	33,3%
20. <i>saya merasa tidak percaya diri jika berbicara bahasa inggris didepan kelas</i>	16,66%	5,68%	16,66%	33,3%	27,7%

First was about the student’s responses of pronunciation teaching learning, they are enthusiasm and give positive responses, second they don’t much interested to study used online method and rather choose face to face for study pronunciation. But in the pandemic situation, the researcher was so afraid to choose face to face method. Overall, they are so excited because they rarely to get this lesson in class.

CONCLUSION

Based on the findings, the researcher can conclude that student’s pronunciation in twelfth grade of SMA Negeri 2 Subang has increased results after applying material with whatsapp voice note messages application as media in teaching and learning activities. WhatsApp voice note messages could give effective improvement because based on the questionnaire that they are enjoy and tell this media was easy to use. From the beginning until last time research, the students give positive response and some of them love English and they are greatly helped by this research. I think they have a talent for that. But some of the students wish could choose to learn face to face, but it can’t because of this pandemic situation. Yes. There are significant improvement used this online media. I observed during pretest and the result was not bad. So, till the posttest, they are did the best. Based on the previous research study, used voice note messages of WhatsApp media to make a significant progress towards student’s pronunciation ability became an effective media to teaching-learning.

Therefore, there are suggestion for next researchers who want to conduct this online media in their research. Having seen the result of this study, the following suggestion are offered to be considered: For the English Teacher. The teacher can motivate the students in learning pronunciation especially in this pandemic situation using online media WhatsApp voice note messages application easily. For the next Researcher. The next researcher should prepare and make sure when their do the PPL, they must do the research too. To maximize the time. And do the proposal draft seriously so that can be carried out as well as possible, and also the next researcher need to focus on what media are interesting, fun, easy, and effective for student’s English skills

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