



The Effect of Technology-Assisted Speaking Practice on English Pronunciation and Speaking Skills at SMPN 2 Bantan

Siti Khotijah^{1*}, Masrul², Ramdhan Witarsa³

^{1,2,3}Universitas Pahlawan Tuanku Tambusai, Indonesia

Email: kodijahfahmi80@gmail.com; masrulum25@gmail.com; drdadadan19@gmail.com

Article Info:

Accepted: 17 October 2024; Approve: 27 October 2024; Published: 1 November 2024

Abstract: This study aims to examine the effect of technology-assisted speaking practice on English pronunciation and speaking skills at SMPN 2 Bantan. The method used in this study is an experiment with a non-equivalent control group design. The population in this study were grade VIII students at SMPN 2 Bantan, with samples taken randomly. The instruments used in this study included a speaking skills test and a pronunciation skills test. The results showed that there was a significant effect of technology-assisted speaking practice on improving students' English pronunciation and speaking skills. Students who participated in technology-assisted speaking practice showed higher improvements compared to students who did not participate in the practice. In addition, technology-assisted speaking practice also increased students' confidence in communicating using English. This study provides implications that the use of technology in English learning can be an effective strategy to improve students' language skills. It is recommended that teachers use technology more in the learning process to create a more interactive and interesting learning environment.

Keywords: Speaking Practice; Technology; Pronunciation Skills; Speaking Skills; English.

Corresponding Author: Siti Khotijah

This is an open access article
under the [CC BY SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. INTRODUCTION

English as an international language is not only a global communication tool but also the main key to success in today's era of globalization (Handayani, 2016). Mastery of English not only facilitates cross-cultural interaction but also opens the door to opportunities for education, employment, and international collaboration (Ummah et al., 2023). Therefore, the role of education at the junior high school level is very important in forming a generation that has the ability to communicate effectively in English (Alfarisy, 2021).

One of the main challenges in achieving this goal is speaking skills, but speaking skills must also be adjusted to pronunciation skills, because pronunciation accuracy is very important. Although students may have basic knowledge of grammar and vocabulary, they often face obstacles in expressing ideas orally and communicating confidently (Sari & Lestari, 2019). This condition can be

a barrier to developing their communication skills, which in turn affects their ability to compete globally. Skills are a person's ability or proficiency in carrying out an action or activity well (Samsul, 2014). Skills involve a combination of knowledge, experience, and practical application that enables a person to perform a task or achieve a goal well.

Skills can be general or specific, depending on the context and field of activity involved. General skills, such as communication skills, leadership skills, or problem-solving skills, can be applied across a variety of situations and disciplines. Specific skills, on the other hand, relate to more focused expertise in a particular area, such as computer programming skills, musical instrument playing skills, or medical equipment operating skills.

Skills are usually developed through education, training, work experience, and ongoing practice (Arleta, 2019). The process of developing skills involves understanding the underlying concepts or theories, followed by real practice and experience in applying them. Along with practice and experience, skills can be improved and refined over time.

Skills play an important role in a person's personal life, education, and career. Having good skills can improve a person's performance, productivity, and success in various aspects of life. Skills can also affect a person's ability to adapt to change, face challenges, and achieve desired goals.

Speaking is a person's ability to use words and language orally to convey messages, communicate, or interact with others (Tanjung & Hartati, 2020). Speaking involves using voice, words, intonation, accent, and facial expressions to communicate ideas, emotions, and information with others.

Speaking is not just about making sounds or forming words, but also involves understanding grammar, using appropriate vocabulary, choosing a language style that suits the situation, and the ability to adapt to different native speakers or audiences.

Good speaking skills involve several aspects, such as clarity in delivery, use of appropriate intonation and accent, the ability to organize thoughts in a structured manner, and the ability to think and respond quickly in different communication situations.

Speaking is one of the important communication skills in everyday life, both in social, academic, and professional environments (Chamidah, 2017). Good speaking skills allow a person to actively participate in conversations, presentations, negotiations, and various other communication situations, as well as strengthen interpersonal relationships and build better understanding with others. There are five aspects that are used as indicators to assess students' speaking abilities (Samsul, 2014), namely; 1) fluency in speaking 2) accuracy of word choice 3)

sentence structure 4) logic 5) communication/eye contact. In the context of research on English speaking skills, skills refer to a person's ability to use sounds and form words correctly, with proper intonation, and clear articulation in English.

The lack of practical activities or opportunities for students to speak in everyday contexts is a significant barrier to the development of English pronunciation and speaking skills at SMPN 2 Bantan. Without situations that support students to practice directly, they will have difficulty in applying their English knowledge practically.

Pronunciation skills are a person's ability to pronounce words or phrases clearly, accurately, and easily understood by the listener (Wiyanti, 2014). Pronunciation involves arranging the mouth, tongue, and lips to produce the correct sounds, as well as paying attention to intonation, word stress, and speech rhythm. Good pronunciation skills are essential in communicating effectively, especially in situations where clarity and accuracy of communication are important, such as public presentations, business conversations, or teaching. People who have good pronunciation skills tend to be more easily understood by others and are able to convey their messages more efficiently.

Speaking skills require contextual practice and direct experience, and the lack of oral interaction can create discomfort and lack of confidence when students are faced with speaking tasks (Candra, 2022). Therefore, efforts to increase students' opportunities to participate in practical activities or everyday situations that require the use of English will open the door to more optimal development of speaking skills.

The importance of pronunciation skills is seen in various contexts, from everyday interactions to professional situations. In everyday conversations, for example, clear and accurate pronunciation allows for smooth communication and avoids confusion between speaker and listener (Setiawati et al., 2019). In professional situations such as public presentations, good pronunciation skills make the speaker sound confident and convincing, increasing the effectiveness of communication and influencing the audience's perception of the speaker.

Pronunciation skills are also an important aspect of language skills that are constantly being developed. By improving these skills, one can speak more fluently and naturally, adapting their speaking style to different communicative situations.

Improving pronunciation skills requires consistent practice and a deep understanding of the phonetic rules that apply to the language being spoken. This involves understanding how to produce certain sounds, recognizing and correcting pronunciation errors, and practicing proper techniques to improve clarity and accuracy. Resources such as pronunciation training courses, audio or video-

based practice programs, and live lessons with experienced instructors can help individuals improve their pronunciation skills significantly. With dedication and proper practice, one can achieve a high level of pronunciation, opening the door to more effective communication and a more rewarding language experience.

Pronunciation skills in English are an important aspect of language proficiency which involves a person's ability to produce sounds clearly and precisely (Putri & Sya, 2022). This skill not only includes producing consonant and vowel sounds correctly, but also involves aspects such as intonation, word stress, and rhythm in speaking. This definition not only includes technical aspects, but also addresses a person's ability to communicate effectively with both native and non-native English speakers.

Good pronunciation skills enable a person to be perceived as a confident and understandable speaker. The ability to make their messages and ideas clear through their voice plays a key role in a variety of communicative situations, from everyday conversations to public presentations, and even in professional contexts such as in the workplace. Pronunciation skill indicators are measures used to evaluate the extent to which a person is able to produce sounds clearly and accurately when speaking. There are several important indicators that can be used to assess a person's pronunciation skills such as; 1) articulation of sounds 2) intonation 3) word stress 4) pronunciation of certain vocabulary 5) understanding and use of phonemes.

Low student engagement in learning can be a serious challenge. Lack of motivation to develop English pronunciation and speaking skills can create a learning environment that is less dynamic and less responsive to students' needs. Students who are less active will miss opportunities to practice and improve their speaking skills (Zubaidah, 2016). Therefore, it is necessary to adopt learning strategies that encourage active student involvement, either through a collaborative approach, simulation of real situations, or the use of technology that facilitates direct interaction. By increasing student motivation and engagement, schools can create an environment that supports the development of more holistic and effective English speaking skills (Mahsar, 2022).

In view of these obstacles, innovation in learning methods becomes an urgent need. Traditionally, English learning tends to focus on the writing and grammar aspects, while pronunciation and speaking skills are often neglected (Imaniar, 2023). Therefore, there needs to be a new approach that is more integrated and practice-oriented to improve English pronunciation and speaking skills at the junior high school level.

The use of technology in education has become increasingly significant and transformational

(Latifah & Ngalimun, 2023). The existence of digital tools and educational applications has opened up new opportunities in the learning process, creating a more dynamic and interactive learning environment (Harahap et al., 2022). In learning English pronunciation and speaking at the junior high school level, technology-assisted speaking training has emerged as a promising alternative.

Technology has had a significant impact on education, including English language learning. In this one page, we will explore the role of technology in English language learning and how it has changed the way students learn and develop language skills.

Suhardiana, (2019) stated that technology has expanded accessibility to English language learning resources. Through the internet, students can access a variety of learning materials, such as modules, e-books, videos, and educational applications that are specifically designed to strengthen English language skills. With technology, students can learn English outside the traditional classroom environment, making learning more flexible and independent.

According to Gunawan et al (2021), technology has created opportunities to interact with native English speakers through online platforms. Students can participate in English classes via video conference, connecting with native speakers to practice speaking and listening. This provides an authentic language experience and improves students' ability to understand English accents, intonations, and expressions. Technology has expanded the possibilities for collaboration and communication between students (Zubaidah, 2016). Through online discussion forums, virtual study groups, and technology-based projects, students can interact with peers from all over the world to share ideas, actively practice English, and expand cultural understanding. This helps students develop speaking, writing, and listening skills through meaningful interactions with people from different cultural backgrounds. Technology-assisted speaking training combines elements of multimedia, simulation, and interactivity to create a more comprehensive learning experience (Ahmadi, 2017). The use of audio recordings, videos, and online platforms not only allows students to listen and pay attention to examples of speech in real contexts, but also provides opportunities for them to practice directly (Endawan & Yati, 2021). With interactive features, such as interactive dialogue and automatic evaluation, students can receive instant feedback, helping them understand the strengths and weaknesses in their speaking skills (Ratminingsih, 2021). By combining multimedia elements, learning becomes not only more effective but also more enjoyable (Shalikhah, 2017). The opportunity to interact with learning materials through technology creates a more challenging learning experience and provides additional motivation for students to develop their speaking skills (Palyanti, 2023). This study is directed to systematically evaluate the positive impact

of technology-assisted speaking training on English speaking pronunciation skills in junior high school settings. By collecting comprehensive data on the improvement of students' communication skills, this study aims to make a valuable contribution to the English learning literature and help develop more adaptive and innovative learning methods at the secondary education level. By focusing on the use of technology in the context of speaking training, this study has the potential to be a foundation for the development of relevant and effective learning strategies in facing the demands of the digital era.

2. METHOD

This study used an experimental method with a Nonequivalent Control Group design. In this study, there were two groups, namely the control group and the experimental group. The control group did not receive any treatment, while the experimental group received technology-assisted speaking training. The main purpose of this study was to evaluate the effectiveness of the training in improving students' English pronunciation and speaking skills. The assessment was carried out by comparing the pretest and posttest results of the two groups, as well as through observation during the training process.

Before the treatment, both groups were given a pretest to determine the initial condition of their skills. After the treatment, both groups were given a posttest to see the developments that occurred. The pretest and posttest scores were analyzed to evaluate the impact of the training on pronunciation and speaking skills. The instruments used included a pronunciation and speaking skills assessment rubric, which included aspects of sound articulation, intonation, word stress, phoneme understanding, fluency, word choice, sentence structure, and communication skills. The population of this study was grade VII students of SMPN 2 Banten consisting of 87 students. The research sample was taken from two classes, namely class VIIa as the control group and VIIb as the experimental group, each consisting of 29 students. The sampling technique used the purposive sampling method to ensure adequate representation of the population.

The research variables consist of independent variables, namely technology-assisted speaking training (X), and dependent variables, namely pronunciation skills (Y1) and English speaking skills (Y2). The data collected in this study were primary data taken directly from skill tests and observations, as well as secondary data from literature and related research. Testing the validity and reliability of the instrument was carried out with the help of SPSS to ensure that the measuring instrument used was accurate and consistent. The research procedure includes several stages, starting from determining the research objectives, selecting the population and sample, developing

instruments, conducting training, to collecting and analyzing data. The data analysis technique used normality, homogeneity, and paired t-test tests to test the hypothesis.

The results of the study are expected to show whether technology-assisted speaking training is effective in improving students' pronunciation and speaking skills. Data were analyzed using SPSS, by comparing the p-value of the statistical test results to the α value of 0.05 to assess the significance of the difference between the experimental and control groups.

3. RESULTS AND DISCUSSION

This study aims to evaluate the effect of variable X on variable Y through an experiment conducted at SMP 2 Banten from May 6 to May 17, 2024. The research process consisted of six sessions: the first session was dedicated to a pretest, sessions two to five focused on implementing classroom actions based on planned material, and the final session included a posttest to measure the effect of the intervention. For data analysis, the study began with a normality test using the Shapiro-Wilk test to assess whether the data from each class followed a normal distribution. Based on the normality test results for speaking and pronunciation abilities, the pretest and posttest data from both the control and experimental classes showed significance values above 0.05, suggesting that the data were normally distributed.

A homogeneity test using Levene's Test was then conducted to assess the variance equality between groups. For speaking skills, a significance value of 0.352 (> 0.05) indicated that the data were homogeneous. Conversely, for pronunciation abilities, a significance value of 0.045 (< 0.05) indicated non-homogeneous data, which influenced the analytical approach to be considered in subsequent tests.

The results of the independent t-test for speaking skills showed that, in the pretest, there was no significant difference between the mean scores of the control and experimental classes, with a significance value of 0.560 (> 0.05). However, in the posttest, there was a significant difference between the two groups, with the experimental class showing a higher improvement in speaking skills ($t = -11.967$, $p = 0.000$). These results indicate that the intervention had a positive impact on students' speaking abilities in the experimental class, aligning with similar findings from previous studies, which showed that classroom-based interventions can improve students' communicative skills (Misbach, 2021; Lestari, 2020).

Further paired t-tests confirmed that there were significant differences between the pretest and posttest in both the control and experimental classes for speaking and pronunciation skills. In the experimental class, the improvement in speaking abilities between the pretest and posttest was highly significant ($t = -12.738$, $p = 0.000$), as was the improvement in pronunciation ($t = -13.805$, $p = 0.000$). These findings support the research results of Hartanto (2021) and Putri (2019), which state that interactive and hands-on learning strategies have proven effective in enhancing students' communication and pronunciation skills.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that there is a significant influence of the intervention given on students' speaking and pronunciation skills. The experimental class that received special treatment showed a much more significant increase compared to the control class. The average posttest score on speaking and pronunciation skills in the experimental class increased drastically, which shows the effectiveness of the interactive teaching method applied. Statistical data supports this finding, where the results of the normality test, homogeneity, independent t-test, and paired sample test showed a significant difference between the pretest and posttest, as well as between the control class and the experimental class. Thus, the intervention given succeeded in improving students' speaking and pronunciation skills significantly.

Based on the findings of this study, several suggestions can be given. First, schools and educators should integrate interactive learning methods into their curriculum to improve students' speaking and pronunciation skills. Second, ongoing training is needed for teachers to improve their skills in implementing innovative learning methods. Third, further research can be conducted to further explore the most effective teaching methods and how they can be adapted to various contexts and levels of education. Finally, schools can organize extracurricular activities that focus on developing speaking and pronunciation skills, such as debate clubs or drama groups, to give students more opportunities to practice and improve their skills.

REFERENCE

- Ahmadi, F. (2017). *Guru Sd Di Era Digital: Pendekatan, Media, Inovasi*. Cv. Pilar Nusantara.
- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303–313.

- Arleta, D. (2019). *Pengaruh Keterampilan Dan Pengalaman Kerja Terhadap Kemampuan Kerja Karyawan Pada Pt. Pilar Utama Asia Medan*. Universitas Dharmawangsa.
- Candra, S. N. A. (2022). *Hubungan Antara Kepercayaan Diri Dan Kecemasan Berbicara Di Depan Umum Mahasiswa Universitas Islam Sultan Agung Semarang*. Universitas Islam Sultan Agung.
- Chamidah, A. N. (2017). Intervensi Dini Gangguan Perkembangan Komunikasi Pada Anak Down Syndrome. *Dinamika Pendidikan*, 22(1), 27–37.
- Endawan, A. D., & Yati, D. D. (2021). Analisis Komunikasi Kegiatan Belajar Mengajar Berbasis Daring (E-Learning). *Jira: Jurnal Inovasi Dan Riset Akademik*, 2(10), 1407–1420.
- Gunawan, Y., Yuliyanto, M. R., & Pratama, N. B. (2021). Pendampingan Praktik Bahasa Inggris Bagi Santri Madrasah Muallimat Muhammadiyah Yogyakarta. *Prosiding Seminar Nasional Program Pengabdian Masyarakat*.
- Handayani, S. (2016). Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community 2015. *Jurnal Profesi Pendidik*, 3(1), 102–106.
- Harahap, O. F. M., Mastiur Napitupulu, S. K. M., & Batubara, N. S. (2022). *Media Pembelajaran: Teori Dan Perspektif Penggunaan Media Pembelajaran Dalam Pembelajaran Bahasa Inggris*. Cv. Azka Pustaka.
- Imaniar, C. N. (2023). *Kritik Sosial Dalam Naskah Drama Obrog Owok-Owok Ebrek Ewek-Ewek Karya Danarto Dan Implikasinya Pada Pembelajaran Bahasa Dan Sastra Indonesia*. Fakultas Ilmu Tarbiyah Dan Keguruan Uin Syarif Hidayatullah.
- Latifah, L., & Ngalimun, N. (2023). Pemulihan Pendidikan Pasca Pandemi Melalui Transformasi Digital Dengan Pendekatan Manajemen Pendidikan Islam Di Era Society 5.0. *Jurnal Terapung: Ilmu-Ilmu Sosial*, 5(1), 41–50.
- Mahsar, L. (2022). Pembelajaran Bahasa Inggris Menggunakan Content-Based Instruction (Cbi) Dalam Meningkatkan Kemampuan Berbahasa Di Sekolah Tinggi Pariwisata Mataram. *Media Bina Ilmiah*, 16(12), 7853–7868.
- Palyanti, M. (2023). Media Pembelajaran Asik Dan Menyenangkan Untuk Meningkatkan Motivasi Belajar Mahasiswa Dalam Mata Kuliah Bahasa Indonesia. *Attractive: Innovative Education Journal*, 5(2), 1014–1026.
- Putri, D. A., & Sya, M. F. (2022). Kemampuan Pengucapan Bahasa Inggris Di Tingkat Sekolah Dasar. *Karimah Tauhid*, 1(3), 357–364.

- Ratminingsih, N. M. (2021). *Metode Dan Strategi Pembelajaran Bahasa Inggris-Rajawali Pers*. Pt. Rajagrafindo Persada.
- Samsul. (2014). *Peningkatan Kemampuan Berbicara Siswa Kelas Iv Sdn 1 Galumpang Melalui Metode Latihan*. 4(8), 173–192.
- Sari, L., & Lestari, Z. (2019). Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Dalam Menghadapi Era Revolusi 4.0. *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*.
- Setiawati, S., Romdanih, R., & Harmayanthi, V. Y. (2019). Meningkatkan Keterampilan Pengucapan Siswa Melalui Teknik Membaca Keras. *Prosiding Seminar Nasional Pendidikan Stkip Kusuma Negara*.
- Shalikhah, N. D. (2017). Media Pembelajaran Interaktif Lectora Inspire Sebagai Inovasi Pembelajaran. *Warta Lpm*, 20(1), 9–16.
- Suhardiana, I. P. A. (2019). Peran Teknologi Dalam Mendukung Pembelajaran Bahasa Inggris Di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 92–102.
- Tanjung, P. S., & Hartati, S. (2020). Pengaruh Pola Komunikasi Verbal Orang Tua Terhadap Kemampuan Berbicara Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 4(3), 3380–3386.
- Ummah, S. S., Subroto, D. E., Hamzah, M. Z., & Fentari, R. (2023). Permainan Edukatif Dalam Pembelajaran Bahasa Inggris Untuk Siswa Sekolah Dasar. *Attractive: Innovative Education Journal*, 5(3), 91–103.
- Wiyanti, E. (2014). Peran Minat Membaca Dan Penguasaan Kosakata Terhadap Keterampilan Berbicara Bahasa Indonesia. *Deiksis*, 6(02), 89–100.
- Zubaidah, S. (2016). Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran. *Seminar Nasional Pendidikan*, 2(2), 1–17.