

SELF CORRECTION BY USING VOICE RECORDING TO ENHANCE PRONUNCIATION ON NARRATIVE ESSAY MONOLOG

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Abstract

The data gathered from the Report of Study and the Diagnostic Test results, which focus on specifically testing students' pronunciation, showed that the speaking ability of second semester of medical record *student* Academic Year 2015/2016 was relatively low. Generally, the problems were students considered that English was difficult subject; they were diffident when they spoke English and teachers found difficulties in correcting students' mispronunciation. Those were because they often forgot the corrected pronunciation and teachers required much of time to check or to correct each student's mispronunciation as well. For those, the researcher conducted a classroom action research to enhance students' pronunciation through self-correction using voice recording and to observe how the implementation of self-correction using voice recording can fix mispronunciation. The research resulted progresses on two cycles; 10.99% and 12.49%. Based on those results, there were improvements on students' pronunciation and students showed positive response towards the use of self-correction using voice recording to enhance pronunciation.

Key Words: Self-Correction, Voice Recording, Pronunciation, Mispronunciation

INTRODUCTION

The Law of National Education System no. 20 Year 2003 states that Government and Local Government (included all educational institutions) should provide services, facilitation, and warranty in conducting qualified education for all citizens without any discrimination. Moreover, specifically on conducting English language learning, thus it indicates that learning English should not acquire only its vocabularies and grammar, but should be implementable for communication as well. For those, mastery of pronunciation should also be concerned to support the language skills learning, for instance Speaking, Listening, Writing, and Reading.

In relation to speaking and specifically on pronunciation, since between English spelling and its pronunciation are sometimes different each other, it often causes confusion among students. *The devolvement of curriculum* adds that mispronunciation will lead people (the speakers) cannot deliver their opinion or message correctly to the target people and as the listener they cannot comprehend the message as well. As an example, somebody who says: the word 'later' by /'letər/ indeed, it may not be comprehended by people who say it properly /leiter/, because when somebody pronounce /'letər/ the word will be meant as "a

letter". It means "a written message sent to somebody" (Oxford Dictionary; 2000), whereas the word "later" by its correct pronunciation /leiter/ means "coming or occurring after the usual or expected time" (Oxford Dictionary; 2000). The same problem will also be found if somebody listens to the speaker who says that word correctly, indeed the word caught will be different to the speaker means. Those words pronunciations have different meaning. The 2006 Standard of Content (Permendiknas 22, 2006) requires that students should be able to express meaning in a transactional and interpersonal short monolog or dialog to interact using colloquial language. This means that the meaning delivered and received within conversation should be comprehensible. For those, to support it, pronunciation should be learned although that is not taught exclusively, but interactively with other language skills. That is why pronunciation in language learning needs to be concerned especially in teaching speaking.

The facts show that many of Indonesian students find difficulties in speaking English. As stated by Razkova (2008), those are caused that between the English speech sounds and the Indonesian speech sounds, to some extents, are different. There are some English speech sounds, which do not exist in Indonesian, such as the sound of /θ/ like in the word "thin" [θɪn], the sound /ð/ like in the word "brother" [brʌðə], the sound /ʒ/ like in the word "measure" [meʒə(r)] and others. Besides the English segmental system like the vowels and the consonants, the English supra-segmental system also sometimes causes confusion as well, such as the pitch, the stress, the intonation, and the juncture (Boey, 1975). Those do not exist in Indonesian and other local languages spread in Indonesia as well, such as the word stress, which is not as highly used as in English speech. This condition does not occur only in the daily communication but also in the process of English teaching and learning at school.

Constituting the use of self-correction strategy, Rose and Nichols (1997) state that:

Reflection and self-evaluation are not only done upon what have you learned, but also the most important thing is how what've you learned become the "core" of the process becoming an independent, free, and successful learner.

The statement above shows that how self-correction becomes an important part that we need to do in the process of learning from step to step. An improvement will be achieved through continual Evaluation or self-introspection. It means that by knowing and comprehending all we have learned including all mistakes we made, it leads us to perfect our learning process and becomes the key characteristic that must be had by all learners. Strengths and weaknesses must be considered so that proper actions can be done to fix all mistakes, which happened in the previous phases. This is because everyone has his/her own "reflective intelligence" or competence to evaluate and to develop himself.

The data taken from the Report of Study and the Diagnostic Test result focusing partially on examining students' pronunciation showed that the speaking ability of the first semester of *Students of Medical Record STIKES Qamarul Huda* Academic year 2008/2009 was relatively low. students considered that English pronunciation is a difficult subject matter. Furthermore, the teaching and learning activities conducted in the classroom were still passive and teacher-centered which gave students less opportunity to be active in learning. Despitely those caused students bored. As a consequence, students were diffident when they spoke English. Based on the result of Pre-elementary study conducted by the researcher, this problem was caused that students lacked of practice on how to say English words correctly. They also felt anxious or even uncomfortable when they were demanded by their teachers to speak English, because they feared of making mispronunciation towards the words they spoke. Moreover, this condition was also added by the teachers' acts when correcting any mistakes every time when there were mispronunciations within the speaking process. Indeed these acts caused interruption and resulted students inconvenient to do more

effort. To some extents, teacher found difficulties when fixing students mispronunciation, because students often forgot and could not catch appropriately the corrected word pronunciation. There was also limited time for fixing each student's mispronunciation. Thus, it is impossible for teacher to correct each student's mispronunciation in a large number of students.

All matters above cause students low motivated to learning English. An action to fix mispronunciation properly and effectively that can improve students' motivation should be developed. Practically, a means that enables students to find their own mispronunciation and to help them fix mispronunciation is required. For those, the researcher conducted an action research entitled **self correction by using voice recording To enhance pronunciation On narrative essay monolog**. This action research is aimed at guiding students to implement self-correction using a medium namely, audio recorder as a means to record mispronunciation. The objectives of this present study are to enhance students' pronunciation on narrative essay monolog by implementing self correction using voice recording and to describe the implementation of self-correction using voice recording for correcting mispronunciation.

IMPLEMENTATION

Technically, this research was conducted referring to *Kemmis* and *Taggart* Model (1988, cited in Susilo, 2009) that consists of four components, such as Planning, Action, Observation, and Reflection. The method used in this action research was quantitative, because the data were in the form of numerical data as the result of learning and students' progress. In this action research, the researcher played role as the teacher. The researcher also assisted by an observer as the collaborator to observe the implementation of this research. The subject of this research was the 32 students of class 9C Academic Year 2008/2009, whereas the data sources were in the forms of the utterances produced by the students when they were reading aloud the texts recorded during learning activity in the classroom. The data were then quantified into numbers.

The researcher conducted this researcher through the following research procedure:

Planning

In this stage, the researcher does the following activities: designing the lesson plan, preparing the criteria success, and developing all instruments including: the texts, the means to record the voice or utterances, and pronunciation master of the text.

Action

Step 1

Each student reads the text, in Cycle 1 they read 100 words, and then in Cycle 2, they read 200 words, the teacher recorded student's voice while they were reading the text aloud. Each student listened to his/her own voice records, and then compared it with the pronunciation master. In-group students observed and identified mispronunciations through the records they made. When observing mispronunciations, students discussed and consulted it to the teacher concerning to pronunciation of some words.

Step 2

Students read again the same words in the same text they had, students themselves recorded their voice while they were reading the text aloud, each student then listened to his/her own voice records, and later on compared it with the pronunciation master.

Observation

The researcher and the observer collected the data on how the strategy in action can be implemented as the planning and to observe how far the strategy effected the students' achievement. To observe the data, the researcher and the observer used instruments, namely; 1) the phonetic speech transcriptions to gather data dealing with the students' pronunciation, 2) the observing students' activity checklist to get data related to students' activity or involvement during the learning process, and 3) the observing teacher's activity checklist to check that the activity was conducted based on the planning. Those were done by the researcher and the observer.

Reflection

In reflection phase, the researcher analyzed the implementation of the action. Therefore, in this stage, the researcher used the result of the phonetic speech transcriptions and the observation checklists to reflect what had been done in the previous action, after that the results of analysis will be used to determine whether the action was successful or failed.

To analyze the data, the researcher used *Descriptive-Frequencies Analysis* to describe the result of each step (Base Rate and Post Rate) in Cycle 1 and Cycle 2. Those data were then analyzed using *Comparative Analysis* implementing *Paired Samples T-Test* to quantify the significance between the Base Rate and the Post Rate results of each cycle and the significance between the Result of action in Cycle 1 and Cycle 2.

RESULT AND DISCUSSION

The result of Cycle 1 showed that the average score of Base Rate was 85,13. It improved to 94,48 in the Post Rate. The result of Cycle 2 showed that the average score of Base Rate was 83,58. It improved to 94,02 in the Post Rate. The progresses of both cycles serially were 9,35 and 10,44 or 10,99% and 12,49%.

The data about students' comments when implementing self-correction through voice recording were also increased, there were 19,35% in Cycle 1 to 93,55% in Cycle 2. They were confident in doing self-correction using voice recording after they implemented it for several times. All of students in both cycles acknowledged that self-correction using voice recording was easier to identify and to correct mispronunciation, and they agreed that they had improvement in pronouncing English words better after doing self-correction using voice recording. As the measurement, serially between Cycle 1 and 2, there are 93,55% to 100% students acknowledged that they had progress. All of students acknowledged that self-correction using voice recording also encouraged them to be active in learning. Self-correction using voice recording also motivated students to speak English, serially, in Cycle 1 there were 93,55 % to 96,77% in Cycle 2 that students thought self-correction using voice recording was motivating.

Dealing with the influence of students' frequency or intensity in implementing self-correction to the progress they had, based on the analysis that the oftener students implement self-correction through voice recording for fixing mispronunciation, the higher pronunciation progress they will have. It was also significant to the progress result of students' pronunciation in both cycles that was also improvement.

Students' motivation towards learning activity was also increased. The average score of students' learning motivation in Cycle 1 and 2 were 3,4 and 4,2 or classified as Fair in Cycle 1, became Good in Cycle 2. It meant that students' motivation increased 9 point or 21,95%.

IMPLICATION

From the research results, it can be concluded that students show positive response towards the use of self-correction using voice recording for correcting mispronunciation and this strategy is appropriate to correct mispronunciation. The oftener students implement self-correction using voice recording, it will achieve higher progress, if all the means and requisites conducting this activity are also available. This action research showed that the learning activity conducted in the classroom was able to attract students' interest, stimulated their motivation, involved them in the learning activity, as the result, they made better progress on achievement.

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