

Increasing Students' Pronunciation Mastery Through Spelling Words Strategy

Rista Respita¹, Suharti Siradjuddin², Sukmawati^{3*}

^{1,2,3}Universitas Megarezky, Makassar, Indonesia

Correspondence*

E-mail: sukmar.dilla@gmail.com

Received : 13 May 2022

Accepted : 18 May 2022

Published : 19 May 2022



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Abstract

This study aimed to improve students' mastery of pronunciation through words spelling strategies in the fourth grade of SD Inpres Mappu in Mamuju. This research was a classroom action research (CAR) conducted in two cycles, namely, cycle one and cycle 2. Each cycle was carried out four times. There are four steps in this research; planning, action, observation, and reflection. The data in this study used quantitative (test) as the primary data and qualitative (field notes, recording, and documentation) as supporting data. The subjects in this study were 15 students in grade IV SD Inpres Mappu in Mamuju. The results showed that the use of the Words Spelling Strategy succeeded in improving the pronunciation master of the fourth-grade students of SD Inpres Mappu. It can be seen from the increased percentage of student learning outcomes from cycle I to cycle II, with an average value of 83.6. Therefore, it can be conducted that using the Words Spelling Strategy can improve student learning outcomes in mastering pronunciation.

Keywords: Increasing, Spelling words, Pronunciation

INTRODUCTION

Pronunciation is one of the most part of communicating with others in English because of the differences between signs and sounds. When we communicate with other people, we should not only have a good vocabulary (Rislahayu et al, 2020; Sujarwo et al, 2019; 2020; Imran, 2022; Rezeki et al, 2022), but also a good pronunciation.

As Harmer (2000:242) as cited in Mulatsih (2015) stated that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English. Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics.

Pronunciation is an aspect that supports the ability to speak English requires good language pronunciation to communicate clearly can understand, because when any kind of pronunciation changes its meaning, it actually confuse the other party (Yates et al, 2008; Perwira, 2011; Rosenthal, 2011; Mulatsih, 2015; Ma'lah, 2016; Purwanto, 2021; Syamsinar et al, 2020). Most students find it difficult due to lack, of habit and English, so pronounce the sentence in English the right media (Kelly, 2006; Al-Azzawi et al, 2016; O'Brien et al, 2018; Levis, 2018).

Based on the author's experience, primary learners get difficulties to speak English because they have lot of words and they do not know the way to pronounce it. Primary learners especially for fourth grade do not have spirit in English learning, lack in pronunciation and unfluent in spelling words.

Spelling words is one of the new learning strategies that can be used in the process of learning English, especially in terms of pronunciation. This strategy requires the teachers to think creatively in making words that can be spelled out by students'. Using this spelling word learning strategy will make students' understand how to master the pronunciation or in English. In other words, how to pronounces one word correctly even though the students' has not been to fluent in saying the word.

Spelling and dictation are still viewed as influential task types currently although pronunciation teaching paradigm has shifted from nativeness to intelligibility (Dina et al, 2012; Kareema, 2013; Levis, 2021). Deterding and Mohamad (2016) claim that spelling is still considered to affect pronunciation in the past few decades though people tended to become more literate currently. In addition, they explained that there are four basic ways of influencing a person changes in English pronunciation spelling reflection. Such methods include restoring to the original format pronunciation; changes based on etymology; Anglicization of borrowed words; and pronunciation of the letter "o".

Therefore, the researcher is interested in conducting research on "Increasing Students' Pronunciation Mastery Through Spelling Words Strategy For Class Iv Of SD Inpres Mappu In Mamuju".

METHOD

In learning process, teachers need a method or media to teach in the classroom. In this study, the researchers used the classroom action research (CAR) method. It plays an important role in solving the problems of learners and improving the quality of learners. Usually, this research is carried out by someone who is familiar with the class condition and ability of the students. Action research is a powerful tool for change and improvement at the local level (Zuber-Skerritt, 2018; Cohen et al, 2018; 2021).

From the statement above, it can be concluded that action research is an action performed by people who understand the situation of the place and the person to be solved and aim to increase or improve the procedures that have been implemented but have not yet received results. In this research, uses Kemmis and McTaggart model. According to Kemmis and McTaggart (2014), there were four steps in classroom action research that is planning, action, observation, and reflection.

RESULTS AND DISCUSSIONS

The implementation of the spelling method to improve students' pronunciation was conducted in two cycles, in every cycle there were four meeting. This research was conducted on June to July 2021.

Cycle I

Moreover, the result of cycle I test was calculated to average and percentage formula, the result is below.

Mean Score :

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$ = the main of the students' score

$\sum X$ = The total score

N = Total number of the students

$$\bar{X} = \frac{1.112}{15} = 74,3$$

Cycle II

From the result of the test, the researcher classified the score using formula same as previous cycle.

Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$ = The main of the students' score

$\sum X$ = The total score

N = Total number of the students

$$\bar{X} = \frac{1.254}{15}$$

$$= 83,6$$

The percentage of students' pronunciation in Cycle I and Cycle II

	Criteria	Total Students	Score	Percentage
Cycle I	Passed	7	75 - 88	47%
	Failed	8	60 - 74	53%
CycleII	Passed	14	75 - 92	93%
	Failed	1	68	7%

The research was conducted to determine the application of spelling words in improving students' pronunciation. The results of this application show that there is an increase in students' pronunciation by using spelling words method. This shows that students are interested in the role of the teacher during the learning process. The teacher explains the material very well so that students were happy in learning. The teacher gives encouragement to students and also creates very interesting learning so that students do not get bored during the learning process.

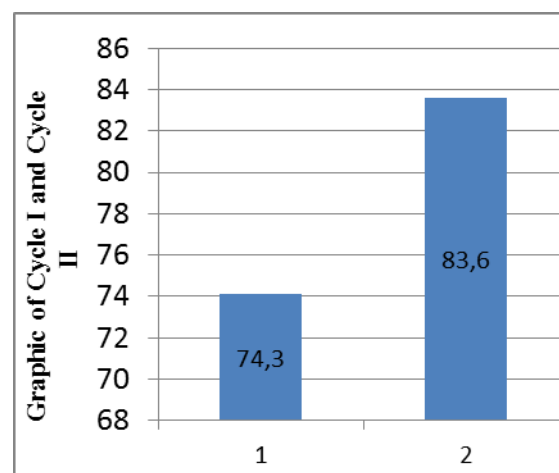
In the test of cycle I, the mean score obtained by the students was 74,3 which was very low. In the test cycle II, the mean score obtained by students was 83,6 higher than the test cycle I score. It also seen at the percentage of the students' test result included percentage of students' who completed the Minimum Completeness Criteria score.

The percentage of students who get point 75 is increasing. Where in the test cycle I there were 7 students who got a score of >75 and it had improved slightly. And in the test cycle II, there were 14 students who got a score of 85 and 1 student who got a score 60. For the total increase in students scores from

the test cycle I until cycle II was 75%. In other words, students' vocabulary mastery gets better in the first meeting to the next meeting.

Based on the results of qualitative data taken from field note, recording and also documentation, it shows that the class went very well. Students are very attentive when the teacher is teaching the material in the classroom. It can also be said that the qualitative obtained during the learning process, shows that there is an increase in the activity of teachers and students during the teaching and learning process. The application of spelling words can motivate students to be more diligent and enthusiastic in learning English, especially in learning pronunciation. We could see in the quantitative data, which shows that the scores obtained by students from test cycle I and also test cycle II were greatly increased.

Graphic of Students' Pronunciation Score in Cycle I and Cycle II.



(Figure 4 . Graphic of Cycle I and Cycle II).

From the data above shows that students learning outcomes in cycle II there is increase. The average grade obtained after in learning by applying spelling words strategy approach showed an increase, namely the value of the average of Cycle II became 83,6. Average score and success rate completeness of students' outcomes has increased and shows already above the graduation limit that has been determined by the researcher with success completeness of students learning by 100%.

There are various results of studies found that the most of the students (74%) are agreed that JOOX application help them to get better pronunciation with the help of lyrics features in JOOX application (Rahmania et al, 2021). In line with the other study found that by conducting these games, using interesting media, creating various interesting tasks and activities can increase the students' motivation in learning English and pronunciation ability. A bibliography is included (Nurhayati, 2015).

Therefore, Preparing learning resources in the form of English textbooks, English dictionaries, and assigning assignments to students individually and in groups are some of the things that might be done using this spelling words technique to improve students' pronunciation skills. In addition, test preparation and recording are required. The researcher then gave students homework to do or study so that when it came time to take the test letter, they would be more prepared.

CONCLUSION

Based on the results of the research that has been done at SD Inpres Mappu, it could be concluded that the pronunciation ability of grade IV SD Inpres Mappu students has increased after applying learning through spelling words strategies. The ability to improve students' pronunciation can be seen based on the acquisition of the mean score of students. The mean score obtained by students in test Cycle I were 74,3 and increased again in Cycle II were 83,6. Average score of all students is 78,8. And this spelling words strategy could be used to improve students' pronunciation. The matters that could be used this spelling words strategy to increase students' pronunciation skills are to prepared learning media in the form of English textbooks, English dictionaries, giving assignments to students both individually and in groups. As well as preparing test and recording. And then, to make students understand more in using spelling words strategy so that students' pronunciation could be even better, he researcher gave homework to students and asked students to do it or study it too, so that when students take the test letter students are better off to do it.

Based on the research that has been done by researchers in class IV of SD Inpres Mappu, researchers provided the following suggestions: Teachers should use the spelling words strategy in learning English because with this method students are able to improve their pronunciation skills. Apart from that the students' language skills in English subjects can be even better. And the teacher must also make English lessons more interesting, so that students are more interested in learning English. Students should play an active in role in every learning process in the classroom. Students should also learn more to spelling words both at school and at home. So that students' pronunciation skills can be further improved and can also be useful for students in the future. This research could be a reference for future researchers who what to do research on pronunciation. In future research, researcher can change other methods, such as watching cartoons and others. So that the research could was run well.

REFERENCES

Al-Azzawi, M. B., & Barany, L. K. S. (2016). Teaching pronunciation: Revisited. Arab World English Journal (AWEJ) Vol, 6.

- Aufa, N. (2017). Using Movie To Increase Students' Pronunciation. Darusalam, Banda Aceh
- Cohen, L., Manion, L., & Morrison, K. (2017). Action research. In Research methods in education (pp. 440-456). Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2017). Critical educational research. In Research methods in education (pp. 51-67). Routledge.
- Deterding, D., & Mohamad, N. R. (2016). Spelling Pronunciation in English . *ELT Journal*, 70 .
- Dina, D., & Aulia, M. (2012). Spelling Errors Among EFL High-School Graduates. Available from: <http://www.ksaalt.org/coference%20proceedings/Spelling%20Errors%20among%EFL%20High.pdf>.
- Gilakjani, P. A. (2012). The Significance of Pronunciation English Language Teaching. . *Iran: Islamic Azad University*, Vol 5.
- Harassi, K. T. (2012). The Most Common Spelling Errors Among Omani Learners. *Arab World English Journal*. 3,pp. 96-116 .
- Harmer, J. (2007). The Practice of English Language Teaching. London: Longman Group Ltd .
- Hasan, E. M. (2014). Pronunciation Problems: A Case Study of English Language Students At Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44 ht.
- Imran, M. C. (2022). Using BBC Web-Based Learning Courses to Improve Vocational High School (VHS) Students' Speaking Skill. *Edulec: Education, Language And Culture Journal*, 2(1), 94-100.
- Isma. (2019). The Implementation of Spelling Bee Game to Improve the Students' Pronunciation in at Seventh Grade of MTs Muhammadiyah 29 Stabat. *Nourth Sumatera Medan ._jec_eslcredit_speaking-pronunciationrubric*
- Kareema, F. (2013). English Spelling and its Difficult Natur. South Eastern University of Sri Lanka.
- Kelly. (2006). How To Teach Pronunciation. London: Person Education ISBN 813702340,9788131702345
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). Introducing critical participatory action research. *The action research planner*, 1-31.

- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*.
- Kompas.com. (2020). *Apa Itu Spelling*. Dalam Bahasa Inggris. Jakarta
- Levis, J. M., & Levis, G. M. (2018). Teaching High-Value Pronunciation Features: Contrastive Stress for Intermediate Learners. *CATESOL Journal*, 30(1), 139-160.
- Levis, J. M. (2021). Conversations with Experts–In Conversation with John Levis, Editor of *Journal of Second Language Pronunciation*. *RELC Journal*, 52(1), 206-219.
- Ma'lah, L. (2016). *"Pronunciation Problems: A Study of Indonesian EFL Students". The Research carried out at State Junior High 2 Kalingondang*. Purwokerto.
- Mohsen, M. A., & Mahdi, H. S. (2021). Partial versus full captioning mode to improve L2 vocabulary acquisition in a mobile-assisted language learning setting: words pronunciation domain. *Journal of Computing in Higher Education*, 33(2), 524-543.
- Mulatsih, D. (2015). Pronunciation Ability By Using English. In *Indonesia Student of Unswagati Cirebon*
- Nurhayati, D. A. W. (2015). Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game. *Dinamika ilmu*, 15(2), 215-233.
- O'Brien, M. G., Derwing, T. M., Cucchiarini, C., Hardison, D. M., Mixdorff, H., Thomson, R. I., ... & Levis, G. M. (2018). Directions for the future of technology in pronunciation research and teaching. *Journal of Second Language Pronunciation*, 4(2), 182-207.
- Perwira, Y. K. (2011). *Students' Pronunciation Ability In Reading Report Text*. Semarang.
- Purwanto, A. (2019). *Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices*. University of Indraprasta PGRI Jalan Nangka No. 58C Tanjung Barat, Jagakarsa, South Jakarta 12530.
- Rahmania, A. H., & Mandasari, B. (2021). Students' perception Towards The Use Of Joox Application To Improve Students' pronunciation. *Journal of English Language Teaching and Learning*, 2(1), 39-44.
- Rezeki, R., & Ibrahim, M. (2022). The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar. *EDULEC: EDUCATION, LANGUAGE AND CULTURE JOURNAL*, 2(1), 67-79.

- Rislahayu, R., Sujarwo, S., & Siradjuddin, S. (2020). IMPROVING THE Students' vocabulary Mastery Through Word Square Strategy Of The Tenth Grade Students At Sma Negeri 10 Makassar. *Brilliance Journal*, 5(01).
- Rosenthal, J., & Ehri, L. C. (2011). Pronouncing new words aloud during the silent reading of text enhances fifth graders' memory for vocabulary words and their spellings. *Reading and Writing*, 24(8), 921-950
- Sasabone, L., & Jubhari, Y. (2021). The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar. *Edulec: Education, Language And Culture Journal*, 1(1), 1-8.
- Sudjiono, A. (2014). *Pengantar Statistka Pendidikan*. Jakarta: Raja Grafindo.
- Sujarwo, S., & Yahrif, M. (2019). *Improving Students' English Learning Outcomes through PQ4R (Preview, Question, Read, Reflect, Recite, Review) Learning Model at the Eighth Grade of SMP Tunas Bangsa Makassar. Celebes Education Review*.
<https://journal.ildikti9.id/CER/article/view/228>. DOI: <https://doi.org/10.37541/cer.v1i2.228>
- Sujarwo, S., Sukmawati, S., Asdar, A., Siradjuddin, S., & Ariani, N. (2020). University Students' Perception on the Verbal Interaction through WhatsApp Chat Group. *Al-Ta Lim Journal*, 27(3), 250-257.
- Syamsinar, S., & Sukmawati, S. (2020). The Tertiary Students' Ability and Difficulty In Pronouncing English Consonant Sound. *Brilliance Journal*, 5(01) .
- Yates, L., & Zeilinski, B. (2008). The Assessment of Pronunciation an New IELTS Pronunciation Scale (Australia, Macquarie University).
- Zuber-Skerritt, O. (2018). An educational framework for participatory action learning and action research (PALAR). *Educational Action Research*, 26(4), 513-532.