

**THE EFFECTIVENESS OF VOCAROO AS A MEDIA IN
TEACHING STUDENTS' DENTAL FRICATIVE
PRONUNCIATION**

**(PRE – EXPERIMENTAL RESEARCH TO THE SEVENTH-GRADE
STUDENTS OF SMP NEGERI 9 PONTIANAK IN THE ACADEMIC
YEAR 2022/2023)**

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA
PONTIANAK**

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THE EFFECTIVENESS OF VOCAROO AS A MEDIA IN TEACHING STUDENTS' DENTAL FRICATIVE PRONUNCIATION

(Pre-Experimental Research to The Seventh-Grade Students of SMP Negeri 9 Pontianak in Academic Year 2022/2023)

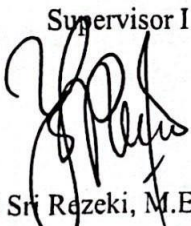
A THESIS

Submitted to fulfil one of the requirements for thesis examination in the English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak


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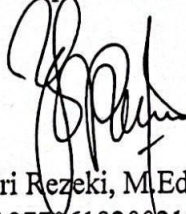
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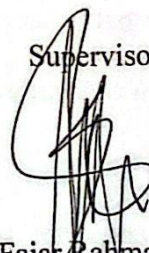
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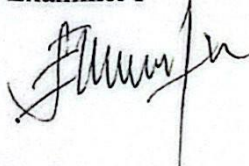
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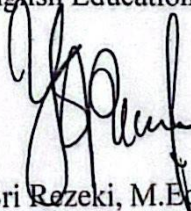
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Herewith, I declare that this thesis entitled “The Effectiveness of An Online Voice Recorder (Vocaroo) As Media in Teaching Students’ Dental Fricative Pronunciation (Pre – Experimental Research to The Seventh-Grade Students of *SMP Negeri 9 Pontianak* in Academic Year 2022/2023)” is my work. I am responsible for the content of this thesis. Other writers’ opinions or findings included in this thesis are cited in line with ethical writing standards.



Pontianak, 28th May 2023

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ABSTRACT

This research examines the effectiveness of Vocaroo as a practical media teaching dental fricative pronunciation to the seventh-grade students of SMPN 9 Pontianak. A pre-experimental research design was used with one group pre and post-test, involving 30 students of the VII B class as the sample, chosen from the cluster random sampling technique. The pre-test and the post-test were used to obtain the data. The findings showed that the t-test was higher than the t-table ($11,037 > 2,045$), with the degree of freedom (df) was 29, and the significance level was 0.05 (5%). The effect size score indicated that Vocaroo had a strong effect (1,88). As a result, it was revealed that Vocaroo could be a suitable medium for teaching pronunciation through self and peer-feedback activities.

Keywords: Dental Fricative Pronunciation, Descriptive Text, Media Teaching, Vocaroo

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The researcher

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CHAPTER 1

INTRODUCTION

This chapter pervades background, research questions, research purpose, research significance, research hypothesis, and the scope of research.

1.1 Background

Pronunciation is an essential part of speaking skills. The correct pronunciation affected the student's accuracy and fluency while speaking. The result of its implementation will be more straightforward for the listener to understand what the speaker is uttering to them. Regarding to Prashant (2018), pronunciation has a vital role in expressing someone's ideas in English speaking. Related to the statement above, English Foreign Language (EFL) students must stick to their pronunciation as the initial part of speaking. Plailek and Essien (2021) state that the most crucial thing for EFL students to understand is pronunciation, which is highly critical to communication. As EFL students, their pronunciation must be acceptable. Intending to have an understandable communication for both native and non-native speakers.

Nevertheless, many non-native speakers, particularly EFL students in Indonesia, struggled in pronouncing English words. Students commonly mispronounced the vocabulary in English because of the interlingual transfer. Interlingual transfer means their mother tongue influences their pronunciation (Awololon, Pastika, & Putra, 2021). In this case, the students visualized English words into Indonesian pronunciation. Hence, they read English words with Indonesian phoneme. Meanwhile, between Indonesian and English phonemes are obviously different. One of the phonemes of English words is

dental fricative. However, these phonemes are not utilized in Indonesian standard utterances. Along with the line of Awololon, Pastika, and Putra (2021), dental fricative is the primarily problematic utterances among junior high school students in Indonesia. Regarding to their findings, Indonesian students commonly misplaced their tongues in pronouncing dental fricative. They pronounced the voiceless dental fricative /θ/ in initial words, such as the words *thanks* and *mouth* with voiceless alveolar /t/. Thereupon, for the voice dental fricative /ð/ in initial and middle positions, notably the words *this* and *mother*, they pronounced it with voiced alveolar /d/. These are the problems that must be overcome in order to have an understandable communication among English speakers.

Subsequently, similar problems were also found in the pre-observation did by the researcher during his teaching practice in SMP Negeri 9 Pontianak. While the researcher taught descriptive text material, he found that most students mispronounced words such as *with*, *they*, and *then*. These words indicated specific speech of sounds (voiced and voiceless dental fricative). They mispronounced these phonemes, specifically for the words in the initial and final position. They pronounced the voiced dental fricative /ð/ for the word *the* /ðə/ but with voiced alveolar /d/. Moreover, this problem also occurred for the voiceless dental fricative /θ/ for the word *with* /wɪθ/. In addition, they articulated the word *with* into voiceless alveolar /t/ instead. Therefore, such problems were obviously challenging and must need certain tools that helped the students in pronouncing dental fricative pronunciation.

In order to help the students' dental fricative pronunciation, the researcher should scrutinize a tool that can help the teachers and the students at the same time. One of the tools that were recommended when teaching pronunciation in EFL classroom was Vocaroo. According to Butarbutar (2022), Vocaroo is a free online device to record users' voices. It was used to give constructive feedback to improve speaking as well as pronunciation for the students. It is also accessible to record their voice without installing the tool. Thus, to overcome the problems, the researcher implemented Vocaroo for the students to practice dental fricative pronunciation in EFL classroom.

Previously, several Asian researchers researched Vocaroo in teaching speaking skill. The first study was conducted by Kim (2018), which examined Vocaroo as an autonomous media technology to improve the speaking ability of Korean EFL learners. The result showed that using Vocaroo and movie clips in the learning process, participants expressed considerable satisfaction in their overall speaking progress as measured by paired t-tests on their individual four times replies. Then, they said that Vocaroo offers limitless opportunities for speaking practice through self-evaluation, which can help users improve their speaking.

In another study, Butarbutar (2022) found that the Vocaroo technology application helped to teach and learn speaking skills. The result of the study showed that the average rating of the Vocaroo by students was 32.375, indicating that they found it helpful in boosting their speaking skills. This study focused more on the perspectives of teachers, students, and the writer about using Vocaroo to improve students' speaking skills.

Both previous studies served as references for the researcher in writing this research. After reviewing the previous studies, the researcher discovered some overlooked aspects, such as pronunciation. Pronunciation was an essential factor for EFL learners in order to have communicative competence. Additionally, pronunciation is a part of grammatical competence, one aspect of communicative competence (Mäkinen, 2021). Thus, before the students have communicative competence, they should learn about pronunciation first. This empirical research focused on pronouncing specific speech of sounds, dental fricative pronunciation. On the other hand, this study also implemented Vocaroo as media in teaching dental fricative pronunciation, which was implemented through self- and peer-feedback activities.

Due to the gap conducted by the previous studies, the researcher used Vocaroo to test dental fricative pronunciation among seventh-grade students. The researcher used a quantitative approach with a pre-experimental research design. As a result, it was aimed to test the effectiveness of Vocaroo as media in teaching dental fricative pronunciation.

1.2 Research Question

Based on the student's problem with dental fricative pronunciation, the formulation of the research question are showed as follows:

1. Is Vocaroo effective in teaching students dental fricative pronunciation?
2. If it is, how effective is Vocaroo in teaching students dental fricative pronunciation?

1.3 Research Purposes

The objectives of this study are described as follows:

1. To find out the effectiveness of Vocaroo in teaching the students dental fricative pronunciation.
2. To find out how effective Vocaroo is in teaching the students dental fricative pronunciation.

1.4 Research Significance

The researcher expects that this study would give some advantages to other researchers, students, teachers, and the English Educational Study Program as follows:

1. For other researchers

The researcher expects that the result of this study becomes one of the considerations and information when they want to conduct a similar study about dental fricative pronunciation and Vocaroo.

2. For the students

Hopefully, this tool can support the students' dental fricative Pronunciation through Vocaroo.

3. For the teachers

This researcher expects the teachers to use Vocaroo as an online tool to support their students' dental fricative pronunciation.

4. For the English Educational Study Program

The results of this study are expected to be the references for those who want to conduct a similar research topic.

1.5 Research Hypothesis

The hypothesis is a framework for reporting the study's outcomes and conclusions. There are two types of statistical hypotheses: Null and Alternative.

1. The Null Hypothesis (H_0):

The utilization of Vocaroo as teaching media for seventh-grade students at *SMP Negeri 9 Pontianak* is not effective to teach dental fricative pronunciation.

2. The Alternative Hypothesis (H_a):

The utilization of Vocaroo as teaching media for seventh-grade students at *SMP Negeri 9 Pontianak* is effective to teach dental fricative pronunciation.

1.6 Scope of Research

1. Variable

A variable is a concept or feature with different values or scores (Ary & Ary, 2014). There are two classifications of variables: Dependent and Independent.

a. Independent Variable

According to Ary and Ary (2014), this variable hypothesized to impact the dependent variable or the outcomes. The researcher harnessed Vocaroo in teaching the students dental fricative pronunciation. The Vocaroo may induce the students' improvement

in dental fricative pronunciation. That is to say, Vocaroo is the independent variable of this research.

b. Dependent Variable

The treatment is the independent variable in experimental studies, and the output is the dependent variable (Ary & Ary, 2014). The researcher intended to use Vocaroo to teach students how to pronounce dental fricatives, thereby improving students' dental fricative pronunciation as the dependent variable.

2. Terminology

To prevent unfamiliar terms in this research, the researcher attempts to list the specific terms as follows:

a) Dental Fricative Pronunciation

A dental fricative, or "th sound," is a consonant fricative by pressing the tongue against the top front teeth. An example of dental fricative pronunciation can be found in words such as *the*, *with*, *together*, and so forth.

b) Vocaroo

Vocaroo is an online voice recorder website that can be used to record the audio of the users. Then the users can share their recordings with other applications or social media.

c) Effectiveness

The extent to which something works

CHAPTER 2

LITERATURE REVIEW

This chapter traverses the definition of pronunciation, the importance of pronunciation, place of articulation, the larynx and voicing, English sound, dental fricative pronunciation, students' dental fricative errors, teaching English pronunciation, voice feedback, teaching English pronunciation through media, teaching English pronunciation through audio, Vocaroo, the strength of Vocaroo, practicing dental fricative pronunciation through Vocaroo, and descriptive text material.

2.1 Definition of Pronunciation

Pronunciation is the way someone utters words in a language. Some elements are involved in pronouncing words, such as body, breath, muscle, acoustic vibration, and harmonic (Underhill, 2008). Thus, pronunciation is a physical activity of producing sounds in a language. Subsequently, this research focused on individual sound and dental fricative pronunciation. English, as the target language of this research, has 44 sounds. It consists of 20 vowels and 24 consonant sounds. *Individual sound* is the fundamental aspect that the EFL must consider, especially for the EFL at level 1. The students at level 1 here were in the seventh grade. According to Underhill (2008), individual sound becomes a focused aspect of EFL at level 1. In short, the EFL need to put the stress on their utterances in pronouncing an individual sound of English words in order to have an effective communication.