THE EFFECTIVENESS OF USING TELL ME MORE TO ASSIST TEACHING PRONUNCIATION OF ENGLISH VIEWED FROM STUDENTS’ SELF-CONFIDENCE

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Abstract: An important part of learning a new language is to pay great attention to pronunciation. Tell Me More is language learning software by Auralog which offers the students a diverse set of pronunciation activities with high levels of interaction and fully engaging the student in the learning process. Tell Me More enables the teacher to have more quality time in the classroom. The objective of this research is to identify whether Tell Me More is better than Rosetta Stone to assist teaching pronunciation of English. This experimental research was carried out to University students of English Department. The population was the second semester students. Two classes taken in this research were the experimental class and the control class. The independent variables are the use of teaching media and the attributive factor is students’ self-confidence while the dependent variable is pronunciation skill. Results: (1) Tell Me More is more effective than Rosetta Stone to assist teaching pronunciation of English; (2) students having high self-confidence have better pronunciation skill than students having low self-confidence; and (3) there is an interaction between the media used and students’ self-confidence in teaching pronunciation. Tell Me More is more effective than Rosetta Stone in teaching pronunciation for students having high and low self-confidence.

Keywords: Tell Me More, Rosetta Stone, pronunciation, self-confidence, experimental study

Introduction

The main point of a language is to enable easy communication and one of the best ways for people to communicate are through speaking. Students are said to have a good speaking skill if they are able to pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. Hence, pronunciation becomes one of the aspects in the speaking skill. Students are said to have a good pronunciation skill if they are able to use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said. Students need also to know what sounds are available in the target language but not in their own mother tongue, and vice versa. Therefore, an important part of learning a new language is to pay great attention to pronunciation.

According to Baker and Sharon (1990: 50), pronunciation is very important, and students should pay close attention to pronunciation as early as possible. Scarcella and Oxford (1994: 92) similarly postulate that pronunciation should be taught in all foreign language classes through a variety of activities. Considering that pronunciation has a significant role in language learning, it should receive more attention in the instructional process. To help the students in advancing their pronunciation skill, the teacher can use many various teaching media. Media help the teacher as a means of communication to convey the message more concretely and motivate the students’ interest in learning English. In this research, the media in the form of language-learning software that will be used are TMM (TMM) and Rosetta Stone (RS).

Besides teaching media, students’ pronunciation skill is also influenced by their self-confidence in learning pronunciation. According to Brown (1994: 114-115), self-confidence is commonly defined as essentially an attitude which allows us to have a positive and realistic perception of one’s abilities and ourselves. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism, and emotional maturity. In other words, self-confidence is commonly defined as the sureness of feeling that one is equal to the task, and it is characterized by absolute belief in the ability.

Therefore, in this research the researcher wants to investigate whether or not the teaching model by using TMM can achieve the goal of teaching pronunciation better with problem statements as follows: 1) Is Tell Me More more effective than Rosetta Stone in improving students’ pronunciation skill?, 2) Do students having high self-confidence have better pronunciation skill than students having low self-confidence?, and 3) Is there any interaction between teaching media and students’ self-confidence in improving students’ pronunciation skill?
Research Method

Related to the objective of this research, the method that is used in this research is experimental method. Nunan (1992: 24) states that experiments are carried out in order to explore the strength of relationships between variables. While according to Burke (2000: 23) the purpose of experimental research is to determine cause and effect relationship. In this research, a 2 x 2 factorial design was carried out with two factors. The first factor has two levels, i.e. TMM and RS and so does the second one, i.e high self-confidence and low self-confidence.

The population of the research was the second semester students of English Education, Faculty of Teacher Training and Education, Sebelas Maret University in the academic year of 2012/2013. The total population was 104 students which consist of three classes. The writer used cluster random sampling. The writer used lottery to choose the two classes of the sample. The sample taken from the population were 72 students coming from two classes. The techniques of collecting data were a non-test (a questionnaire for self-confidence) and a test (pronunciation test of recording students’ performance). The questionnaire and the pronunciation test were valid and reliable after they were tried out. The data of pronunciation test were analyzed by using multifactor analysis of variance 2x2. Then, it was analyzed by using Tukey test. It was used to know the significant difference between cells.

Research Findings and Discussion

The multifactor analysis of variance 2x2 are described as follows:

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS(SS/df)</th>
<th>Fo</th>
<th>Ft (.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns</td>
<td>1750.3472</td>
<td>1</td>
<td>1750.3472</td>
<td>112.8840</td>
<td>4.00</td>
</tr>
<tr>
<td>Between rows</td>
<td>539.0139</td>
<td>1</td>
<td>539.0139</td>
<td>34.7623</td>
<td>4.00</td>
</tr>
<tr>
<td>Columns by rows</td>
<td>66.1250</td>
<td>1</td>
<td>66.1250</td>
<td>4.2646</td>
<td>4.00</td>
</tr>
<tr>
<td>Between groups</td>
<td>2355.4861</td>
<td>3</td>
<td>785.1620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>1054.3889</td>
<td>68</td>
<td>15.5057</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3409.8750</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table 1, it can be concluded that:

a. Since $F_o$ between columns $(112.8840)$ is higher than $F_t$ ($F_o > F_t$, $F_t$ at the level of significance $\alpha = 0.05$ (4.00)) and $F_t$ at the level of significance $\alpha = 0.01$ (7.08), the difference between columns is significant. $H_o$ is rejected. The mean score of the students who are taught by using TMM (77.47) is higher than the mean score of those who are taught by using RS (67.61). It can be concluded that TMM is more effective than RS to teach pronunciation.

b. Since $F_o$ between rows $(34.7623)$ is higher than $F_t$ ($F_o > F_t$, $F_t$ at the level of significance $\alpha = 0.05$ (4.00)) and $F_t$ at the level of significance $\alpha = 0.01$ (7.08), the difference between rows is significant. $H_o$ is rejected. The mean score of students having high self-confidence (75.28) is higher than the mean score of those who have low self-confidence (69.81). It can be concluded that the students having high self-confidence have better pronunciation skill than those having low self-confidence.

c. Since $F_o$ interaction $(4.26)$ is higher than $F_t$ ($F_o > F_t$, $F_t$ at the level of significance $\alpha = 0.05$ (4.00)). $H_o$ is rejected. It can be concluded that there is interaction between the two variables, teaching media and self-confidence to teach pronunciation.

The finding of $q$ is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

<table>
<thead>
<tr>
<th>Between groups</th>
<th>qo</th>
<th>qt(.05)</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - A2</td>
<td>15.0256</td>
<td>2.86</td>
<td>$q_o &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>B1 - B2</td>
<td>8.3381</td>
<td>2.89</td>
<td>$q_o &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B1 - A2B1</td>
<td>12.6898</td>
<td>3.00</td>
<td>$q_o &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>A1B2 - A2B2</td>
<td>8.5596</td>
<td>3.00</td>
<td>$q_o &gt; q_t$</td>
<td>Significant</td>
</tr>
</tbody>
</table>

The finding of $q$ is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

a. As $q_o$ between columns $(A_1-A_2)$ (15.0256) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.86), TMM differs significantly from RS for teaching pronunciation. The mean score of the students who are
taught by using TMM (77.47) is higher than that of those who are taught by using RS (67.61). It can be concluded that TMM is more effective than RS for teaching pronunciation.

b. As \( q_o \) between rows (B1-B2) (8.3381) is higher than \( q_T \) at the level of significance \( \alpha = 0.05 (2.86) \), students having high self-confidence differ significantly from those having low self-confidence on their pronunciation skill. The mean score of students having high self-confidence (72.58) is higher than that of those who have low self-confidence (69.81). It can be concluded that students having high self-confidence have better pronunciation skill than students having low self-confidence.

c. As \( q_o \) between cells (HSC) A1B1 – A2B1 (12.6898) is higher than \( q_T \) or \( q_o > q_T \) at the level of significance \( \alpha = 0.05 (3.00) \), TMM differs significantly from RS for teaching pronunciation for students having high self-confidence. The mean score of students having high self-confidence who are taught by using TMM (81.17) is higher than that of those who are taught by using RS (69.39). It can be concluded that TMM is more effective than RS to teach pronunciation for students having high self-confidence.

d. As \( q_o \) between cells (LSC) A1B2 – A2B2 (8.5596) is higher than \( q_T \) or \( q_o > q_T \) at the level of significance \( \alpha = 0.05 (3.00) \), it can be concluded that RS differs significantly from TMM for teaching pronunciation for students having low self-confidence. The mean score of students having low self-confidence who are taught by using TMM (73.78) is higher than that of those who are taught by using RS (65.83). It can be concluded that TMM is more effective than RS to teach pronunciation for students having low self-confidence.

The following is the discussion of the research findings.

1. Using TMM is more effective than RS.

From the student perspective, not only is the learning with the program engaging and fun, TMM provides them with instant answers and feedback which enhances their learning. The software allows students to practice speaking and skills repeatedly, unlike with a human study partner who may become impatient. Students spend hours practicing their speaking skills with consistent feedback in a safe, unassuming environment. Moreover, students will understand easily how the sounds are produced because computer animations illustrate the inside of the vocal tract and the movements necessary for proper articulation of sounds. Features such as these should be an important aid to teachers who do not have the resources to instruct students individually in pronunciation.

Yunus et al. (2010: 687-689) provide findings about the utilization of TMM in the teaching and learning of English as follows. In terms of ease of use of the software in learning English language, the findings showed that majority of the students agreed that TMM software is easy to use probably because the students found the language used in the courseware was clear and easy to understand. The findings from the interview revealed that the English language lecturers agreed that the courseware is easy to use because it is a simple courseware and very user-friendly. In terms of usefulness of the courseware in learning English language, the results clearly demonstrated that all of the students agreed that TMM courseware helps them in improving their English language proficiency and almost all agreed that the courseware is useful for English language learning. Responses from the interview showed that all of the English language lecturers think that the courseware helps their students in improving their proficiency especially in pronunciation. In terms of suitability of the courseware, the findings from the questionnaire showed that the courseware is a suitable tool for learning English language. As for the meaning focus, the results demonstrated that almost all of the students reported that they understand and enjoy the pronunciation activities provided in TMM. Based on the research findings above, it can be concluded that TMM is very effective in the teaching and learning of English especially pronunciation.

2. Students having high self-confidence have better pronunciation skill than those having low self-confidence.

Self-confidence is a psychological aspect that plays important role for the students in achieving the goal of learning pronunciation. It is the strength of belief about one’s abilities, which is characterized by positive and realistic perception of him/herself and his/her abilities. Kanar (2011: 18) states that several characteristics of the students having self-confident are flexible, self-motivated, intellectual risk taker, enthusiastic, responsible, self-managed, involved, focused, committed, pragmatic, persistent, empathetic, emotionally intelligent, and future oriented.

Based on those characteristics of students having self-confidence above, it can be assumed that students having high self-confidence have a tendency to be more active during lesson is on progress and will perform better in pronunciation activities. They tend to show their optimistic in pronunciation activities, such as pronouncing a word or sentence aloud and having high concentration while pronounce a word or sentence. They believe that they have capability to pronounce intelligibly while using the language-learning software. Meanwhile, students having low self-confidence will tend to perform inactively in participating teaching learning process. They lack of optimistic in solving the problems faced during pronunciation activities.
From the discussion above, it can be assumed that the students having high self-confidence perform better in achieving the goal of pronunciation than those having low self-confidence. Consequently, students having high self-confidence have better pronunciation skill than those having low self-confidence.

3. There is interaction between teaching media and students’ self-confidence in teaching pronunciation.

From the summary of Tukey on point c and d, the result shows that the use of TMM gives the same result to the students having high and low self-confidence. The researcher will elaborate this discussion as follow. Both of the media used in this research, TMM and RS, are categorized as language-learning software which has many features of pronunciation exercises. Both have specific features that differ each other. TMM has many better features to teach pronunciation of English than RS. In this research, students having high self-confidence used and explored the feature of media enthusiastically and optimally to motivate themselves to achieve the best result of pronunciation skills. In contrast, students having low self-confidence will only use media as learning aids. Media and self-confidence have an impact and contribution to students’ pronunciation learning. Consequently, there is interaction between teaching media and students’ self-confidence in teaching pronunciation.

Conclusion and Suggestion

Based on the data analysis, the researcher comes to the conclusion of research findings as follows; (a) TMM is more effective than RS in teaching pronunciation; (b) Students having high self-confidence have better pronunciation skill than those having low self-confidence; and (c) There is an interaction between teaching media (TMM and RS) and students’ self-confidence in teaching pronunciation for the second semester students of English Education, Faculty of Teacher Training and Education, Sebelas Maret University in the academic year of 2012/2013. The use of TMM as a teaching media can facilitate students in pronouncing English words and sentences more intelligible so that students’ pronunciation skill and speaking competence will be better, in line with Morley’s (1991: 488) statement, that intelligible pronunciation is an essential component of communication competence.

There are some suggestion for the teachers, students, and other researchers. The teacher should consider self-confidence as one of factors which influence student’s success in improving pronunciation skill. Teachers can use TMM to improve the students’ pronunciation skill especially for students having high self-confidence. For the students having low self-confidence, they need more guidance and extra attention from the teacher. Teachers need to improve better sense of self-confidence of students having low self-confidence in doing pronunciation activities. RS can be a alternative media to be applied for the students having low self-confidence. To improve pronunciation skill, students need to be more confident in doing pronunciation activities during teaching and learning process. They also need to optimize the use of the language-learning software by using them out of the classroom. The result of this study can be used as additional reference for further research in different context that will give contribution in teaching pronunciation.

References