THE INFLUENCE OF USING TEXT TO SPEECH TOWARD STUDENTS' PRONUNCIATION MASTERY AT THE TENTH GRADE OF MAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2022/2023

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree
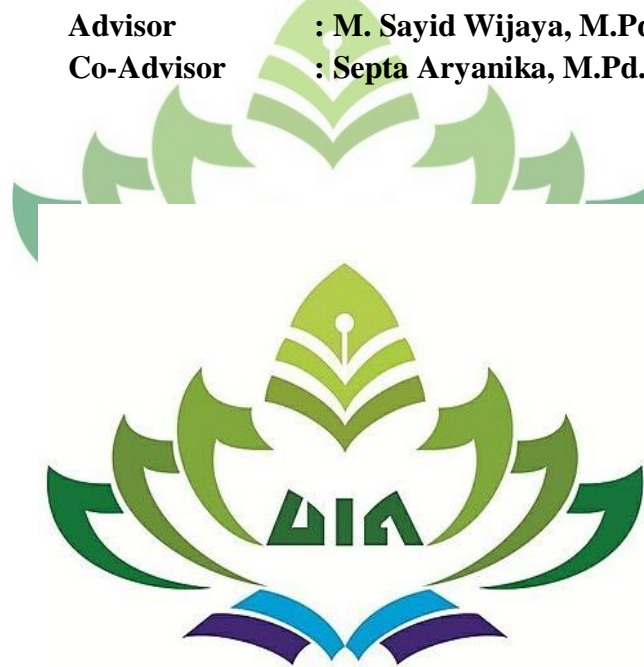
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ABSTRACT

In teaching and learning English process, pronunciation be a common concern. The students' problem does not have good ability in English, especially the pronunciation in speaking. Therefore, the students have some difficulties pronouncing specific sounds in English words, such as vowel, consonant, and diphthong sounds. Moreover, students are not brave enough to speak up and they feel less confident about their pronunciation because the phenomenon that happened is low level of teaching and learning motivation among students, so that it makes them felt bored and less interesting in classroom. Later on, the objective of the research is to find out whether there is a significant influence of Text to Speech towards students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023 mainly in the segmental aspects concerning accurate sounds in producing some English words which the accuracy refers to the vowel, consonant, and diphthong sounds. The Text to Speech is good since it provides the sequence of the word which hard to say like the unfamiliar words, so it can help students to solve the problem and increase their pronunciation.

The methodology used in this research was quasi-experimental design. The research population was the tenth grade students of MAN 2 Bandar Lampung and the samples taken were two classes, they are X MIPA 1 as experimental in total 30 students and X MIPA 2 as control class in total 30 students. The Text to Speech was applied in experimental class and English dictionary in the control class. In learning process, both classes used same teaching method, namely drill teaching. To collect the data, the pre-test and post-test had conducted. The test was an instruction of reading and pronouncing list of words which cover vowel, consonant, and diphthong sounds. In analyzing the data, this research employed independent sample t-test to test the hypothesis by using SPSS 26 version.

Based on the post-test data given from both classes, The result of data analysis in this research showed that the sig. (2-tailed) of equal variance assumed in the independent sample t-test was 0.000 with the significance level is < 0.05. From the analysis, it means that in hypothetical test H_a was accepted and H_0 was rejected. Based on the computation, it could be concluded that there was a significant influence of using Text to Speech towards students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023.

Keywords: *Experimental Design, Influence, Students' Pronunciation Mastery, Text to Speech*

DECLARATION

I, the researcher with the following identity:

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hereby declare that the thesis entitled "The Influence of Using Text to Speech toward Students' Pronunciation Mastery at the Tenth Grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023" is truly my own original work. The sources and structures of this research writings have complied with the provisions and ethical standards.

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MOTTO

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وَاجْعَلْ لِّيْ لِسَانَ صِدْقٍ فِى الْاٰخِرِيْنَ

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"Make me a good utterance among people who come later"

(Q.S Asy-Syuara [26]: 84)[1]

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[1] Religion Ministry of Indonesia, *Mushaf Alqur'an and Translation*.

DEDICATION

This thesis is dedicated to people who have supported me all the time. I would like to dedicate this thesis specially to:

1. my beloved parents, Mr. Sahardan and Mrs. Nuri Sania who have believed me with loves, support me in all conditions, and pray tirelessly for my life become success,

2. my beloved sister, Violytha Ardana who has taught a good thing to keep me spirit in finishing my thesis, and

3. my beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my self-development during the journey.

CURRICULUM VITAE

Born in Bandar Lampung, February 28th, 2001. Fauzan Murapradhana was completing his S1 English Education Study Program in Tarbiyah and Teacher Training Faculty at Raden Intan State Islamic University Lampung on 2023. The research focus on teaching and learning of pronunciation as the basic part of speaking aspect in English. During his college life, he participated many student activities and from most of them, he came out as the best student.
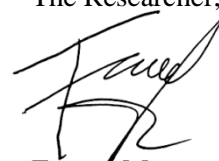
ACKNOWLEDGEMENT

In the name to Allah SWT, the most gracious, merciful, and beneficent, who have given him blessings and chances to the researcher for completing and accomplish this thesis. Peace and salutation upon our prophet Muhammad SAW who has brought and guided us from the darkness into the lightness. This thesis entitled "The Influence of Using Text to Speech towards Students' Pronunciation Mastery at the Tenth Grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023" is handed as partial fulfillment of the requirements for S-1 Degree of English Education study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

The researcher has been thankful to many people who has helped and supported also prayed for this final project which the researcher cannot mention all of them. He wishes to give the appreciation and sincerest gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

2. Dr. Moh. Muhassin, M.Hum., as the Chairperson of English Education study program of Raden Intan State Islamic University Lampung.

3. M. Sayid Wijaya, M.Pd., as the Advisor who has patiently guided of all advices, helps, guidances, and countless times for the researcher to finish this thesis.

4. Septa Aryanika, M.Pd., as the Co-Advisor who has patiently guided and helped a lot for the researcher until the completion of this thesis.

5. All lecturers of English Education study program of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of precious lessons during the learning take place.

6. Drs. Nauval, as the Headmaster of MAN 2 Bandar Lampung and the staffs who have helped the researcher to collect the data needed.

7. Drs. Zulkifli, M.Pd., as the English Teacher of MAN 2 Bandar Lampung who given the guidance so well and helpful in conducting this thesis.

8. My beloved friends and special person who always support and give motivations the researcher to keep spirit in completing this thesis until now.

Finally, nothing is perfect and neither in this thesis. Any corrections, comments, and also criticisms for the goodness of this thesis are always open heartedly welcome.

Bandar Lampung, 10 August 2023
The Researcher,

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to understand and minimize misunderstanding about this research title, some key terms will be defined. The title meant is **"The Influence of Using Text to Speech toward Students' Pronunciation Mastery at The Tenth Grade of MAN 2 Bandar Lampung in The Academic Year of 2022/2023"**. To prevent further misunderstanding in providing an interpretation, it needs to elaborate the terminology of this research title.

In encouraging this research title, the "*Influence*" will be employed. It means, the ability to have an engage on certain things.[1] Then, a Google Translate feature, the "*Text to Speech*" will be used as media in this research. It can change from written text into a speech sound by native speaker like saying words or sentences.[2] Furthermore, while using the media, it can make students easy to memorize the pronunciation sound and practice it conveniently. Therefore, it provides the effect which could be a result by affecting the "*Students' Pronunciation Mastery*". It is a significant thing in English correspondence and it will be as the dependent variable which increase students to be mastered in pronouncing some English words accurately and the media as the independent variable to accomplish the influence by conducting experimental research.

To summarize, it confirms that "*The Influence of Using Text to Speech toward Students' Pronunciation Mastery*" is experimental research which will be carried out to determine whether there is an influence of using the Text to Speech toward students' pronunciation mastery in producing accurate sounds of some English words which the accuracy refers to the segmental aspects like vowel, consonant, and diphthong sounds at "*The Tenth Grade of MAN 2 Bandar Lampung in The Academic Year of 2022/2023*".

B. Background of the Problem

As one of spoken languages, English is the most extensively used as international language which communicate to many countries in this world as the one spoken language. Moreover, the important component in learning a language is speaking. It is highly common skill for making an interpersonal communication because speaking is a fundamental activity for people who are new in recognizing a language. Therefore, with the existence of language, people can create a relationship with each other as the foreign language to improve their language skills to be impeccable. Speaking is very utilized in language. It also plays as dominant role in life because language is a communication tool in every human being as well in speaking and it called face-to-face communication which can build a talkative within interacting at the same time and also in the same place by including the pronunciation, intonation, and stress.

Pronunciation is the most basic part of speaking component regarding its aspect and it used for producing or generating speech afore the interlocutor. Therefore, the speaker who takes an act should pronounce some words properly in order to avoid a misunderstanding in the occurrence of pronunciation or the message being misunderstood by the recipient. Sometimes, a recipient has slow responded to give a reply or answer because the speaker has mispronounced in communication or it can be otherwise. According to that, Avery states this indication is from the mother tongue factor which influence the sound patterns of the first language are being

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[1] Yogesh Chandra Tripathi, "What is the Difference Between Influence and Effect in Research?," (2016).

[2] Tira Nur Fitria, "Utilizing Text to Speech Technology," *Journal of English Language Teaching, Linguistics, and Literature*, 2, no. 2 (2022): 70.

transferred into the second language. It means, the mispronunciation by non-native speaker reflects the random attempts to produce unfamiliar sounds like the sounds, rules, and aspect patterns of the native language.[3] Hence, making a mispronounce while speaking in occur, the listener will get problem to understand by what the speaker said about and make a slow response instead. Eventually, it could be one of difficulties which can lead the pronunciation in speaking.

The preliminary research was conducted on October 24th, 2022 at MAN 2 Bandar Lampung. It was discovered that most of tenth grade students had pronunciation problem. From the English teacher's interview, named Drs. Zulkifli, M.Pd., he said most of students have mispronounced while reading English word, for example of word "say" [/seɪ/], they said [/sai/] not [/sei/] as the correct pronunciation. They only said from what they see.[4] By seeing that, it can conclude that the students always using Indonesian language frequently because most of students never find out the pronunciation of word for themselves. Later on, the questionnaire has been given in this research to identify the students' problems and also to know how process they learn English pronunciation in classroom. Based on the result, it is about 71.7% from the tenth grade students of MIPA and IPS classes feel difficult to pronounce some English words.

Moreover, some students convey that the teaching method by their English teacher in classroom still indifferent. The teacher always instructs the students to read some English words in their textbook when teaching and learning has started in classroom. Sometimes one of students could not pronounce the difficult one. Thus, the teacher instructs students to open their English dictionary and find the word. After they have found the word, they should follow and repeat the sound by what their teacher said. As previously seen, the teaching method that utilized by the teacher is also known as drill teaching. There is a deficiency according to the students with this teaching method. Occasionally, the teacher has a small voice while pronounce some English words and too fast which make students fear of missing out and also hard to memorize them because there is no more repetition by the teacher for students. So, it can conclude that the students have some difficulties in learning pronunciation.

Regarding to the findings obtained in preliminary research, the students often get a mispronounce, particularly on vowel [/e/] and [/ə/]. For example, word "balance" [/bæləns/], most of students pronounce [/belens/], but it should be pronounced [/beləns/] for the correct pronunciation. The reason why they often said like that, because they think the letter "a" in word "balance" usually or always said as [/e/] for them. Besides, the students get mispronounce too on consonant, like example in word "education" [/ɛdʒukeɪʃən/], most of students pronounce [/edukeisiən/], but it should be pronounced [/ejukeisien/] for the correct pronunciation. They think the letter "d" in word "education" is not change or still read [/d/] not [/dʒ/] for them. In English pronunciation, if there is a different sound, it will make a miscommunication and misunderstanding between speaker and listener. By seeing that, it is possible that the students still get difficulties in understanding the correct sounds. Hence, pronunciation could be a common concern in teaching and learning English because most of students still have problem in their pronunciation. They always think that speaking English is so difficult to understand for them. Later on, they are not brave enough to speak up because they have less confident about their pronunciation and still get confused in pronunciation when read some English words at their first time.

Furthermore, the teacher often gives them a test like reading comprehension test to encourage students' pronunciation by following the material in lesson plan and they make many mistakes like mispronounce in it. The table 1 will show the students' pronunciation scores of speaking performances as follows:

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[3] Peter Avery, *Teaching American English Pronunciation* (New York: Oxford University Press, 1992).
[4] Zulkifli, An English Teacher at MAN 2 Bandar Lampung, *an Interview* (October 24th, 2022), Unpublished.

Table 1
Students' English Score at the First Semester of
Tenth Grade of MAN 2 Bandar Lampung
in the Academic Year of 2022/2023

No.	Class	Score		Number of Students
		< 75	≥ 75	
1	X MIPA 1	21	15	36
2	X MIPA 2	22	13	35
3	X MIPA 3	19	17	36
4	X MIPA 4	24	11	35
5	X MIPA 5	17	10	27
6	X IPS 1	21	13	34
7	X IPS 2	22	14	36
8	X IPS 3	23	13	36
9	X IPS 4	18	8	26
Total		**187**	**114**	**301**
Percentage		**62.12%**	**37.87%**	**100%**

Source: Students' English Score from MAN 2 Bandar Lampung's English Teacher.[5]

As the result of table 1, the percentage shows that 62.12% of MIPA and IPS students in total 9 classes did not pass the minimum of criteria in their score. This will be implied the students' pronunciation is still low. There are many difficulties for the tenth grade students as long as they speak English. Some students consider that they always feel difficult to pronounce like they have a worry while reading or read aloud a text in front of class which will throw some mistakes made by them. That is why the tenth grade of MIPA and IPS students cannot pronounce English correctly. Therefore, the teacher should be capable to provide an effective teaching process, in order to generate the students' interest to be better in learning pronunciation.

Based on the problem, a teaching media should be applied as a teaching support for producing a correct sound in teaching and learning pronunciation, named Text to Speech. By using it, the students can listen like how to pronounce some English words easily and conveniently, especially the unfamiliar word as the point. It will be used in this research. Besides, Nwakanma states that the text to speech is an effective tool which converting the written text from a descriptive form to be a spoken language which is handily understandable.[6] After the students listened the pronunciation sound, they should write the pronunciation. Hence, they can read the sound to make it easier for them in practicing and memorizing the pronunciation sound in classroom. It will be efficient and also make the students' pronunciation more fluent and confident in learning pronunciation process by using Text to Speech which will increase the students' knowledge about how to know a pronunciation.

Seeing all the explanation, this research was found the influence of using Text to Speech toward students' pronunciation mastery in producing accurate sounds of some English words which the accuracy referred to the segmental aspects like vowel, consonant, and diphthong sounds. Therefore, the researcher conducted the research entitled "The Influence of Using Text to

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[5] Zulkifli, The English Teacher of MAN 2 Bandar Lampung, Students' English Score at the First Semester of Tenth Grade in the Academic Year 2022/2023, (October 24th, 2022), Unpublished.

[6] Cosmas Ifeanyi Nwakanma, et.al., "Text To Speech Synthesis," *International Journal of Research in Information Technology*, 2, no. 5 (2014): 154.

Speech toward Students' Pronunciation Mastery at the Tenth Grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023".

C. Identification and Limitation of the Problem

According to the background, several problems have been identified as follows:

1. The students' pronunciation is still low while practicing some English words.
2. The students still make mistakes in producing vowel and consonant sounds.
3. The students still get difficulties in learning English pronunciation.

Seeing the identified problems, the influence of using text to speech toward students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023 was focused in concerning accurate sounds in producing some English words which the accuracy referred to the segmental aspects like vowel, consonant, and diphthong sounds.

D. Formulation of the Problem

The research identification and limitation were formulated as follows:

"Is there a significant influence of using Text to Speech toward students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023?"

E. Objective of the Research

The research objective is to know whether there is a significant influence using the text to speech toward students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023.

F. Significance of the Research

The research was expected to provide a significant contribution as benefits by following the theoretically and practically:

1. Theoretical Contribution

   It can support the theory that using text to speech could be applied to teach the students' pronunciation in teaching and learning process.

2. Practical Contribution

   a. For the Teachers

      It can inform the English teacher how to teach students' pronunciation by using text to speech as the teaching and learning media.

   b. For the Students

      It can encourage their confidence to pronounce something in English easily and fluently.

   c. For the Next Researchers

      It can be used as reference or additional information for other researchers who interested to use text to speech in teaching pronunciation.

G. Relevant Research

Some researches that have been conducted by using Text to Speech for English pronunciation are as follows:

1. The first previous research was by Komara entitled "The Use of Text Aloud Software in Teaching Students' Pronunciation".[7] It was quasi-experimental research. The research was proven that the Text Aloud software matched as proper media because a limited media for assisting the students before did not compatible to practice pronunciation in phrases. The results were showed both data of pre-test and post-test in control class and experiment class was normally distributed. The Text Aloud software was effective in helping the pronunciation mastery for English as foreign language at the second semester students of English department, FKIP UHAMKA Jakarta.

2. The second previous research was by Anugrah entitled "Improving the Students' Pronunciation Through the Use of Text to Speech at the Tenth Grade Students of SMAN 8 Makassar".[8] It was pre-experimental research. The research was proven that the text to speech can improve the students' pronunciation on diphthongs. The researcher attested the results that most of students have less pronunciation because there is no effective teaching method. They cannot speak English properly and have difficulty to distinguish the vowel sounds. The result showed that the test value was higher than t-table value and the research hypothesis has improved. This means that there was an improvement of students' pronunciation. The text to speech was proved which can improve the pronunciation at the tenth grade students of SMAN 8 Makassar.

3. The third previous research was by Ayulistya entitled "Improving Students' Pronunciation through Tell Me More Pronunciation Software".[9] it was pre-experimental research. The research was applied the Tell Me More software was chosen as the appropriate media in teaching pronunciation. The researcher proved the results that some students hard to pronounce sentences correctly caused a low teaching media for students' speaking activity in classroom than only repeating the teacher's sound. It showed that the t-test result was lower and the alternative hypothesis is accepted. Hence, the Tell Me More software was effective at the tenth grade of Vocational High School Karya Nasional Kuningan.

From the previous researches, all of them used the same media, namely Text to Speech, but one of them is still different. The research by Komara and Ayulistya have same focus on improving students' pronunciation in phrases or sentences using Text to Speech. However, in research design, Komara applied quasi-experimental research and Ayulistya applied pre-experimental research. Moreover, the last one by Anugrah. His research focus on diphthong sounds in some words to improve the students' pronunciation by Text to Speech and applied pre-experimental as the design of research.

As the explanation result provided by the researchers, "The influence of using Text to Speech toward students' pronunciation mastery at the tenth grade of MAN 2 Bandar Lampung in the academic year 2022/2023" was conducted as research title to mastered the students' pronunciation in segmental aspects like vowel, consonant, and diphthong sounds of words and used the quasi-experimental research to know whether there is a significant

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[7] Cahya Komara, "The Use of Text Aloud Software in Teaching Students' Pronunciation," *Getsempena English Education Journal*, 7, no. 1 (2020): 27.

[8] Agung Teguh Anugrah, "Improving The Students' Pronunciation Through The Use Of Text To Speech (A Pre-Experimental Research at the Tenth Grade Students of SMAN 8 Makassar)" (Universitas Muhammadiyah Makassar, 2019).

[9] Trivania Ayulistya, "Improving Students Pronunciation Through Tell Me More Pronunciation Software," *Indonesian EFL Journal*, 2, no. 2 (2017): 110.

influence of using Text to Speech toward the students' pronunciation mastery.

H. Systematics of the Research

1. Chapter I

   In this chapter, it contains the title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematic of the research.

2. Chapter II

   In this chapter, it is the frame of theory which contains more basis explanation because a strong theoretical foundation will be supported in this research process into good research. Besides, it also explains the research hypothesis.

3. Chapter III

   In this chapter, it contains the research method. It presents the place and time of the research, research design, population, sample, data collecting technique, operational definition of variables, instrument of the research, validity and reliability test, also data analysis, such as normality test and homogeneity test for fulfillment of research assumption also hypothetical test.

4. Chapter IV

   In this chapter, it contains the research findings like data description and discussion. The discussion will provide to further explain the research findings.

5. Chapter V

   In this chapter, it contains a conclusion and recommendation of the research. The research findings will summarize to conclude. Following the completion of the research, the recommendation will be given or made to all parties involved in the research.
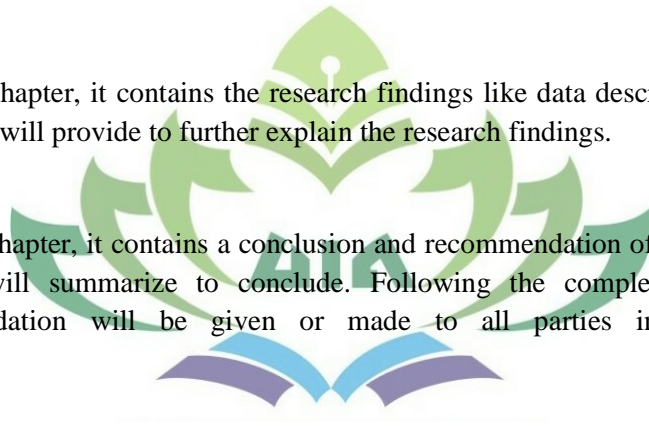
CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research conducted at the tenth grade of MAN 2 Bandar Lampung in the academic year of 2022/2023 and the data analysis of students' pre-test and post-test in experimental class and control class. The result concluded that there is a significant influence of using Text to Speech as teaching media towards students' pronunciation mastery. It could be seen based on the analysis of the research data calculation in hypothetical test which the null hypothesis (H_0) was rejected. Furthermore, it was presented by the independent sample test result in which the significance value (2-tailed) was less than 0.05 whereas the value was 0.000 that H_a was accepted.

As the conclusion, Text to Speech which is a speech feature in Google Translate application could give a positive influence on students' pronunciation mastery. It could be clearly seen of the difference from the obtain students' score before treatment and after treatment given. By applying the Text to Speech in teaching and learning process could make an improvement especially in English pronunciation because the pronunciation is one of important aspects that the students need in a language. It was appropriate with the Text to Speech at tenth grade students of MAN 2 Bandar Lampung to increase their English pronunciation mastery.

B. Recommendation

Based on the research result, several things in this research can be recommended in this final project and also hopefully useful. Some recommendations for the implementation of using Text to Speech for increasing the students' pronunciation mastery as follows:

1. Recommendation for the Teachers

   The Text to Speech is so suitable to teach pronunciation as teaching and learning media. It can be an effective media in teaching pronunciation and help students to improve their pronunciation to make a correct and accurate pronunciation. Therefore, it is recommended to be applied for learning pronunciation of English words because Text to Speech can pronounce some difficult or unfamiliar words accurately and understandable for students in order to make them easier while practicing English pronunciation rather than English dictionary as media which cannot produce pronunciation at once for students.

2. Recommendation for the Students

   Learning pronunciation using Text to Speech can help their pronunciation mastery. Therefore, it is one of media in Google Translate application that available in every students' smartphone. According to that, students no longer need to ask some questions about pronunciation, even they struggle to ask the teacher. With Text to Speech, students just type the word and click the audio logo to produce a sound and they will know the pronunciation by what they typed in the application of Text to Speech. So, the students should know that learning pronunciation using Text to Speech is more interesting and effective for themselves.

3. Recommendation for the Next Researchers

   Seeing the limitation of this research, the researcher recommends for the next researchers to identify more aspects like stress and intonation, namely the suprasegmental aspects, not only the segmental aspects. It means, the next researchers maybe can make or find a speech application that support all pronunciation aspect to get more results for new research.

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