# THE USE OF ELECTRONIC STORYBOOK IN IMPROVING STUDENTS' PRONUNCIATION MASTERY IN READING NARRATIVE TEXT

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## ABSTRACT

This research is a quantitative inquiry. The aim of the research is to know how electronic storybook effective improves students' pronunciation mastery to the second grade of SMP Al-Mukarramah Bandung and to know the students' responses towards the use of electronic storybook as a media in improving students' pronunciation mastery. The research was conducted in Al Mukarramah junior high school to the eight grader students. This research was classed as experimental research which was conducted in six meetings. The sample group of the research was 40 students of eight grader. The data gained from questionnaire, pre test and post test.

*iStorybook* was used as teaching media. The result of this research showed that iStorybook is effective in improving students' pronunciation mastery in reading narrative text. It was shown by the result of the computation of t obtained ($t_o$) was significantly higher that t table (t-table) = 15.079 > 2.021. Meanwhile the result of questionnaire showed positive responses of the respondents. Istorybook has positive effect to teach pronunciation and narrative text. Almost of all the students like studying by using iStorybook (87.5%), they feel iStorybook make them easier to understand, and almost of all the students also feel motivated to learn (82.5%). Based on the result of the research, iStorybook could be considered as effective teaching media. *iStorybook* could be an interactive teaching media which easy to implement.

## A. Background

English is the international language; it means that English widely adopted for communication and being used all over the world (Harmer, 2001). International language makes English becomes one of the most important languages to be learnt in the world. In

Indonesia, English is taught starts from junior high school to university level. In junior high school level, English subject is one of compulsory subject that must be learnt by the students, it is also become one of subject which is evaluated in National Examination.

Research and practice in English language teaching has identified the "four skills"–listening, speaking, reading and writing-as of paramount important (Brown, 2000). Based on Permendiknas No 22/2006, students must be able to understand and express the meaning in both spoken and written about simple discourse interpersonal and transactional, formally or informally, in the form of recount, narrative, procedure, descriptive, and report, in the context of daily life (Sudibyo, 2006). This research focuses on improving students' pronunciation mastery in narrative text context.

Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Wardiman, 2008). Based the indicator on syllabus of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, after learning narrative text, students must be able to read the narrative text correctly and properly. Correctly and properly mean that students could read the text with correct pronunciation and intonation.

Pronunciation mastery has a big impact to all four skills, especially listening, reading and speaking. By good pronunciation mastery, students easily figure out what they listen to, students also could read text with correct pronunciation and the most important is students could communicate well in English fluently avoid misunderstanding caused of incorrect pronouncing words. Although pronunciation is not taught specifically at school, but it is important to be taught.

Teaching pronunciation is not popular all the time with teachers, in recent years teachers focus on making learners try to sound like a native speaker but the goal is normally to develop the learners' pronunciation sufficiently to permit effective communication (Roach, 1991). Pronunciation is one of the most problematic aspects of English language for both teachers and learners but pronunciation can be taught and learned effectively. Teachers need to offer flexible

but effective principles and practices that teachers can adapt to their own particular circumstances (Bourke, 2001).

Teachers try to find the best way to create an effective teaching learning environment. The use of creative media could be one of the alternatives. Multimedia or the use of technology could help in increasing students' comprehension of the material during the class session (Gilakjani, 2012).

Electronic storybook technology has significantly improved the potential for adding animations for readers. Children could read the stories on their own or listen to the stories read and animate parts of illustrations (Ertem, 2010). From this media, students are introduced to the technology and it would be very interesting for the students as a motivation in reading a text. Besides, the use electronic storybook does not only support the students to study, but also it could be entertaining them. So, it could be said that electronic storybook is an exciting technique.

After knowing that pronunciation mastery is one of abilities which cannot be mastered by the students easily and many students are still finding difficulties in pronouncing words correctly, this research concerns on teaching reading narrative text by using electronic storybook to improve students' pronunciation mastery.

## B.  Theoretical Foundation

English was the first foreign language that must be taught at junior high school as determined by central government policy since independent day in 1945. It is prioritized over other foreign language (Dardjowidjojo, 2000). Sahiruddin (2013) writes the Indonesian curriculum as follow:

a.  1945's Grammar Translation-Based Curriculum
b.  1958's Audio Lingual-Based Curriculum
c.  1975's revised Audio Lingual-Based Curriculum
d.  1984's Structure-Based Communicative Curriculum
e.  1994's Meaning-Based Curriculum
f.  2004's Competency-Based Curriculum
g.  2006's School-Based Curriculum
h.  2013's Communicative Competence

Communicative competence is the goal of language teaching. The purpose of communicative approach is motivating students in order to have the ability to do communication or communicative competence (Kimtafsirah, 2001). In English, a good pronunciation will be a criteria for other user to know whether the speaking is well or not . it is required for those who want to be a good speaker of a language. Based on Syakur as cited in Rahman and Deviyanti (2012) speaking has five components, those are, comprehension, grammar, vocabulary, fluency and pronunciation. In line with how the sound is made, the study of articulation can be a important guideline. Here is the feature of pronunciation:

parts (Kelly, 2000).
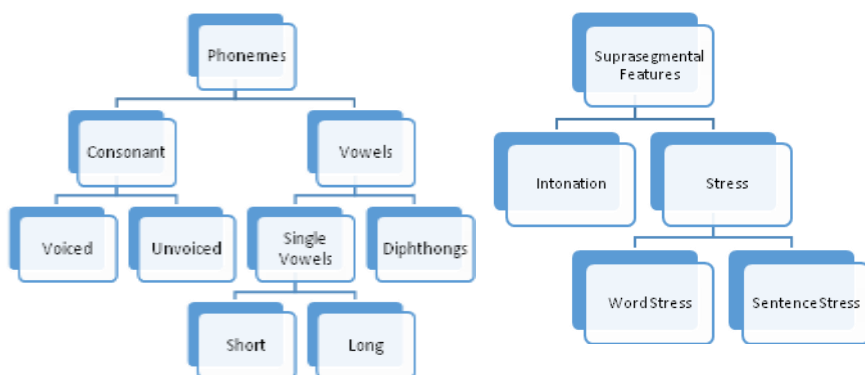
The Main Feature of Pronunciation
Source: (Kelly, 2000)

The set of phonemes consists of two categories, vowel sounds and consonant sounds. Sounds may be voiced or unvoiced (sometimes referred to as 'voiceless'). Voiced sounds occur when the vocal cords in the larynx are vibrated, while unvoiced sounds are not. Vowel sounds are all voiced, and maybe single (like /e/, as in _let_), or a combination, or a combination, involving a movement from one

vowel sound to another (like /ei/, as in *late*); such combination are known as diphthongs.

Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

A vowel sound is made by shaping the mouth as air flows out. Articulators used to shape the mouth are tongue, lips and jaw (Hudson, 2012). According to Herald Kelly (2000) there are three basic lip positions, those are:

a. Rounded: the lips are pushed forward into the shape of a circle.
b. Spread:  the corners of the lips are moved away from each other.
c. Neutral: the lips are not noticeably rounded or spread

Joseph Hudson (2012) described the examples of mouth positions in English as follows:

| Example | Position | | |
|---|---|---|---|
| | tongue | lips | jaw |
| i: (keep) | front | spread | close |
| ɜ: (bird) | centre | relaxed | mid |
| ɒ (watch) | back | rounded | open |

The Mouth Positions
Source:  (Hudson, 2012)

**Narrative Text**

The text has a very important role in teaching English, especially in junior high school. 2004's Competency-Based Curriculum has set 3 kinds of competency standards for each grade in each periode which include the ability to communicate both speaking and writing in various forms of situation. In the learning process the teacher should explain the various types of text, provide examples of text, explaining that every text has a communicative purpose, structure and characteristics before students try to compile or create their own text. Moreover, students should be able to understand the meaning of the text and short essay with form of narrative, recount, procedure, report and descriptive.

Narrative text is kind of text to retell a story in the past event. The purpose of the text is to amuse or entertain the readers or listeners with a true experience or imaginary one. The characteristic of the text is marked by conflict and resolution (Shabirin, 2000).

The Generic Structure of Narrative Text are:

a. Orientation
   It is about the opening paragraph where the characters of the story are introduced.
b. Complication
   It is describing what the problem in the story and the rising crises which the characters deal with.
c. Resolution
   Showing how the characters solve the crises and the problem of the story is solved, for better or worse.

While the Linguistic Feature are:

> a. Using time or temporal conjunction
> b. Using action verbs (a verb that shows an action)
> c. Using simple past tense

Simple past is a tense, which shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened (Riyanto, 2007). Simple past has principal parts of a verb. The simple past is the verb ends –ed for regular verbs and some verbs have irregular forms. This reserach focuses on how pronouncing regular verbs correctly.

**The Research Method**

Research is an investigation of a subject matter to add knowledge. It also means 're-search' implying that the subject matter is already known but needs to be studied again (Ross, 2005). In education, many things are changing: the education system, curriculum, textbook, method of teaching, media of teaching and so on. The changes may lead to the improvement in the educational system quality. Many teachers try so hard to provide the best way for the improvement of educational system, one of them is the media of teaching.

This research focuses on the use of electronic storybook as a teaching media in improving students' pronunciation mastery. In order to meet the purpose, this research conducts a pre-experimental research. A pre-experimental research is the simplest type of experimental design where only the experimental group is selected as the study subject.

There are two types of pre-experimental research design: one-shot case design and one-group pre-test post-test design. One shot case design is a single experimental group is exposed

to a treatment and observation that are made after the implementation of the treatment. While one-group pre-test post-test is only the experimental group is selected as the study subject, a pre-test observation of the treatment is administered, and finally a post-test observation of dependent variables is carried out to assess the effect of treatment on the group (Sharma, 2014). Thus this research adopts the one group pre-test post-test design experimental research method.

Population and sample are crucial part of the research. Population is a group of elements or cases, whether individuals, objects, or events, those conform to specific criteria and intend to generalize the results of the research. For example seventh grade students, special education teacher, and so on (McMillan, 2000). The subject of the research is students of SMP Al-Mukarramah. The population of the research is class VIII A and VIII B, which each class consists of 40 students. So, the population is 80 students. The population was selected based on the reason that this school poses the characteristic as the total population have, which is pronunciation problem. It is also chosen due to accessibility to the researcher.

Sample is the group of elements, or a single element, from which data are obtained (McMillan, 2000). Sample is part of population which has the characteristic as its population. In this research, class VIII A was selected as a sample of experimental group which consists of 40 students.The next table showed how the research was conducted. The sample group had pre-test, treatments and post-test

**One group pre-test and post-test design**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| X1 | Y | X2 |

Notes:

X1      : Pre-test of pronunciation mastery
Y       : Treatment
X2      : Post-test of pronunciation mastery

The research procedure was administered into four steps: conducting pre-test, giving treatments, administering post-test and giving questionnaire. Data from pretest and post-test are used to answer the first research question, while for answering the second research question. The questionnaire was conducted after the post-test.

The post test and questionnaire were administered on November 1$^{st}$ 2016. The post-test was administered to know the result of the students on pronunciation mastery after getting treatments using electronic storybook. In the post test, they got a test in form of read the words correcly. The post-test was conducted in 30 regular verbs.

To investigate the data from the test, In this research, the data obtained from the test was processed using *t-test*. The following is *t-test* formula (Coolidge, 2000).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{\Sigma D2 - \dfrac{(\Sigma D)^2}{N}}{N - (N - 1)}}}$$

Where:
$\bar{X}_1$      : The mean of the pre-test score
$\bar{X}_2$      : The mean of the post-test score
$\Sigma D2$      :The sum of the squares of the differences between the pre-test scores and the post-test scores

$(\sum D)^2$: The sum of the sum of the differences between pre-test scores and post-test scores

N      : The number of scores

**Finding and Discussion**

This chapter presents the result of the findings in the field and the achievement of the eight grader of Al-Mukarramah junior high school in pronunciation mastery in reading narrative text by using iStorybook. This chapter is divided into two subheadings; data presentation and discussion.

The data was collected based on the research in SMP Al-Mukarramah. The research was conducted on October 4th 2016 to November 1st 2016. It was divided into three phases, namely conducting pre-test, giving treatments and conducting post-test and questionnaire.

As explained in the previous chapter, the research used pre-experimental design which requires a group of sample. VIII grader of class A was chosen as the sample group. This sample group was given pre-test, treatments and post-test. The pretest and posttest were given in reading test; students were given a list of regular verbs. Total numbers of the regular verbs were 25. The data was recorded on video then was analyzed using t-test formula. The following sub-chapter presents the analysis of the result of the tests which then analyzed using t-test.

Pre-test was administered on October 1st 2016. It was given to the sample group. The result of pre-test of the sample group is shown in the table 4.1. The pre test is pronunciation test; students were given vocabulary lists of regular verbs. There were 25 verbs; students were asked to pronounce the

verbs one by one. Students got one point for pronouncing the verb correctly.

Tests; pre-test and post-test, the process during treatments and questionnaire provide data to be discussed. The data collected from pre-test showed that the students' pronunciation mastery were lack. After giving pre-test, treatments were given in four meetings. In the first treatment students seemed enthusiastic with the story, the pictures and real narrator voice.

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