

**IMPROVING STUDENTS' ENGLISH PRONUNCIATION BY USING HYPERMEDIA IN E-LEARNING ACTIVITY****Madya Giri Aditama**

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**Abstract:** *Hypermedia systems are computer-based multimedia systems that provide interactive and link-based navigation that allow the information in digital form. The researcher strives to know the effects of hypermedia in teaching English pronunciation whether or not it can enhance the pronunciation skills of 21st-century learners in e-learning activities. It is a descriptive qualitative study. The data were an average score of pre-test and post-test, also interview results of 20 students of international classes of Universitas Muhammadiyah Surakarta which chosen randomly. Data in the form of pre-test and post-test scores as well as the results of interviews with students about hypermedia. The results of the study show that the average score of the pre-test was 71,37, and the average score of the post-test was 77,62. The level of achievement of the students in the post-test was good. This study also concluded that hypermedia in teaching English pronunciation was one of the media to reinforce students' motivation in enhancing English knowledge and skills, especially in pronunciation.*

**Abstrak:** *Sistem hypermedia merupakan sistem multimedia berbasis komputer yang menyediakan navigasi yang interaktif dimana menyajikan informasi dalam bentuk digital. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh hypermedia sebagai metode pembelajaran dalam meningkatkan kemampuan pelafalan bahasa Inggris (pronunciation) siswa dalam aktivitas e-learning. Penelitian ini berupa penelitian deskriptif kualitatif. Sumber data atau responden dalam penelitian ini adalah 20 mahasiswa kelas internasional Universitas Muhammadiyah Surakarta yang dipilih secara acak sebagai sampel. Data berupa hasil nilai pre-test dan post-test serta hasil wawancara kepada siswa mengenai hypermedia. Hasil dari penelitian ini diperoleh nilai rata-rata dalam pre-test adalah 71,37; nilai rata-rata dalam post-test 77,62. Level pencapaian siswa dalam post-test adalah baik. Dan dapat disimpulkan bahwa hypermedia dapat memotivasi siswa untuk belajar pelafalan bahasa Inggris dengan baik. Dari hasil penelitian ini juga dapat disimpulkan bahwa hypermedia merupakan media yang dapat mendorong dan meningkatkan motivasi di dalam pengajaran pelafalan Bahasa Inggris.*

**Keywords:** Hypermedia, pengajaran Bahasa Inggris, pronunciation

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## INTRODUCTION

English is a universal language because most countries in the world use it as the primary language. Besides, English is an essential international language to master or master. Some countries, especially countries former colonies of Britain, place English as a mandatory second language after their native language. Even though in Indonesia English is the language, it is managed, which is essential in our society's daily life. This is seen in the world of education in Indonesia. English is one of the lessons taught by students from elementary to tertiary levels. The Indonesian government began to introduce English as early as possible for students in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the enactment of the curriculum, English is a local content subject starting in grade IV (four) SD / MI. . Even though the 2013 curriculum has been implemented in SD / MI in Indonesia, leaving English lessons aside, this does not mean that English is prohibited in schools. Schools continue to provide English lessons through extracurricular programs. Changing English learning techniques can certainly attract students' interest in learning. This is a challenge for English teachers in SD / MI. It needs the innovation that continues to develop from teachers to be actively involved in the learning process.

The penetration of English correctly and adequately in Indonesia is still shallow, which is below eight percent. Even though English brings the name Indonesia to be better known internationally, this country's potential can be appropriately communicated using this international language. One of the low English skills is speaking skills. This speaking skill will be increasingly difficult during this pandemic, where educators cannot directly control students' development of these speaking skills.

Speaking is one of the basic skills in mastering English. Huebner (1960) has stated that speaking is a skill which is used by a person in daily communication by using a lot of repetition. This shows that speaking ability is very important where English has now become a global language and is the standard language used in the world. So that Indonesian students are required to be able to master English and be able to use it communicatively and actively.

Iftakhar (2013) stated that the ability of students in speaking English accurately and fluently guarantees students' communicative skills in English<sup>1</sup>. The development of science and technology today affects learning methods and learning systems in the world. The world of education is constantly moving forward dynamically following the development of this technology. The creation of interesting, interactive and comprehensive media, methods and educational materials is evidence of the adaptation of education to technology.

In education, technology has the important role in supporting learning activity for teacher and students. Hypermedia became one of the media which can be used in improving speaking skill. Nowadays, teaching learning activities done by using technologies because of Covid-19 diseases where the students learnt from home. It is very crucial to maintain student's ability in English speaking.

There are some criteria which should be paid attention by students in speaking, they are: pronunciation, grammar, vocabulary, fluency, and diction. Pronunciation is one of the important things in Speaking English component. Mastering good pronunciation can make it easier in communicating with other people. So, in this case, mastering pronunciation in speaking English is the needed skill to make meaning in communication.

## **LITERATURE REVIEW**

It cannot be denied that English is the language of international relations. English is used at the official sessions of the United Nations (UN). English is also used as the standard language for international aviation. Wherever we go in all parts of the world, we are faced with the use of English is the first time we set foot in the airport or airport of the country we are going to. This proves that English is very widely spoken. Therefore, learning and mastering English is necessary if we do not want to say it is a must. In Indonesia, learning English is still very difficult for most people and sometimes even scary for some. Before being introduced to elementary schools, English was taught starting from the junior high school level for 3 (three) years; at the senior high school level for 3 (three) years. Judging from the study's time, 6 (six) years is a long time to master one skill area. In fact, after studying for 6 (six) years, most of us have not been able to speak- proficient in English, even in the simplest structure. Even countless people, in the end, do not know the slightest bit about

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<sup>1</sup> Iftakhar, Shampa. *Teaching Speaking Through Public Speaking Course*. DOI: 10.3329/sje.v7i0.14473

English. When asked Indonesian children what their dreams are, most of them want to become pilots, doctors, etc. All of these professions require qualified English skills so that they can develop themselves more. English is a big business, English ability is essential for one to's competitiveness. With good English language skills, good competitiveness, which is useful for our country too". However, this does not mean that we should forget that Indonesian has become our national language. In this paper, we intend to invite all of you to think in a broad context, namely the context of education in Indonesia, not limited to In our country, Republic of Indonesia, language education is wrong. one element of education as learning material in both formal and non-formal educational institutions, regarding the portrait of English education in Indonesia, we do not only think of schools in urban areas.

The current focus of attention is on the contemporary portrait of English education as seen in English education in Indonesia. Research conducted by the world education institute EF English First announced the first comprehensive report on the EF English Proficiency Index ( EF EPI) in 44 countries. English proficiency in Indonesia is very low at 34th, while Malaysia is in ninth place. The EF EPI is the first index comparing the English proficiency of adults in various countries. This index uses unique test data (specific methodology) on more than two million people in 44 countries who used free online testing over three years.

Digital learning or e-learning is no longer monopolized by certain capable educational institutions, but now it has spread across all levels, education and all subjects. With the Covid-19 virus pandemic, the online learning system has become the main weapon for educators. The home study policy required students and teachers to study and continue teaching and learning activities from home by online.

Regarding online learning or e-learning, it cannot be separated from the ability of students to understand digital literacy. Reedy (2018) stated that digital literacy refers to an individual's ability to find, evaluate, and compile clear information through writing and other media on various platforms.<sup>2</sup> Warschauer and Matuchniak (2010), have listed 3 sets of abilities, or abilities in the 21st century that need to be mastered by individuals in order to interact digitally: information, media and technology; the ability to learn and innovate; the

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<sup>2</sup> Reedy, Katharine; Parker, Jo, eds. "*Digital Literacy Unpacked*" (2018) DOI:10.29085/9781783301997

ability to live and have a career.<sup>3</sup> While Aditama, et al (2020) stated that combining digital literacy in English learning maintained students abilities in English.<sup>4</sup>

Hypermedia is a medium for delivering nonlinear information in the form of text, audio, video and hyperlinks. The terminology of hypertext and hypermedia was first introduced by Nelson.<sup>5</sup> Hypermedia is a combination of various media which is governed by hypertext. Hypermedia includes various media such as video/visual, audio / sound, music, text, animation, film, graphics, and images (Blanchard and Rotenberg in Munir.<sup>6</sup> Hypermedia is classified into interactive multimedia. Hypermedia refers to the use of computer software that uses elements of text, graphics, video, and audio that are linked on a link where users (students) can easily switch from one information to another.<sup>7</sup> Hypermedia is an educational technology. As an overview, the Hypermedia system is a computer-based multimedia system that provides interactive, link-based navigation that allows the integration of various types of information in digital form.<sup>8</sup>

Research on hypermedia in learning in Indonesia has been busy in recent times by several authors, including Setiawan, et al (2019) evaluating a moodle-based adaptive hypermedia system in the form of e-learning implemented in Automotive concentration Mechanical Engineering Vocational Education, Faculty Science and Technology, Ivet University in Semarang<sup>9</sup>. The results showed that: 1) one-to-one evaluation resulted in an average respondent's answer of 3.74 and was in the "good" category with an eligibility percentage of 74.75%; 2) evaluation of the small group (small group) resulted in an average respondent's answer of 3.80 and was in the "good" category with an eligibility percentage of 76.00%; 3) field evaluation (field trial) produces an average respondent's answer of 3.86 and

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<sup>3</sup> Warschauer, Mark; Matuchniak, Tina "New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes". *Review of Research in Education*. 34 (1) 2010): 179–225. DOI:10.3102/0091732X09349

<sup>4</sup> Aditama, M G., Dwi Haryanti, Musiman, Fitria Wulan S. The Advantages of Personal Documentation Video in Improving Students' Speaking Skill for Presentation. *Proceedings of the 5th Progressive and Fun Education International Conference (PFEIC 2020)*. (Atlantis Press. 2020), DOI: <https://doi.org/10.2991/assehr.k.201015.014>

<sup>5</sup> Nelson. T. *The Hypertext*. Paper presented at The World Documentation Federation Conference, 1965.

<sup>6</sup> Munir. *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*. (Bandung: Alfabeta, 2009).

<sup>7</sup> Munir. *Multimedia: Konsep dan Aplikasi dalam Pendidikan*. (Bandung: Alfabeta, 2012).

<sup>8</sup> Nunes, J. M., & Fowell, S. P. *Hypermedia as an experiential learning tool: a theoretical model*. *Information Research*, 2(1), 1996: 2-1

<sup>9</sup> Setiawan, T., Irlanto Sudomo, R., & Nur Hasanah, F. (2019). *Evaluasi Adaptive Hypermedia System Berbasis Moodle Pada Pendidikan Vokasi*. SEMDI UNAYA-201 9, 97-111

is in the "good" category with a feasibility percentage of 77.10%. 4) Based on a series of evaluations, it can be concluded that the adaptive hypermedia system or Evodu is suitable to be used.

Meanwhile, Rahmah (2020) examined the effect of hypermedia 3D flipbook on students' higher order thinking skills on thermodynamic concepts<sup>10</sup>. The results of his research show that significantly, learning using hypermedia 3D flipbook has an effect on students' higher order thinking skills.

In learning English, especially speaking skills, it is very difficult to maintain and even improve students' speaking skills in a pandemic which requires students to learn from home. Therefore it is very important to combine digital technology with learning tailored to the subject and the goals of the user. The ability to pronounce English "Pronunciation" is a building factor in language and communication skills.

Pronunciation or word pronounced by students is an important factor in assessing students' speaking. said that it is very important to pay attention to English pronunciation because the results of the messages conveyed can be achieved or not by others.<sup>11</sup> Pronunciation is essential in foreign language learning for three reasons. First, it can increase understanding. Second, when a limited number of sounds, groups of sounds and intonational forms have been mastered, unlimited use will be possible. Third, it can be a great help in motivating communicating like a native speaker.<sup>12</sup>

Based on the description above, where there has been no research on the use of hypermedia in speaking learning and the importance of maintaining and improving students' speaking skills especially during online learning, researchers are interested in conducting research on "Improving Students' English Pronunciation Ability Using Hypermedia in E-Learning Activities".

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<sup>10</sup> Rahmah, Yuli. *Pengaruh Hypermedia 3D flipbook Terhadap Kemampuan Berpikir Tinggi Siswa SMA pada Konsep Termodinamika*. (Jakarta: unpublished thesis, 2020).

<sup>11</sup> Fangzhi, Cheng. (1998). The teaching of pronunciation to Chinese students of English. *English Teaching Forum*, 36, 1, (1998): 37–39.

## METHODOLOGY

The research method used in this research is descriptive qualitative. Data or respondents in this study were in the form of pre-test and post-test results as well as the results of interviews of international class students of the Muhammadiyah University of Surakarta who took the English for International Class 2 (EIC 2) course. UMS international class is a class which is a double degree program which requires students to be able to communicate in English actively. The amount of data studied in this study were 20 students who were selected through random sampling (random sampling) from 3 international class study programs, namely management, mechanical engineering, and civil engineering study programs. Data collection techniques in this study were in the form of pre-test and post-test assessments as well as interviews with each student who was selected as the sample in the study. The steps in data collection and analysis in this study are as follows:

1. Pre-Test: data is collected through a pre-test which aims to determine differences in students' abilities between the use of hypermedia and traditional methods.
2. Treatment: experimental treatment of the sample using the hypermedia method for students who are the sample in the study.
3. Post-Test: after the researcher applies the hypermedia learning method, then a post-test is carried out to test the changes or developments obtained by students.
4. Interview: interviews containing students' responses to hypermedia are analyzed using qualitative descriptive percentage recapitulation based on students' answers to each of the observed aspects.

The validity of the data in this study used triangulation of data sources in the form of pre-test scores, post-test scores and interview results. As well as triangulation in data collection techniques, namely by documentation in the form of tests and interviews. Patton (1999) stated that triangulation is the use of multiple methods and data sources in qualitative research to develop a comprehensive understanding of a phenomenon.<sup>13</sup>

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<sup>12</sup> Beech, John R., Leonora Harding, and Diana Hilton-Jones, eds. *Assessment in speech and language therapy*. (CUP Archive, 1993)

<sup>13</sup> Patton, M.Q. *Enhancing the quality and credibility of qualitative analysis*. *Health Sciences Research*, 34, (1999) 1189–1208.

## **FINDINGS AND DISCUSSION**

- a. The result of the student's average pronunciation ability in the pre-test.

Before giving material using the hypermedia method, the first step in this study was to do a pre-test to determine the level of students' English pronunciation skills. Based on the results of the pre-test that had been carried out, it was found that the average score obtained by students was 71.37. These results have shown that students already have a good foundation.

- b. The results of the average score of students' pronunciation ability in the post-test

After being given treatment using the hypermedia method, a post-test is carried out to determine the progress or changes that have occurred to students. Based on the results of the students' post-test average score, the score was 77.62.

- c. Student achievement levels in the post-test.

Based on the results obtained in the pre-test, namely 71.37 and 77.62 post-test, it has been shown that the treatment using hypermedia has been successful and effective, so the results are said to be good.

- d. Students' perceptions of students about the importance of hypermedia in learning.

Based on student interviews about students' perceptions of the importance of hypermedia in learning, all respondents agreed that the use of hypermedia is very important in learning. With the development of science and technology as it is today, learning methods and training media must have developed and become more modern. Therefore, it is very important for students to be able to master digital media to gain knowledge and experience, and this hypermedia method is one that provides this facility.

## **CONCLUSION**

Based on the results of the analysis and discussion, the following conclusions can be obtained:

The average result of students' pronunciation skills in the pre-test was 71.37; The average result of students' pronunciation skills in the post-test was 77.62; The level of student achievement in the post-test is Good. It can be concluded that hypermedia can motivate students to learn English Pronunciation well. The researcher concludes that hypermedia in



teaching English pronunciation is one of the tools and methods that can encourage students' motivation to increase their knowledge and skills in English, especially in pronunciation.

In relation to the findings, discussion and conclusions obtained in this study, there are several recommendations that the researcher would like to propose, including:

1. The use of hypermedia in learning English, especially practicing pronunciation (Pronunciation) is highly recommended. This is very effective considering that with hypermedia students are able to get learning resources wherever and whenever through their respective digital media.
2. The teacher / lecturer must replace its traditional role from channeling learning information to being a facilitator in learning and a manager of instruction sources, hypermedia application in the use of various teaching strategies.
3. The use of hypermedia is highly recommended for teachers / lecturers to encourage and improve their Information and Communication Technology skills. (Information and Communication Technology (ICT) skills)

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