

**SPEECHACE TO FACILITATE STUDENTS'
PRONUNCIATION ACCURACY IN THE ENGLISH
CLASS: AN EXPLORATORY STUDY**

THESIS

*Submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English*



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The writer would like to praise Allah SWT for His mercy, grace, and faithfully, because with His guidance, blessing, the writer can finish this thesis entitled "*Speechace to Facilitate Students' Pronunciation Accuracy: An Exploratory Study*". This thesis discusses about Speechace in facilitating students' pronunciation accuracy. The purpose and objective of writing this thesis is to fulfill one of the requirements for the degree of Sarjana Pendidikan (S.Pd) in Teaching English.

During the research and writing of this thesis there were many obstacles that the writer went through. Fortunately, with the help, encouragement and guidance from numerous people around her, this thesis can finally be completed properly. The writer especially dedicated this thesis for all of the people that fully contributed.

The writer thinks that this thesis is the best work that the writer is able to present. But the writer realizes that it is also possible that there are weaknesses in it. Therefore, any constructive criticism and suggestions are highly appreciated. Finally, the writer sincerely hopes that this thesis can be useful for the researcher herself and for the readers in the future.

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ABSTRACT

Yuniar, Siska . (2023). *Speechace to Facilitate Students' Pronunciation Accuracy in the English Class : An Exploratory Study*. Thesis. English Teacher Education Department. Faculty of Tarbiyah and Teachers Training. UIN Sunan Ampel Surabaya. Advisor I : Prof. Dr. Mohamad Salik, M. Ag. Advisor II : Dr. Siti Asmiyah, S.Pd, M. TESOL.

Keywords : *Speechace, Pronunciation Accuracy, Students*

Accuracy in English pronunciation often becomes a challenge for Indonesian EFL. This research used exploratory design that investigated by using FGD, interview, and questionnaire found the role of Speechace to facilitate SMAN 15 students' pronunciation accuracy in the English class include 5 main roles and 3 minor roles. The main roles of Speechace include (1) Engaging students' interest in pronunciation (2) Giving positive vibe to the students in learning pronunciation accuracy (3) To be a self-learning digital media about pronunciation for the students (4) To be a new digital media to learn pronunciation for the students (5) Strengthening students' other skill except pronunciation skill. Speechace minor roles are (1) Teaching pronunciation to the students (2) Correcting students' pronunciation (3) To be a mediator of pronunciation knowledge resources for the students. The Speechace features that are facilitating SMAN 15 students' pronunciation accuracy are Vowels, Speaking, Simple Present Tense, Consonant and Fluency, and the last is Long Paragraph and Listening. SMAN 15 students' challenges in using Speechace are including internet connection, mic sensitivity, and less accuracy of the correction given by the website.

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ABSTRAK

Yuniar, Siska . (2023). *Speechace untuk Memfasilitasi Akurasi Pengucapan Siswa di Kelas Bahasa Inggris : Sebuah Studi Eksplorasi*. Skripsi. Jurusan Pendidikan Guru Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing I : Prof. Dr. Mohamad Salik, M. Ag. Pembimbing II : Dr Siti Asmiyah, S.Pd, M. TESOL.

Kata Kunci : *Speechace, Ketepatan Pengucapan, Siswa*

Akurasi dalam pengucapan bahasa Inggris sering kali menjadi tantangan bagi para pengajar bahasa Inggris di Indonesia. Penelitian eksploratif yang dilakukan dengan menggunakan FGD, wawancara, dan kuesioner ini menemukan bahwa peran Speechace dalam memfasilitasi ketepatan pelafalan siswa SMAN 15 dalam kelas bahasa Inggris meliputi 5 peran utama dan 3 peran kecil. Peran utama Speechace antara lain (1) Menarik minat siswa dalam pelafalan (2) Memberikan suasana positif kepada siswa dalam mempelajari akurasi pelafalan (3) Menjadi media digital pembelajaran mandiri tentang pelafalan bagi siswa (4) Menjadi media digital baru untuk belajar pelafalan bagi siswa (5) Memperkuat kemampuan siswa selain kemampuan pelafalan. Peran kecil Speechace adalah (1) Mengajarkan pelafalan kepada siswa (2) Mengoreksi pelafalan siswa (3) Menjadi mediator sumber daya pengetahuan pelafalan bagi siswa. Fitur-fitur Speechace yang memfasilitasi akurasi pelafalan siswa SMAN 15 adalah Vowels, Speaking, Simple Present Tense, Consonant and Fluency, dan yang terakhir adalah Long Paragraph dan Listening. Tantangan yang dihadapi oleh siswa SMAN 15 dalam menggunakan Speechace adalah koneksi internet, sensitivitas mikrofon, dan kurang akuratnya koreksi yang diberikan oleh situs web.

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CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, research questions, objectives of the study, significance of the study, scope and limitation, and definition of the key term are included in this chapter.

A. Background

Recently, there has been enormous interest in mastering English as a second language. This is shown by the data from Google Trends, people who type “English mastery” in the search bar in February, March, May, July, and September have significant numbers.¹ The data also showed that Indonesia is among the top 3 countries that search for this “English mastery” topic. It means that Indonesians are highly concerned about learning the English language. Becoming proficient in English as a second language is necessary since English is a global language, which has a substantial impact on learners.

English has four main skills that are reading, listening, writing, and speaking. It turns out; speaking skills are one of the most important skills to master.² More people get additional practice in speaking skills due to their difficulties and complexity. Additionally, people would like to improve these skills in case the speaker could be in contact effectively with the wide-ranging society all over the world because speaking abilities have a crucial

¹ <https://trends.google.co.id/trends/explore?q=english%20mastery> accessed 3 January 2023.

² Parupalli Srinivas Rao. The Importance Of Speaking Skills In English Classrooms. *ACIELJ*. Vol-2, Issue-2. March, 2019,5.

role in communication.³ Moreover, each learner must fully understand and be able to apply practical and skillful ways of speaking in order to easily communicate with others and achieve the purpose of communicating well and in accordance with the rules of English. When looking at a person's speaking ability, it is very important in all aspects related to work, academics, and social life in the community and country. It is believed; it can lead to success in academic areas, and use these skills in a professional, considerate, and thoughtful way when speaking. However, when speaking there is still a possibility of misunderstanding between the speaker and one of the solutions to improve speaking skills is by learning the correct and exciting pronunciation.⁴ Therefore, pronunciation as the element of speaking sub-skill is crucial for the students.

This research tended to focus on pronunciation rather than on another speaking sub-skill due to the issue that occurred in the field. Pronunciation is as a part the element of sub-skills in English that also needs to be mastered. It is part of the speaking skill that focuses on vowels, word stress, and intonation. Those three are the factors that influence how fluently and clearly, the speaker speaks. Some mispronunciations can lead to misunderstandings among other people when the speaker talks. Therefore, mastering this skill is

³ Sudarno. The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics. *Perspectives Linguistics and Culture Review*. July, 2021, 115.

⁴ Rajathurai Nishanthi. The Importance of Learning English in Today's World. *International Journal of Trend in Scientific Research and Development (IJTSRD)*. Volume 3, No. 2456-6470. December, 2021, 871.

necessary, especially in this era where everything is connected and English has become a global language.

Despite the pronunciation's urgency, some researchers showed that major problems still occur. According to previous research, students make half of the pronunciation mistakes tested.⁵ Some factors behind them prevent understanding or recognizing the pronunciation; the students' native languages, such as Bahasa Toba, Simalungun, Karo, Java, and Bahasa Indonesia, which have unusual sounds in English, have an impact on this. It's also possible that they are quite knowledgeable about the theory but are unable to put it into oral practice. Another issue is brought on by English last consonant clusters, which are not Indonesian. Many vowels and consonants are difficult for EFL students to pronounce, which encourages them to use the phoneme that they can understand more easily.⁶ The mispronunciation cases are usually occurred due to of the difference between Indonesian and English language pronunciation also the Indonesian mother tongue that is too still dominant so it effect to the how the students pronounce the English words.

Pronunciation issues have the potential to occur in schools in Indonesia. This was shown while doing teaching practice in SMAN 15, Surabaya, where the researcher found that students are given assignments to make and practice dialogue about opinions, both asking and giving opinions. The problem is that some of the students still need to gain pronunciation

⁵ Alifa Camilia Fadilla. Pronunciation Difficulties Of Efl Learners In Indonesia: A Literature Study. *Jurnal Budaya FIB UB*. Vol. 1 No. 2, 7.

⁶ Christian Neni Purba. The Pronunciation Problems of the English Department Students in the University of HKBP Nommensen. *JETAFL (Journal of English Teaching as a Foreign Language)*. Volume 4, Issue 1, 66.

accuracy which is shown by the mispronunciations of English word. Two students mispronounce word “thirteen” to “tirteen” and word month to “moon”.

But it is still not clear which media or method would be suitable to solve those problems. Based on the phenomenon described above, students should practice their pronouncing skills in order to gain broader experiences and knowledge from anywhere in the world. These recent technological advancements, particularly in the area of education, have enormous potential. Luckily, 21st-century technology development gives students bigger chances. Every day, 21st-century technology improves significantly. It has an impact on every aspect of modern society, including education and language. There have been a lot of developed digital media that have become a big help in teaching languages in the class, especially English. Those media have various features and functions, and they can be used depending on what the user needs. For example, use a translation application when touring in the native country to make communication easier with strangers, or a grammar analyzer to analyze the paper's incorrect spelling, typos, etc.

There are also media to facilitate pronunciation skills that can be used by the teacher in the English, for example, speech notes, text-to-speech, U dictionary etc. each digital media has its own strengths and weaknesses. According to the seven researchers that used digital media see Nurjanah⁷ used

⁷ Sri Eka Lestari Nurjanah, Muhimatul Ifadah, and Dodi Mulyadi. Enhancing Students' Pronunciation Accuracy through Speechnotes Application at MAN 1 Semarang. *Prosiding Mahasiswa Seminar Nasional Unimus*. Vol 2, 2019, 403.

Speechnotes, Zami⁸ used U Dictionary, Anugrah⁹ used text-to-speech, Tiarsiwi¹⁰ used Google Search, Hidayatullah¹¹ used western movies, Muhammad¹² used Speech Recognition, Syafitri¹³ used Powtoon to support students' pronunciation accuracy showing that researchers by them still need additional research due to a lack of features and external problems that happened in the field. Meanwhile, the other research using RABS that is done by Santoso¹⁴ prove that the method gave good results but in order to keep following the digital era then there should be a further study that uses digital media. Therefore, this research use Speechace which has special technology features that hopefully can give better research results and have a much more impact on future research and education.

Additionally, there should be further research focusing on pronunciation accuracy using applications that can analyze the error part and

⁸ Siti Maria Ulfa. Bachelor Thesis : *Using U-Dictionary to improve students' ability in spelling words at MTS Nurul Iman Luwu Timur*. (Palopo:IAIN Palopo, 2022), 34.

⁹ Agung Teguh Anugrah. Bachelor Thesis: *Improving The Students' Pronunciation Through The Use Of Text-To-Speech Software (A Pre-Experimental Research At The Tenth Grade Students Of Sman 8 Makassar)*. (Makassar : Muhammadiyah University Of Makassar , 2019), 33.

¹⁰ Fidaniar Tiarsiwi, Martriwati. The Use Of Google Voice Search In Improving The Students' Pronunciation Accuracy. *Uhamka International Conference On Elt And Call (Uicell)*. December 2021, 171.

¹¹ Mohammad Syarif Hidayatullah. Improving Students' Pronunciation Through Western Movie Media (A Classroom Action Research At 4 Th Semester In English Education Of Iain Sultan Amai Gorontalo). *Journal Al-Lisan*. Volume 3 No. 1. Februari 2018, 93.

¹² Aliv Faizal Muhammad, Akhmad Alimudin. Penerapan Teknologi Speech Recognition Untuk Latihan Pronunciation Bahasa Inggris Melalui Metode Dictation Di Program Studi Multimedia Broadcasting. *Education Journal: Journal Education Research and Development*. Volume 2, No. 2. Agustus 2018, 23.

¹³ Asni Syafitri, Abdul Asib, Sumardi Sumardi. An Application of Powtoon as a Digital Medium: Enhancing Students' Pronunciation in Speaking. *International Journal of Multicultural and Multireligious Understanding*. Volume 5, Issue 2. April 2018, 295.

¹⁴ S. Agus Santoso, Raden Agus Budiharto, and Ratna Ani Lestari. Penerapan Pembelajaran Phonics Melalui Rabs (Rhyming, Alliteration, Blending, Segmentation) Untuk Melatih Keterampilan Pelafalan Kata Bahasa Inggris Siswa. *Jurnal Pengabdian Dharma Laksana Mengabdikan Untuk Negeri*. Vol. 4, No. 2 106.

give the correction. Speechace is a web browser with some additional features to continue the research. Consequently, this research objective is to facilitate the students' pronunciation accuracy using an innovative device called Speechace and study the students' perceptions of their experiences using it. Speechace offers immediate feedback on each student's oral fluency as well as real-time score to the student and teacher. According to research, practicing with responsive feedback significantly improves word recognition, which in turn improves pronunciation and speaking fluency. Speechace can aid the teacher with the following three speaking fundamentals: Exposure Teachers can design and customize unique lessons for their pupils using Speechace. Speechace exposes users to words or phrases in the context in which a native speaker might apply them. Practice, The student has the opportunity to repeatedly practice the word or phrase while having it recorded for evaluation by both them and their teacher. Feedback: Using the patented speech recognition AI technology, Speechace can identify pronunciation errors made by students, provide them prompt feedback, and record areas where teachers really have to develop. Speechace provides students with fast feedback and a motivation to practice more and get better by scoring speech against a native speaker model.¹⁵

B. Research Question

1. What are the roles of Speechace in facilitating SMAN 15 students' pronunciation accuracy in English Class?

¹⁵ <https://www.speechace.com/speechace-api-plans/> accessed 29th June 2022.

2. What are the Speechace features that facilitate SMAN 15 students' pronunciation accuracy in English Class?
3. What are the SMAN 15 students' challenges using Speechace in English Class?

C. Objectives of the Study

The objective of the study is about the role of Speechace to facilitate students' pronunciation accuracy and explore the Speechace features that mostly help students in mastering pronunciation skills. In using this media, the problem or challenge faced by the students might have the possibility to occur during the research therefore the researcher also seeks this part. In order to give an overview for future research, the researcher did this study to anticipate the problem that occurred in the previous study.

D. Significance of the Study

Firstly, this study is focused on how Speechace can provide benefits and help to give the solution to students' lack of pronunciation skills. The researcher gives guidance on how to use the Speechace, and the student practice it. After practicing the Speechace, the researcher conducts focus group discussion, interviews, and share questionnaires to explore their experience in using Speechace. It is hoped that after practicing with the Speechace the students gain additional knowledge of pronunciation, and from the score they get, they use it as feedback and know how they can develop these skills. Moreover, Speechace can be used as a teaching and learning medium, which is very beneficial for teachers who need the students' speaking skills and ability rate.

Meanwhile, not only for the education field, using Speechace to obtain different experiences of language form is necessary for people who have high excitement about learning new skills, especially in English mastery.

E. Scope and Limitation of the Study

This research explored how the Speechace API can be used to facilitate students' pronunciation accuracy at SMAN 15 Surabaya. Additionally, the focus of this study is to know the effectiveness or the influence of Speechace as a pronunciation accuracy facilitator for students. The researcher only conducts the research on some students in the English class who are in the 10th grade with 31 participants. Furthermore, based on the research questions, the researcher didn't pass from the use of Speechace also the weakness or the problem caused by Speechace. Hence, the results may not reflect the condition of other classes or other grades.

F. Definition of Key Terms

1. Pronunciation

It refers to how a word or letter is uttered, how it is uttered properly, or how the language is said.¹⁶ Pronunciation in this research is the way of English words spoken by 31 students of the 10th grade SMAN 15 students in accordance with the received way of spoken English.

2. Accuracy

The ability to complete a task accurately entails the absence of errors¹⁷. Meanwhile in this research, accuracy means the correctness of students'

¹⁶ <https://dictionary.cambridge.org/dictionary/english/pronunciation> accessed June 7th 2023.

¹⁷ <https://dictionary.cambridge.org/dictionary/english/accuracy> accessed June 7th 2023.

way of speaking, especially in pronouncing English words covering the elements of intonation, stress, and sound of English words based on criteria of received pronunciation.

3. Speechace

Speechace is a Speech Recognition API for fluency and pronunciation assessment.¹⁸ Speechace in this research means advanced technology in the form of a website with additional future features including AI which aims to be a medium for pronunciation and speaking practice.

4. Challenge

Based on the Cambridge dictionary challenge means being in a situation where something requires plenty of either physical or mental effort to complete successfully.¹⁹ Challenge definition in this research is the problem or difficulty faced by 10th grade SMAN 15 Surabaya students' using Speechace as digital media while practicing pronunciation accuracy of English words including word stress, intonation, and sound of words in English class.

¹⁸ <https://www.speechace.com/speechace-api-plans/> accessed 29th June 2022.

¹⁹ <https://dictionary.cambridge.org/dictionary/english/challenge> accessed June 7th 2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

This theoretical framework chapter presents the theoretical framework that consists of speaking skills, pronunciation, accuracy, teaching and learning media, and digital media in ELT, the challenge of digital media, and Speechace. Secondly, there are total eight previous studies are included as well in this chapter

A. Theoretical Framework

1. Speaking skills

Speaking is the process of using your voice to communicate yourself genuinely to another person. Speaking, then, is the act of communicating ideas verbally to others while talking to them. This requires that the speaker is able to use language to communicate his thoughts.²⁰ To sum up, speaking is the way of a person using his/her voice in order to communicate so he/she can deliver the thoughts verbally to another person.

Webster in his study stated that speaking is the act of communicating ideas or expressing thoughts verbally. It involves making sounds or uttering words, and it allows people to think freely and express their thoughts. The production, reception, and processing of information occurring during the interactive process between the speakers can be called as speaking, according to Brown in Kaharuddin. When someone learns a foreign or a second language, the four skill types of listening,

²⁰ Nur Istiqomah. Bachelor Thesis : *Improving the Students' Speaking Skill through fishbowl strategy at the second grade of SMAN 3 Gowa*. (Pare Pare : IAIN Pare Pare, 2019), 8.

reading, speaking, and writing represent what will be learning in English. Being able to communicate both orally and in writing, these abilities must be mastered.

In speaking there are several elements that take a part in the flow of speaking. The elements include grammar, diction, pronunciation, and fluency. The first element is grammar, grammar is one of the speaking elements that students should be knowledgeable with is grammar, which will make it simpler for them to understand what is being written. In addition, the students don't hesitate to use their good grammar when practicing their English. Students must learn how to construct a proper sentence in the discussion. According to the explanation, students' capacity to modify the structure and tell an appropriate sentence from an incorrect one is in accordance with this. Understanding grammar and using it correctly will help students become fluent in both oral and written language.²¹ To conclude, grammar is the proper construction of English sentences that follow the patented rule by the user/the students.

The second element is vocabulary. The proper diction refers to what is meant by vocabulary when it comes to communication. We aren't able to effectively communicate and express ourselves verbally and in writing without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is having a limited vocabulary. In order for students to talk more fluently, vocabulary is a

²¹ Ibid.,

crucial ability to improve. Overall, vocabulary is the knowledge of English diction that is used according to the condition so the speaker is able to communicate or express the thoughts.

Another element of speaking is pronunciation. When someone is speaking, pronunciation is how they deliver the word clearly. It is concerned with the phonological process, which is the part of grammar that is composed of the components and rules that define how change and pattern in language sounds. Segmental and supra segmental characteristics are two pronunciation features. It can be quite challenging for a speaker from another non-native speaker country or second language learner to understand what a speaker is saying if the speaker regularly pronounces a variety of phonemes inaccurately.

Fluency is the last element of speaking. The capacity to talk clearly and smoothly is referred to as fluency. One of the goals of many language learners is to talk more fluently. Speaking at a fairly quick pace with few pauses and "ums" or "errs" are indicators of fluency. These indicators showed that the speaker is not required to spend a lot of time looking for language components in order to express the idea.

2. Using Media For Teaching Pronunciation

The five communication elements that make up the learning process are teachers (communicators), learning resources, learning media, students (communicants), and learning goals. Therefore, learning media is anything that can be applied to transfer information (learning materials) and stimulate students' interest in participating in educational

activities and thinking critically about the material they are learning, also achieving the learning objective. According to Gerlach and Ely, the development and application of systematic education highly depends on instructional media. Generally speaking, any person, object, or event that creates the conditions for a learner to acquire new knowledge, abilities and perspectives is considered media.²² Overall, media is a link between the students and the knowledge that is made to stimulate students' excitement and the way of thinking the material critically.

a. Roles of media

The various forms of existing media resources can be judiciously utilized in interpreting lectures and instructional material within and outside of the classroom. They are very effective in stimulating active interest and participation on the part of students. The media can also be active in developing the material being taught and presenting facts and data in very exciting ways. This enables students to assimilate and to develop a flair for the knowledge of the material that is being taught.²³ The introduction of various media sources in the teaching process provides a means for the teacher to facilitate the transfer of seemingly complex detail, expert knowledge and information in a manner that can be easily understood and appreciated even by beginner learners. With the tremendous pace of

²² Durratul Hikmah. Media for Language Teaching and Learning In the Digital Era. *International Journal Of English Education And Linguistics*. Vol. 01 No. 02, December 2019, 84.

²³ Ningtyas Orilina Argawati, Lilis Suryani. "Digital-based instruction: Chances and challenges in English language teaching context." *IJERE*. Vol. 9, No. 4, December 2020. 1143.

technological advancements and the development of more sophisticated media devices, a vast array of options are now more readily available to teachers and students even in very remote areas.²⁴ Media have some crucial rules in the education field, including:²⁵ Raising interest in the learning process, the educational process becomes more student-centered, it can quicken up the learning process, learning outcomes quality can be upgraded, when essential or needed, educational materials can be supplied, positive student attitudes toward what they have learned, and the task of the teacher may develop into a position that can be more effective. These media are thought to be able to replace conventional teaching processes in the future.

b. Digital Media

Media that is connected to the internet, electronic products media, and smartphone-based media are all together referred to as “digital media”. Digital technology covers a wide range of media that is related to technologies, including those based on the internet, digital product, and smartphone devices.²⁶ The growth of the Internet has made it possible for digital media to expand. Since its debut, digital media has grown significantly, integrating everything. Digital media has transformed one-way communication into two-

²⁴ Ibid.,

²⁵ Akrim. Media Learning in the Digital era. *International Conference on Community Development (AMCA)*. Volume 231. 2018. 459.

²⁶ Svetlana Kodrle, Anna Savchenko. Digital Educational media in Foreign Language Teaching and Learning. *EDP Sciences. E3S Web of Conferences* 273. 2021,3.

way communication by offering a variety of methods for communication. Digital media focuses on introducing the strength and capability to convey a story in a method that connects and benefits everyone around the world. Digital media is giving people a platform to innovate, have an impact, and spread information. With digital media, the ability to communicate a story in a way that appeals to and advances society as a whole is key.²⁷ Media digitization is linked to all the aspects of the online world that have to do with students' engagement, student learning, and effects on daily life.²⁸

Since access to information media and technological devices is regarded as very easy or accessible for a variety of groups, including young people, parents, the wealthy, and both the upper and lower middle classes, developments in technology as well as the media have been felt by literally all societal levels.²⁹ The easiness and the benefits of technology are literally felt by all of people around the world without considering the background. To sum up, digital media has crucial benefits that can apply to the students in the school so they can more engage in learning and expand their knowledge broader.

²⁷ Disha Sharma & Shilpi Gupta. Impact Of Digital Media On Students' Engagement Via E-Learning: A Critical Literature Review Using Bibliographic Analysis. *Journal of Content, Community & Communication*. Vol. 13 Year 7. June 2021, 32.

²⁸ Ibid.,

²⁹ Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*. December 2021, 101.

Abbasova and Mammadova³⁰ they believe that the use of technological facilities in ESL classes may provide a better learning atmosphere and performance. Digital media provide the effectiveness of English teaching and at the same time giving chances for the students to understand the material easily and mastering the English language skills.

Technology plays an important role in the process of teaching English by enhancing appropriate understanding, and thus allowing students to learn more efficiently.³¹ The integration of learning potential and technology for students is hoped that students are able to acquire and enhance their language knowledge and skills. The introduction of modern digitalization to education shows that the progress of learning improves students' proficiency across all English language skills including, writing, reading, and conversation.³² Technology could be used as the higher step for the students in developing their English skills in more effective and efficient ways.

c. The Challenge of Digital Media

Based on Aydin, some disadvantages of using digital media are that teachers and students sometimes do not realize why, how,

³⁰ Milana Abbasova, Narmin Mammadova. "The Role of Digital Technology in English Language Teaching in Azerbaijan". *International Journal of English Linguistics*. Vol. 9, No. 2. January 2019, 370 .

³¹ Areo Kelechi Goodluck. The Role Of Media Technology In Teaching And Learning English Language In This Era Of Insecurity And Covid 19 Pandemic: Challenges And Prospects. *Zaria Journal of Educational Studies*. Volume 21, No. 1, 43.

³² Ibid.

who and where they teach and learn. In addition, although the material on the internet is easy to find, there are difficulties in integrating the material into the second language curriculum.³³ Meanwhile implementing digital media in ELT has some challenges in devices, access, students and teachers literacy. Limited devices can prevent the way of teaching and learning using digital media. In Indonesia, internet access is somehow not too strong in some places, and it needs consideration to choose the strong internet connection. Students and teachers' digital literacy, some of the students and teachers could be from any privilege (social, economy, education, etc.) and some of them can have low digital literacy and still need some mentoring and practicing digital media.³⁴ In conclusion, some main parts to be considered while using digital media in learning and teaching in the class is the proper device, strong internet connection, and the level of students' or teachers' digital literacy.

d. Pronunciation

Phonology is the name of a branch of linguistics. As linguistics items with specific structural characteristics, phonology has been a prolific subcategory. This systematic structure includes the topic of phonology, which is crucial for understanding both the specific and broader principles of language. Lately, phonology has

³³ Zahro Hasana, Bachelor Thesis : “*Applying Digital Media In English Foreign Language Classrooms At Smk Telkom Malang*”.(Malang : Universitas Muhammadiyah Malang,2020), 9.

³⁴ Ningtyas Orilina Argawati, Lilis Suryani. “Digital-based instruction: Chances and challenges in English language teaching context.”. *IJERE*. Vol. 9, No. 4, December 2020, 1143.

obviously found use in a wide range of domains.³⁵ Phonology is the key pronunciation source as it deals with the sounds of words. Phonology is a system that explains the difference between the sound of an alphabet itself and an alphabet within the words. It can be seen that phonology is more abstract and broader hence it has branches under its own field including phonetics and pronunciation.

From its inception, phonology has had a close but sometimes tense relationship with phonetics, the other science of linguistics. It is closely related to phonology because its function is to make linguistic items represented by fairly symbols that are pronounceable and understandable.³⁶ Phonology as one of the crucial that takes part in pronunciation that its role as the knowledge to know the difference sound of word and sound in alphabet.

The use of sound production to convey meaning when speaking is referred to as pronunciation. Hence, pronunciation relates to the way a word is said. This covers linguistic units like vowels and consonants as well as linguistic features like stress and sounds. Understanding any aspect of pronunciation is crucial. The sound comes first. Consonants and vowels are present.³⁷ Overall, pronunciation is the proper sound made by the speaker to convey the meaning while speaking.

³⁵ Richard Wiese. (2006). *Phonology: Overview* from <https://bit.ly/3Ih4a19>.

³⁶ Ibid.,

³⁷ Siti Aminah. *A Handbook for English Department Undergraduate Students*. (Surabaya: UIN Sunan Ampel Surabaya, 2021), 3.

In a syllable, vowels and consonants have diverse purposes. Like in the words desk and bat, vowels frequently occur in the midst of words, while consonants frequently surround them. There are other conceivable single-vowel syllables, such as a-ny concentration.

Word stress is the second factor. An English word should be made to stand out more than the other when it has more than one syllable (s). The phrase should be described as slightly louder, with the vowel being held slightly longer, and the consonants being said extremely clearly. This is done in order to emphasize a word.³⁸ It can be said, word stress is the action to make the word a bit heavy or definitely clear.

Intonation is the final component. Speech that has a melody is referred to as intonation here. Speakers can alter the melody of their voice by raising or lowering it as desired. They might even make unexpected jumps like singers do. Rising and falling notes make up the two basic melodies. These two melodies could occur simultaneously, sequentially, or all at once (rise-fall-rise, fall-rise-fall, etc.). Together, word stress and intonation assist speakers convey their messages throughout speech.³⁹ Thus, intonation is the fall and rise of melody while producing sound of the words.

e. Accuracy

³⁸ Ibid.,

³⁹ Ibid.,

According to Bartram and Walton, accuracy is referred to as the element of the lesson in which teachers motivate learners to communicate as naturally as they can like the first language speaker, especially in pronunciation, vocabulary, and grammar.⁴⁰ Torres stated that the two most important aspects of language to consider while teaching and learning speaking are accuracy and fluency.⁴¹ Using the Speechace website, the researcher in this study explores the students' speaking correctness and receives the results instantly. Accuracy and pronunciation will be important issues in foreign language study. The researcher studied the accuracy in pronunciation as the main focus of this research.

Table 2.1: Element of Accuracy⁴²

Element of Accuracy in Speaking	
Linguistic Competence	As a technique, language learning aptitude
Pronunciation	Students' ability to pronounce sounds clearly while expressing intonation and stress patterns according to rules that are simple to follow.
Vocabulary	The capacity of students to produce the words in response to the proper trigger. determining whether a specific word is suitable for the students to be used in spoken language
Grammar	Ability of students to produce appropriate morphological and syntactic patterns in speech situations

⁴⁰ Mark Bartram, Richard Walton. *Correction: A positive Approach to Language Mistakes*. (Boston: Heinle ELT, 1991), 32.

⁴¹ Fanny Stella Torres Vigoya. "Testing Accuracy and Fluency in Speaking Through Communicative Activities." *HOW*. Vol 1 No.10. January, 2016. 98.

⁴² *Ibid.*,

Comprehension	Accurate and flexible effective communication, negotiating, and sharing skills among students
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From Table 2.1 above, it can be concluded that elements of accuracy are linguistic competence, pronunciation, vocabulary, grammar, and comprehension. Meanwhile, this research focuses on the element of accuracy in English, especially pronunciation.

3. Speechace

Speechace is an API for speech recognition that assesses pronounces ability and fluency. For longer speeches, the API also provides a predicted IELTS and PTE Speaking score as well as a speaking fluency score. In order to score pronunciation, the Speechace API has customarily passed both an audio file and a text file describing what the user is supposed to say. The API in Speechace may assess a student's speech and provide feedback and a pronunciation score for each word, syllable, and phoneme in order to point out pronunciation errors. In terms of the predicted pronunciation of the text delivered to the API, Speechace automatically resolves the ambiguity. Speechace offers cutting-edge phonetic technology to assist you in enhancing your English pronunciation.⁴³ Speechace has the facility for speaking and pronunciation practice that can be used for the students to facilitate their pronunciation accuracy.

Speechace features that are available on the website are Level 1(Grammar), Healthcare, Hospitality – Vietnam, Beginner, Vowels 1,

⁴³ <https://www.speechace.com/speechace-api-plans/>

Consonants 1, Fluency, Fluency Speaking Practice, Vowels 2, Consonants 2, Simple Sentences, Basic Sentences, Beginner Sentences, Intermediate Sentences, Citizenship, Poem, Demo All Activity Types.⁴⁴

Every features has its own practice and features, since there is still no clear which the best features that can facilitate students' pronunciation accuracy, the researcher includes the features in this research as well.

B. Previous Study

Some previous studies have already conducted research on pronunciation accuracy practice using some kinds of media and methods. Firstly, the research conducted by Nurjanah, Ifadah, and Mulyadi about speechnotes.⁴⁵ The Speechnotes application enhances students' pronunciation accuracy. Classroom action research method is applied in this study and the subject students of XI-1 IPS at MAN 1 Semarang. The data were obtained from students' results of pronunciation recording activities by using Speechnotes in every cycle, pre-test, a questionnaire of students' responses, a field note to observe students' responses, and an interview. The instrument had been analyzed using SPSS, which describes the statistics, sample test, independent sample t-test, validity, and reliability. The result of this study is that the application can make the students' pronunciation better than before.

⁴⁴ Ibid.

⁴⁵ Sri Eka Lestari Nurjanah, Muhimatul Ifadah, and Dodi Mulyadi. Enhancing Students' Pronunciation Accuracy through Speechnotes Application at MAN 1 Semarang. *Prosiding Mahasiswa Seminar Nasional Unimus*. Vol 2, 2019, 403.

However, this application did not provide the correction and was only available for small classes with a maximum of 20 participants.

Secondly, the research⁴⁶ Ulfa also had a different focus but used an application that had a claim in facilitating pronunciation, especially in listening, which was the U dictionary. The subject of this study is students of one class in MTS Nurul Iman Luwu Timur. The research belongs to experimental research using pretest, treatment, and posttest designs. The result of this study is that the U dictionary can improve students' spelling.

Thirdly, the research that is carried out by Anugrah⁴⁷ that uses text-to-speech and the study's outcome revealed that the application had a good impact on the students' pronunciation test. The subject of the study is tenth-grade students at SMAN 8 Makassar, and a quantitative method is applied to examine the data by the researcher.

Fourth, the previous researchers Tiarsiwi and Martriwati conducted research using Google Search⁴⁸, and the result is that some students can improve their pronunciation even though some of them are not due to some reasons. This is a case study. The participants of the study are the first-semester students of the English Department in Jakarta. This Google Voice Search system can be used for self-evaluation when pronouncing the English

⁴⁶ Siti Maria Ulfa. Bachelor Thesis : *Using U-Dictionary to improve students' ability in spelling words at MTS Nurul Iman Luwu Timur*. (Palopo:IAIN Palopo, 2022), 34.

⁴⁷ Agung Teguh Anugrah. Bachelor Thesis: *Improving The Students' Pronunciation Through The Use Of Text-To-Speech Software (A Pre-Experimental Research At The Tenth Grade Students Of Sman 8 Makassar)*. (Makassar : Muhammadiyah University Of Makassar, 2019), 33.

⁴⁸ Fidaniar Tiarsiwi, Martriwati. The Use Of Google Voice Search In Improving The Students' Pronunciation Accuracy. *Uhamka International Conference On Elt And Call (Uicell)*. December 2021, 171.

language. The researcher explained that there should be more research that studies this area with the additional support of technology-based.

Fifth, according to the research by Hidayatullah.⁴⁹ The researcher uses digital media, which is western movie media, as media in improving students' pronunciation, and the result is that this kind of media can be used. The research is done in three cycles. The participants of this research are in the fourth semester of English education at IAIN Sultan Amai Gorontalo. This study showed that the results didn't have the maximum impact on the student.

Sixth, this study was carried out by Muhammad and Alimudin. They used Speech Recognition as a tool for pronunciation practice.⁵⁰ It can be concluded that the results obtained from the interview revealed that the students were more self-assured and enhanced their pronunciation abilities, as well as felt a rising motivation to study English pronunciation using an English pronunciation learning app using speech recognition technology. On the other hand, this method is difficult to do due to some of its issues in the field.

Seventh, according to the study by Santoso, Budiharto, and Lestari⁵¹. 7th Grade students of SMP Qurratul Uyun Pamekasan were the participants and practiced pronunciation using the RABS (Rhyming, Alliteration,

⁴⁹ Mohammad Syarif Hidayatullah. Improving Students' Pronunciation Through Western Movie Media (A Classroom Action Research At 4 Th Semester In English Education Of Iain Sultan Amai Gorontalo). *Journal Al-Lisan*. Volume 3 No. 1. Februari 2018, 93.

⁵⁰ Aliv Faizal Muhammad, Akhmad Alimudin. Penerapan Teknologi Speech Recognition Untuk Latihan Pronunciation Bahasa Inggris Melalui Metode Dictation Di Program Studi Multimedia Broadcasting. *Education Journal: Journal Education Research and Development*. Volume 2, No. 2. Agustus 2018, 23.

⁵¹ S. Agus Santoso, Raden Agus Budiharto, and Ratna Ani Lestari. Penerapan Pembelajaran Phonics Melalui Rabs (Rhyming, Alliteration, Blending, Segmentation) Untuk Melatih Keterampilan Pelafalan Kata Bahasa Inggris Siswa. *Jurnal Pengabdian Dharma Laksana Mengabdikan Untuk Negeri*. Vol. 4, No. 2 106.

Blending, and Segmentation) method of this study. It turned out that students in the seventh grade at SMP Qurrotul Uyun Pamekasan can learn English pronunciation more quickly and accurately with the use of RABS. For students who do not speak English as their first language, remembering to pronounce English words correctly is difficult. Therefore, students should be given a strategy for learning that can get them interested and motivated to learn and practice pronouncing English words. One example of a strategy for learning that can be used is phonics learning through RABS.

Finally, the other researchers, Syafitri, Asib, and Sumardi, conducted a study on pronunciation training using Powtoon⁵² which turned out that students seem to have improved pronunciation skills. On the other hand, it is also necessary for the school or institution to provide additional technology-based facilities to support the teaching and learning process.

It can be concluded that some of the researchers that studied pronunciation accuracy, especially in using digital media, still have a problem in terms of digital media's lack of features, and external problems. Meanwhile, the other researchers that studied pronunciation accuracy using some method are somehow not supported today's education due to its traditional way that should be more developed using technology in this 21st era. Therefore, this research used proper digital media that has advanced technology. It is hoped that this Speechace can facilitate students' pronunciation accuracy better and minimize the previous problem that

⁵² Asni Syafitri, Abdul Asib, Sumardi Sumardi. An Application of Powtoon as a Digital Medium: Enhancing Students' Pronunciation in Speaking. *International Journal of Multicultural and Multireligious Understanding*. Volume 5, Issue 2. April 2018, 295.

occurred in previous studies. Additionally, some research results showed that the method or the media didn't give satisfying results. In conclusion, this study needs to be conducted to research students' pronunciation accuracy using Speechace to get better results and insight.



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CHAPTER III

RESEARCH METHOD

This chapter presents the research method that consists of research design, research setting, research participant, data and source of data, data collection technique, research instrument, and data analysis technique are included in this chapter.

A. Research Design

The researcher used exploratory design in this research. There was a condition why the researcher uses this design. Firstly, the researcher wanted to increase the knowledge of Speechace which was still little known by the students despite the benefit it brought to the development of students' pronunciation mastery and it would be lost if the researcher neglected this opportunity. The researcher explored if Speechace was visible to facilitate the students' pronunciation accuracy. Exploratory research design focused on the investigating of the phenomenon. For example, before a solution could be formulated, exploratory research is carried out when an issue has to be identified more accurately and to acquire further insights.⁵³

Since the researcher needed to analyze the data and display the finding briefer and more detail then this research used qualitative methods and descriptive analysis as a research design. Qualitative research methods are finding a group that shares a culture and examining how it evolves over time

⁵³ Paurav Shukla. *Essentials of Marketing Research*. (London,:Ventus Publishing ApS,2008), 32.

into a shared set of behaviors.⁵⁴ To analyze the final result and describe it briefly then the researcher used an additional method that is descriptive analysis that is concerned with summarizing the characteristics of some phenomenon in terms of distributions on variables.⁵⁵

The researcher conduct the research by using 3 techniques that are done in sequence, they are including focus group discussion, interview, and questionnaires.

B. Research Setting

1. The research was conducted in SMAN 15 Surabaya. The school had a vision and mission to improve school education with a technology background. Additionally, this study also had the same objective as using innovative technology.
2. The research used digital media called Speechace API to facilitate the SMAN 15 Surabaya students' pronunciation accuracy.

C. Research Participant

The participants of this research were 10th grade students in the English class from one of the Senior High Schools in Surabaya, SMAN 15 SURABAYA. The school had a vision and mission to improve school education with a technology background. Additionally, this study also had the same objective as using innovative technology.

⁵⁴ John W. Creswell, J. David Creswell. (2018) *Research Design Fifth Edition*. (London : SAGE Publication Inc.), 206.

⁵⁵ Ibid.,

D. Data and Source of Data

The research question being the main focus of data collection are (1) what is the role of Speechace in facilitating SMAN 15 students' pronunciation accuracy in English Class? (2) What are the Speechace features that facilitate SMAN 15 students' pronunciation accuracy in English Class? (3) What are the students' challenges using Speechace in English Class? The data that was needed for the research proposal was as follows. In order to answer the research question the researcher collected data from students in grade 10th of SMAN 15 Surabaya related to the role of the Speechace in students' pronunciation accuracy in the form of words. The data for the second research question was related to the Speechace features that facilitate students' pronunciation accuracy in the form of words. Finally, the last data for the third question was the students' challenges in using the Speechace to facilitate students' pronunciation accuracy in the form of words.

E. Data Collection Technique

Referring to the research questions, the researcher collected the first data which was the role of Speechace as the students' pronunciation accuracy facilitator. Firstly, the researcher introduced Speechace to the students and gave them directions on how to use Speechace. After they became familiar with Speechace, the researcher collected the data by using focus group discussion techniques. There were a total of 31 students in the class and the researcher divided them into 6 groups with the total of 5-6 members in each group. They were given some questions about Speechace and discussed about

it together. Every group discussion were recorded in order to the researcher could transcribe the discussion clearly.

Secondly, the researcher used interviews to collect the data. This interview was the structured one and the interview guides were originally made by the researcher. Before the interview were conducted the interview guide were validated by the validator, after that the researcher could conduct the research. The total of 6 students at 10th grade was interviewed face to face and individually. One student from every group was chosen to be interviewed by the researcher. The interviewees of this research were the students who have been introduced to Speechace and tried the application for their English speaking practice. Every the students' name who was interviewed was disguised as "Student 1", "Student 2", and so on. The interview that conducted after the FGD was planned to collect further detailed data on the roles (3 questions), features (3 questions), and challenges of using Speechace from the student's perspective (8 questions). Every conversation was recorded and the researcher transcribed the conversation. For further information about how the researcher analyzed data were discussed on the next subsection.

Thirdly, the researcher collected the third data by using surveys in the form of questionnaires. The questionnaire was in the form of a Google Form link so the student could access it online. The researcher had two steps while using this technique, first, the researcher made a questionnaire before the research was conducted and the second step was the researcher remade the

questionnaire after getting the result from FGD and interview. Those results were references to develop the questionnaire. The questionnaire that was used to collect data on Speechace to facilitate SMAN 15 students' pronunciation accuracy based on the theories of accuracy that were proposed by Torres and the theory of digital media challenge and Speechace features. The aspects covered in the questionnaire include 4 aspects, the first part is about Students' Experience, the second part is about the Speechace features, and the third part is about Students' Pronunciation Accuracy and the last part is about Speechace's Problem. There were approximately 4 parts with a different total of questions in each part.

F. Research Instrument

Referring to the data collection technique the researcher used a total of 3 instruments including a survey in the form of a questionnaire, an interview in the form of an interview guide, and a focus group discussion in the form of a discussion guide.

1. Focus Group Discussion

The discussion guide was divided into 3 parts, they were the introduction part, main part, and closing part. The introduction part contained some simple questions that could lead to the main part. Meanwhile the main part contained the main questions about Speechace role, features, and challenges. The closing part contained some simple questions as signs that the focus group discussion was end. One of the members in every group was the leader of the group.

2. Interview Guide

The research participants were interviewed individually. The researcher chose the interviewee based on the group representative that was chosen as the group leader and have accessed the Speechace before. Every the students' name who is interviewed is disguised as "Student 1", "Student 2", and so on. The interview after the FGD was planned to collect further detailed data on the role with total 3 questions, features with total 3 questions, and challenges of using Speechace from the student's perspective with a total of 8 questions. The interview guides were validated by the validator who is expert in this area and the validator of this research is Sigit Pramono Jati, M.Pd.

3. Questionnaire

The researcher spread the questionnaire after the researcher conducted focus group discussion and interview. There were four parts of questionnaire, the first part was about Speechace with total 4 questions, second was about Students' Experience with total 6 questions, and the third part was Students' Pronunciation with total 10 questions, and last part was Speechace's Problem with total 12 questions. The questionnaire is constructed by the theory of pronunciation accuracy by Torres and the theory of Speechace also the answer of the questionnaire was in form of multiple choice with 5 choices i.e. Strongly disagree, Disagree, Neutral, Agree, Strongly agree and likert scale. As same as the interview guide,

the questionnaire also validated by Sigit Pramono Jati, M.Pd before it spread to the students.

G. Data Analysis Technique

The researcher analyzes the data that are obtained from interviews and focus group discussions step by step. The steps include:

1. Transcribe the conversation into text

After the research got the recording of 6 focus group discussions and 6 interviews, the researcher transcribed every recording into text originally without other assistant tools. Since the students' answers in the interview were in either Indonesian or English then the researcher translated the Indonesian answer to English language.

2. Coding

The next step that was done by the researcher was coding the transcription text. Both question and answer have the same code on the other hand there was a differentiation between the focus group discussion and interview participant. In FGD, every group had different name as well as the interview. For example, FGD code for Group 1 was Q1G1. Q1 was code for both question and answer number 1, meanwhile G1 was code for Group 1. Additionally, the interview code for the student 1 was P1S1. P1 was code for both question and answer number 1, meanwhile S1 was code for Student 1. The rest of transcriptions followed the same rules until the end.

As Gibbs makes clear, coding demands the use of ‘code memos’ where the researcher records the names of the different codes, who coded which parts of the material, the date when the coding was done, definitions of the codes used, and notes about the researcher’s thoughts about the code.⁵⁶ In principle, anything can be coded. Gibbs suggests the following examples: specific acts, events, activities, strategies, states, meanings, norms, symbols, levels of participation, relationships, conditions or constraints, consequences, settings, and also reflexive coding, recording the researcher’s role in the process.⁵⁷ There are 3 parts of the interview. The first part was named Speechace Role, the second part will be named Speechace Features, and the third part will be named Speechace challenge. The coding itself is taken from the interview questions, for example

Table 3.2: Coding Example

Code	Interview Questions	Main Idea
P1S1	What do you think about the roles of Speechace to facilitate your pronunciation accuracy? S1’ Answer:	
P2S1	What Speechace's features do you like the most? S1’ Answer:	
P3S1	Between sounds of the word, Intonation, and word stress. Which one do you think is the hardest to learn? S1’ Answer:	

⁵⁶ Svend Brinkmann-Stenar Kvale. *Doing Interviews*. (Los Angeles : Sage Publications Ltd, 2019). 151

⁵⁷ Ibid.,

3. Construct the main idea

The next step after coding was constructing the main idea of every answer from the FGD and interviews in the same table.

4. Categorizing the topic

After getting the results from the interview and the focus group discussion and interview, the student's answers to the questions were categorized according to the main idea. The main idea was concern about 3 topics that are also relevant with the research questions, they are Speechace roles, features, and students' challenges in using Speechace.

5. Drawing themes from the topic

To get the general ideas of the category, the researcher was brainstorm it into one new theme. Since the students' answers were so many and unorganized in every topics, then the researcher made sub-category from the answer that still relevant with every topics.

6. Drawing conclusions.

The final step was making the conclusion from every sub-category and result that was gathered by the researcher. The researcher concluded every transcription as well as the main idea in finding and discussion.

7. Questionnaire

Meanwhile, the data that was gotten from the questionnaire was analyzed with descriptive statistics using percentages. The questionnaire results were recapitulated in Microsoft Excel. The researcher categorized every result following the 3 topics about Speechace roles, features, and

students' challenges in using Speechace. The results of the data were presented in the form graphics with percentages. After that, the researcher described the results in sentences to get a deeper idea.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presents and discusses findings of the data related to the research questions. All of the findings focused on the topics that related to the research questions. Additionally, the researcher had conducted focus group discussion, questionnaire, and interview to get the data as the findings.

A. Research Findings

There are 3 findings that will be explained in this chapter based on the research questions, they are described here; (1) Speechace roles that facilitate SMAN 15 Surabaya students' pronunciation accuracy in English Class, (2) Speechace Features in facilitating SMAN 15 Surabaya students' pronunciation accuracy in English Class and, (3) SMAN 15 students' challenges using Speechace in English Class. The data was collected from questionnaires and supported with FGD also the interview result.

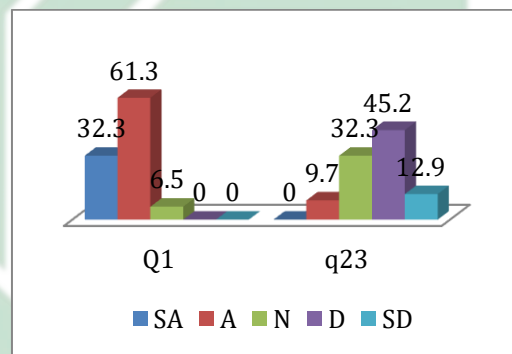
1. The roles of Speechace in facilitating students' pronunciation accuracy in the English Class

Based on the findings, there are 3 instruments used in collecting the data : focus group discussion, interview, and questionnaire for answering the research question 1 about the roles of Speechace in facilitating SMAN 15 SURABAYA students' pronunciation accuracy in English Class. The roles of the Speechace include engaging students' interest, giving the positive vibe, self-learning digital media, as a new digital media, teaching and correcting pronunciation, knowledge

mediator, and strengthening English skill. The findings are displayed below.

a. Engaging Students' Interest in Pronunciation

The first roles of Speechace are engaging students in learning pronunciation. This role is highlighted from the questionnaire results that have been calculated using Microsoft Excel as presented in Graph 4.1 below.



Graph 4.1: Speechace Engagement

The Q1 category represents that 32.3% students strongly agree that Speechace is an interesting website and 61.3% agree with the statement. Moreover, 6.5% chose a neutral option and there is no student who disagreed or strongly disagrees with the statement.

The Q23 category reveals that there are no students who strongly agree that Speechace is boring and 9.7% students agree with the statement. Meanwhile, 32.3% of students chose the neutral option and 45.2% of students disagree that Speechace is boring. Also the 12.9% students strongly disagree with the statement.

This is confirmed with a focus group discussion answer by student 3 from group 2. The student stated that “*Speechace is so fun*”

(excerpt Q6G2). Based on the excerpt, it can be seen that students though, Speechace is a fun website to play.

Interview result has the same in common result that was highlighted by student 1 who stated that

“yeah, because I need the vowels and Speechace is more interesting” (excerpt P6S1).

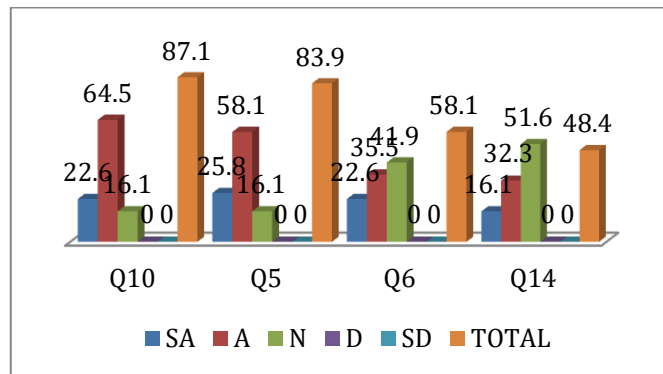
Based on the students' opinion on excerpts, Speechace is more interesting digital media than the other.

The next is student 2 who stated that *“Because Speechace is fun”* (excerpt P6S2). The other students' opinion about Speechace is also almost the same as that Speechace is a fun website to access or play.

The data from FGD and interview indicate that Speechace is fun and interesting from the students' perspective. Both data from the questionnaire and the interview suggest that Speechace can engage students because it is interesting to learn or practice pronunciation since Speechace is a fun and interesting website.

b. Giving positive vibe to the students in learning pronunciation accuracy

The second role of Speechace reflected from the questionnaire data is giving positive vibes to the students. The first data will be presented in form of graph 4.2 below and follow by the 2 others data:



Graph 4.2 : Speechace's Positive Vibes

The category Q10 points out those 87.1% students feel happy that Speechace facilitates their pronunciation accuracy. Fourth category Q5 83.9% show that students enjoy using Speechace for learning pronunciation accuracy. Fifth category is Q6. 58.1% of students are confident using Speechace in learning pronunciation accuracy. Meanwhile the last category is Q14 indicating that 48.4% students agree Speechace gives excitement to learn pronunciation further.

The questionnaire result above is strengthened with the result of focus group discussion results that turned out by the students 1 from group 3 who stated *“it’s good and really easy to use and also very helpful”* (excerpt Q14G3). Based on the excerpt, the student stated that Speechace is good and very helpful, and then those statements indicate that students felt happy when they accessed the website since they recognize how helpful it is for them. Adding with the statement from Student 1 in group 4 *“I think Speechace is very good”* (excerpt Q1G4). The other student also states that Speechace

is very good, this statement indicates that Speechace is appropriate to facilitate their pronunciation accuracy.

Further, the interview result highlighted that students 1 have likely the same statement that

“So, in my opinion Speechace is somewhat good because it is very helpful in accelerating English” (excerpt P1S1).

The students stated that Speechace is a good website since they recognize that it is very helpful for their English skill and that awareness can lead to students’ excitement in learning English.

Continued by the students 3 who also stated *“Nothing, it's a good website, easy to use, and very helpful”* (excerpt P13S3). The statement from student 3 can be interpreted that Speechace is not only a good website but also easy to use and very helpful, these many advantages can make students feel confident to master English skill better. The students 4 stated that

“In my opinion, it's good because it is somewhat accurate and improves the skill” (excerpt P13S4).

The statement from student 4 can be interpreted that Speechace is good because the Speechace gives the students’ chance to check their accuracy and improve their English skill. This facility can give a positive environment for the student.

The last student is the student 5 who have the common opinion with other students that is

“It's good, in speaking and the accuracy, there is a pronunciation demo as the example” (excerpt P13S5).

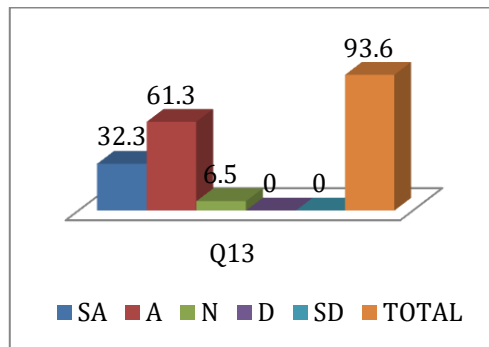
Based on student 5 statement Speechace is a good website since its facility in speaking and pronunciation, this can make students more confident in learning English.

Both the data from FGD and the interview shows that Speechace is a good website that can facilitate students' pronunciation accuracy and learn speaking. This facility gives the students a positive feeling to learn in a comfortable situation since they are aware that Speechace can facilitate their pronunciation accuracy.

It can be concluded that Speechace makes students feel comfortable and gives them a positive vibe to learn pronunciation accuracy and also provides them a helpful facility for learning English. The questionnaire results show that students feel happy, enjoy, confident, and excited at the same time and strengthen with their answer during focus group discussion and interview that Speechace is a good website to learn pronunciation accuracy.

c. To be a Self Learning Digital Media about Pronunciation for the Students

The third role is that Speechace helps the students to practice their pronunciation skill. The first result display in form of graph 4.3 below:



Graph 4.3: Speechace for Practice Pronunciation

The result of the questionnaire, the category Q13 with the total of “strongly agree” and “agree” responses is 93.6% show that students agree that Speechace can give the chances to develop their pronunciation skill. Further this result is strengthened with the result of focus group discussion by the students 2 from group 6 stating “Use it to practice speaking new English intonation and pronunciation” (Q2G6). Based on the statement from the students 6 Speechace can be used by the students to practice Speaking and pronunciation.

Also student 1 stated “it’s easy to access and help to practice pronunciation” (excerpt Q6G6). Additionally, the other student also stated that Speechace can help the students to practice pronunciation,

In addition, the interview result shows that student 2 stated

“Because to practice English pronunciation, this website is very helpful in daily life, especially for the students about how to read the word correctly” (excerpt P2S2).

Based on the statement, Speechace is very helpful in that it can be used by the students to practice pronunciation. As well as the student 6 who stated

“So I think the role of Speechace to practice my pronunciation. It’s really helpful to me” (excerpt P1S6).

As the same as the previous students’ statement, the students use this Speechace to practice their pronunciation.

Also *“I use it to practice my speaking including intonation and pronunciation” (excerpt P2S6) and “Easy to access and help me to practice my pronunciation” (excerpt P6S6).* It can be seen that Speechace is not only easy to access but also very helpful for the students to practice the pronunciation.

Both data from FGD and interview indicate that Speechace can facilitate the students in practicing their pronunciation skill. To strengthen the way of how the students practice using the Speechace then the focus group discussion and interview are displayed. First, the students from the Group 2 started

“using it” (Student 1), “Well, It’s like frequently use it, if it is only once it will not work” (Student 2) “Frequently use it” (Student 3), “to practice the pronunciation” (Student 4, Excerpt Q2G2).

Based on the FGD from Group 2, the way of practice using Speechace is by frequently using it to practice pronunciation. Adding with the statement from student 1 in Group 3 who stated

“Looking for another stage everytime we pass each stage from the easy one to the harder one, and we could use speechace everyday so we can improve our speaking pronunciation skills” (Excerpt Q2G3).

Meanwhile, the Group 3 stated how to practice Speechace is by looking for another stages from the easy one to harder one every day. Also the statement from the students in Group 4 who told

“Try again” (Student 1), “try again” (Student 2), “try, try, learning from the mistake” (Student 3), “until get a good score” (Student 4), “we can make better than before” (Student 5, Excerpt Q2G4).

From Group 4, how to practice using Speechace is by trying again and again until you get a better score than before. Second, the interview results from Student 2 stated

“So in daily life, there are some students who don’t take any courses. This website is very helpful, so when we are free despite playing a game, we can access this website, how to read the English word correctly to spend the spare time” (excerpt P2S2).

Based on the students 2, the students can access the Speechace in their spare time to practice English rather than playing games.

Also the statement from the Student 3 who stated

“So I am looking for another stage every time I pass each stage from the easy one to the hardest one. And I could see Speechace everyday so I can improve my speaking pronunciation everyday” (Excerpt P2S3)

“I can learn pronunciation from my mistakes by looking at the scores until I get the highest score” (Excerpt P3S3).

According to student 3, the students can look for another stage and look at the score until they get the highest score.

Finally, Student 4 stated that *“I can use it whenever it is in my spare time” (Excerpt P2S4).* According to student 4, the students can

use the Speechace whenever it is in their spare time to practice English.

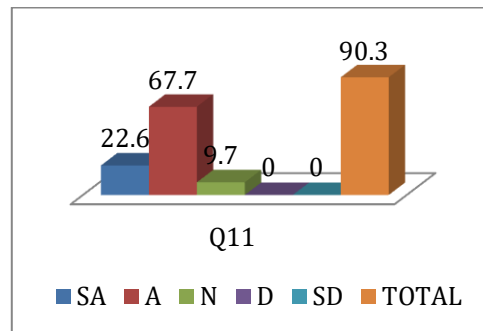
The data from FGD and interview indicate that students practice their pronunciation by use it frequently to know how to read or pronounce the English words correctly by looking for another stage every day and learn from their pronunciation mistake so they can get a good score and better than before in their spare time despite of playing the game.

To sum up, the total result from questionnaire, focus group discussion, and interview reveal that Speechace can facilitate students' in practicing pronunciation skill by practicing using the Speechace in their spare time whenever they are able to develop their pronunciation skill.

Additionally, the other way of Speechace in helping the students to learn pronunciation are divided into 2 minor roles, they are teaching and correcting students pronunciation. The further findings are explained below.

1) Teaching the pronunciation to the students

The first minor role of Speechace is the speechace can teach the pronunciation to the students. The further explanation is firstly displayed in form of graph 4.4 below:



Graph 4.4 : Speechace Teaching the Pronunciation

The second category Q11 with the total of “strongly agree” and “agree” choices indicates 90.3% students agree with the statement Speechace helps the students to understand the pronunciation better. From the previous statement add with the student 1 statement in group 1 who stated

“I think it’s good because Speechace can help us to pronounce the English word” (excerpt Q1G1).

From Group 1, the way Speechace can teach them by helping them how to pronounce the English word. Continued by student 4 from group 3 who stated that

“Because for us these tests teach us to learn grammar and reading words by words fluently” (excerpt Q6G3).

From the Group 4, Speechace can teach them in terms of grammar and give examples by reading or pronouncing the words fluently.

The interview result shows that Student 1 also most likely have the same statement, who stated

“So in the website, there is a voice note, then we should pronounce the word that is displayed and

then the percentages will be presented” (Excerpt P2S1).

According to Student 1, Speechace can teach the students by recording their voice while pronouncing the word based on the example and the website will display the result.

Adding with Student 5 stated

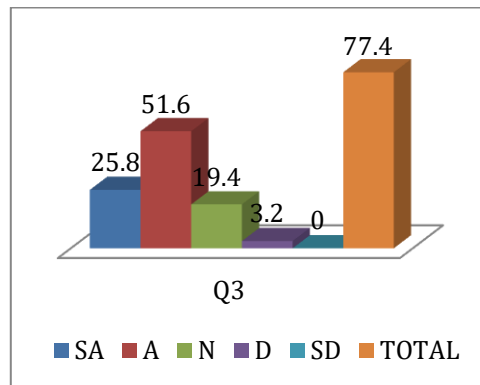
“It’s good, in speaking and the accuracy, there is a pronunciation demo as the example” (excerpt P13S5).

It’s almost the same with the previous students, Speechace teaches the students by giving the pronunciation example. The data from FGD and interview present that Speechace can facilitate the students in teaching by helping them by giving a pronunciation example as guidance to them how to pronounce the English word.

Overall, Speechace can teach the student about pronunciation by giving some guidance about how to pronounce the English word correctly and the students become more understanding about the pronunciation.

2) Correcting Students’ Pronunciation

The second minor role of Speechace is enhancing students’ pronunciation correctness. It can be seen from questionnaire result in graph 4.5 below:



Graph 4.5: Speechace Correction

The category Q3 with the total is 77.4%. It can be concluded that students agree that Speechace can be a good support to facilitate their pronunciation accuracy.

It is further confirmed by the student 1 in group 2 who stated “*pronunciation becomes more fluent and correct*” (excerpt Q3G2). From group 2, Speechace can make their pronunciation become more correct.

Continuously, the result is supported with a statement from group 5, the student 1 stated “*Speechace helps us to correct the pronunciation*” (excerpt Q1G5). From the Group 5, Speechace can help the students to correct their pronunciation.

Additionally, the student 1 from group 4 stated “*Speechace is very good to facilitate pronunciation accuracy*” (Q1G4). From the Group 4, Speechace is a good website to facilitate their pronunciation accuracy.

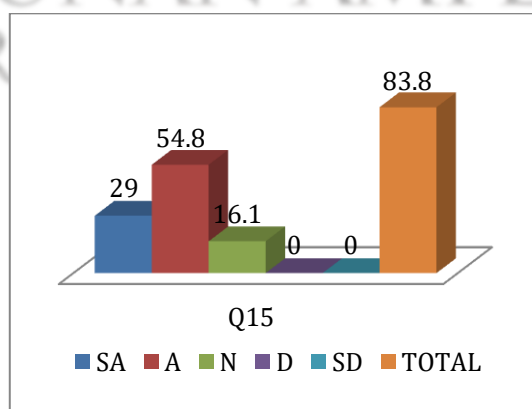
The statement above is supported with an interview result from Student 5 that stated “*Speechace can help us correct our pronunciation*” (excerpt P1S5). It can be concluded that Speechace can correct students’ mispronunciation.

The data from FGD and interview indicate that Speechace have a good facility in giving them correction for their pronunciation. Essentially, all of the results above show that Speechace has the ability to help students to correct their pronunciation by giving them guidance on how to pronounce the English word correctly.

d. To be a new digital media to learn pronunciation for the students

The fourth role of Speechace is it might be a digital media used by the students in class. This was highlighted from the questionnaire result and support with focus group discussion and interview result.

The questionnaire result is displayed on the graph 4.6 below.



Graph 4.6: Speechace as Digital Media

From the graph above, it can be seen the total of “strongly agree” and “agree” choices is 83.8% students agree that Speechace is one of the great digital media to assess their pronunciation.

The result above is strengthened with the result from focus group discussion. The student 2 from group 2 stated

“It’s good. Speechace can be a new right way to learn and practice English” (Excerpt Q1G2).

From Group 2, Speechace is a new right way or it can be said as the new media to learn and practice English. Additionally, students from group 4, the all members stated that *“Of course, because the Speechace helps for our study”* (excerpt Q9G4). From the Group 4, Speechace can help them for their study not only in the classroom but also outside the classroom.

The interview result turns out to be the same findings that the student 2 stated

“Because Speechace is fun, sometimes learning English is so-so. Learning in the other way can increase learning excitement.” (Excerpt P2S2).

According to student 2, Speechace is one of the new right ways to learn English.

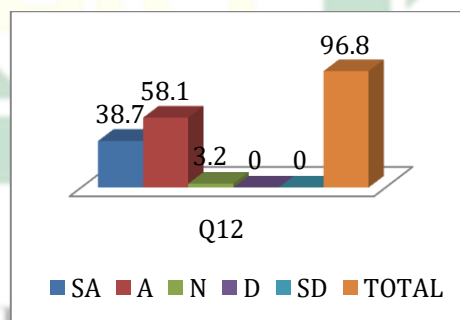
The data from FGD and the interview present that Speechace can be a new or other right way to learn and practice English so they can be more excited and help for their study.

To sum up, the questionnaire and interview result data show that Speechace can be a digital media choice to use in teaching and learning especially about pronunciation media in the class.

However, there is another minor role that supports the roles of the Speechace that is to be a mediator of knowledge for the students. The further finding is explained below.

1) To be a mediator of pronunciation knowledge resources for the students

The other minor role of Speechace is as a new knowledge resource for the students. It can be seen in the graph 4.7 of questionnaire result below:



Graph 4.7: Speechace as a mediator

The first category Q12 with the total of “strongly agree” and “agree” choices indicates 96.8% indicates that students agree with the statement Speechace can give a lot of new pronunciation insights. This result is strengthened with the student 2 statement in group 6 that stated “*use it to practice speaking new English intonation and pronunciation*” (excerpt

Q2G6). From the group 6, Speechace can provide the new English pronunciation for the students.

Further, the interview results show that students' 2 statements are related with the questionnaire and focus group discussion result that is

“Absolutely, we can have the knowledge; we can accelerate in reading the English word, and help for our exam” (Excerpt P3S2).

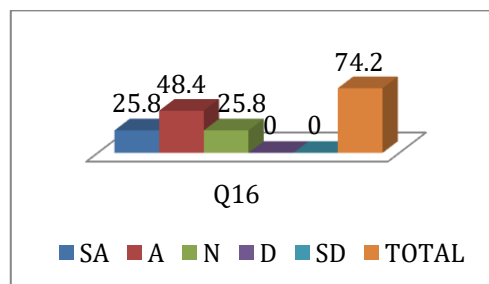
According to student 2, Speechace can give them English knowledge.

The data from FGD and interview indicate that Speechace as a mediator can transfer the knowledge so the student can have more knowledge in terms of pronunciation. Overall, the combination result of the findings above is Speechace can give new knowledge especially in pronunciation.

e. Strengthening students' other skill except pronunciation skill

The last Speechace role for the students is found out Speechace can help the students to strengthen other skills besides pronunciation. It can be seen in the questionnaire result that displayed on the graph

4.8 below:



Graph 4.8 : Speechace strengthen other skill

The category Q16 with the total of “strongly agree” and “agree” choices indicates 74.2% students agree with the statement that Speechace can help them to develop other skills besides pronunciation.

Further, the result is supported with focus group discussion by student 2 in group 1 stating “*Speechace can accelerate Speaking in English”* (Q3G1). From Group 1, Speechace can accelerate their Speaking skills in English.

Continually, the statement by the student 3 in group 6 stated “*we can talk using English with better pronunciation than before*” (Q3G6). From the Group 6, Speechace can make the students talk better in English.

Additionally, the student 3 from group 5 stated “*it helps the beginner to learn about speaking, listening, intonation, etc.*” (Q13G5). From the group 5, Speechace can help the beginner to learn about English skills including speaking, listening, intonation, etc.

The result is also highlighted by the interview results that are stated by some students. Firstly, student 4 stated that “*the benefit is Speechace can upgrade the speaking skill*” (Excerpt P3S4). Also

“*maybe I can improve my simple present tense skill, because I feel difficult*” (Excerpt P6S4).

According to the Student 4, Speechace has benefits in upgrading the Speaking skill and maybe can improve the grammar skill.

Second, students 5 stated that *“It's great for students who want to learn more about speaking”* (Excerpt P9S5). According to student 5, Speechace is a great website for the students who want to learn more about speaking in English. Third, the Student 2 stated

“So in daily life, there are some students who don't take any courses. This website is very helpful, so when we are free despite playing a game, we can access this website, how to read the English word correctly to spend the spare time” (excerpt P2S2).

According to Students 2, Speechace can facilitate students' reading skills. The student 6 stated *“I use it to practice my speaking including intonation and pronunciation”* (Excerpt P2S6). According to student 6, Speechace is also facilitating the students' speaking skills.

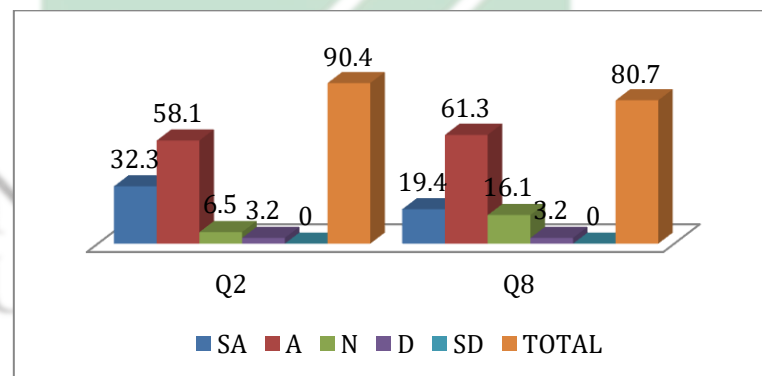
Both FGD and interview data indicate that Speechace is not only facilitating and strengthening their pronunciation but also another English skill. To sum up, Speechace has another role in developing students' pronunciation skills that also strengthen students' speaking skill, simple present tense (grammar) skill, listening skill, reading skills.

These findings reveal that Speechace have crucial roles for the students pronunciation accuracy include 5 main roles and 3 minor roles. The 5

main roles include engaging students' interest in pronunciation, giving positive vibe to the students in learning pronunciation accuracy, to be a self-learning digital media about pronunciation for the students, to be a new digital media to learn pronunciation for the students, and strengthening students' other skill except pronunciation skill. Speechace minor roles are teaching pronunciation to the students, correcting students' pronunciation, to be a mediator of pronunciation knowledge resources for the students.

2. Speechace Features that facilitate Students' pronunciation accuracy in English Class

The second finding of this research is about Speechace features that the data are collected from questionnaire, FGD, and interview. The accessibility of Speechace is displayed on the graph 4.9 below.



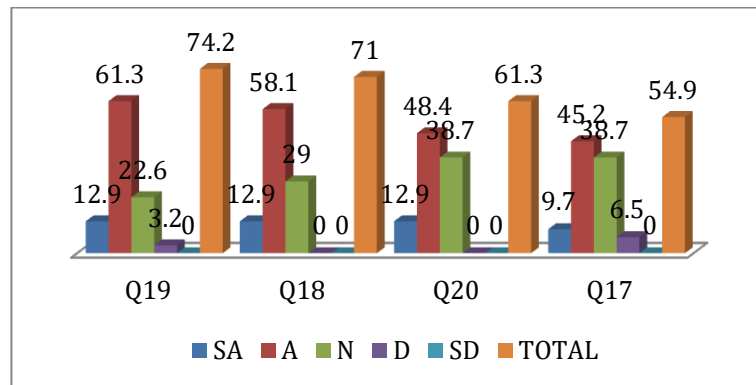
Graph 4.9 : Speechace Accessibility

The Q2 category reveals that the total of strongly agree and agree responses is 90.4% of students who agree that Speechace is easy to learn. Additionally from the Q8 category show that the total of strongly agree and agree is 80.7% students understand how to use Speechace's features

clearly. This questionnaire result is supported with the result from focus group discussion. Student 1 from group 3 who stated *“it’s good and really easy to use is also very helpful”* (excerpt Q14G3). From Group 1, Speechace is a website that is easy to use. Adding with another student 2 answers from group 4 who stated *“Easy to play”* (excerpt Q10G4). From Group 2, it’s also almost the same as the previous group, Speechace is a website that is easy to play. Also the student 1 from group 6 who stated *“it’s easy to access and help to practice pronunciation”* (excerpt Q6G6). From group 6, the student also stated that Speechace is a website that is easy to access.

To strengthen both results above, the interview result highlighted that the student 3 who stated *“Nothing, it’s a good website, easy to use, and very helpful”* (Excerpt P13S3). According to students 3, Speechace is a website that is easy to use and student 6 who also stated the same answer that *“Easy to access and helps me to practice my pronunciation”* (Excerpt P6S6). According to student 6, Speechace is a website that is also easy to access.

The data from FGD and interview seem that Speechace is an easy website to use, access, and play by the students. As well as the easiness of accessing the website, the researcher reveals another finding that is in a graph 4.10 with some explanation addition below:



Graph 4.10: Speechace Features Function

The Q19 category shows that the total of “strongly agree” and “agree” responses are 74.2% students agree Speechace can detect the intonation of English words and give the correction. Moreover, the Q18 category reveals that the total of “strongly agree” and “agree” responses are 71% students agree that Speechace can detect the sound of English words and give the correction. Furthermore, the Q20 category with the total of “strongly agree” and “agree” responses turns out those 61.3% students agree that Speechace can detect the English word stress and give the correction. Meanwhile the last category is Q17 category with the total of “strongly agree” and “agree” indicates that 54.9% students agree Speechace can detect the mispronunciation well.

The result is supported by the interview result that’s stated by Student 5 that is “*Because it helps us to check our pronunciation correctly and have the accuracy*” (Excerpt P6S5). According to student 5, Speechace can check their pronunciation correctly or it can be said that

it can detect the students' mispronunciation. In addition, the Student 3 stated

“So it is actually very helpful especially for the students. And this website lets me know my mistakes and lets me redo it multiple times till I know what I should fix” (Excerpt P1S3).

According to student 3, Speechace has a facility to let the students know their mistakes, especially in pronunciation.

Additionally, both the results are strengthened with a focus group discussion in which the student from Group 5 stated

“We record our voice to check if our pronunciation is correct or not” (Q2G5).

From the group 5, Speechace can check or detect if their pronunciation is correct or not. The data from FGD and interview indicate that Speechace's facility is helping the students to check their pronunciation and let them know their pronunciation mistakes. The Speechace can detect students' mistakes or mispronunciation, give them the correction and let the students practice again.

To sum up, Speechace gives a convenient way to learn and check pronunciation. Those benefits can come from some features that are available in Speechace. The result is obtained from focus group discussion and interview results that display below.

Firstly, the focus group discussion revealed that vowel features are the most features that students' access and the group are included from the group 1 until the group 6. The second most accessed by the students

are Speaking features with the group that chose it, including Group 2, Group 3, and Group 5. The third most accessed by the students is Simple Present Tense which group 2 and group 4 choose the features. As same as before, the next features that access by the students is consonant which is chosen by the Group 3 and the Group 4. The last features that are least accessed by the students are Fluency which is chosen by the Group 3. Long Paragraph by Group 3, and Listening by Group 5.

Secondly, the interview revealed that the most features that are accessed by the students are Vowels that are chosen by Student 1, Student 2, Student 3, Student 4, and Student 6. The second place of the feature that is most accessed by the students is Speaking, the students who choose it including Student 2, Student 3, and Student 5. The next features have the same total of voters, the Simple Present Tense features are chosen by Student 2 and Student 4, meanwhile the Consonant feature is chosen by Student 3 and Student 4. The last category also have the similarity besides have different total of the voter, they are Fluency features is chosen by the Student 3, Long Paragraph is chosen by the Student 3, and the last feature is Listening that chosen by the Student 5.

The data from FGD and interview present Speechace features that are mostly accessed by the students are Vowels, Speaking, Simple Present Tense, Consonant and Fluency, and the last is Long Paragraph and Listening. Further information is explained below.

a. Vowels

Vowels features include an audio demo about vowels materials. The materials are about ɪ and i, ε and æ, ə and ʌ, ɔ and, ɑ and u in Vowels 1. Meanwhile the materials about ər, ɪr, ɛr and ɔr, ʊr and ɑr, aɪ, eɪ and ɔɪ, aʊ and oʊ are in Vowels 2. Every exercise only provides one word practice, but the students still can retry to pronounce it again and again.

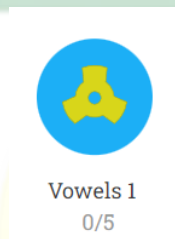


Figure 11. Vowels Features

b. Speaking

Speaking features include one short questions audio demo and one long paragraph. There is no long paragraph audio demo available except the students try to record their speaking and get the result after that the audio demos are available for every word. There are 3 parts provided including Sports, Travel, and People which are in every part divided into 5 long paragraph practices.



Fluency Speaking Practice
Figure 12. Speaking Features

c. Simple Present Tense

Simple Present Tense features include audio demo about Simple Present Tense materials. This features are divided into 3 parts, they are Lesson 1(Simple Present regular verbs), Lesson 2 (Simple Present irregular verbs), and Lesson 3 (Simple Present sentences). In Lesson 1 there are total 18 phrases audio demo and pronunciation practice about regular verb, Lesson 2 there are 9 phrases audio demo and pronunciation practice, and Lesson 3 there are 23 Simple present sentences audio demo and pronunciation practice.



Figure 13. Simple Present Tense Features

d. Consonant

Consonants feature is almost the same with Vowels features that include an audio demo but the materials are about consonants. The materials are about b and p, d and t, g and k, dʒ and tʃ, v and f, ð and θ in Consonants 1. Meanwhile the materials about s and z, ʃ and ʒ, m, n and ŋ, l and r, h, w and y are in Vowels 2. Every exercise only provides one word practice, but the students still can retry to pronounce it again and again.



Consonants 1

0/6

Figure 14. Consonants Features

e. Fluency

Fluency features include one short questions audio demo and one long paragraph practice. There is no long paragraph audio demo available except the students try to record their speaking and get the result, after that the audio demos are available for every word. There is only one part provided including People which is in this part divided into 5 long paragraph practices.



Figure 15. Fluency Features

f. Listening

Listening features is actually available in all features in form of audio demo. It could be available directly or the students should record their speaking, get the results and the listening appear.

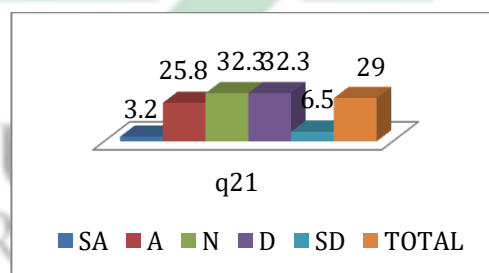


Figure 16. Listening Features

Overall the Speechace features is easy to access, easy to play, and easy to use. Speechace features also could detect the students' mispronunciation in terms of sound of words, intonation, and word stress. Meanwhile the features that likely accessed by the students are Vowels, Speaking, Simple Present Tense, Consonant and Fluency, and the last is Long Paragraph and Listening. Every feature has its own material and parts that are different from each other, for example the topic, practice, or how to finish the practice.

3. SMAN 15 Surabaya students' challenges in using Speechace in English Class

The Speechace challenge reveals that still there are some students who find some problems while using the website. The common problem includes network, device, and bugs from the website. The result display in the graph 4.17 below:

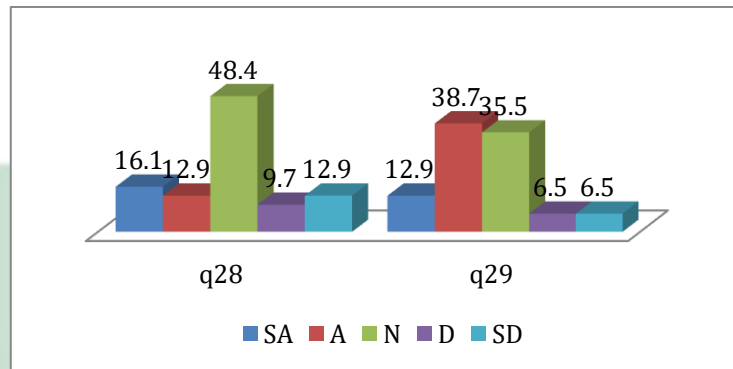


Graph 4.17: Speechace Problem

The Q21 category with the total of “strongly agree” and “agree” responses reveal that only 29% students agree that they find problems in using Speechace. 32.3% students choose neutral and the highest percentages 61.3 students disagree that they find problems in using Speechace. The further Speechace challenge are explained below

a. Internet Connection

The first challenge faced by the students while using Speechace is internet connection. The result is firstly supported with the result from the questionnaire in the graph 4.18 below.



Graph 4.18: Internet Connection Problem

The Q28 category reveals that 16.1% students strongly agree that Speechace is better to use online than offline and 12.9% students agree with the statement. Meanwhile, the 48.4% students feel neutral with the statement. Moreover, the 9.7% students disagree with the statement and the 12.9% students strongly disagree with the statement.

The Q29 categories with the total of strongly agree and agree responses unveil that 51.6% students agree Speechace needs a strong internet connection.

This result is further confirmed by the result of the focus group discussion result that shows the student 3 from the Group 1 stated “*must use internet connection*” (excerpt Q10G1). From group 1, Speechace needs an internet connection to work well. Also

the student 4 from the Group 6 who stated “*increase the connection and the microphone sensitivity*” (excerpt Q12G6). Group 4 also stated that Speechace needs an internet connection.

Additionally, the interview result reveals that Students 1 stated “*The problem is it must use a strong internet connection*” (Excerpt P10S1). According to student 1, Speechace requires a strong internet connection to work. As well as the other student who is Student 6 stated

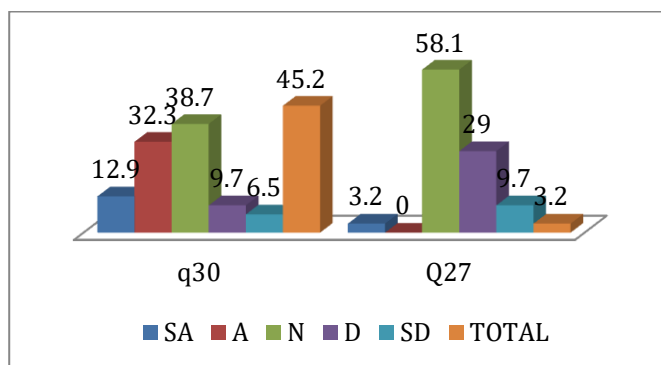
“I think it’s the microphone, it’s not too sensitive and the connection and there are some bugs”. (Excerpt P10S6).

According to student 6, Speechace also requires a strong internet connection.

The data from FGD and interview indicates that the usage of strong internet connection is something that should be considered. Overall, the challenge faced by the students while using Speechace is internet connection. The students feel it is difficult if they must use internet data, while the others find it difficult to access the website due to the weak internet connection.

b. Mic sensitivity

The second challenge that is faced by the students while using Speechace is mic sensitivity. The outcome is displayed in the form of a graph 4.19 that contains the percentages from the questionnaire.



Graph 4.19: Device Problem

The category Q30 shows that 12.9% of the students strongly agree that Speechace needs a good and proper device to access it. Additionally, 32.3% students also agree with the statement. As well as, the 38, 7% students chose neutral and 9, 7% students disagree with the statement, also the other 6, 5% students strongly disagree.

The Q27 with the total of strongly agree and agree shows that 3.2% students choose to agree with the statement that the problem is from their own device or the hardware. The 58.1% students chose neutral and 35.5% students didn't agree with the statement.

This result further confirmed with the result of focus group discussion that the student 3 from the Group 3 stated “*Not really, sometimes still get the problem with the mic especially when in a crowded place*” (excerpt Q9G3). From Group 3, the students sometimes get in trouble with the mic sensitivity. Also the student 4 from the Group 6 who stated “*increase the connection and the*

microphone sensitivity” (excerpt Q12G6). From the Group 6, the students stated that they get the trouble in mic sensitivity.

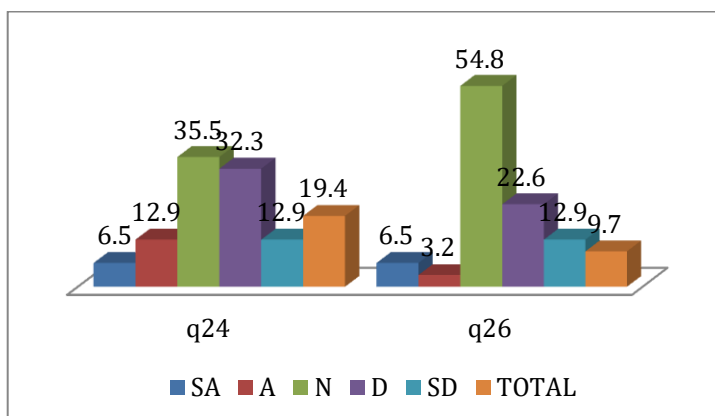
The interview result as an additional support for both the result questionnaire and focus group discussion revealed that Students 3 told *“I often get the trouble with the mic”* (P10S3). According to student 3, she had trouble with the mic. As well as the Student 6 told

“I think it's the microphone, it's not too sensitive and the connection and there are some bugs” (Excerpt P10S6).

According to the Student 6, Speechace must be occupied with a proper mic so the website can work well. Both FGD and interview data present that mic sensitivity is another problem that is faced by the students. It showed that some students still have some problems, for example the mic is not too sensitive or they accessed the website in the crowded place so the mic couldn't record clearly.

c. Less accuracy

The third challenge faced by the student is Speechace's less accurate. The result is confirmed by the questionnaire result in the form of graph 4.20 below.



Graph 4.20: Speechace Performance Problem

The Q24 category result is obtained from the questionnaire with a total of 6.5% students strongly agreeing Speechace is less accurate to detect my pronunciation and 12.9 % students agree with the statement. The 35.5% students chose neutral and 32.2% students disagreed with the statement. Also 12.9% strongly disagreed with the statement.

The Q26 category shows that 6.5% students strongly agree the problem is from the Speechace website and 3.2% agree with the statement. The 54.8% students chose neutral with the statement. Meanwhile the 22.6% students disagree and 12.9% students strongly disagree with the statement.

The questionnaire result is strengthened with the focus group discussion result of the students 2 from Group 2 who said “*less accurate*” (Excerpt Q10G2). From the Group 2, the student stated that Speechace still has the problem in the accuracy, since it’s less accurate.

To support the both result from questionnaire and the focus group discussion then the interview result help with the statement from Student 2 that told

“Less accurate in vowels 1. We have tried it but the result is less, and then we try it in google translate that has pronunciation features. We tried and the accuracy is only 20%, the accuracy is still lack” (Excerpt P10S2).

According to the student 2, another Speechace problem that was faced by the students is the accuracy that is less accurate. As well as the Students 6 who stated *“the bug is like the correction of the word”* (Excerpt P14S6). According to student 6, it turns out that Speechace still has bugs in terms of the accuracy indeed.

The data from FGD and interview show that Speechace still has some bugs especially in accuracy. Essentially, even Speechace has the ability to give the correction and the percentages of students' pronunciation, some students find it's also the problem.

The corrections don't work properly sometimes and are less accurate than expected.

In these findings, Speechace somehow still have their problems that are faced by the students despite of its benefits. The problem that faced by the students currently are internet connection since their school couldn't catch the signal well, the improper device that lead to mic sensitivity, and less accuracy as the bug from the website.

B. Research Discussion

After the researcher stated all of the findings, the researcher discusses those findings and supports it with some theories related to those findings. The discussions are presented below:

1. The roles of Speechace in facilitating students' pronunciation accuracy in English Class

Pronunciation as the part of speaking has a crucial impact in communication especially in English. Some pronunciation mistakes can cause any problem that can mess the whole conversation and make some misunderstanding between the speakers. Hence, learning the pronunciation shouldn't be neglected especially for the students who are the subject who has the biggest chance to learn English. In this case, the researcher introduced Speechace as a website for learning pronunciation. The finding reveals that Speechace is proven to have some roles in facilitating students' pronunciation accuracy. The roles include engaging students' interest, giving the positive vibe, facilitating students' practice, as a digital media, correcting pronunciation, knowledge mediator, teaching pronunciation, and strengthening English skill. The further discussions are explained below.

a. Engage Students' Interest in Pronunciation

Speechace is expected to be digital media that can help the students to facilitate their pronunciation accuracy. However, that aim will not be achieved if it fails to attract the students' attention first. Essentially, the findings show that Speechace won the students

attention that is proven with the percentages result with the total of 93.6% students agreeing that Speechace is interesting and the total of only 9.7% students agreeing that Speechace is boring. The questionnaire is supported with the data from FGD and interviews with students revealed that Speechace is more fun and interesting. This finding of the role of Speechace to attract students' interest to practice pronunciation is in line with Sharma and Gupta's claim that digital media can engage students.⁵⁸ They stated that students' engagement is in line with the media digitization benefits.

Furthermore, the combination of sounds and visuals makes the learners understand the concept faster and their memory of the material becomes stronger in learning English as a second language.⁵⁹ Speechace as an audiovisual media that has both potential things, it can provide interesting and beneficial impact that students can engage easily and try the practice especially pronunciation in different ways than they are used to in teaching and learning in the class. Hence, the differentiation is the reason why students are interested with the Speechace website.

b. Giving positive vibe to the students in learning pronunciation accuracy

⁵⁸ Disha Sharma & Shilpi Gupta. Impact Of Digital Media On Students' Engagement Via E-Learning: A Critical Literature Review Using Bibliographic Analysis. *Journal of Content, Community & Communication*. Vol. 13 Year 7. June 2021, 32.

⁵⁹ Areo Kelechi Goodluck. The Role Of Media Technology In Teaching And Learning English Language In This Era Of Insecurity And Covid 19 Pandemic: Challenges And Prospects. *Zaria Journal of Educational Studies*. Volume 21, No.1, 39.

Learning without feeling comfortable with the environment or the media in the class is absolutely distracting the students' focus and energy in absorbing the knowledge. Speechace as a learning medium for the students has the crucial role to give comfortable and positive conditions to the student while learning English pronunciation. The findings already show that Speechace succeeded in making suitable conditions for the students learning or practicing the material. The findings are a line with other findings that the use of technological facilities in ESL classes may provide a better learning atmosphere and performance.⁶⁰

The 87.1% students feel happy that Speechace can facilitate their pronunciation accuracy. This happy feeling occurred while students were accessing the Speechace website and practicing the pronunciation. This statement is strengthened with the FGD situation when they can access and discuss with their friend about the pronunciation, so the learning environment becomes more exciting for the students. Moreover, the other result also shows that 83.9% students enjoy using Speechace for learning pronunciation accuracy. Even Speechace have features to assess the students' pronunciation accuracy, however at the same time Speechace also gives unlimited chances for the students to practice or retry the task to get the better score again and again until they are sure they are in the best phase.

⁶⁰ Milana Abbasova, Narmin Mammadova. "The Role of Digital Technology in English Language Teaching in Azerbaijan". *International Journal of English Linguistics*. Vol. 9, No. 2. January 2019. 370.

Hence, the students didn't feel under pressured in learning pronunciation since there are no rules that they have to get the expected score or being right at the same they try it. The results from both the FGD and the interview show the similar results that Speechace gives to the students to practice again and again until they get the best score they want. Additionally, the 58.1% students feel confident using Speechace in learning pronunciation accuracy. Speechace as a digital media lets the students focus on their own practice and result since the website only shows the score of the speaker or the user only and the AI is the corrector that is emotionless. It's different if the students are in the condition that they study together in the class, the students can focus on their own progress and they aren't afraid if they make some mistakes because their mistakes will be corrected by the AI and the students feel secure because the score is only known by the students or the users and the website. In addition, Speechace gives excitement to the 48.4% students in learning pronunciation further.

Since Speechace is a website that is especially made to learn pronunciation then it absolutely has various materials and ways for the students. These various facilities make the students feel excited because after they finish one task then they can access another task with different material and challenges. Essentially,

Speechace is a good digital media that can give positive feelings toward the students so they can understand the material better.

c. To be a Self-Learning Digital Media about Pronunciation for the Students

Mastering a second language could be complicated sometimes, even for the students who have already been taught in the school. Since pronunciation is one of the element in the speaking that one of the hardest English skill⁶¹ to acquire and there are some parts in the pronunciation that should be considered such as the accuracy in terms of sound of the words, intonation, and word stress.⁶² Therefore, Speechace is one of the ways to help the students to solve the problem. Moreover, Speechace is designed to provide the practice that is needed for the students. 93.6% of students agree that Speechace can give them the chance to develop their pronunciation skills. Practicing is not easy as it said, some consideration is needed whether what material should be learned first, what kind of material, how to do the practice itself. In Speechace, there are various materials that the students can try, especially in pronunciation such as vowels and consonants. The students can record their voice and their pronunciation will be detected by the AI to know their score of accuracy or their mistakes

⁶¹ Sudarno. The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics. *Perspectives Linguistics and Culture Review*. July, 2021, 115.

⁶²Fanny Stella Torres Vigoya."Testing Accuracy and Fluency in Speaking Through Communicative Activities." *HOW*. Vol 1 No.10. January, 2016. 98.

and absolutely give the example too. Speechace can be accessed by the students' everyday in their spare time and wherever they are. Based on FGD and Interview results, some tasks are designed to be easy to harder ones, students can try tasks depending on their own progress and ability. Speechace facilitate self-learning for the students with organized materials and support with the AI technology that are dependable as the assistant in this 21st era.

Even, Speechace facilitate students to practice their pronunciation there is still no clear statement that Speechace can develop their pronunciation accuracy, different with the previous study by Nurjanah, Ifadah, and Mulyadi⁶³ revealed that the other digital media that Speechnotes can develop the students' pronunciation accuracy.

It turns out that Speechace can help the students in learning pronunciation. However, the minor roles are also taking part for the students to learn pronunciation. There are 2 minor roles discussed below.

1) Teaching the pronunciation to the students

The goal of the teaching can be acquired by using learning media⁶⁴, Speechace as an audiovisual media in the form of digital media is one of the factors to achieve the learning

⁶³ Sri Eka Lestari Nurjanah, Muhimatul Ifadah, and Dodi Mulyadi. Enhancing Students' Pronunciation Accuracy through Speechnotes Application at MAN 1 Semarang. *Prosiding Mahasiswa Seminar Nasional Unimus*. Vol 2, 2019, 403.

⁶⁴ Durratul Hikmah. Media For Language Teaching And Learning In The Digital Era. *IJOEEL*. VOL. 01 NO. 02, December 2019. 84.

objective. Speechace gives the students guidance in the form of audio demo about how to pronounce the word, after that students can imitate the audio, and then students record their voice, the AI analyzes their recording and the feedback will appear. Speechace has its own way in teaching the students about pronunciation as self -study. This statement is aline with the questionnaire result that showed 90.3% students agree Speechace help the students to understand about the pronunciation betters, adding with interview and FGD result that revealed Speechace help and give the example how to pronounce word by word to the students.

In contrast, the other research by Tiarsiwi and Martriwati⁶⁵ that used Google Search Voice digital media to facilitate students' pronunciation. The researcher also used the Google Search Voice as a self-study model for the students, but there is a difference with the Speechace. While the students used the Google Search Voice, the students practiced the pronunciation by themselves until they realized and were aware of their own mistakes. Whereas, Speech can directly give the information about the students' mistakes, they don't have to try it again and again until they know. These facilities can speed the

⁶⁵Fidaniar Tiarsiwi, Martriwati. The Use Of Google Voice Search In Improving The Students' Pronunciation Accuracy. *Uhamka International Conference On Elt And Call (Uicell)*. December 2021. 173.

students' understanding about the material and let them prepare to receive the next material.

2) Correcting Students' Pronunciation

The effective and efficient digital media is indeed a considerable factor for the teaching and learning process. Digital media is one of the ways to consider since digital media provide the effectiveness of English teaching and at the same time giving chances for the students to understand the material easily and mastering the English language skills.⁶⁶ The previous study that used U dictionary⁶⁷ provided the word spelling however when the students need to check if their spelling is correct or not they should check it one by one by themselves. Meanwhile, Speechace as a digital media facilitates students in learning pronunciation by displaying the corrections, the students didn't need to check it manually. This statement is further confirmed by questionnaire results showing 77.4% students agree Speechace can be a good support to facilitate their pronunciation accuracy also from the FGD and Interview result students stated that Speechace can correct their pronunciation.

Speechace gives an effective and efficient way both for students and teachers in terms of the correction. The students

⁶⁶ Areo Kelechi Goodluck. The Role Of Media Technology In Teaching And Learning English Language In This Era Of Insecurity And Covid 19 Pandemic: Challenges And Prospects. *Zaria Journal of Educational Studies*. Volume 21, No.1, 39.

⁶⁷ Siti Maria Ulfa. Bachelor Thesis : *Using U-Dictionary to improve students' ability in spelling words at MTS Nurul Iman Luwu Timur*. (Palopo:IAIN Palopo, 2022), 34.

can directly get the correction from the Speechace without checking it by themselves and for the teacher; if the teacher uses the Speechace in the class then it will be a useful tool for the teacher as an assistant to correct the students' pronunciation.

d. To be a new digital media to learn pronunciation for the students

In this 21st era, digitalization takes a part in the development of education as well. There have been enormous digital mediums that are developed to help the teaching and learning in the class especially in pronunciation for example Speeachnotes⁶⁸, text-to-speech⁶⁹, and speech recognition⁷⁰. All the three digital have almost the same function, they turn, transcribe, or convert the text into the audio or otherwise.

Meanwhile, the Speechace is different, it recognize the voice of the speaker but it also gives the feedback that is absolutely different with the other digital media that didn't give any feedback to the speaker. Since it has the feedback function, the questionnaire result, 83.8% students agree with the statement that Speechace is one of the great digital media to assess their pronunciation. Additionally, results from the interview and FGD show that the students seem to

⁶⁸ Ibid.

⁶⁹ Agung Teguh Anugrah. Bachelor Thesis: *Improving The Students' Pronunciation Through The Use Of Text-To-Speech Software (A Pre-Experimental Research At The Tenth Grade Students Of Sman 8 Makassar)*. (Makassar : Muhammadiyah University Of Makassar, 2019), 33.

⁷⁰ Aliv Faizal Muhammad, Akhmad Alimudin. Penerapan Teknologi Speech Recognition Untuk Latihan Pronunciation Bahasa Inggris Melalui Metode Dictation Di Program Studi Multimedia Broadcasting. *Education Journal: Journal Education Research and Development*. Volume 2, No. 2. Agustus 2018, 23.

think that Speechace can be a new right way to learn English and help their study. It can be concluded the exclusive facility on the Speechace can be the reason Speechace can be a digital media for the students in practicing and learning pronunciation.

1) To be a mediator of pronunciation knowledge resources for the students

Media is an instrument that is used to transform messages or information from “resource” to “receiver”⁷¹. The research by Sayfitri, Asib, and Sumardi⁷² used Powtoon as their digital media to facilitate students’ pronunciation. Powtoon is a website that provides the facilities that the user can make video animation. In that research, the researcher added some materials that can be used as one of pronunciation resources into the animation video. In contrast, Speechace has provided the pronunciation materials and practices. Both Speechace and Powtoon have their own benefits and weaknesses. As powtoon, the teacher can design the material based on the students’ level and ability of their English skill while Speechace have been designed with their own material by the developers.

Even the materials originally created by the developer questionnaire result revealed that Speechace can give a lot of new

⁷¹ Durratul Hikmah. Media For Language Teaching And Learning In Digital Era. *IJOEEL*. VOL. 01 NO. 02, December 2019. 84.

⁷² Asni Syafitri, Abdul Asib, Sumardi Sumardi. An Application of Powtoon as a Digital Medium: Enhancing Students’ Pronunciation in Speaking. *International Journal of Multicultural and Multireligious Understanding*. Volume 5, Issue 2. April 2018, 295.

pronunciation insights according to 96.8% students and supported with FGD and interview results showed that students can learn new English knowledge especially in pronunciation. It shows that Speechace can be a mediator for the students in linking the knowledge resources especially about the pronunciation to the students as the receiver.

e. Strengthening students' other skill except pronunciation skill

The integration of learning potential and technology for students is hoped that students are able to acquire and enhance their language knowledge and skills. The introduction of modern digitalization to the education shows that the progress of learning are improved students proficiency across all English language skill including, writing, reading, and conversation⁷³. Since Speechace facility is not only about pronunciation, the students have chances to strengthen their other English Skills except the pronunciation for example speaking skill, simple present tense (grammar) skill, listening skill, reading skills. This statement is supported with the result from a questionnaire that revealed 74.2% of students agree that Speechace can help them to develop other skills besides pronunciation. Further, the FGD and interview result highlighted the English skill except pronunciation that could be strengthened by the Speechace are speaking skill, simple present tense (grammar) skill,

⁷³ Areo Kelechi Goodluck. The Role Of Media Technology In Teaching And Learning English Language In This Era Of Insecurity And Covid 19 Pandemic: Challenges And Prospects. *Zaria Journal of Educational Studies*. Volume 21, No.1, 39.

listening skill, reading skills. The findings align with the theory and it is hoped that students have a real chance to develop their English language skills better using the Speechace.

Speechace as the new digital media is introduced as speaking and pronunciation assessment that still little known about what are the roles. In this research, the findings show that the roles of Speechace are divided into 5 main roles and 3 minor roles that are focused about the pronunciation. The 5 main roles include engaging students' interest in pronunciation, giving positive vibe to the students in learning pronunciation accuracy, to be a self-learning digital media about pronunciation for the students, to be a new digital media to learn pronunciation for the students, and strengthening students' other skill except pronunciation skill. Speechace minor roles are teaching pronunciation to the students, correcting students' pronunciation, to be a mediator of pronunciation knowledge resources for the students.

2. Speechace Features that facilitate Students' pronunciation accuracy in English Class

Access to information media and technological devices is regarded as very easy or accessible for a variety of groups, including young people, parents, the wealthy, and both the upper and lower middle classes, developments in technology as well as the media have been felt by literally all societal levels.⁷⁴ This statement is further confirmed by

⁷⁴Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*. December 2021, 101.

questionnaire results that 90.4% students agree that Speechace as the digital media is easy to learn and 80.7% students understand how to use Speechace's features clearly. Additionally, the questionnaire result is supported by FGD and the interview result revealed that Speechace is easy to use, play, and access by the students. This easiness in accessing digital media can smooth the flow of teaching and learning.

Speechace features that available on the website including Level 1(Grammar), Healthcare, Hospitality – Vietnam, Beginner, Vowels 1, Consonants 1, Fluency, Fluency Speaking Practice, Vowels 2, Consonants 2, Simple Sentences, Basic Sentences, Beginner Sentences, Intermediate Sentences, Citizenship, Poem, Demo All Activity Types.⁷⁵

There are a lot of features in the Speechace since the findings are only some features are appealed to be the most accessed one then the researcher limits the Speechace features in this research such as Vowels, Consonants, Speaking, Simple Present Tense (Level 1), Listening, Reading, Fluency, and the long paragraph one. It turns out that the appealed features including all of the aspects of four English skills such as speaking writing, reading, and listening, meanwhile this research is only focus on the pronunciation as one of elements in speaking skills then the researcher once again limits the features into Vowels, Consonants, Fluency Speaking Practice, Long Paragraph, Simple Present Tense. All of the features that relate to the Speaking have likely the same

⁷⁵<https://www.speechace.com/speechace-api-plans/>

system but different materials that are listening to the audio first, recording the voice, and receiving the feedback. However, there is a different system between the Vowels, Consonants, Simple Present Tense and the Long paragraph features that are Fluency Speaking Practice or Hospitality-Vietnam. The difference is in the long paragraph there is not an audio demo but there is a listening question and the answer is already available, the task is students must listen to the audio first and answer the question by recording their voice, after that the website will analyze their voice and give the feedback.

According to Torres⁷⁶ There are 3 elements of pronunciation accuracy including sound of words, intonation, and word stress. Pronunciation relates to the way a word is said. This covers linguistic units like vowels and consonants.⁷⁷ In the Speechace, there is an audio demo that gives the example sound of the English words, it's easy to play since the students just have to click the play button and the audio will be played afterwards. Further, the questionnaire result showed that 71% students agree Speechace can detect the sound of English words and give the correction. However, the FGD and interview results show that Speechace somewhat helped them to learn it in an easier way, some of them students thought it helpful and some students thought it's not too helpful. This is related to the problem about the less accurate correction

⁷⁶ Fanny Stella Torres Vigoya."Testing Accuracy and Fluency in Speaking Through Communicative Activities.". *HOW*. Vol 1 No.10. January, 2016. 98.

⁷⁷ Siti Aminah. *A Handbook for English Department Undergraduate Students*. (Surabaya: UIN Sunan Ampel Surabaya, 2021), 3.

from the website that will be discussed in the next subsection. Even though there is a differentiation, this system is still beneficial for the students who aren't familiar with the English word and give more insights for their pronunciation skills.

Speakers can alter the melody of their voice by raising or lowering it as desired that can be said as intonation.⁷⁸ Even in the Speechace there is an audio demo if it is in terms of intonation, some sounds like there are no significant rise and fall of the melody or just flat. However the 74.2% students agree that Speechace still can detect the intonation of English words and give the correction. As well as the FGD and interview results revealed that Speechace is helpful for the students to learn it in an easier way. The audio demo isn't seemed to affect its performance to facilitate students' intonation since the findings showed that students give positive statements about it.

Word stress is an English word that should be made to stand out more than the other, when it has more than one syllable(s)⁷⁹. On the Speechace website, there is information about the word syllables, for example po-lice-man, teach-er, win-dow, etc. Additionally, the other speechace features facility is detecting 61.3% students' English words stress and give the correction that is gotten from questionnaire results. The findings further supported by FGD and interview result that Speechace helped them to learn it in an easier way. Although, there is a

⁷⁸ Ibid.,

⁷⁹ Ibid.,

feature facility that helps the students to detect stress on their English words but the Speechace didn't give the specific clue where the part is the student should stress their sound of words. Speechace seems to still have some limited systems to help the students in terms of word stress, but it isn't mean Speechace has zero influence on the student. Even a little information will be helpful for the students to learn pronunciation.

In conclusion, the most helpful features for the students are Vowels, Consonants, Fluency Speaking Practice, Long Paragraph, and Simple Present Tense. Even, there are some different ways in practicing pronunciation, the students can choose the best features that suit them best. Speechace features can facilitate students' pronunciation accuracy and help them to learn pronunciation in an easier way. However, there are some features that should be considered as well such as the audio demo for the intonation, the correction for the sound of words, and briefer information for the word stress.

3. SMAN 15 Surabaya students' challenges in using Speechace in English Class

Implementing digital media in ELT has some challenges in devices, access, students and teachers literacy. Limited devices can prevent the way of teaching and learning using digital media. In Indonesia, internet access is somehow not too strong in some places, and it needs consideration to choose the strong internet connection. Students and teachers' digital literacy, some of the students and teachers could be from any privilege (social, economy, education, etc.) and some of them

can have low digital literacy and still need some mentoring and practicing the digital media.⁸⁰

a. Internet Connection

Digital media or Speechace as the main topic of this research absolutely couldn't avoid the problems that occurred in real life. The first problem is about the internet connection. Speechace is digital media that needs to connect to the internet or use it in online mode. However, 48.4% of students seem don't mind if Speechace should use it in online or offline mode, this finding is obtained from the Questionnaire result.

Since it needs the internet connection there are other problems that appear that the weak connection influences the website working. Additionally, this statement is confirmed with a questionnaire result that showed 51.6% students agree that Speechace needs a strong internet connection and the result from FGD and interview result revealed that Speechace must use a strong internet connection. Even, the research setting is in the school which is located in the center or public area, the internet signal is sometimes still unstable. Additionally, the school also gives the Wi-Fi facility, but because many students use the Wi-Fi, the internet connection becomes slow and prevents the website from working well. The recommendation for the Speechace to get better is to

⁸⁰ Ningtyas Orilina Argawati, Lilis Suryani. "Digital-based instruction: Chances and challenges in English language teaching context." *IJERE*. Vol. 9, No. 4, December 2020. 1143.

change the website into an application that can access in offline mode so the students can access it more efficiently.

b. Mic Sensitivity

The next problem is more likely about the devices, it can be from the hardware or the mic. Further, this statement is supported with questionnaire results that represent 45.2% agree Speechace needs a good and proper device to access it and 58.1% students are not sure the problem is from their own device or not. Speechace is a website that mostly relies on the speakers' voice, if the mic has some troubles then the Speechace is in a difficult situation to analyze the voice and give the feedback, the feedback can turn into surely low percentages. Based on FGD and interview results, students complain about the mic. In addition, if the students try to record their voice in the crowded place, the voice is disturbed with the noise, the mic is recorded and in the end Speechace is in a difficult task to analyze the main voice of the students. Hence, to avoid the problem the students can access the Speechace in a quiet place with a device equipped with a proper microphone so the Speechace can work well.

c. Less Accuracy

The last problem is from the Speechace website as it is introduced as the pronunciation fluency and assessment, but still the findings showed that the feedback or the correction from the website is less accurate in some conditions. This statement is proven with

questionnaire results that 45.2% students disagree that Speechace is less accurate to detect their pronunciation since the problem didn't happen in all devices and 54.8% students are not sure this problem is from the website or not. Moreover, the FGD and interview results revealed that there is a problem or bug in Speechace that is also less accurate.

In terms of less accuracy, the students can feel uncomfortable speaking again and again due to the less accurate result from time to time and the result didn't change too much. This bug absolutely disturbs the flow of students' learning and distracts their focus if it is left alone like that. The Speechace developer should give more attention to this problem since it influences the students' learning so they can study the pronunciation in a more efficient and effective way.

Despite all of the benefits that students get from the Speechace, the problem still occurred. The problem that experienced by the SMAN 15 students are the proof, they have difficulty in internet connection even their school in the middle of the city but the place couldn't catch the signal well and the improper device in terms of the microphone sensitivity. This make the website couldn't work well. The website itself turn out that the correction is somehow less accurate in the real practice.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher informs both the conclusion of the study and the suggestion for the teacher, the students, and future research based on the research findings and discussion. The final result of the research findings and discussion are displayed as the following representation.

A. CONCLUSION

Based on the findings that are described in the previous chapter can be concluded as follows.

1. Speechace plays 5 main roles and 3 minor roles in facilitating students' English pronunciation accuracy. The main roles of Speechace include (1) Engaging students' interest in pronunciation (2) Giving positive vibe to the students in learning pronunciation accuracy (3) To be a self-learning digital media about pronunciation for the students (4) To be a new digital media to learn pronunciation for the students (5) Strengthening students' other skill except pronunciation skill. Speechace also play the roles of (1) Teaching pronunciation to the students (2) Correcting students' pronunciation (3) To be a mediator of pronunciation knowledge resources for the students.
2. The Speechace features that facilitate students' pronunciation accuracy are demo and practice of Vowels, Consonants, Fluency Speaking Practice, Long Paragraph, and Simple Present Tense. Vowels and consonant demo and practice icons provide the example and exercises on

English vowels and consonants. The Fluency Speaking Practice icon displays the English paragraph and the speaking practice as well. Meanwhile Simple Present Tense features facilitate grammar and pronunciation practice.

3. The students' challenges while using Speechace include (1) the students must use a strong internet connection and choose the place that can catch the signal well. (2) The students must use the proper device for example mic or earphones with a good quality and access Speechace in a quiet place. (3) Less accuracy sometimes could be from the connection or the device then the student should fulfill both of them to get better results.

B. SUGGESTION

By raising the research topic related to Speechace to facilitate SMAN 15 Surabaya students' pronunciation accuracy, positively this research can provide the benefits of Speechace to facilitate pronunciation accuracy. According to research findings and the research discussions that have been explained in the previous chapter, the researcher would like to give some suggestions for the students and the future researcher who might be interested in conducting research about the Speechace website, also the Speechace developer.

1. For the students

Speaking English is a hard skill to master by the students, but some of the students seem to have the ability to speak English well. However, the students mostly refuse to speak in English while the researcher is doing

the interview but they are absolutely excited when learning to speak. The researcher understands that students can feel anxious or unconfident, but actually they have a potential in Speaking, hence the student can be more confident in Speaking skill and don't have to worry about making a mistake.

2. For the teacher

The teacher can use Speechace as digital media to practice the students' speaking and pronunciation exercises so they can master these skills better than before inside or outside the class.

3. For the future researcher

The result of this study can be used as a recommendation or resources for the future research in the same focus area. The future researchers can conduct a deeper research using Speechace in terms of developing students' other skills, the influence of Speechace in students' English skill and the implementation of Speechace as a learning medium in ELT.

4. Speechace Developer

Speechace in real life use turned out that there are still some problems that were faced by the students, especially the bug in the accuracy. This problem should be reconsidered by the developer so the trustworthiness of the website can be increased in the eyes of the users.

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