

GOOGLE ASSISTANT IN TEACHING PRONUNCIATION TO JUNIOR HIGH SCHOOL STUDENTS POST-PANDEMIC ERA

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ABSTRACT

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The objective of this study is to teach pronunciation using Google Assistant to junior high school students. This study uses a quantitative approach with a pre-experimental design. In this study the researcher uses one class as the sample with a total of students are 25 students. The data were collected tests test that was pre-test, treatment, and post-test. The research results are explained based on the research findings. the findings showed that the students' results progress. the findings reveal that Google Assistant is effective as one of the media in teaching pronunciation to junior high school students

Introduction

The COVID-19 pandemic that is happening around the world has a negative impact on the world's education system. This cannot be ignored and requires special handling because education is one of the aspect in human life which can have a negative impact if there are deficiencies. However, with a good education, it will provide a good mindset, develop human personality and help humans in social relations. as explained by (Soares et al., 2022) People who have received education in a certain profession are better equipped to think, feel, and act in ways that promote success and raise both their own level of happiness and that of their community. In addition, Education shapes people's personalities, thoughts, and interactions with others, as well as preparing them for life experiences. Therefore, many countries have given their policies regarding education during this pandemic.

One of them is Indonesia, the government in Indonesia provides a policy n

the Minister of Education and Culture's Circular Letter No. 4 / 2020 which contains policies to conduct distance learning or online learning. It supported by (Sintema, 2020) Lockdown and homebound strategies have been used to flatten the curve and stop the transmission of the disease. This is certainly very disturbing the education system.

As mentioned by (Yasmeen, 2021) in more than 200 countries, With an impact on about 1.6 billion students, COVID-19 has created the largest disruption to educational systems in recorded human history. This further shows that COVID-19 has had a dire impact on education in more than 200 countries. Actually, this be able to very disturbed every activity in the education system.

In addition (Kathula, 2020) in his research Covid-19 Pandemic's Impact on Kenya's Education System According to the findings of his study, COVID-19 has a negative impact on the educational system in many ways, including disruption of instruction, restricted access to learning

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resources like laboratories, job losses in the education sector, particularly for teachers in private schools, and many other things. From the arguments above, we know that COVID-19 has had a considerable impact on education. And the education system that is conducted by online learning still not running optimally because every country have their different conditions, especially developing countries.

In the majority of developing countries, the connection to the internet is still very low and the prices are more expensive and not in accordance with the income of the local community. As (Yasmeen, 2021), In many developing nations, internet accessibility and affordability are inadequate because there are insufficient access points and a low speed and data plans are expensive in comparison to people's salaries. As the background above, it certainly can delay the teaching and learning process, one of which is learning English.

English has to be mastered by students in this era and requires face-to-face learning to help facilitate the learning process for the students. The most important thing in conducting face-to-face learning is actually to keep the communication so that students and teachers can communicate easily as when doing group assignments. As Salmon argued, in (Bali & Liu, 2018), When it comes to group and communication success, which has something to do with cognitive presence, social presence is crucial. Therefore, face-to-face learning is expected to make it easier for students to learn English because People must speak English if they want to communicate with people from other nations.

Those that believe, that is! Whenever Allah (SWT) spoke to you. Give room in the gathering, then be at ease; Allah will make room for you. And when you instructed others to stand, then stand, Allah would raise their degrees in terms of belief among you, as well as those of the knowledgeable few. 11. in Q.S. Al Mujadalah

Based on the verse above, we understand that learning a language is a good thing, because language is one of the branches of knowledge that is widely used to seek knowledge, and Allah in Islam strongly obliges the servants to seek knowledge and Allah promises to raise degree people who knew. In learning English, there are many things that English students need to master to master English.

Four skills have to be mastered by students, That is reading, writing, listening and speaking. As claimed by (Nan, 2018) reading, writing, speaking, and listening are not merely academic disciplines. These four skills are the main things that must be mastered by English language students. But the fourth skills above isskillnough. There are still many other skills that must be mastered by students to support the four main skills above that is vocabulary and pronunciation.

Pronunciation in (Cruttenden, 2014) pronunciation is how words and sentences are accented. This means that every sound, word, and sentence spoken by people is a pronunciation. Pronunciation is one of the important factors in mastering English. This can be a sign for English students who have mastered English. Therefore, pronunciation as one of aspectspects in speaking requires special attention and instructions.

As claimed by (Aliakbari & Jamalvandi, 2010) speaking is considered as one of the main topics of communication in EFL instruction. It is a factor that requires particular consideration and training. Speaking is a very vital thing in learning English, in speaking there is pronunciation which is an aspect that is more considered by the audience. Someone can judge our English skills by how well we pronounce it or how well we pronounce every English word like a native speakers. This is because listeners don't only pay attention to the vocabulary or grammatical structures we use when we speak. The majority of listeners give their

attention to the pronunciation to know the speaker's English skills. Through good pronunciation and similar to a native, people can conclude that we have mastered English well. So this is the reason why mastering pronunciation is very important.

Therefore based on the experience of the researchers. Researcher want to improve students' pronunciation skills. Because it is known that many students are not good at pronunciation, such as the researcher's observation experience that has been carried out during the two-week internship program, at SMP DUA MEI CIPUTAT there are still many students who make mistakes in pronouncing English sentences. This can be seen when each student asked by the teacher to read the conversation in front of his friends. Then it is also seen when students are asked by teacher to introduce themselves and their preferences. This may be cause to teachers who do not provide examples of pronunciation or teaching techniques that are not appropriate

As said by (Al-Mahrooqi, 2012), there is one reason why students are not proficient enough in pronunciation, sometimes teacher do not give the right example in good pronunciation and Teachers only use very simple language in the classroom. It supported by (Çakır & Baytar, 2014), pronunciation is one of controversial topics in english language teaching as a second language or foreign language. Therefore, teaching pronunciation as one of the important things in English requires teachers who have good English skills and have creative teaching methods so that they can increase students' motivation and interest.

In addition (Levis & Suvorov, 2012), which said that insufficient student practice of pronunciation is a common source of English pronunciation teaching and learning issues, along with improper teaching materials and time constraints. It is known that in the current era with high technological advances,

there are many ways and many media that can be used to learn English.

As explained by (Mustafa, 2018), Technology incorporates language education communication strategies in which the personal computer plays a significant role. With learning that uses technology can helps students to become more independent in learning. As claimed by (Levis & McCrocklin, 2013) that conducted a study on the effects of pronunciation learning based on sound detection technology on students' pronunciation abilities. The study concluded that when the learning process is handled via technology, children feel more independent, especially when it comes to pronunciation.

And then (Benzies et al., 2017) explain that the use of technology media in the learning process is preferred and in demand by students. Later the technology media that will be used by researchers here is an application from Google, it's called Google Assistant.

Google Assistant is an application from Google. It is mentioned by Wikipedia The artificial intelligence-powered virtual assistant known as Google Assistant is primarily accessible on mobile and smart home devices. It was developed by Google. This application can speak and can be set using various languages, one of which is English. Researchers believe that this application can improve students' pronunciation skills. As claimed by (Tai & Chen, 2020) found students were less nervous and more motivated to utilize English for authentic and meaningful communication since they enjoyed playing games with Google Assistant and interacting with chatbots.

In addition (Chen et al., 2020) in their research, learners enjoyed interacting with Google Assistant and considered Google Assistant an inspiring tool to learn English. hey also discovered that Google Assistant can help them improve their speaking and listening skills. They thought Google

Assistant's pronunciation was natural and its utterances were understandable. It means using Google Assistant makes the learning process easier and helps students become more interested in learning pronunciation. Therefore to create a more active and fun learning process. the author tries to use the application in the smartphone that is Google Assistant. it will use to improve students' pronunciation abilities.

Based on the background above, the researcher will conduct a research entitled "Google Assistant in Teaching Pronunciation to Junior High School Students Post Pandemic Era. The objective of this study is to answer the question above whether Google Assistant Application can improve junior high school students pronunciation.

Methods

In this study, the researcher will use a quantitative approach using a pre-experimental design. As explained by Moreso in (Mustapha et al., 2018), research deals with quantifying, observing, and collecting data or variabels in order to get results and make a conclusions about the data. The researcher

will take pre-test and post-test for the research. (Creswell, 2014), the design is for one group only which includes a pre-test followed by treatment and a post-test at the end. The test aims to know the students ability in pronunciation before use Google Assistant application and after use the application.

The population of this study is all eighth grade students at MTS Darunnaim YAPIA, a total population of 25 pupils in a class, while the sample is a par or representation of the population under study. The researcher was take one class as a sample. The researcher was take VIII A consist of 24 students as experiment class.

In this research, the researcher used quantitative method which must collect the data. Besides, to collect the data have to use tests as instruments for the research. Pre-test, Treatment and Post test.

Results and Discussion

A. Research results

1. Pre-test

Table 1

Statistic of Pre-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre	25	60	82	1737	69.48	6.514
Valid N (listwise)	25					

Based on the the pre-test data that researcher has conducted, the mean

score of students is 69,48, the minimum score is 60, standard deviation 6.51.

Table 2

Frequency and Ratta Percentage of the Students' Pronunciation in Pre-test

Score	Classifications	Freq	%
Excellent	85-100	0	0
Good	70-84	12	45%
Fair	55-69	13	55%
Poor	50-54	0	0
Very poor	0-49	0	0
Total		25	100%

In the pre-test of 25 students, the frequency and percentage of students' pronunciations are shown in Table 2 As was already said, the majority of the pupils (55%) fell into the fair classification. Meanwhile, 45 percent of students receive good grades. Additionally, no pupils received either

an excellent classification. In conclusion, the eighth-grade students of Darunnaim YAPIA Junior High School exhibited average pronunciation skills before to treatment.

2. Post-test

Table 3
Statistic of Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post	25	75	96	2115	84.60	5.979
Valid N (listwise)	25					

Based on the the post-test data that of students is 84.60, the minimum score is 75 and standard deviation 5.979. researcheher has conducted, the mean score

Table 4
Frequency and Rate Percentage of the Students' Pronunciation in Post-test

Score	Classifications	Freq	%
Excellent	85-100	12	45%
Good	70-84	13	55%
Fair	55-69	0	0
Poor	50-54	0	0
Very poor	0-49	0	0
Total		25	100%

Table 4 showed the frequency and percentage of the students pronunciation in the post-test from 25 students. As presented in the table, more than a half of the students were in good category or have an improvement in their pronunciation ability. And then

other students occupy the excellent classification. There was no students were in fair, poor and very poor. It meant that students pronunciation ability in that school was significantly improved after treatment.

Table 5
The Improvement of the Students' Pronunciation in Pre-test and Post-test

Indicator	Pre-test	Post-test	Improvement
pronunciation	69.48	84.60	21,76%

Base on the table above 5 the pre-test score is 69.48 and the post-test score is 84.60. Post-test score > pre-test score. As a result, the stduents' mean of pre-test and

post-test scores increased by 21.76%. This demonstrates that students' use of google assistant in learning pronunciation has increased significantly.

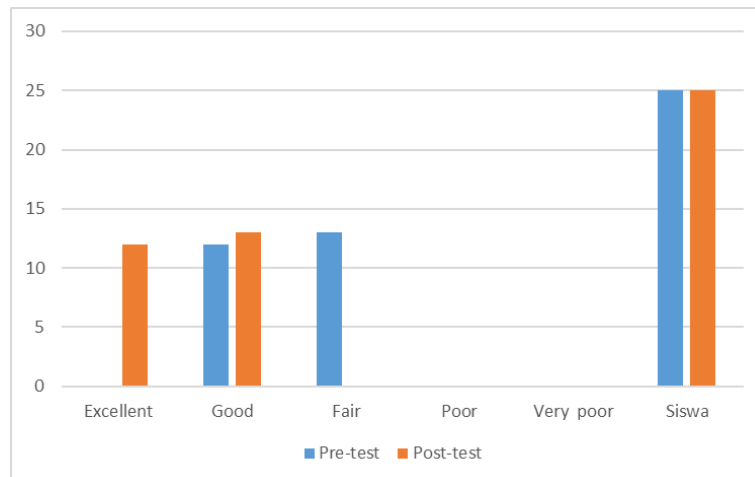


Figure 1 Diagram of Frequency Distribution of Pre-test and Post-test

3. Hypotesis Testing

Using a t-test analysis with a significance level of $(p) + 0.05$ and degrees of freedom $(df) = N-1$, where N is the number of subjects (25 students), and the t-table value is 2.068, a dependent sample analysis was performed to evaluate the significance level of the pre-test and post-test. The researcher uses the SPSS 28 program to

assess the t-test for the study's hypothesis, according to which (H_0) Google Assistant is ineffective in helping students with their pronunciation. In the academic years 2021–2022, Alternative Hypothesis (H_1) asserts that Google Assistant is useful in improving eighth-grade students' pronunciation skills at MTs Darunnaim YAPIA. The table below displays the t-test calculation result.

Table 6

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	Sig. (2-tailed)	
					Lower	Upper			
Pair 1	Pre – post	15.120	6.037	1.207	17.612	12.628	12.523	24	.001

The Sig. (2tailed) is $0.001 < 0.05$, H_0 is rejected and H_1 is acceptable, according to the "Paired Samples Test" output-table above. Therefore, it can be refuted that there is a mean score difference between the pre-test and post-test learning outcomes, proving Google Assistants' effectiveness in students pronunciation ability.

There are numerous techniques to evaluate the hypothesis in this paired

sample t-test besides comparing the significance p-value (Sig.) with a probability of 0.05. Specifically by contrasting the t-value count with the t-table. The fundamentals of decision-making are as follows.

1. If the value of $t\text{-count} > t\text{-table}$, then H_0 is rejected and H_1 is accepted.
2. In fact, if the value of $t\text{-count} < t\text{-table}$, then H_0 is accepted and H_1 is rejected.

The t-count, which is -12.523, is known to be negative based on the output table "Paired Samples Test" above. T-count is negative because the mean pre-test score was lower than the mean post-test score. In situations like this, the positive t-count can access the negative t-count. In order for t-count to have the value of 12.523. The t_{table} is searched based on the df value (degrees of freedom or degrees of freedom) and the significance value in order to determine the value.

The researcher utilized this value as a reference standard in computing the t_{table} value in the distribution of the t_{table} statistics since it was evident from the

output above that the df value is 23 and the value 0.05. Then ascertain the 2.068 t_{table} value. As a result, the basic decision-making choice made above can be rejected because the t-value is $12.523 > 2.068$, meaning that H_0 is rejected and H_1 is accepted. Therefore, it may be argued that there is no mean score difference between the learning outcomes measured before and after the test.

The significance of the data in the Kolmogorov-Smirnov table was 200, as can be seen from the table above. Because the significance value is greater than = 0.05, it indicates that the data are regularly distributed.

Table 8

Variable	t-test Value	t-table Value
Pronunciation	12.523	2.068

The t-test value ($12.523 > 2.068$) was higher than the t_{table} value. It implies that there was an improvement in the pupils' ability to pronounce words correctly when using Google Assistant. It is feasible to infer that H_0 was rejected and H_1 was accepted based on the explanation provided above. Or, to put it another way, the use of Google Assistant is effective in teaching pronunciation to junior high school students.

Discussion

In order to prove the hypothesis, the researcher used the result of pre-test and post-test that calculated using SPSS application. The result t-test value is higher than t-table ($12.523 > 2.068$), the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. It means that Google Assistant can improve junior high school students' pronunciation skill.

The students english pronunciation score after being treated with Google Assistant was higher than their score before

the treatment. Before the researcher give the treatment to the students there are 55% students in fair classification and after the treatment there is a 0% in fair classification it prove that Google Assistant give significant effect for students pronunciation ability. And it can be seen from the average of the post-test (84.60) which is higher than pre-test average (69.48) that have an improvement 21.76%. The significance scores of the students pronunciation test result is 200 which were higher than 0.05 showed that Google Assistant gave the significant result for students pronunciation.

Conclusion

Based on the results and analyses of the data shown above, it can be concluded that using Google Assistant to help students with their pronunciation is effective. The pupils' mean score improvement from the pre-test to the post-test serves as proof of this. The average pre-test score for students was 69.48, which is considered to be a fair classification; however, the average post-test score was

higher at 84.60, which is considered to be an excellent classification, and there was an improvement of 21.76 percent. Additionally, data analysis demonstrates that the t-test value ($12.523 > 2.068$) is higher than the t-test-table value. This suggests that the differences are significant. H_0 is therefore disregarded, but H_1 is approved. In other words, junior high school pupils can learn proper pronunciation with Google Assistant. In the future, teachers are expected to be able to use Google Assistant as an additional medium in carrying out learning and students also become more independent by utilizing the Google Assistant application which can be used anywhere.

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