

# INCREASING PRONUNCIATION SKILL USING CAMBRIDGE DICTIONARY WEBSITE AT ELC STUDENTS ISB ATMA LUHUR PANGKALPINANG

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**Abstract:** *The problems of this study: "Is cambridge dictionary website effectively used to increase Pronunciation Skill to the English Learning Community Students' at ISB Atma Luhur Pangkalpinang?" The method of research used in this study was the experimental research. The type of experimental method used was quasi-experimental. The result of the test was analyzed by using SPSS Program. Based on the result of the data analysis, From the scores that were found, the result of statistical analysis between experimental and control group (t-obtained) should be higher than t-table (0.05) for two tailed. Furthermore the result of the students' score in control and experimental group (value of t-obtained) was -2.919. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that increasing pronunciation skill using cambridge dictionary website is more effective than conventional way to the English Learning Community students at Institut Sains Dan Bisnis Atma Luhur Pangkalpinang.*

**Keywords:** *Increasing, Pronunciation, Cambridge Dictionary Website*

**Abstrak:** *Masalah penelitian ini: "Apakah website kamus cambridge efektif digunakan untuk meningkatkan Pronunciation Skill pada Siswa English Learning Community ISB Atma Luhur Pangkalpinang?" Metode penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen. Jenis metode eksperimen yang digunakan adalah eksperimen semu. Hasil pengujian dianalisis dengan menggunakan Program SPSS. Berdasarkan hasil analisis data, Dari nilai yang diperoleh, hasil analisis statistik antara kelompok eksperimen dan kontrol (t-diperoleh) harus lebih tinggi dari t-tabel (0,05) untuk two tailed. Selanjutnya hasil nilai siswa pada kelompok kontrol dan eksperimen (nilai t yang diperoleh) adalah -2.919. Karena nilai t yang diperoleh lebih besar dari t tabel, sehingga hipotesis nol ditolak dan hipotesis alternatif diterima. Dapat dikatakan bahwa peningkatan kemampuan pengucapan menggunakan website kamus cambridge lebih efektif dibandingkan dengan cara konvensional pada mahasiswa Komunitas Belajar Bahasa Inggris di Institut Sains Dan Bisnis Atma Luhur Pangkalpinang.*

**Kata kunci:** *Peningkatan, Pengucapan, Situs Kamus Cambridge*

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## 1. INTRODUCTION

Pronunciation skill is very important to the students' that have good speaking in English. Sometimes, the students need to practice it more to be a good word and pronoun. Start from intonation, accent till the stressing of the word itself. Therefore, pronunciation skill is one of the points when we will focus to study English. Many

students from English major are still so hard to learn it. Beside that English as a Foreign Language, no too much help the students' to response well in learning activity.

Moreover with boring way activity, it will make this skill scarier because the other problem is the entire teacher of English original come from Indonesia not a native speaker who comes from British. As an international language, English is more

important for Indonesians to survive in international community.

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced.

Harmer (2001) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have

difficulties in pronouncing English words due to influence of students’ seventh language and environment.

(Rafael, 2019) states that the foreign language in this country, but as the Indonesian citizen who live in the globalization and digital era, the university students have to master that language, therefore they could face the free market challenged.

## **2. RESEARCH METHODOLOGY**

### **2.1 Literature Review**

#### **1.1.1 Pronunciation Practice**

Ahmad (2012) states that Pronunciation acquisition is a process, for the sake of the effectiveness it needs to be conditional on a real or near actual situations. Having realized that the pronunciation mastery can only be developed effectively through the activities 2 that enable the learners to convey real pronunciation, people pay greater attention to the practice of the pronunciation independently. According to (Maiza, 2020), “The English pronunciation is complicated and confusing because the system of vowels and consonants has a lot of different sounds. It drives to the reason of why it is very hard for non-native speakers to deal with the English pronunciation”.

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Further pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. (Fraenkel, 1993) express that there are two main steps to learning how to pronounce a language: (1) Receptive/list stage, in this stage, people learn to differentiate the significant sounds and pattern by listening to the language; (2) productive/speaking stage. By this stage, people learn to speak or to produce what they have learned before.

### **1.1.2 Cambridge Dictionary Website**

The Cambridge Advanced Learner's Dictionary (unofficially Cambridge English Dictionary or Cambridge Dictionary, abbreviated CALD) was first published in 1995 under the name Cambridge

International Dictionary of English, by the Cambridge University Press. The dictionary has over 140,000 words, phrases, and meanings. It is suitable for learners at CEF levels B2-C2. By using Cambridge Dictionary Website get clear definitions and audio pronunciations of words, phrases, and idioms in British and American English from the three most popular Cambridge dictionaries of English with just one search: the Cambridge Advanced Learner's Dictionary, the Cambridge Academic Content Dictionary, and the Cambridge Business English Dictionary.

#### **1.1.2.1 The Significances of the Study**

1. The writer could enlarge her knowledge and got experience in doing the research.
2. The result of this study could be of source information for help the teacher of English, the students, the readers and for the study to improve their ways in teaching pronunciation skill using Cambridge dictionary website.

#### **1.1.3 The Procedures of Teaching and Learning Pronunciation through Cambridge Dictionary Website**

(Hancock, 2003) states that in writing; words are made of letters, in speech words are made of sounds. Hence, that way we can take it different when we want to learn theory and when we want to practice.

Principles in Pronunciation Teaching According to Penny, principles in teaching pronunciation are:

a). Having a suitable curriculum

When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

b). Being the student center

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds. 16

c). Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell the students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word,

but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

d). Giving opportunities to practice.

In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation. A good method in teaching pronunciation is to use several repetitions saying together in the chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

#### **1.1.4 The Advantage of Cambridge Dictionary Website**

An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials in junior high school instruct Freudenstein in Alatis (1981: 275) says that there are three media in order to run the teaching and learning process effectively and efficiently. They are defined as follows:

- 1) Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.
- 2) Audio: radios and tape recorder.
- 3) Audio visual: film, TV, and video.

In this study, the writer used Audio visual to teach pronunciation through android through website address Cambridge Dictionary.org.

The advantages of teaching pronunciation through Audio Visual using Android with website address Cambridge.Dictionary.org are as follows:

1. The students are more excited and more active in learning pronunciation using android.
2. It will make the students' more confidence and enjoyable in the class atmosphere
3. The students' will have an opportunity to practice.
4. The students are not bored in learning and their background in learning experience and help them prepare for higher level education.

Meanwhile, the disadvantages of using audiovisual by using android through website address

Cambridge.Dictionary.org are as follows:

1. Spending more times in the classroom learning activity.
2. The class is noisier and the learning process will disturb another class to study.

## 2.2 Method

The method of research used in this study was the experimental research. The

type of experimental method used was quasi-experimental.

Quasi experimental design is most frequently used when it is not feasible for the researcher to use random assignment. In this research, it has three basic characteristics: a control group is presented (2) the students are randomly selected and assigned to group and (3) a pretest is administrated to capture the initial difference between the group. Hatch and Fahrady (1982, p. 22)

Issac and Michael (1980:14) describe that:

*“....the objective of true experimental is to investigate possible cause and effect relationship by exposing one or more experimental group to one or more treatment conditions and comparing the result to one or more control group not receiving treatment.”*

### 2.2.1 Population of the study

According to Arikunto (2010, p. 173), population is all the subject or elements or component of the research. The population of this research was all the first semester students of Isb Atma Luhur Pangkalpinang. There were 350 students that consisted of eight classes.

### 2.2.2 Sample of the study

A sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure. Sample is part of whole, population taken to

show what the rest is like mention that sample is any number of things, students' event that are usually less than the total population.

While Arikunto (2002, p. 112), says that if the subject is less than 100, it's better to take it all, so that the experiment. If the subject was large, it can be taken between 10-15% or 20-25% or more. The sample of the study is taken by random sampling method. Based on it, there are two classes got, that are TI2A and TI2B as the purposive sample. The first 41 students were classified as experimental group (class TI2A) and another 41 students were classified control group (class TI2B).

**Table 1** Sample of the Study

No Group	Class	Number of Students
1. Experiment	TI2A	41
2. Control	TI2B	41
Total		82

### 2.2.3 Technique for Collecting Data

In this study, the writer used the test. Test wa used to collect data on subject's ability or knowledge of certain disciplines. According to Arikunto (2006, p. 59), a test is any series of question or exercise or other skill, knowledge, intelligence, capacities of attitude of an individual or group. In this study, the account of the test was four aspect. It consists of English vowels, English consonant, English diphthongs, stress, and intonation to improve the students' pronunciation ability through android with

using website Cambridge dictionary.org as audiovisual method.

Students are able to practice the spelling of the words by looking at android. The writers gave 2 test; pre-test and post-test. Pre-test was given before the writers conduct the experiment. It wa aimed to measure the students' pronunciation mastering before the experiment. Post-test was given at the end of the experiment. The objective of post-test was to know whether or not the treatment to be the experimental group had any significant differences in pronunciation mastery compare to the control group (Brown, 2000).

### 2.2.4 Technique for Analyzing Data

Two main qualitative data analysis techniques used by data analysts are content analysis and discourse analysis. Another popular method is narrative analysis, which focuses on stories and experiences shared by a study's participants.

The techniques for analyzing data in this study were done through (1) percentage analysis (2) the conversion of the percentage, ranges and (3) the matched t-test. The data analyzed is taken from the tests. The writer devides the students' scores into two groups.

Group A: The scores of the pre-test and post-test of the students who learned pronunciation by using android through Cambridge dictionary website. Groups B: The scores of the pre-test and post-test of the

students who learned speaking by using traditional method.

In this study, the writers are presented the data distribution of each test of both two groups in the form of the raw score, then the writer will analyze the data statistically by interrater reliability and SPSS Program.

### 3. RESULT

According to the result of test, in this study, the researcher tried to find out the comparison of result score between control group and experimental group. The comparison of score post-test in control group and experimental group was analyzed by using independent sample test.

**Table 2** The result of Pre-Test and Post-Test scores in Control Group

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Paired Sample 1	PRETEST - POST TEST	.6097	1.357	.2120	.1811	1.038	2.875	40	.006

Based on the table 2 for control group show that t.table 2.875 and standard error 2.120 it means that using conventional way find many error of it. Therefore, way write want

to find new method to increase pronunciation skill of the students because if they have good pronunciation the will have a big self-confidence and good internal motivation to spell it loudly.

**Table.3** The result of Pre-Test and Post-Test scores in Experimental Group

		Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Paired Sample 1	Pre-Test - Post-Test	7.048	.2180	.0340	7.117	6.979	2.957	40	.000

Based on the table 3 for experiment group show that t.table 2.957 and standard error .0340 it means that using Cambridge dictionary website to increase pronunciation skill, there are little bit error in other word that so many students got excellent level and part of them got good level and there were low percentage students got bad score or “fair” level. The point is they are happy and excited in English Learning Community to increase pronunciation skill using Cambridge dictionary website, they have excellent self-confidence when they practiced.



Cambridge dictionary make students more easy and simple to understand, it can study whenever and wherever because Cambridge dictionary take easy to use through smartphone so pronunciation can practice freely. Furthermore the result of the students' score in control and experimental group (value of t-obtained) was 2.919. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that increasing pronunciation skill using Cambridge dictionary website is more effective than conventional way to the English Learning Community students at Institut Sains Dan Bisnis Atma Luhur Pangkalpinang.

In addition, the writer concluded that when she increased pronunciation skill using Cambridge dictionary website through conventional way. There are many students got the fair and good score is balanced or "good" and "fair" level and little students got excellent score. But when the writer using Cambridge dictionary website to increase pronunciation skill, there are so many students got excellent level and part of them got good level and there were no students got bad score or "fair" level. The point is they are happy and excited in English Learning Community to increase pronunciation skill using Cambridge dictionary website, they have excellent self-confidence when they practiced.

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