



Improving The Learning Process Of Pronunciation Of Grade Viii Students At Hamong Putera Ngaglik Junior High School Using Stimuler Applications

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ABSTRACT

The purpose of this study was to improve the pronunciation learning process of grade VIII students at SMP Hamong Putera, Ngaglik, Sleman, through the use of stimuler application. Stimuler is an artificial intelligence (AI)-based application specifically designed to train English speaking and pronunciation skills. The application allows students to record their speech, which is then automatically analyzed to provide instant feedback on pronunciation accuracy, intonation, and speaking fluency. With its interactive features and real-time evaluation, Stimuler enables students to practice pronunciation independently or in group settings, thereby increasing their confidence and improving their English speaking abilities. This study used a classroom action research design, which was carried out in two cycles, with each cycle consisting of three meetings. Each meeting followed the classroom action research procedure: planning, implementation, observation, and reflection. Participants in this study included 18 eighth-grade students, and English teacher acting as a collaborator, and the researcher. This study used both qualitative and quantitative data collection. Quantitative data were obtained from students' pronunciation scores in each cycle. Qualitative data were collected through classroom observations and interviews. The finding showed that the use of the stimuler application improved students' pronunciation skills. This improvement was reflected in increased enthusiasm, participation, and attention demonstrated by students during the learning process

INTRODUCTION

Many students, in the process of developing speaking skills, focus more on vocabulary and grammar than pronunciation. As a result, even those with good vocabulary and grammar often still struggle to convey messages clearly due to poor pronunciation. Observations at SMP Hamong Putera Ngaglik confirm that students' pronunciation is weak and hinders their ability to communicate effectively. In fact, they are often aware of their errors but rarely take systematic steps to improve. As Burns and Claire (2003) highlight, accurate pronunciation is crucial for clarity, comprehension, and successful message delivery in spoken English (Toçi, 2020).

The root of these problems is often ineffective and monotonous teaching methods that make students disengaged and passive. Without diverse and innovative strategies, teachers find it challenging to accommodate various student learning styles, frequently relying on mechanical exercises and textbook assignments. As a result, students are less motivated to participate in

speaking activities, and their pronunciation skills develop more slowly than other language aspects (Ramadhan & Rosiyanti, 2024).

Classroom observations further reveal low student participation in activities that require English pronunciation. Students tend to avoid speaking tasks, and many have not reached even the minimum standard for pronunciation skills. This is exacerbated by non-interactive methods and limited use of supporting learning media, causing students to lack confidence and resulting in overall low speaking performance (Widyarningsih, 2018).

Moreover, the traditional reliance on textbooks and lack of technology use deprives students of opportunities to hear correct pronunciation examples and practice interactively. When tasks are limited to copying and filling in blanks, students rarely receive direct feedback, making it harder for them to internalize proper pronunciation. This passive learning environment leads to habitual errors and further diminishes their willingness to speak (Rohmah, 2020).

The integration of technological solutions, such as the Stimuler application, has shown promising results. Surveys among students indicate increased motivation and willingness to practice pronunciation, even for those who were previously reluctant and embarrassed to speak English. Digital media and speech applications provide examples for students to imitate, encourage practice, and create a more engaging classroom environment. As Aryanti et al. (2024) note, leveraging technology is a strategic response to pronunciation challenges that traditional methods cannot address.

LITERATURE REVIEW

Given these challenges, this study applies Classroom Action Research (CAR) to systematically address pronunciation issues and improve learning outcomes. Following Kemmis and McTaggart's approach, this research examines the effectiveness of collaborative learning and the use of the Stimuler app to enhance pronunciation skills among eighth-grade students at SMP Hamong Putera

Ngaglik. This innovative, technology-assisted model aims not only to increase students' accuracy and confidence in pronunciation but also to offer a practical solution tailored to Indonesia's educational context (Angelo & Cross, 1993).

METHODOLOGY

This study uses classroom action research (CAR). This class action research is conducted in two cycles, and it is continued in cycle 3 if the results of cycle 2 are not significant. It aims to observe the use of cooperative learning based on team-accelerated instruction. This refers to the opinion of Kemmis and Mc Taggart (Hijrah, 2017:27) This means that there is a difference in levels that can cause cause-and-effect effects. One of the research designs was to investigate how Stimuler software can improve students' ability to speak effectively. As a first step in this study, the researcher understood the principles of classroom research (CAR), which emphasizes systematic investigation to determine the characteristics of students and the school environment as well as specific practices in the learning environment (Angelo & Cross, 1993).

CAR, defined as classroom research, aims to examine everyday classroom experiences in greater depth (Allwright & Bailey, 1991). Based on this method, we provide study materials to students as part of this research method. Then we share video/audio related to today's topic with audio clips and videos to support the learning material. The researchers presented the topic to the students. So the basics of CAR are the first step here, we are going to share a video related to the topics discussed today. Now discuss how to guess the correct expression in English based on the video shown. We then asked students to practice with the Stimuler app.

This method provides a more hands-on approach to learning, allowing students to not only receive information but also engage in the process of evaluating their understanding. The entire process adheres to the principles of CAR, which prioritizes the refinement and improvement of classroom teaching practices. By integrating technology and facilitating student participation, we hope to see positive changes in student understanding and engagement and contribute to the development of educational excellence in the future.

RESULTS AND DISCUSSION

A. Findings

The investigation was conducted with eighth graders between January 13, 2025, and February 3, 2025. The findings of the study revealed an increase in students' pronunciation in learning English using the stimuler application. According to the analysis of data obtained through observation and questionnaire, the results of this study are as follows:

1. Reconnaissance

a. Identification Issues

Preliminary interviews are conducted to assess the overall condition of teachers, students, and the classroom environment, with a special focus on the English learning process. This interview was conducted in a semi-structured format on January 13, 2025, from 08:45 to 09:45. The researcher asked the teachers 10 questions, focusing on the evaluation of the condition of the English classroom in the development of English learning, especially pronunciation and its impact on students' English skills. The questions also address the challenges students face in improving their English language proficiency and examine the teaching materials and strategies used before implementing Classroom Action Research (CAR) to address these difficulties.

An initial investigation into general classroom conditions provides important insights. It is evident that some students show a lack of interest in English lessons, largely due to low motivation towards the subject. This lack of enthusiasm presents a significant obstacle to their engagement with the English curriculum. In addition, students often struggle to understand the lessons due to the complexity of the language. Among eighth-graders, there is a shared belief that improving their progress especially in the context of learning English pronunciation is essential for better understanding of the material and active participation in class discussions. Teachers echoed this observation, noting that many students face difficulties in meeting the minimum proficiency standards (MOH) set by schools. It highlights broader academic challenges and underscores the need for further investigation into the factors that prevent students from achieving these benchmarks.

Another major concern is the difficulties students face with learning English pronunciation. Teachers report that some students face obstacles such as limited internet access, lack of appropriate devices, and challenges stemming from their home environment. Students often feel bored or sleepy during English lessons because they are unclear about what is expected of them. In addition, teachers do not provide adequate techniques or resources to support students in English pronunciation learning settings. The main problem identified by teachers is that many students only have basic gadgets and poor internet connectivity, which negatively impacts their participation in lessons and their abilities.

Regarding the materials and strategies used to teach English, teachers rely heavily on English textbooks provided by schools. This textbook serves as the primary resource for student assignments, with teachers aligning their instruction with the content of this material. By leveraging the resources already

available to students, the goal is to integrate the curriculum with existing material, bridging the gap between theoretical concepts and practical applications. This approach also emphasizes the strategic use of available resources to improve students' English pronunciation learning.

As this study delved deeper into English language learning, it became clear that assessing the effectiveness and limitations of these methods can provide valuable insights for refining teaching strategies and improving students' overall learning experience. Aligning teaching methods with existing curriculum and available resources plays an important role in broader efforts to foster student motivation in an educational setting.

b. Identification Problems from Observation

Observations were made to evaluate the teaching and learning process of English writing activities before implementing the planned intervention. The observation took place at Hamong Putera Junior High School, Yogyakarta, during the 2024/2025 academic year and involved 18 grade VIII students. The session on January 13, 2025, from 07:30 to 09:55. Data were collected using classroom observation checklists and field notes. Observations reveal a teacher-centered approach, in which teachers play a dominant role, limiting opportunities for students to actively participate. This creates a interactive and engaging learning environment, which has the potential to hinder students' understanding of the material.

In addition, the observed teaching methods are less diverse, with minimal use of media to enhance lessons. This neglect leads to a loss of opportunities for practical application and skill development, limiting students' ability to apply newly acquired knowledge in communication. The delivery of teaching materials is also monotonous, characterized by repetitive methods that reduce student engagement and focus, making it difficult for some students to fully understand the material. In addition, the task is limited to completing incomplete sentences from the textbook. While this approach has some benefits, it limits students to exploring the language in-depth and engaging critically with the content.

The combination of limited teaching strategies, lack of media integration, and overly structured assignments hinders students' overall learning experience and language development. These findings highlight the need for alternative teaching strategies, such as incorporating interactive methods, diverse teaching approaches, and activities that promote students' active participation. Adopting these changes can improve the effectiveness of the teaching and learning process, providing students with a more dynamic and enriching educational experience.

2. Implementation of Class Action Research (CAR)

Through observations and interviews, researchers identified several problems related to students' motivation in learning English pronunciation during English lessons. To overcome this challenge, researchers introduced Stimuler as a tool to improve students' ability to learn pronunciation. Stimuler was chosen for its potential to create a more engaging and comfortable learning environment, helping students enjoy their lessons and build confidence in learning English. The research was conducted from January 13, 2025 to February 3, 2025 at Hamong Putera Junior High School, Yogyakarta. Students involved 1

eighth graders and were held over 2 cycles, with each cycle consisting of 2 meetings.

Cycle 1 Description

a. Planning

The first step that every researcher takes is a class action before starting his or her study. It outlines how actions will be implemented based on objectives in the classroom and highlights specific events that require special attention (Arikunto, 2013). In this study, the researcher collaborated with English teachers to design learning activities for the cycle phase.

During the planning phase, researchers develop several lesson plans to guide the teaching and learning process. The materials and exercises were carefully selected based on the eighth-grade junior high school syllabus. The researcher also prepared instructional media to support the research. The goal is to improve pronunciation learning for learning English. In addition, a variety of instruments are arranged, including observation sheets, interview guides for teachers and students, and additional materials on procedural texts. These tools are used to track and analyze student behavioral progress, classroom activities, responses, and the overall learning environment through data collection.

The success criteria for this study were defined as achieving at least a 70% improvement in students' pronunciation and motivation to learn English. The research will be considered successful if this target is met. The results of each cycle will be analyzed to determine the steps needed for the next phase and to refine further studies.

b. Action

First Meeting: Before starting the study, the researcher planned activities for Cycle 1. On January 13, the first meeting was dedicated to interviewing ninth-grade English teachers to collect preliminary data. The researcher visited the school to introduce himself part-time by giving an introduction to the materials and applications used when learning this activity was carried out for 45 minutes with the English teacher from 08:00 to 09:00.

Second Meeting: On January 17, during the second meeting, the researcher explained to the students about the material that will be used in learning and introduced the Stimuler platform as a teaching and learning tool. In addition, the researcher prepared a pre-test using the Stimuler application to assess student learning outcomes before and after the intervention. Observations of both teachers and students in the classroom are also carried out.

Third Meeting: The third meeting, held on January 19, involved researchers coordinating with English teachers to conduct a pre-test using Stimuler as part of Cycle 1. The pre-test focuses on the procedural text material that was previously discussed with the teacher. Researchers observed that students were enthusiastic about the test, finding animal-based learning more engaging. However, not all students fully understand the English material. After the test, the results showed that 7 students scored below 75, while 9 students scored above 75. English researchers and teachers collaborate to support students who face challenges in the English language learning process.

Fourth Meeting: This meeting was held on January 24, At this stage, the researcher acted as a teacher to carry out the learning process in the classroom. The session began with greetings and attendance, followed by inviting students to introduce themselves, helping the teacher to become familiar with them. After completing the pre-test, the researcher initiates a brainstorming session to guide students in exploring procedural text topics. While some students actively responded to questions, others remained silent.

The researcher then presents detailed information about the procedural text, including its definition, purpose, language features, and structure, providing a comprehensive introduction. After that, students are instructed to create sample procedural texts in groups. However, many students were embarrassed and hesitant, waiting for the teacher to choose them. Even when chosen, some speak softly. Classes become noisy and less focused as students engage in unrelated activities until the teacher gives further instructions.

Students are divided into groups of three or four, and the teacher explains the rules of the game using randomly cut pieces of paper. The game requires students to accurately reconstruct the text. During the activity, students participated enthusiastically, finding it challenging as well as fun. This approach seems to improve English pronunciation learning compared to their initial attitude. A winner is finally chosen, and the classroom atmosphere becomes more lively and manageable.

To evaluate their understanding, the researchers asked each group about the meaning and purpose of the procedural text they had worked on and instructed them to correct any errors in their work. Worksheets are also shared for completion. While some students focused on the task, others chatted with friends, rushing to finish because the work had to be reviewed on the same day. The session ended with a review of the procedural text material. Students expressed interest in playing other games in the next session, noting that they found it fun and engaging. Before ending the class, the researcher invited questions, but since nothing was asked, the session ended with a prayer and a farewell before the researcher left the room.

Fifth Meeting: This meeting was held on January 26, the teacher started the class by greeting the students and asking them to submit assignments from the previous session. Before starting a new lesson, the teacher reviews the previous material to ensure students have a solid understanding and are ready to answer questions.

After the review, the teacher introduces the lesson on question-and-answer techniques using PowerPoint presentations. While some students actively listen and engage by asking questions despite struggling with the content, others show signs of burnout. After the explanation, the teacher gives time for students to collect their notes. However, classes become less focused, with some students chatting, others resting their heads on the desk, and general boredom sets in, as lessons are scheduled in the evening. To re-engage students, teachers introduce interactive activities. Students are divided into groups of three to four people and are tasked with creating thematic text procedures collaboratively. The teacher motivates students to create interesting activities by

taking turns during assignments. Group activities revive enthusiasm in the classroom, as students actively seek vocabulary help and work diligently. After the assignment is completed, the teacher invites each group to present their work. For example, one student from each group practiced presenting in front of the class before submitting their work to the teacher. These activities help restore order and encourage participation, as some students confidently take the opportunity to present.

Sixth Meeting: This meeting was held on February 3rd, the researcher gave the students a post-test on the same topic text procedure using the Stimuler app platform. Students noted that this quiz was more challenging, requiring them to pay closer attention, understand the material thoroughly, and focus carefully on each sentence to answer the questions accurately. They also mentioned discovering a lot of new vocabulary, which made the task more demanding but still fun because they had already studied the material before.

The researchers observed that the students needed significant guidance, exposure to different approaches, and regular practice questions to get used to answering them effectively. Additionally, it became clear that students prefer to learn through interactive media rather than traditional textbooks. Using digital media makes the learning process more engaging, fun, and innovative, helping to reduce monotony and increase their interest in the material. The implementation of Stimuler in Cycle 1 took place in January 2025 at SMP Hamong Putera Ngaglik, Yogyakarta, involving 18 eighth-grade students. Stimuler was integrated directly into several English lessons during classroom hours, particularly for focused pronunciation exercises, as well as during baseline (pre-test) and follow-up (post-test) assessment activities. The classroom was arranged so that each student had the opportunity to interact with the application as part of their speaking practice.

The process began with the introduction of the Stimuler app, where teachers explained its objectives and essential features. Students were guided through the process of downloading Stimuler onto their personal Android or iOS devices while in class. For those who encountered challenges—such as device compatibility issues or Internet connectivity—teachers and peers provided hands-on assistance until the app was successfully installed on all students' devices.

Once the app was downloaded, students set up their profiles and personalized the app according to their English proficiency levels. Teachers then facilitated the selection of relevant pronunciation practice topics from class materials. Students used Stimuler individually to record their speech, either reading assigned words, phrases, or sentences. After each recording, the application automatically analyzed their speech and provided real-time, detailed feedback on aspects such as pronunciation accuracy, intonation, and speaking fluency. The feedback included performance scores, visual representations, and specific improvement suggestions. Students were encouraged to repeat their recordings, enabling iterative self-improvement through independent practice.

A variety of activities incorporated Stimuler in Cycle 1. These included individual pronunciation pre-tests and post-tests to assess progress, structured pronunciation drills during class sessions utilizing the app's features, and targeted assignments, such as reading descriptive or procedural texts aloud, then uploading the audio for evaluation. These activities allowed students to gain regular practice, monitor their development, and engage more actively in the learning process.

Student engagement improved notably. Many reported greater enthusiasm for pronunciation practice due to the interactive nature of the app. The ability to receive immediate feedback without waiting for teacher correction was perceived as particularly motivating. Students valued the independence to practice at their own pace and the specific guidance offered by the application, which helped them recognize and work on individual pronunciation weaknesses.

However, several challenges were encountered during Cycle 1. Some students faced technical difficulties, including limited device storage, older operating systems, or unreliable Internet access, which occasionally delayed app installation or use. In terms of effective application use, a few students required extra help to navigate the user interface and understand app-generated feedback. Anxiety regarding exposure to technology or embarrassment about recording their own voice was also observed. Additionally, environmental factors such as classroom noise sometimes interfered with the clarity of voice recordings and the accuracy of Stimuler's analysis.

Teachers and researchers played an active support role during this phase. They monitored student interactions with Stimuler, provided technical and interpretive guidance, and facilitated troubleshooting. Regular reflection sessions were held, encouraging students to share their experiences, articulate challenges, and propose solutions related to the use of the app. These insights were then considered to refine instructional strategies and app use protocols for Cycle 2, ensuring a more effective and accessible pronunciation learning experience for all students.

Observing: During the observation stage, the researcher monitors and assesses students' progress and development during classroom teaching and learning activities. This phase precedes the process of reflection to determine future actions. To gather insights, researchers used observation sheets to directly observe and identify changes in student motivation through the use of the Stimuler Application.

At the first meeting in Cycle 1, many students lacked confidence, hesitant to answer questions related to the day's material. They seemed unmotivated and tired, as English was the last subject of the day. When the teacher delivers the lesson, some students are distracted, chatting with peers or engaging in activities that are not related to the lesson. Although some students took notes, many did not pay attention to the teacher's explanation. However, after introducing the Stimuler App, about half of the students showed increased enthusiasm during the learning process. Despite this improvement, they still struggle with

confidence in answering questions and understanding the material. Nonetheless, they completed the tasks assigned for the day.

At the second meeting, a noticeable improvement was observed. Students show greater interest in learning and are better prepared, after completing and submitting their homework. They show curiosity about the Stimuler App and feel more confident participating in the lessons. More active students compared to the first meeting, evidenced by their willingness to speak in front of the class and ask questions about the material. Some even ask permission to take photos of the lesson to aid their understanding. Their active and enthusiastic contributions create a collaborative learning environment. However, some students continue to be distracted, chatting with friends, feeling sleepy while taking notes, or joking, which sometimes disrupts the classroom atmosphere. Despite these challenges, they participate in all activities and complete their tasks.

Based on the observation results, in the opening phase, the teaching carried out by the teacher looked very satisfactory in starting the teaching and learning process. The teacher started the class by greeting, checking attendance, asking the class leader to lead a prayer, and asking about the students' conditions individually. All of these activities received the highest rating (5), which shows the teacher's level of readiness and discipline in creating a positive classroom atmosphere. The teacher also clearly and systematically explained the objectives of the learning. One area that received a slightly lower rating was the teacher's efforts in preparing students to be ready to receive the material, which received a score of 4. However, this was still considered good and showed that the teacher could manage class dynamics quite well.

On the other hand, in the core activity stage, the teacher actively participated and involved students in the pronunciation learning process. The teacher introduced the methods used, encouraged students to practice pronunciation, and explained the material with the right intonation. Most of the core activities received a score of 4, which reflects effectiveness, although there is still room for improvement. The elements that stand out are the provision of exercises and explanations of material that are easy to understand, both of which received the highest score (5), reflecting very good teaching quality. Overall, the learning process was effective and interactive. The teacher has implemented the pronunciation method quite well, although improvements in terms of student assistance and interaction could further enrich the classroom learning experience. Based on observations of student behavior during the learning process, during the introduction (aspects 1–6), most students showed responsive and proactive attitudes. They responded to greetings from the teacher, listened when the teacher took attendance, and followed instructions well, such as giving the class leader the opportunity to lead prayers and answering initial questions from the teacher. Each aspect received the highest score, which was 5, indicating a very high level of student engagement. Only one aspect, namely listening to the explanation of the learning objectives, received a score of 4 – this indicates good conditions, but still requires slight improvement. On the other hand, another

aspect, namely student preparation for learning, did not receive a score, which could mean that observations were not carried out or were not clearly visible at that time.

At the core stage of learning (aspects 7-14), students were relatively active in participating in English learning activities with a genre-based learning approach. Students paid attention to the teacher's explanation, understood the use of learning media, and showed interest in the material presented with interesting intonation. Several aspects such as answering questions from the teacher and listening to the material received a score of 4, indicating good participation, but could still be improved. However, students showed very good performance in terms of completing exercises, both individually and in groups, with a score of 5. They were also given the opportunity to review questions that were not yet understood. However, in the aspect of teacher assistance when students face difficulties (aspect 13), there was no score, indicating that observations had not recorded student responses or the situation had not yet arisen. Overall, student involvement in learning was quite active and showed enthusiasm, although there were some parts that could be further optimized.

No	SS	S	KS	TS
Q1	9	5	3	0
Q2	0	14	3	0
Q3	8	7	2	0
Q4	6	10	1	0
Q5	8	6	3	0
Q6	2	5	6	4
Q7	2	13	2	0
Q8	0	5	8	4
Q9	0	12	4	1
Q10	4	7	5	1

Based on the analysis of the questionnaires distributed to 17 students, the majority of participants showed positive responses in the Agree (3) and Strongly Agree (4) categories related to the use of the Stimuler application in the pronunciation learning process. This indicates that many students feel that the application provides significant benefits in helping them understand proper English pronunciation. This positive attitude can be seen from the high scores in terms of ease of use, clarity of instructions, and the appeal of the teaching media. Although there were some students who gave scores of Less Agree (2) and Disagree (1), the number was relatively small and did not have a major effect on the general pattern.

Furthermore, regarding student interest in using the Stimuler application, there was a fairly high motivation. This application seems to have succeeded in creating an interactive and enjoyable learning atmosphere, which encourages students to be more enthusiastic in participating in pronunciation exercises both individually and in groups.

Some students even showed increased courage to speak English, which was previously often hindered by shame or fear of making mistakes. With a technology-based approach, this application offers a more flexible, interesting learning experience that suits the needs of today's students who are accustomed to using digital devices.

Based on the summary of answers for each question, it appears that in question Q1, the Strongly Agree (SS) response was the most with 9 people, indicating very good support. In this case, Q2 showed that the Agree (S) score dominated with 14 respondents, while no one gave a Strongly Agree (SS) or Disagree (TS) answer, indicating consistent and moderate opinions. Questions Q6 and Q8 showed a wider variation in values with high TS numbers, illustrating doubts or disagreements among some respondents. On the other hand, Q3, Q4, and Q5 were dominated by SS and S answers, reflecting a strong positive response to these questions. While in Q9, although the S answer was very dominant, there was 1 respondent who chose TS, indicating a slight difference of opinion. Overall, many of the questions received positive responses, although there were some differences in the level of agreement.

In terms of improving pronunciation skills, the questionnaire results also showed improvements in students' abilities after interacting with the application. Students reported that they better understood the differences between vowel and consonant sounds in English, and began to be able to recognize and correct pronunciation errors independently. This shows that the Stimuler application not only increases learning interest, but also has a direct impact on improving students' pronunciation competence. Thus, it can be concluded that this application is effective as a supporting medium for pronunciation learning in the classroom, and has the potential to be an innovative solution to overcome the challenges of English pronunciation among students.

Reflecting: After completing the three stages of Cycle 1, the researcher analyzed the results and identified some areas that needed improvement for the next cycle. In Cycle 1, some students did not achieve their target quiz scores. While students who participated in the Stimuler App activities showed promising results, the number of students who remained focused and actively engaged with the teacher during lessons was still limited. In addition, students' confidence and enthusiasm for classroom activities did not match expectations. This is evident when some students rest their heads on their desks while the teacher explains the material and takes notes. After incorporating the Stimuler App into the lesson, the classroom atmosphere becomes more lively, with some students engaging in conversation and sharing jokes with their peers. Despite these lighthearted interactions, the Stimuler App significantly increases students' motivation to learn pronunciation in English. The researcher observed that students participated in the Stimuler App activities enthusiastically, showed active engagement, and put in a lot of effort to complete their tasks. They also appeared to be more focused on understanding and applying lessons, suggesting that the Stimuler App effectively met their learning needs.

After consulting with the English teacher, the researcher decided to proceed to Cycle 2 to further increase student motivation and address the problems identified in Cycle 1. Reflections made to guide improvements for the next cycle include:

- a. Developing a revised and improved lesson plan,
- b. Improving the explanation of the material to make it more engaging,
- c. Adjust the teaching speed to better suit the needs of students,
- d. Modify the Stimuler Application to be more interesting and more aligned with the lesson objectives. This adjustment aims to solve the challenges of Cycle 1 and achieve the research objectives by encouraging the improvement of student behavior and performance in the next cycle.

At the end of Cycle 1, an important part of the evaluation process involves the provision of a pretest on January 15, 2025, followed by a posttest on February 3, 2025. This assessment is designed to measure the effectiveness of strategies and interventions implemented in improving student motivation. The test, aligned with the learning objectives and content covered in Cycle 1, provides detailed insights into students' pronunciation progress to learn English, offering a comprehensive picture of their performance during the cycle.

Test results from Cycle 1 showed a significant increase in students' motivation, as evidenced by the improvement in their quiz performance. The score categorization highlights areas of growth in student comprehension, providing valuable insights into success and areas for further development in future cycles. In addition to offering a quantitative assessment of knowledge, the score also provides qualitative information about the effectiveness of the instructional strategies used. The trend of increasing scores confirms the success of the methods used, which contribute to a more engaging and professional learning environment. Each score offers meaningful insights into individual and group progress, reflecting an overall increase in student motivation.

This data is proving invaluable to researchers and educators, highlighting strengths as well as challenges that may require targeted interventions in future cycles. Analyzing pre- and post-test results not only assesses knowledge retention but also offers a dynamic evaluation of the effectiveness of the approaches and instructional tools used throughout the cycle. These findings are crucial in guiding future teaching. By identifying trends, patterns, and areas for improvement, educators can tailor their strategies to better meet the evolving needs of their students. This cycle of continuous assessment and refinement emphasizes the dynamic nature of teaching and learning.

As researchers review the data, they are prepared to refine strategies, incorporate innovative elements, and build on the success of Cycle 1 to create more impactful and engaging learning experiences in the next cycle. While post-test results show significant progress, some students have not reached the Minimum Mastery Score (KKM). This highlights the need to continuously refine instructional strategies to meet the diverse learning needs of all students. Identifying students who have not met the MOH offers a strategic focus for future interventions, ensuring personalized support and tailored approaches to help each learner achieve the desired level of proficiency. This iterative process

aligns with the nature of continuous education, where continuous assessment informs strategies for improvement in subsequent cycles.

Description of Cycle 2

Planning: Cycle 2 was conducted over three learning sessions for eighth-grade students using the blended learning method and focusing on the report text material. The researcher implemented Cycle 2 in February 2024, which aims to improve student learning outcomes through an approach with the Stimuler Application as a learning medium.

Action

First Meeting: The first meeting of Cycle 2 takes place on February 5, 2025. Upon entering the classroom, the researcher noticed some positive changes. The students seemed ready for the lesson, with some practicing English through conversation, and some already opening their books on their desks. The researcher begins by greeting the students, taking attendance, and reviewing the previous material. During the review, he asks students questions and provides feedback when they make mistakes. By the end of this segment, most students were able to answer the teacher's questions, either individually or collaboratively, and effectively demonstrate sample report text material.

After the review, the teacher introduces the new material by encouraging the exchange of ideas to explain the definition and purpose of the report text. While some students hesitate and remain silent when asked questions, others actively seek to provide accurate answers. The teacher also allocates time for students to ask their own questions before continuing the lesson.

Second Meeting: On February 10, 2025, Since no students asked, the teacher began the lesson by presenting the report text material using PowerPoint displayed on a projector. While showing an example of the report text, the teacher invited several students to practice and analyze the sentence structure of the text together. During the explanation, many students actively engaged by watching, taking notes, taking slides with their phones, or asking for copies of the material to save on their flash drives. The classroom atmosphere was more focused and organized compared to previous meetings, as most students concentrated on the teacher's explanations and engaged less in side conversations.

After delivering the lesson, the teacher gave examples of report text questions to stimuler students' enthusiasm and motivation towards the English class. To facilitate this activity, teachers divide the class into groups based on seating arrangements, appointing the student in the front row as the group leader. Each group leader was then assigned to come forward to read out a sample report text that their group had worked on collaboratively.

After that, the teacher distributes worksheets for students to complete as their assignments for the day. Many students work on tasks with enthusiasm and concentration. Once they have finished answering all the questions, they hand their worksheets to the teacher's desk. Before ending the class, the teacher provides feedback and summarizes key points about the report text. In addition, teachers give homework from their textbooks.

Third Meeting: During the last meeting of the second cycle on February 12, 2025, the researcher conducted a post-test using the Stimuler Application as the concluding assessment for cycle 2. The post-test focuses on the report text material, which has been thoroughly studied and understood by the students through lessons from their English teacher. When giving quizzes, researchers observe students' behavior and how they approach the questions. The students demonstrate a strong understanding of the material, actively answering the questions with confidence. They compete for rankings, taking turns leading. Just a few challenging questions prompted students to seek clarification, and they completed the quiz in no time.

After reviewing the results of the quiz, the researchers noted that students achieved high scores, which reflected a significant improvement compared to the previous assessment. Student performance shows noticeable progress, with many achieving excellent and satisfactory results. The use of the Stimuler App is proven to be a driving factor, making students more enthusiastic, creative, and engaged in their English lessons. After releasing the results of the quiz, the researchers also distributed a concluding questionnaire to collect feedback from the students.

Observing: In this cycle, researchers observe and examine students' progress and improvement during the learning process. The method used remained the same as in cycle 1, using an observation sheet. According to the observations, the researchers noted that the learning process of ninth graders had improved significantly compared to cycle 1. This improvement is evident from their motivation and persistence in classroom activities. At the first meeting of cycle 2, many students showed an increase in confidence as they had practiced speaking English with peers or teachers and followed the material effectively. They also showed an improvement in the ability to understand complex sentences given by teachers. In addition, the number of students willing to answer teacher questions is increasing, and more students are daring to ask questions despite still facing some challenges with material. Students also showed greater focus and attention to the teacher's explanations, as reflected in the calmer classroom atmosphere, with fewer students chatting compared to the previous cycle. Their perseverance increases, as they actively engage in learning sessions and exert effort to achieve their goal of scoring well on assignments. At the second meeting, all students actively participate in the activities given by the teacher, pay close attention and prepare themselves to learn. This is evident from their efforts in completing the tasks given by the researcher and earning additional points in the Stimuler App. The classroom environment in this cycle is more conducive, with students focusing more on the material rather than engaging in side discussions.

Significant positive changes were observed in students' behaviors and habits during class. They work independently on the exercises and stay focused on the teacher's instructions, both in receiving information and participating in the day's activities. After completing this cycle, the researcher conducted interviews with English teachers and students to assess their progress and ensure that the use of the Stimuler App had improved students' pronunciation abilities.

These interviews also serve as a benchmark to determine whether the cycle has been successful or needs further continuation. Based on observations and interview results, it was concluded that students' motivation to learn English has increased, with many students achieving scores above 75%.

Reflection: At the end of Cycle 2, researchers and English teachers plan to evaluate implementation by analyzing data from interview transcripts and notes. This evaluation will take place in a discussion forum where all participants can share their experiences and views equally on the implementation process. A thorough review of the findings will help identify strengths and weaknesses in blended learning models, lesson plans, and material prototypes, and highlight necessary adjustments for future lessons. After this reflection, the researcher and English teacher concluded that the blended learning model had been effectively implemented and decided to complete its use by the end of Cycle 2.

As part of the study, which included three sessions using the Stimuler App, a post-test was conducted during Cycle 2 as the primary tool to assess student motivation. Scheduled from February 3 to 10, 2025, the post-test is designed to evaluate the ongoing impact of Stimuler App-based learning, especially in terms of improving student engagement. The post-test provides a comprehensive assessment of the material covered over three sessions and offers valuable insights into the effectiveness of the Stimuler App in maintaining a high level of student participation. This post-test is an important moment to assess the pedagogical results of the intervention, summarize the cumulative effects of the use of the Stimuler App, and evaluate students' retention and understanding of the material. The results reveal how the Stimuler App contributes to improving students' abilities and maintaining their motivation during the session.

Key findings from the post-test are outlined below:

Not	Student Participants	Cycle 2
		Post-test scores
1	Student 1	95
2	Student 2	100
3	Student 3	85
4	Student 4	90
5	Student 5	100
6	Student 6	100
7	Student 7	95
8	Student 8	100
9	Student 9	93
10	Students 10	100
11	Student 11	100
12	Student 12	95
13	Student 13	95

14	Students 14	85
15	Students 15	85
16	Students 16	90
17	Student 17	85
18	Students 18	90

The results of the second post-test showed a significant improvement in student performance on the Stimuler App, reflecting progress compared to the initial post-test. The classification of scores reflects advances in comprehension, offering educators important insights into student performance and areas that require further development. In addition to assessing knowledge, scores act as qualitative evidence of the success of the teaching methods used. The improved results highlight the effectiveness of this strategy in creating a more engaging and interactive learning atmosphere.

Description of Implementation Using Stimuler Application Media

After the implementation of the action, the researcher compiled and presented data on student learning outcomes from cycle 1, which utilizes the genre-based learning method with the Stimuler Application as a learning medium. The results are detailed below.

Teacher Interview Results

Researchers conducted an interview with an eighth-grade English teacher in the teacher's office before classes began. During the interview, the researcher asked ten questions to gain insight into the teacher's views on English learning especially in pronunciation learning. The following are the questions and results of the questions received from teachers at school:

One of the main reasons students lose motivation to learn pronunciation is that they often find it challenging and boring. Many students feel embarrassed or afraid of making mistakes while pronouncing words in English, which discourages them from trying. Additionally, they tend to overlook the importance of pronunciation in effective communication, which further decreases their interest in practicing this skill.

When students lack motivation, it greatly impacts their pronunciation progress. Unmotivated learners usually become passive, avoid practicing, and as a result, do not show significant improvement. This leads to inaccurate pronunciation, difficulty being understood by others, and a decline in their confidence to speak English fluently.

Teaching methods significantly influence students' motivation to improve pronunciation. Repetitive and non-engaging teaching styles can quickly cause boredom. On the other hand, using fun and interactive approaches, like games, singing, or digital tools, can boost students' interest and encourage them to participate actively.

Teachers play a crucial role in motivating students for pronunciation. They must create a positive classroom environment, give constructive feedback, and show that making mistakes is part of learning. By setting a good example in

pronunciation and encouraging effort without fear of error, teachers can inspire learners to practice more confidently.

The learning environment greatly affects students' enthusiasm. A safe and supportive atmosphere makes students feel comfortable and unafraid of being laughed at if they mispronounce words. Such an environment helps them to be more courageous in practicing pronunciation, while a stressful or judgmental setting can demotivate them from speaking.

Generally, students tend to be less enthusiastic about pronunciation compared to other skills like speaking or listening. Many see pronunciation as overly technical or difficult, especially if they don't see immediate practical benefits. Therefore, creating strategies to make pronunciation more engaging is necessary to boost their motivation.

Technology, especially learning apps, has a strong influence on motivation. Interactive and entertaining digital tools can motivate students to improve their pronunciation. Many learners prefer practicing with technology since they can repeat lessons and listen to pronunciation models as often as they want, giving them more control over their learning pace.

To handle students who are really disinterested in pronunciation, I usually start with a personal approach. I talk to them casually to understand what's causing their lack of enthusiasm. Then, I adapt my teaching methods, for example by incorporating topics they enjoy or using paired activities to help them feel less isolated and more engaged.

I have personally noticed that changing teaching methods can increase students' motivation. Moving away from traditional lectures to more interactive games and app-based activities has led to more active participation. They seem more relaxed and eager for pronunciation lessons, proving that innovative approaches really make a difference.

My advice to fellow teachers is to understand how students learn and be adaptable in your teaching strategies. Utilize technology and create fun activities to keep students interested. Most importantly, always give encouragement and recognition for their efforts, regardless of how small, to help them feel valued and keep motivated to improve their pronunciation.

Perceptions

In addition to interviewing teachers, the researcher also conducted opinions to collect data and understand their opinions and experiences while using the Stimuler App in the classroom. these perceptions were conducted in the classroom, involving the same students who had been consulted to obtain data before the study began. The findings from the student interviews are as follows:

Students' perceptions of using stimuler applications to improve English pronunciation skills (CAR) at the school, researchers found that the Stimuler App had a positive effect on student motivation. The students showed their enthusiasm and involvement, showing improved pronunciation for learning English. Classroom action research allows teachers to investigate their own classroom practices in a systematic way, with the dual purpose of improving

teaching and contributing to the knowledge base of language education. The process involves identifying a problem, planning an intervention, implementing the intervention, and reflecting on the outcomes. (Moore, E. & Dooly, M. 2017). All participants agreed that their motivation increased when teachers incorporated the Stimuler Application into the teaching and learning process. This conclusion is supported by the student's interview responses, as described below:

(1) Student 1: "Using the Stimuler App really boosts motivation in learning your English pronunciation! It's great when you can answer correctly, the material becomes easier to understand, and you even get rewards, which definitely motivate you to learn more."

(2) Student 3: "Yes, it really boosts motivation. Why? Because with such images, learning doesn't feel boring. Before finding out about the Stimuler App, and I wasn't motivated at all.

But with the Stimuler App, it's like, 'Oh, I can use this method to learn English,' and I felt much more enthusiastic."

Student 10: "Of course, my motivation to learn English has increased. The Stimuler app feels like a mood booster at school. On days with English class, I look forward to it, thinking, 'I can't wait to attend this class!' It definitely makes me more excited to learn English."

These findings are in line with testing the effectiveness of language learning software and speech recognition technology in helping students independently improve pronunciation without direct involvement from teachers. The results showed that students were able to improve accent and pronunciation clarity independently through repeated interaction with voice-based applications (Mitra et al., 2003). Similarly, Carlet & Kivistö-de Souza (2018) affirm that learning pronunciation through a digital approach both inside and outside the classroom is able to improve students' perceptual ability to distinguish vowel sounds, although increasing sound production still requires time and continuous practice.

When researchers incorporated games into the learning process, students showed enthusiasm and engagement in attending English classes, making the learning experience more enjoyable. This observation is consistent with (Wright A., Betteridge, D. & Bucky, 2006), which highlights that games help and motivate students to maintain their interest and effort in learning

Improving Student Pronunciation Through the Use of Stimuler Apps: This study explores ways to improve student pronunciation by incorporating Stimuler Apps. To collect the data, researchers analyzed it by categorizing factors such as fluency, intonation, students' confidence, their attitude toward school, their focus on learning, their planning and monitoring skills, and their perseverance.

Student Confidence: The application of the Stimuler Application in teaching and learning activities reveals that most students gain confidence from the first to the second cycle. According to (Brophy, 2004), cultivating and maintaining students' confidence as learners requires teachers to provide motivational support, which can include strategies such as goal setting and

performance evaluation. The Stimuler app integrates these strategies, helping students build confidence as they engage in classroom activities. (Garris, R., Ahlers, R., & Driskell, 2002) also highlights that the Stimuler App creates a practice environment where students can explore and learn without fear of real-world consequences, such as disappointment. In addition, the Stimuler App features a moderate level of difficulty, allowing students to gradually develop skills and confidence step by step.

In this study, ninth-graders actively participated in English lessons, practicing together without hesitation or needing to observe others first. Many students are willing to try and answer questions asked by teachers without fear. The students agreed that the Stimuler App significantly increased their confidence in learning English, as reflected in their statement:

1. **Student 1:** "Yes, I feel very confident because using games makes everything fun. I'm not afraid to answer or make mistakes, so we can improve a lot through the game." (Student 1).
2. **Student 4:** "Yes, I'm more confident. This app makes learning more fun and relaxing, allowing me to focus on what I can do in learning English especially in improving pronunciation."
3. **Student 6:** "At first I felt fine, but now I am more confident than ever, especially in answering questions and participate in class activities."

Students' Perspectives on English and Academic Performance: Through interviews, it was revealed that students realized the importance and value of English after using the Stimuler App. They actively engage with the material by taking notes, taking pictures, requesting digital copies of the subject matter, seeking clarification, and working toward their academic goals.

This engagement fosters stronger motivation to learn English, in line with the statement (Imron, 2011) that meaningfulness is the main principle of student motivation. When students find learning meaningful and relevant, it becomes beneficial to their lives. Many students reveal how their perception of English has evolved:

1. **Student 3:** "This is important and fun because the Stimuler App is very interesting. I've learned a lot of new material, and it's interesting. The Stimuler app motivated me to keep learning, making English second important and fun."
2. **Student 6:** "I didn't think English was very important before, but now I see its significance. This helps us access information and will be useful in the future."
3. **Student 11:** "English is fun! The more we practice it in our daily lives, the more skilled and prepared we will be to kemajuan era modern."

Focus Learning on Students: Games in the form of pronouncing animal names offer an innovative approach to teaching English, helping students stay engaged and attentive during classroom activities. These games provide real-time feedback on their performance, allowing students to identify mistakes and improve their efforts to meet learning standards. (Garris, R., Ahlers, R., & Driskell,

2002) highlights that feedback can increase students' motivation by encouraging them to persevere, concentrate, and dedicate more effort to their assignments. As a result, the number of focused students has increased compared to previous observations, as reflected in their interview responses shared below:

Student 1: "I feel more focused when learning through games. Treating it as a game doesn't make it any less productive; instead, it increases focus. Using games in English lessons draws us deeper into the exercises, making them interesting and rewarding.

The prize motivates us to participate more actively."

1. **Student 8:** "Yes, it makes me more focused. To excel, we need to understand the material taught by our seniors in class and understand the steps to success. If we make mistakes, feedback helps us learn and gain new knowledge."
2. **Student 11:** "For me, using games helps me stay focused because I'm motivated to get a reward or reward. It also allows to better understand how to apply what I have learned."

Based on the data, the researcher observed that students were able to concentrate on the teacher and remain attentive during the implementation of the game using the Stimuler Application in the learning process. This activity motivates students to understand the material to meet their learning objectives. According to Gage and Berliner (1992), students' motivation can be observed when their attention is engaged. However, three respondents mentioned occasional loss of focus due to noisy classroom environments and distractions from friends. Nonetheless, they strive to follow the lessons. The researchers concluded that the Stimuler App game helped improve students' focus and attention while growing and developing their motivation to learn English.

Student Planning and Monitoring: Before conducting classroom action research, the researcher noted that students struggled to follow English teachers' instructions during lessons. They don't seem ready for class, especially when the teacher asks about the material or assignments beforehand. Many students remain silent, admitting that they haven't completed their assignments, and need additional time to complete them before moving on to new assignments. In addition, they avoid answering teacher questions, often delegating responses to their peers due to a lack of confidence in their abilities. This indicates a lack of preparation for English lessons.

During the implementation of cycles 1 and 2, students' attitudes showed a noticeable improvement. They completed their assignments for each meeting, allowing researchers to introduce new assignments. Additionally, students appear to be better prepared before entering the classroom, as reflected in their comments during subsequent interviews:

- a. **Student 3:** "After you started teaching here, my friends and I immediately started learning, like memorizing material. For example, when there is a game or quiz on the Stimuler App, we often get a reward if we win, which makes us more excited and motivated."

2. **Student 5:** "Since using the Stimuler App, I've started reviewing the previous material. At first, I was nervous about the game, so I tried to prepare more thoroughly."
3. **Student 8:** "Now, I discuss the subject matter first or ask for clarification. I also practiced the lessons beforehand because I knew there would be quizzes and games, which made me more curious and prepared."
4. **Student 11:** "When there is a quiz or game, I prepare by studying the material in class and checking what comes next. I also review assignments and, if I don't understand something, I look it up in dictionaries or online. Sometimes, I listen to English songs to improve my mood while getting ready."

Student Perseverance: During the implementation of cycles 1 and 2, the Stimuler App game showed a greater impact on student persistence compared to traditional classroom methods. According to the interview responses, students recorded the differences they experienced, as highlighted below:

1. **Student 8:** "I don't think using the Stimuler App is boring. It also helps all of my classmates stay more consistent and involved in learning English."
2. **Student 3:** "The main difference I noticed when using the Stimuler App was that it made the classroom atmosphere lively and more engaging. It feels like a competition, which energizes the class compared to traditional lessons where we just listen to the teacher and complete assignments, which can make us feel bored and sleepy."
3. **Student 12:** "Without the Stimuler App, the teacher usually explains, gives assignments, and then we leave. But with the Stimuler App, there is a sense of challenge due to the rules we have to follow, which makes everyone more active. It also allows us to measure our abilities and feel successful when we face challenges."

The data reveals that students feel challenged when using the Stimuler App in their language learning, which makes them actively and enthusiastically participate. According to Lepper and Hodell (1989), students' intrinsic motivation grows when they encounter interesting and challenging activities (Schunk, 2012). This is in stark contrast to the non-Stimuler App method, where students feel unmotivated, bored, and sleepy because they just listen to the teacher's explanations and complete assignments without additional interactive exercises. As a result, students prefer the use of the Stimuler App, as it makes their English learning process more engaging and engaging.

The researchers also observed that students approached their assignments with sincere effort. (Schunk, 2012) emphasizes that achievement motivation is evident when students work to solve problems, ensure fairness, and complete tasks such as book reports. Students also feel comfortable seeking help from teachers when faced with difficulties in understanding the material or other aspects of the English language. In addition, the researchers noted that students made significant efforts to complete their tasks that persistence in completing complex tasks reflected strong motivation. In the end, all students agree that the

Stimuler App has an important impact in increasing their motivation to learn English and suggest continuing to use it in future classes.

Based on the results of the research that has been conducted, it was found that the use of the Stimuler application significantly improves students' English pronunciation skills. These findings answer the formulation of the main problem in the study, namely whether the Stimuler application can help students improve the pronunciation of words in English correctly and fluently. The improvement in students' abilities was seen in the pronunciation of previously often erroneous phonemes, more accurate syllable emphasis, and better speaking fluency after the intervention was carried out in several sessions. This reinforces the initial suspicion that technology-based media, such as Stimuler, has strong potential in learning speaking skills, particularly pronunciation.

The use of the Stimuler application provides an interactive and multisensory learning experience, which is believed to accelerate the learning of foreign language phonology. Students not only hear correct pronunciation but also get direct feedback visually and auditory, thus correcting mistakes independently. Students' activeness in self-practice through the app also increases their motivation to learn as they feel more confident and challenged to improve their abilities. Pedagogically, learning involving advanced technology facilitates audio-visual and kinesthetic learning styles, which are difficult to achieve in conventional teaching.

The results of this study are in line with the theory of Computer Assisted Language Learning (CALL), put forward by Warschauer & Healey (1998), where computer technology can be an effective tool in language teaching. More specifically, these results also support Vygotsky's theory of the Zone of Proximal Development (ZPD), which states that learning is more effective when learners are given the right help or tools, such as interactive learning apps. In this case, the Stimuler app serves as scaffolding, which helps students transcend their limitations in pronunciation independently. This finding also reinforces the concept of technology-based language learning developed by Chapelle (2001), that the integration of technology in second language learning can significantly improve accuracy and communication skills.

These findings are consistent with several previous studies. For example, research by Putri (2020) shows that the use of voice-based learning applications can improve the accuracy of pronunciation of junior high school students in Jakarta. In addition, the results of this study are also in line with the findings of Ahmad and Sari (2021) who researched the use of speech recognition tools in English lessons and found that such applications encourage students to do independent exercises with better results. Research by Brown (2019) in the context of learning English as a foreign language also concluded that voice technology can improve students' phonetic skills up to 30% faster compared to traditional methods. The similarity of these results confirms that the use of Stimuler in a local context is not only theoretically valid but also practically and empirically relevant.

The use of stimuler applications in improving students' English pronunciation skills has become an innovative solution that is effective and

interesting. The app is designed with interactive features such as real-time feedback that provides immediate feedback on the accuracy of students' pronunciation. This allows students to immediately figure out their mistakes and correct them independently. In addition, stimuler applications are often equipped with speech recognition technology that can recognize and evaluate students' pronunciation, so they can practice at any time without relying entirely on the teacher. With this feature, students feel more confident because they can practice privately without fear of being judged by others.

1. Utilization of Stimulator Applications in Improving the Pronunciation Learning Process

Interviews with eighth-grade English teachers revealed that student motivation is one of the significant barriers to learning pronunciation. Many of them feel that pronunciation is boring, difficult, and creates a fear of mistakes. Lack of understanding of the importance of pronunciation in effective communication also makes students reluctant to practice this skill. This causes them to be passive, rarely practice, and face difficulties in pronunciation, which can have a negative impact on their confidence when speaking English.

Teachers emphasized that teaching style has a major influence on student motivation. Monotonous methods will reduce interest, while fun and interactive techniques, including the use of technology, games, or songs, can increase active involvement from students. Technology can also help students to improve their pronunciation (Pamungkas, 2020). A positive classroom environment free from fear of being laughed at is essential for students to feel comfortable practicing pronunciation. Teachers are also responsible for guiding students by providing constructive feedback and providing examples of correct pronunciation to increase their confidence.

In practice, teachers reported that student motivation increased after they switched from traditional lecture methods to interactive activities using applications. Technology provides students with the opportunity to practice independently, review materials, and adjust the pace of learning to suit their needs. For students who show no interest at all, an individualized approach is applied by listening to their needs and adjusting the lesson topics. Teachers recommend that fellow educators continue to find teaching methods that suit students' different learning styles, and continue to provide support and recognition for every effort students make to improve their pronunciation skills.

2. Student Perceptions of the Use of Stimulator Applications in Pronunciation Learning

The results of the study showed that the use of the Stimuler Application significantly increased students' motivation, self-confidence, and participation in the process of learning English pronunciation. Students acknowledged that this application made the learning process more interesting, interactive, and challenging. They showed an increase in learning concentration, readiness to follow lessons, and understanding of the importance of mastering English. This application also provides immediate feedback and rewards that encourage students to continue trying, even outside of class hours. The use of games and

interesting visual elements in the application creates an energetic classroom atmosphere and reduces students' fear of making mistakes, so that they are more active and confident when practicing pronunciation. In addition to improving students' emotional aspects, the Stimuler Application also has a positive impact on cognitive aspects and learning behavior.

Students become more diligent and disciplined in completing assignments, more prepared before lessons, and more courageous in asking for help when facing difficulties. They begin to consider learning English as something important and directly related to their lives. This finding is supported by literature showing that digital and game-based learning can increase intrinsic motivation while encouraging the development of independent pronunciation skills. Overall, this study confirms that the implementation of technology such as the Stimuler App can be an effective strategy in creating meaningful and sustainable English learning experiences.

The stimuler application also provides a variety of practice materials tailored to the student's ability level, from the pronunciation of basic words to complex sentences. Some apps even offer simulated everyday conversations and pronunciation examples from native speakers, which help students understand correct intonation, rhythm, and pronunciation. Additionally, these apps often come with audiovisual content such as videos or audio recordings, which makes the learning process more engaging and contextual. By practicing using this app, students not only improve their pronunciation but also develop listening skills that are very important in English communication.

Another advantage of the stimuler app is its ability to motivate students through gamification systems, such as scoring, levels, or virtual rewards. This makes the learning process more fun and competitive, so students are encouraged to keep practicing and improving their skills. In addition, teachers can monitor student progress through the progress report feature provided by the application. By combining technology, interactive materials, and a fun approach, the stimuler app becomes a very effective tool to help students master English pronunciation better and naturally.

From the research results, the use of the Stimuler application has proven successful in improving the process of mastering English pronunciation skills. This app offers an interactive learning experience that engages multiple senses, allowing students to hear, see and practice pronunciation independently. The live feedback feature gives students the opportunity to spot pronunciation errors instantly and correct them without always having to rely on the teacher. In addition, this application presents varied material, from basic vocabulary to more complex sentences, as well as daily conversation simulations that help students understand intonation, rhythm and word stress better.

Students' views on the use of the Stimuler application are also very favorable. Many students find it helpful to have a voice recognition feature that automatically assesses their pronunciation, allowing them to practice at any time with more confidence. The presence of gamification elements, such as assessment systems and levels, increases enthusiasm for learning by making learning more interesting and full of challenges. Students also appreciate the opportunity to

study privately without fear of criticism, which makes them more active in practice and feel comfortable during the learning process.

In general, the Stimuler application not only significantly improves students' pronunciation skills, but also strengthens their motivation and participation in learning English. This result is in line with the theory of technology-based learning and previous research showing that the use of digital media such as learning applications can accelerate the mastery of speaking skills. With interactive features and an approach that suits today's learning styles, the Stimuler application is a very effective tool in mastering pronunciation, while encouraging students' independent development in mastering a foreign language.

CONCLUSION AND RECOMMENDATION

This study concludes that the integration of the Stimuler application in English pronunciation instruction significantly enhanced students' articulation, intonation, and word stress, leading to improved fluency and communicative confidence. The interactive, student-centered approach enabled immediate feedback, authentic practice, and repeated exposure to pronunciation models, resulting in notable progress; at least 75% of students achieved a minimum score of 75 in pronunciation assessments. The technology-enhanced learning environment further increased student motivation, engagement, and willingness to participate, as consistently observed during classroom interactions.

In addition to measurable gains in pronunciation, the research highlights positive student perceptions toward the use of the Stimuler application. Most students valued the opportunities for independent practice, instant feedback, and flexible learning provided by the application. Questionnaire and interview results revealed that the application was perceived as accessible, engaging, and effective for self-correction and skill improvement, with many students reporting increased confidence in speaking English. The study thus recommends wider implementation of technology-assisted pronunciation learning, as it not only supports mastery of pronunciation features but also fosters a more enthusiastic and proactive attitude toward English language acquisition.

FUTHER STUDY

This research still has delays, so it is necessary to conduct further research related to the topic Improving The Learning Process Of Pronunciation Of Grade Viii Students At Hamong Putera Ngaglik Junior High School Using Stimuler Applications in order to improve this research and add insight for readers.

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