

*FALOU APPLICATION ON STUDENTS' PRONUNCIATION
(A QUANTITATIVE RESEARCH)*

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ARTICLE INFO	ABSTRACT
Article history: Received: February 24, 2026 Revised: April 24, 2026 Accepted: August 08, 2026 Published: August 31, 2026 Keywords: Falou Application Pronunciation Vowel	Accurate vowel pronunciation remains a challenge for Indonesian EFL learners, highlighting the need for accessible technology-enhanced pronunciation practice. This study investigated the effect of the Falou application on eighth-grade students' vowel pronunciation at SMPN 18 Makassar. Employing a quantitative pre-experimental one-group pretest-posttest design, the study involved students from class 8.1, selected through random sampling. Data were collected through pronunciation tests administered before and after the intervention and analyzed using a paired-samples statistical test. The results revealed a substantial improvement in students' pronunciation performance, with the mean score increasing from 40.00 in the pretest to 74.37 in the posttest. The difference was statistically significant (Sig. 2-tailed = 0.000 < 0.05). These findings demonstrate that Falou can provide an effective technology-mediated environment for practicing vowel pronunciation and contribute to the development of innovative, accessible, and engaging pronunciation instruction for EFL learners. 
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INTRODUCTION

English serves as a global language, making it one of the most crucial languages to learn today. English is essential for international communication in a variety of fields such as education, business, science, and technology. Mastery of English facilitates access to global knowledge, improves career opportunities, and enhances social interaction in international contexts (Tauhid & Lubis, 2024). In the era of globalization, English proficiency is not only a communication tool but also a gateway to broader participation in the global community (Darmawan et al., n.d.).

Communication in English relies heavily on clear and accurate pronunciation. Pronunciation is a fundamental component of speaking skills because it affects intelligibility and effective message delivery. According to Kang (2018), pronunciation directly influences

listeners' perceptions of comprehensibility and speaker credibility. Similarly, Saito and Plonsky (2019) emphasize that focused pronunciation practice significantly improves learners' intelligibility and speaking performance.

One of the major obstacles faced by students in communicating in English is their lack of confidence due to poor pronunciation of English vocabulary. Many students feel embarrassed to speak because they are unsure whether their pronunciation is correct. Gilakjani (2016) explains that limited pronunciation instruction often results in low confidence and reduced communicative effectiveness. Therefore, improving students' pronunciation skills is essential to help them articulate ideas clearly, enhance fluency, and improve listening comprehension.

Pronunciation is influenced by several factors, including learners' first language background, social environment, and exposure to English input (Setyowati et al., 2024). Because English has a complex sound system, learners require structured practice and meaningful feedback to achieve intelligible pronunciation. Thomson and Derwing (2018) argue that consistent and targeted pronunciation training leads to measurable improvement in comprehensibility.

In now integration Mobile-Assisted Language Learning (MALL) has become increasingly popular due to its accessibility and interactive features. Research shows that mobile applications can significantly enhance pronunciation skills by providing immediate feedback and repeated practice opportunities (Zhang, 2022). Furthermore, digital learning environments increase learner engagement and motivation (Godwin-Jones, 2018).

One application that supports pronunciation improvement is the Falou application developed by Moymer Negocios e Servicos em Tecnologia LTDA. Falou is an online-based language learning application designed to enhance users' communication skills through interactive exercises and gamification features. The application provides pronunciation practice with instant feedback, enabling students to recognize and correct their mistakes independently. Its user-friendly interface encourages consistent practice and autonomous learning.

By utilizing digital applications such as Falou, students can practice pronunciation anytime and anywhere. The integration of technology into pronunciation learning promotes flexibility, engagement, and learner autonomy. It is expected that the use of such applications will help students improve their pronunciation skills, increase their confidence, and communicate more effectively in academic, professional, and social contexts.

In conclusion, pronunciation is a crucial component of English language mastery. Without clear pronunciation, communication may lead to misunderstandings. Therefore, integrating technology-based applications like Falou into language learning can serve as an effective solution to address students' pronunciation difficulties and enhance their overall English proficiency that can be very easily accessed on a cellphone with a good network.

RESEARCH METHOD

This research employed a quantitative method. The researcher selected this approach because various research techniques assisted and guided the systematic collection and analysis

of data. A quantitative method was considered appropriate for this study since it focused on numerical data and statistical analysis.

The research design used was a pre-experimental one-group pre-test post-test model. This model involves only one group as research subjects. In its implementation, the researcher first administered a pre-test to determine students' level of understanding of the material. Next, students were given treatment over several sessions. Afterward, a post-test was administered to determine the extent to which students' understanding improved after receiving the treatment.

RESULT AND DISCUSSION

The researcher collected data through six class meetings with grade VIII.1 students at SMPN 18 Makassar. The data collection process was conducted during regular class sessions to ensure the study was conducted in a natural learning environment.

1. Descriptive statistical outcome

The pre-test and post-test mean scores and standard deviations

Table 1 The pre-test and post-test mean score and standard deviation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	20	60	40,0	13,44
Post-test	32	40	100	74,37	17,02
Valid N (listwise)	32				

Table 1 shows that the students' pre-test mean score was 40.0, which was classified as fair. On the other hand, the post-test mean score was 73.37, which was in the very good range. This suggests that following the treatment, the kids' scores significantly improved. The classification changed from fair in the pre-test to very good in the post-test, indicating improvement. Pre-test scores had a standard deviation of 13.44, whereas post-test scores had a standard deviation of 17.02. The standard deviation, which is the square root of the variance, quantifies the extent of score fluctuation or dispersion from the mean.

2. Inverential students result

To determine if the null hypothesis in this research should be rejected, the researcher employed a significance test. The one-sample t-test is a single-sample testing method that compares the mean of a single variable to a particular constant value, according to Hindayati Mustafidah (2020). Stated otherwise, the one-sample t-test is employed to ascertain whether the mean (average) of a population, prior research, or the mean of the data in a research sample differs. If the significance value from the t-test is more than 0,05, then the null hypothesis is accepted and the alternative hypothesis is rejected.

This means the independent variable does not have an effect on the dependent variable.

- a. If the significance level from the t-test is less than 0,05, the null hypothesis is rejected and the alternative hypothesis is accepted. This shows that the independent variable does have an effect on the dependent variable.

The table below displays the results of the paired sample test:

Table 2. Significant outcomes of pre-test and post-test

Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Before - After	-34,37500	11,62242	2,05457	-38,56533	-30,18467	-16,731	31	,000

The findings of the pre-test and post-test analyses, which were carried out using SPSS version 26, are shown in Table 2. The obtained Sig. (2-tailed) value was less than 0.005. In particular, the data shows that the significance value was less than 0.005, at 0.000. This finding suggests that the difference between the pre-test and post-test scores was statistically significant. Thus, it can be said that using the Falou program as a teaching tool greatly enhanced the students' ability to pronounce words correctly, especially when it came to vowels.

a. Students' pre-test and post-test scores are categorized and expressed as a percentage

Table 4. The rate percentage of students score in pre-test

Classification	Score	Frequency	Percentage
90-100	Excellent	-	-
70-89	Very Good	-	-
50-69	Good	7	21,87%
30-49	Fair	18	56,26%
0-29	Poor	7	21,87%
TOTAL		32	100%

Table 4 shows the percentage of students' pre-test results based on the table. It was found that no student obtained both very good and excellent. 7 students (21,87%) got low scores, and 7 students (21,87%) got good scores, and 18 students (56,26%) got fair scores.

The classification of the results of the scores shows that students with the poor scores have poor pronunciation skills, while students with sufficient scores have fair pronunciation skills, and students with good scores have fairly good pronunciation skills.

Table 5. The rate percentage of students score in post-test.

Classification	Score	Frequency	Percentage
90-100	Excellent	6	18,75%
70-89	Very Good	13	40,63%
50-69	Good	11	34,37%
30-49	Fair	2	6,25%
0-29	Poor	-	-
TOTAL		32	100%

Table 5 shows the percentage of students' post-test results based on the table. There were 6 students (18,75%) with excellent scores, 13 students (40,63%) with very good scores, 11 students (34,37%) with good scores, 2 students (6,25%) with fair scores, and 0 students with poor or very poor scores. This study found that students performed well on the post-test because they understood the material and used the application effectively.

Using the Falou app made the students more interested in learning during class. It also helped them with their pronunciation, and they were happy to use it because it made their pronunciation better. After the treatment, their test scores showed a big improvement in their pronunciation skills. This shows that using the Falou app was really helpful and kept the students engaged.

As a result, students felt more familiar with how to pronounce English vocabulary correctly, which influenced their post-test scores. This indicates that students' English pronunciation skills improved significantly due to using the Falou app.

DISCUSSION

In the discussion section, the researcher explains the findings in detail and relates them to relevant theories, previous studies, and expert opinions. The results of the pre-test showed that most students obtained low scores. However, after completing the post-test, their scores improved significantly compared to the pre-test results. This improvement indicated that the use of the Falou application, as well as the teaching strategy applied during the treatment, contributed positively to the students' learning outcomes.

Based on the findings, it was concluded that the Falou application had a significant effect on students' learning and was effective in improving their pronunciation skills. This conclusion was supported by the difference between the pre-test and post-test mean scores, which showed an increase of 34.37 points. Furthermore, the statistical analysis revealed a Sig. (2-tailed) value of 0.000, which was lower than 0.005. Therefore, it was evident that the use of the Falou application significantly improved the students' vowel pronunciation skills. After taking the pre-test, students showed a big improvement, which was probably because they used the Falou app during their learning. In line with research from Lainatussifa Saragih found in her research from (2024), which was done with class X students at Madrasah Aliyah Al-Washliyah Tebing Tinggi. Her study showed that using the Falou app really helped students improve their vowel pronunciation. According to Nia Ramadhani at the State Islamic University of Mataram (2025), As part of this study's goal, which is to learn about and examine students' views on using Falou Application for learning pronunciation, they also recognized that this app can help improve their pronunciation and make them feel more confident when speaking English .

And other researchers show research results with the same application. Researchers looked at data and found that using the Falou app helped ninth-grade students at Taman Mulia Senior High School improve their spoken English. The study showed that students who used the app had better speaking skills than before. This was seen in the test scores, where the average score after using the app (posttest) was 86, compared to 73 before using the app

(pretest). This means there was a big difference between the students' speaking skills before and after using the app, supporting the idea that the app made a real difference (Wigati, 2024)

Therefore, the Falou app is highly influential in student learning. It's easy to use and accessible. Falou can correct students' pronunciation and provide cues for errors.

CONCLUSION

The findings demonstrate that the use of the Falou application significantly improves the vowel pronunciation ability of eighth-grade students at SMPN 18 Makassar. The students' mean score increased from 40.00 in the pre-test to 74.37 in the post-test, indicating a substantial improvement following the intervention. The paired-samples test also revealed a statistically significant difference between the pre-test and post-test scores (Sig. 2-tailed = 0.000 < 0.05). Therefore, the main research question can be answered affirmatively: the Falou application has a significant positive effect on students' vowel pronunciation ability. The findings suggest that Falou can serve as an effective technology-assisted learning tool for providing students with opportunities to practice and improve pronunciation accuracy.

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