**A THESIS**


**IMPROVING PRONUNCIATION ABILITY THROUGH RESSO APPLICATION AT THE SECOND GRADE STUDENTS OF SMA NEGERI 2 PAREPARE**

**BY**

**AISYAH RAMADANI**
**REG. NUM. 19.1300.013**

**ENGLISH EDUCATION PROGRAM**
**TARBIYAH FACULTY**
**STATE ISLAMIC INSTITUTE**
**PAREPARE**

**2023**

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**BY**

**AISYAH RAMADANI**
**REG. NUM. 19.1300.013**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM**
**TARBIYAH FACULTY**
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**As Partial Fulfillment of the Requirement for the Attainment of the Degree Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by:**

**AISYAH RAMADANI**
**REG. NUM. 19.1300.013**

**To**

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**TARBIYAH FACULTY**
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**PAREPARE**

**2023**

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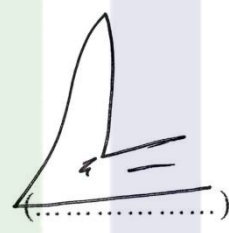
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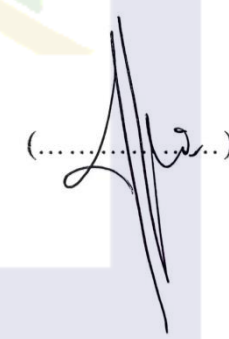Study Program : English Education

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الْحَمْدُ ِللهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَ نْبِيَاءِ وَالْمُرْسَلِيْنَ

وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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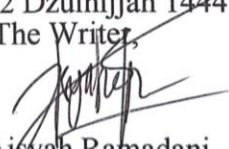
My high appreciation and gratitude to Dra. Hj Nanning, M.Pd. as the first consultant and Kalsum, M.Pd. as the second consultant who patiently guides advice, motivation and correction of the thesis to the writer to complete it.

The writer realizes that writing contains a few errors, even though she tried to do her best. The writer spent a lot of time writing this paper. She expects that it will useful information and give new knowledge for anyone who reads it. During the period of conducting the research and writing this paper, the writer got many valuable

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Parepare, July 1$^{st}$ 2023
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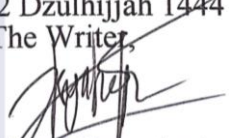The Writer,

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# DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

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Resso Application at the Second Grade Students of

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Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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# ABSTRACT

**Aisyah Ramadani.** *Improving Pronunciation Ability through Resso Application at The Second Grade Students of SMA Negeri 2 Parepare (Supervised by Hj. Nanning and Kalsum)*

Pronunciation problems for EFL Students have always been a problem for their learning process. This research was aimed to find out the improvement of students' pronunciation ability. This research applied quantitative approach and used quasi experimental design. The population was taken from the second grade students of SMA Negeri 2 Parepare. The samples in this research were 72 students of experimental and control class. The researcher analyzed the data used t-test formula. The result of the research showed that the English songs technique can improve students' pronunciation. The mean score of experimental class is 89.72 and the mean score of control class is 54.027. It means that the mean score of experimental class is higher than control class. For the level significant ($\alpha$) 5% and df = 34 and the value of table is 1,697 while the value of t-test 22,54. It means that the t-test value was greater that t-table value 1,697 table ($22,54 \geq 1.697$). On the other word, ($H_a$) was accepted and ($H_0$) was rejected. It can be concluded that there is a significant difference between students' pronunciation ability that were taught through Resso's English song and students who were not taught trough Resso's English song at SMA Negeri 2 Parepare. It can be underlined that the usage Resso Application gives a great contribution in teaching and learning process on the students' pronunciation improvement because Resso Application has a good effect. It becomes important for the teachers to increase and develop students' pronunciation ability.

**Keywords:** *English Songs, Resso, Pronunciation Ability*

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# CHAPTER I
# INTRODUCTION

## A. Background

Pronunciation problems for EFL Students have always been a problem for their learning process. For Indonesian learners, English pronunciation is fairly tough. in certain cases, the difficulties arise from the language's uneven spelling, which provides poor pronunciation instruction. Music is one of the things that is currently considered to be able to make some EFL students a middle way to improve their pronunciation. Music has particular advantages for students learning a new language. Listening to songs and singing is a natural and pleasurable approach to learn new sounds, words, and phrases, as surely know from own language studies. In many ways, learning a song or playing a musical instrument is similar to learning a language**.** While listening to songs, students can unconsciously learn English pronunciation properly and correctly. Songs have an emotional impact on people's lives and provide insight into their thoughts. As musicians improve their language learners, they move closer to objective sound until they reach a level of comfort and delight or "fluency".[1] Songs are really useful for learning English pronunciation.

Pronunciation is an aspect of English that allows interacting with others. It is about how language, word or sound is spoken. There are discrepancies between the symbol and its sounds. By pronouncing a word, can acquire the sound, stress, rhythm, intonation, and meaning of the word. When talking with people, should not only have a good vocabulary but also have good pronunciation. So if have a good pronunciation, the listener can easy to understand what the means. As stated by Cook cited in Pourhosein Gilakjani,

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[1] Kristin Lems, 2018, English Teaching Forum, United State, p.15

defined pronunciation as the production of English sound.[2] Thus, from all of those experts can conclude that pronunciation is an act to produce the sound into meaningful words. Besides, it is important to learn pronunciation in order to communicate and comprehend the meaning in communication with other people who have different accents.

There are many Applications to listening a song such *Spotify*, JOOX, and Resso. One of them is Resso, this is one of them most popular application. Resso, this is the newest music streaming application that was launched in March 2020. Resso comes as a music streaming application that invites to dare to express and connect with many people through the songs you like. There are several features that distinguish Resso from other Music applications, namely the lyrics that appear on the user's screen when music is played and also translations of foreign songs and users can upload comments on the song of their choice. In addition, users can enter data in jpeg and gif format to provide the background music they like, and this feature is called Vibes. Because of these characteristics, the researcher chose to use the Resso application to help students develop their pronunciation skills. Because researchers believe that the Resso Application is quite interesting to apply in learning because it is easy to use and can be used both in a Smartphone and PC.

The researcher use songs on Resso Application as a media for teaching pronunciation ability. This Application has the feature that provides the lyrics of song. It make easier for students. In this situation, while students are listening to song on Resso, they must also consider how the vocalist pronounces the words. They also can get used to pronounce well. As a result, the researcher must select a song that is appropriate for the students, as songs are a key tool for improving their English pronunciation ability. By using

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[2] Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.

songs, students can learn how to pronounce words, develop their vocabulary, and comprehend the grammar of songs, and songs can make learning English fun and not monotonous. The subject chose by the researcher because students at SMA NEGERI 2 Parepare have poor pronunciation skills. The most of them are unable to correctly pronounce the word.

The problem of poor or low pronunciation at SMA Negeri 2 Parepare is often found in cases where no emphasis is placed on pronunciation ability. Although students strongly agree that learning pronunciation is necessary. In general most of teachers not emphasize pronunciation when taking English classes and teachers not improve their pronunciation ability, in which the teacher's local accent when teaching English affects pronunciation skills and local accents appear when speaking English in class. It also found that local accents often caused problems with the pronunciation of certain sounds.

Other times, difficulties arise as a result of interference from the first language into the target language. The problem find in pronunciation ability in the second grade of SMA NEGERI 2 Parepare. First, the students are in English words pronouncing differently to the written forms, so the students get difficulty to read the English word. Second, there are some sounds in English that difficult for students, and there is distinction between sounds that students find confusing because there is no such distinction in their mother tongue. Third, Many students is less their pronunciation in speak English. And the last, many students sing without paying attention to how to pronounce correctly

Based on the observation, according to Zahra Hesty as the students of the second grade that the teacher is also complete and easy to understand in teaching English  but usually they have difficulties when it comes to English pronunciation and also the teacher sometimes give a practice for the English

teaching and learning process.[3] One of the students' pronunciation difficulties is Phonetic Symbols. The pronunciation mistakes they often make is the pronunciation of phonemes that don't exist in Indonesian. (For example, /iː/, /uː/, /ʌ/, /æ/, /ei/, /ou/, and /au/) in this case, the actual word for "Vacation" is /vəˈkeɪʃᵊn/ but some they pronounce it with /va-ka-Tion/. The students need to learning strategy to increase their pronunciation. Therefore, the importance of selecting the right method and strategy to make the material easy to accepted and understand should be considered by the teacher.

Based on the problem above, the researcher assumed that students' problem, especially in pronunciation ability could be overcome with using the English song as a media in learning process. Listening to English songs is one of the media use to help students improve their pronunciation, make learning more enjoyable, and accept learning by copying the sound in the song they were listening to. It may be obvious that proper pronunciation coaching is beneficial not just for improving intelligibility but also for improving listening comprehension.[4] Pronunciation will do repeatedly by using the song as a media. So, the students listening the song and then pronounce it simultaneously. As a result, one technique to enhance English pronunciation is to listen to English songs. Considering the explanation above, the researcher interested in conducting research with the title "**Improving Pronunciation Ability through Resso Application at the Second Grade Students of SMA Negeri 2 Parepare**".

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[3] Zahra Hesty (2023). *English Teaching and Learning Process*. Parepare: SMA NEGERI 2 Parepare

[4] Mulatsih, D. (2018). Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon. *Academic Journal Perspective: Education, Language, and Literature*, *2*(2), 294-299.

## B. Research Question

Based on the background above, the research formulates research question as a follows:

"Is any significant effect of using Resso Application to improve students' pronunciation ability at SMA Negeri 2 Parepare"

## C. Objective of the Research

Based on the question above, the researcher formulates research objective as a follows:

"To examine whether Resso Application is able to improve students' pronunciation ability at SMA Negeri 2 Parepare."

## D. Significant of the Research

The significances of this research are expected to be useful contributions to:

a. Benefit for students

It could help students' in improving their ability of pronunciation because this research can find out how far the students' improvement in pronunciation using English song through Resso Application.

b. Benefit for teachers

The teachers could improve teaching skill that more fun but still provides good learning to students.

c. Benefit for researcher

It could be references information for the related research with other researchers.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Some Previous Research Findings

Previous research findings consist of previous research related to immersion program in teaching English. Those researchers are:

Putri, Diah Maghfiroh Setiawan conducted A Research "*The Usage Of Spotify App To Improve Students' Pronunciation Skill At Smp Negeri 3 Ngronggot Nganjuk.*" This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The procedure of data collection was test. The result of the research showed that the English songs technique can improve students' pronunciation. It is concluded from the post-test that there is statistically difference of the mean between experimental class and control class. The mean score of experimental class is 86.46 and the mean score of control class is 60.5. It means that the mean score of experimental class is higher than control class.[5]

Ari Astutik in her research improved the sudents' pronunciation achievement by using JOOX as a media of wijaya Putra University. The data of the study were collected by interview, observation and test. The design of this study was classroom action research which consist of planning, acting, observing and reflecting. In analyzing the data, researcher compared the result of all instruments (interview, observation and test) and concluded it. The

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[5] Putri, D., & Setiawan, M. (2022). *The Usage Of Spotify App To Improve Students'pronunciation Skill At Smp Negeri 3 Ngronggot Nganjuk* (Doctoral Dissertation, Iain Ponorogo).

result showed that Joox had positive effect to improve students' pronunciation achievement[6].

Hanan Gamal Mohamed Ebedy conducted "Using songs in Youtube to enchance EFL students' pronunciation." Using quasi-experimental. Findings revealed that using songs in YouTube had significant effect on EFL students' pronunciation, and it improved their oral production. Also, results showed that the English pronunciation ability of the participants was at different levels, and students were able to pronounce words more accurately after learning English through songs in YouTube.[7]

Yanti, R., & Harahap, Y. S. This research was conducted to "The Effect Of Using English Song To Improve Students' Pronunciation By 7th Grade At Smp Swasta Al Washliyah 27 Medan." conducted a pre-experimental design was used by the writer which two classes and the total number of students 60. The result of the analysis showed that the t-observed (2.35), it was higher than the t-table (2.00) with the level of significant (0.05) and the degree of freedom (df)(58). In conclusion, the effectiveness of the use English song is very strong to improve the students' pronunciation skill.[8]

Manik, S conducted "Improving students' pronunciation mastery by using English songs in English Department, Nommensen University." This study was conducted by using Classroom Action Research. The improvement can be shown from the result of the research, from the mean of the students'

[6] Astutik, A., Hidayat, N., & Rosyida, I. (2019). JOOX Application as a Media to Improve Students' Pronunciation. *Kontribusia (Research Dissemination for Community Development)*, *2*(1), 1-3.

[7] Ebedy, H. G. M. E. (2015). Using songs in YouTube to enhance EFL students' pronunciation. *CDELT Occasional Papers in the Development of English Education*, *60*(2), 51-82.

[8] Yanti, R., & Harahap, Y. S. (2022). The Effect Of Using English Song To Improve Students' Pronunciation By 7th Grade At Smp Swasta Al Washliyah 27 Medan. Jurnal Pusat Studi Pendidikan Rakyat, 1-10.

score from pre-test up to post-test II. The mean students' score in pre-test is 43,83 the mean of posttest cycle I is 69.13, and the mean of the post-test cycle II is 88.33. it was found that English songs can improve students' pronunciation mastery.[9]

Of all the studies above, no one has used the Resso Application yet. In this study the researcher tries to offer Resso Application as a new variation to find out whether students' pronunciation ability improve or not because Resso has different features from other music streaming applications that give access to millions of songs and other content from artists worldwide. Resso able to recommend music according to the user's preferences, most popular applications. Resso is the newest music streaming application that was launched in March 2020. This research uses Pre-experimental group design by using pretest and posttest and the sample takes XI-2 class of SMA Negeri 2 Parepare.

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[9] Manik, S. (2015). Improving students' pronunciation mastery by using English songs. Unpublished master thesis. English Department, Nommensen University.

### B. Some Pertinent Ideas

### 1. Song

### a. Definition of Song

A song is a form of expression of a person's feelings which is poured through writing and conveyed accompanied by tones, rhythms, so as to form a beautiful song.[10] A song, in addition to giving amusement and fun, also conveys a moral message to music lovers or listeners since it writes or tells about daily life, culture, adventure, and strengthening the feelings of each human person, all of which are interconnected elements. Through their essential parts, these factors create a wholeness and blend of meanings.

### b. A Song as a Teaching Media In Improving English Pronunciation

According to Briggs in Aniqotunnisa, Teaching media is all physical form that may convey a message and encourage students to learn. Song can be used as a teaching tool to help students improve their English pronunciation. They are excellent instruments to strengthen students' language ability in listening, speaking, reading and writing can be used to teach a wide range of language skill, including sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs, and so on.[11]

Song is one of the mediums that may be used to teach pronunciation and has been shown to improve students' pronunciation.[12] There are so many advantages of applying them as learning media in the classroom, they are so

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[10] Fauziyah, N. (2014). Analisis Struktural-Semiotik Lirik Lagu La Vie En Rose Dan L Hymne AL Amour Karya Edith Piaf. *Universitas Negeri Yogyakarta*.

[11] Sadilah, R., & Gaol, R. R. L. (2021). Improving Students'english Pronunciation Through Listening To English Songs At The Second Grade Students Of Smp Swasta Harvard Martubung. *Journal MELT (Medium for English Language Teaching)*, *6*(1), 15-30.

[12] Asmaradhani, A. I., Evendi, R., Mursid, A., & Gani, R. A. (2019). Fixing students' pronunciation using songs. *Journal of Languages and Language Teaching*, *6*(2), 77-85.

easily available. Moreover, the use of song as media for teaching can increase students' vocabulary, motivation, interest and students' self-confidence, song also can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning.[13] The purpose of using teaching media especially listening to English songs is to make learning more accessible to students. It means that the use of song can help the students to remember the vocabulary and the way to pronounce the word

The researcher uses the Resso App to help their students get more comfortable with the language they are learning. The researcher uses a media that is relevant to the students' lives, such as the Resso App, to listen a song. Using songs in class will make the students enjoy the activities and songs can be used in specific work on pronunciation.

2. **Resso Apllication**

a. **A Definition of Resso**

Resso is a music streaming app that gives access to millions of songs and other content from artists worldwide. Resso able to recommend music. according to the user's preferences. Most popular application. Resso, this is the newest music streaming application that was launched in March 2020. Resso comes as a music streaming application that invites to dare to express and connect with many people through the songs you like. With Resso, it's easy to find the right music for every moment on the phone, computer, tablet and more. There are millions of tracks on Resso. So whether you're behind the wheel, working out, study, partying or relaxing, the right music is always at your fingertips.

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[13] Chen, Y. C., & Chen, P. C. (2009). The effect of English popular songs on learning motivation and learning performance. *WHAMPOA-An Interdisciplinary Journal*, *56*, 13-28.

Based on the above definition, the researcher concludes that the Resso is an attractive and free digital music service that gives access to millions of songs and other content from around the world.

**b. The Strength and Weakness of Resso**

  **1) The Strength of Resso Application**

According to Adnan Qurunul Bahri the strength of Resso are:

    a. A place to socialize.

Resso can be used to share song lyrics with other users through their social media. That way, when interacting with friends or new users, they can use the Resso application to sing together.

    b. Simple interface.

Resso has a fairly simple appearance. That way, smartphone users, both young and old, can easily understand the menus in Resso. In addition, the Resso display has a color combination that tends to be dark, making the eyes comfortable when looking at the screen.

    c. Maintained security.

Resso prohibits content that smells of nudity and the like. Users are also given a place to report if there are lyrics errors or inappropriate music. Even Resso also provides prevention of cases of racism that might occur.

    d. Free.

Resso can be used by anyone for free. However, this platform also provides a subscription version. Even if someone uses the application for free, there is no significant difference from the premium version.

    e. Can be played in the background.

In contrast to several other applications that requires users to subscribe so that they can be played in the background. The free version of Resso can play music through the device window. Even when the screen is locked, users can still feel the sensation of the music of the chosen favorite musician.

f. Download songs easily.

To download your favorite songs using Resso, users just need one click. There's even an option for the quality of the song you want to download. Is it good, ordinary, or very good. This will affect the file size of the song.

**2) The Weakness Of Resso**

Behind the strength, there is also some weakness of Resso.

According to Arik Adnyana, there are weaknesses of Resso Application:

Many Songs Not Available

For now on the Resso application, because this application has not been released for a long time, of course the songs available are not as complete as its competitors, Spotify and JOOX. After trying to find old songs, there are still some that aren't available in the application.

But that's not a big problem, because the available songs will certainly continue to grow over time.

**c. Resso Features**

The following are features of Resso that can be utilized.

a. Lyrics.

The lyrics feature on Resso can be enjoyed even when the screen is locked. There is even a translation of the lyrics performed by the user's favorite musicians. You can also share lyrics from Resso to your various social media.

b. Party mode.

In this party mode, users can adjust and maximize the volume of the sound issued. In addition there is a light that can make the screen flicker. There's even a feature to vibrate the device according to the beat of the music being play

c. Sleep mode.

User can set timer for Resso application. That way the device doesn't always play music when you leave it. Resso give anywhere from 10 minutes to 90 minutes for the timer.

d.  Can adjust sound quality.

With Resso, users can listen to songs with sound adjustments according to taste. This application even has a smart operating system to output music according to the user's age. That way, users don't have to worry about ear health when using this application.

Vibes, Resso's first and mainstay feature, allows users to set a background in the form of a video or image they choose while playing their favorite song. They can also use videos they made themselves to respond to their favorite songs. In addition, the Lyric Effects and Lyric Quotes features allow users to sing along to the lyrics displayed on the screen while listening to songs.

In addition, the lyrics of this favorite song can be shared on other social media such as WhatsApp, Facebook and Instagram. Resso also provides features for editing content so that the lyrics that are shared look more attractive. Finally, there is the Comments feature, which, as the name suggests, allows users to leave comments on the songs they like. Not only can interact with other people, also can reply to these comments with musicians..

By considering the explanation, it appears that Resso's English song can be used as a medium to improve students' pronunciation.

### 4. Pronunciation

### a. Definition of Pronunciation

According to the Oxford Dictionary, The definition of pronunciation is how a language or a word or sound is spoken. Pronunciation is important to create smoother relationships with other people. Those are still concerned with how someone produced a word or words in their speech or expression. Linguistics can be difficult to define at times when it comes to pronunciation. All of them, by definition, have the same goals. This is to ensure that the listener comprehends the massages received. In reality, the message provided by the speaker is occasionally misunderstood by the listener.

According to David Nunan, The most of people identify pronunciation with the sounds we create when we speak. As language speakers, we must be able to communicate with others with reasonable ease. Native speakers' pronunciation patterns are similar to those used by certain speech communities. Though most of us think of pronunciation in terms of speech production, the Longman Dictionary of Applied Linguistics defines it as "the way sounds are perceived by the hearer."[14]

Pronunciation is important to acquire, because it teaches fundamental qualities including sound, emphasis, intonation, and rhythm. The speakers have to speak with a correct pronunciation. It means the English sounds are pronounced correctly. Otherwise, the listeners will be misunderstanding caused by incorrect pronunciation. It is because speech sounds in a language are specific units that different sounds can lead to separate meaning and we

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[14] David Nunan, *Practical English Langauge Teaching*, (New York: Mc Graw-Hill, 2003), p. 112.

called the study of language sound is phonology.[15] Yates as cited in Pourhose in Gilakjani said that Pronunciation is the production of sounds that is used for making meaning.[16] Pronunciation is sub skill of English that have to be mastered. Because pronunciation is a fundamental and important skill that can help develop vocabulary and exercises for correctly forming sounds, emphasis, and intonation from the mouth so that communication between people can be understood.

### b. The Goal of Pronunciation

The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way to uttering English word, they have to change the way they think about the sounds of those words. It is true both of individually sound and the more significant part of speech such as syllable, stress, pattern, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation.[17] Pronunciation is essential for oral communication; it is also a significant part of communicative competence. In setting goals for our learners, it is necessary to consider the effect mispronunciation on the listener, and the degree of tolerance listeners will have for this.[18]

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[15] Yule, G. (2010). The Study of Language. 4th d Cambridge University Press. *New York, USA.*

[16] Rais, B., Pranowo, D. D., & Sari, R. P. I. P. (2020, August). The Use of Song in Teaching English Pronunciation. In *1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)* (pp. 133-137). Atlantis Press.

[17] Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, *1*(1), 1-6.

[18] Joanne Kenworthy, 2011, Teaching English Pronunciation. New York: United States of America by Longman Inc.

### c. Teaching Pronunciation

According to Pourhosein Gilakjani, Sadeghi and Mashhadi Heidar and Haghighi and Rahimy , One of the most difficult skill to learn and teach in the English language is pronunciation.[19] Many factors influence teaching language, especially English pronunciation. Teachers should not only choose appropriate material for teaching English pronunciation, but they need also know how to teach pronunciation effectively.

Pronunciation is crucial since it can alter the smoothness of communication, as previously said. In order to teach pronunciation, the teacher can employ an approach that allows the student to become comfortable to speaking. According to James, The following fundamental levels can be used to understand appropriate pronunciation. As a result, each student will understand how to learn pronunciation based on their age, allowing us to limit the instruction that is appropriate and acceptable to students.

In order to teach pronunciation appropriately and effectively, teachers should:

1) Know the information about pronunciation. For example, how speakers move their mouths to make language sounds, as well as how word stress, rhythm, related speech, and intonation function.
2) Understand and be able to predict the types of pronunciation problems that their students may have, as well as why they happen.

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[19] Gilakjani, A. P. (2017). English pronunciation instruction: Views and recommendations. *Journal of Language Teaching and Research*, *8*(6), 1249-1255.

3) Know how to teach pronunciation to their students in a variety of ways, modifying their approaches to match them and their needs, and assisting them in efficiently practicing to overcome any issues they may face.

4) To assist learners understand and recall more, use a variety of learning methods such as sight, sound, and movement.

5) Maintain a practical approach to lessons. Technical explanations are difficult to comprehend for many students and are rapidly forgotten. Better results come from concrete demonstrations followed by a lot of practice. Lessons should be tailored to the level of understanding of the students.

6) Teach the students that speaking slowly and clearly is preferable to speaking quickly and incorrectly. Learners should be aware that clarity of communication is more important than speed.

7) Include communicative practice. Students should practice applying their new pronunciation in real-life situations. Teachers should assist their students in practicing real-life communication skill in the classroom.

8) According to Celce-Murcia & Goodwin Focus on meaningful practices within communication mode. One good way is to find means of better incorporating pronunciation instruction with other components of instruction.

9) Pay attention to the listening lesson that focuses on pronunciation. Listening comprehension and pronunciation, according to Gilbert, are inextricably linked.[20]

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[20] Gilakjani, A. P. (2017). English pronunciation instruction: Views and recommendations. *Journal of Language Teaching and Research*, *8*(6), 1249-1255.

**d. Principles for Teaching Pronunciation**

1) Foster intelligibility during spontaneous speech.

The tendency to teach speech sounds apart from significant content was a serious flaw in pronunciation learning in previous decades. Teachers and students in today's classrooms recognize that meaningful communication is more important than perfect pronunciation. Lessons should encourage students to use sounds in more customized ways and to communicate in more spontaneous ways. It's a long way from being able to make sounds in isolation to being able to employ them intelligibly in connected streams of speech.[21]

2) Keep affective considerations firmly in mind.

When language learners are asked to develop new pronunciation habits, emotions often run high. It's important to remember that most pronunciation practice is done in front of other students and a teacher. Many students believe they have good reasons to resist a teacher's efforts to improve their English pronunciation. Peer pressure is often a major variable. If a learner's pronunciation begins to sound better than that of other students in the room, he or she may be afraid of rejection from classmates. This is an area where teachers must provide varying degrees of affective support to students.

3) Avoid the teaching of individual sounds in isolation.

Teachers must embed whatever sounds or sound patterns are the subject of instruction into related speech stretches. With the exception of very brief lesson segments in which teachers may present a single pronunciation point for the first time, it is nearly always more efficient to illustrate and practice sounds within settings of full phrases, short sentences, and

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[21] David Nunan, Practical English Langauge Teaching, (New York: Mc Graw-Hill, 2003), p. 115.

interactive classroom assignments. Learning activities that allow students to communicate meaningfully with one another are more interesting, enjoyable, and memorable. Such activities, in the long run, have a greater influence on improving speech intelligibility.

4) Provide feedback on learner progress.

It is important to offer learners with feedback on their progress. Teachers must encourage students' efforts, guide them, and provide feedback.

5) Realize that ultimately it is the learner who is in control of changes in pronunciation. Teachers, no matter how hard they try, are unable to make the required changes to improve pronunciation. Teachers can provide guiding and practice opportunities, but it is the learners who are ultimately responsible for any processes that result.
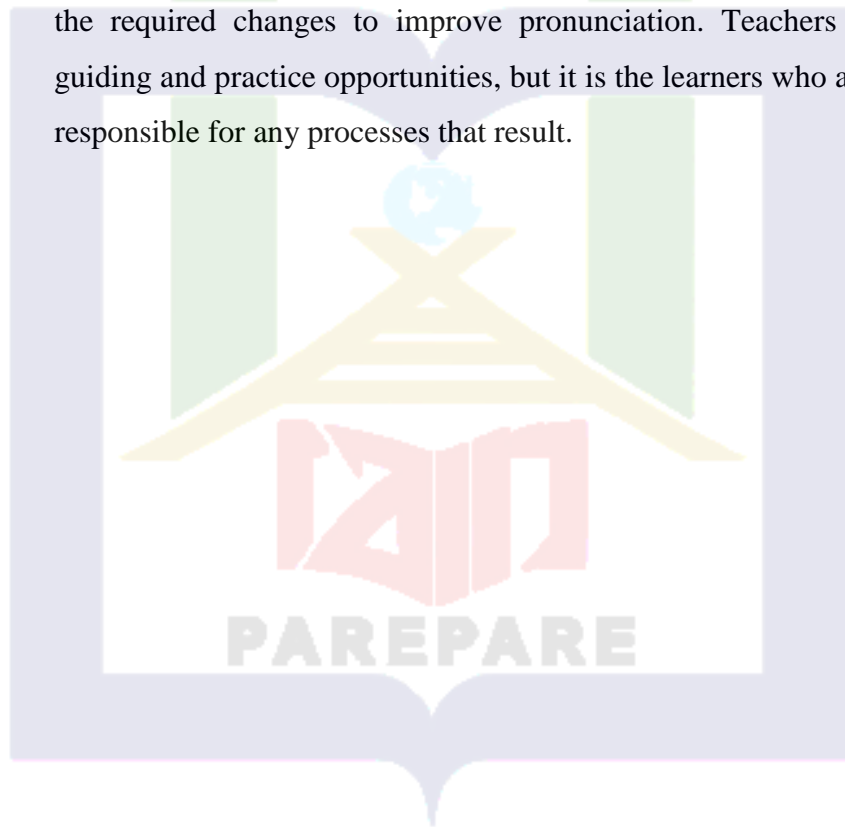
### e. The Main Features of Pronunciation

Pronunciation is divided into two things; phonemes and supra-segmental features. Below is a diagram of the features of pronunciation.
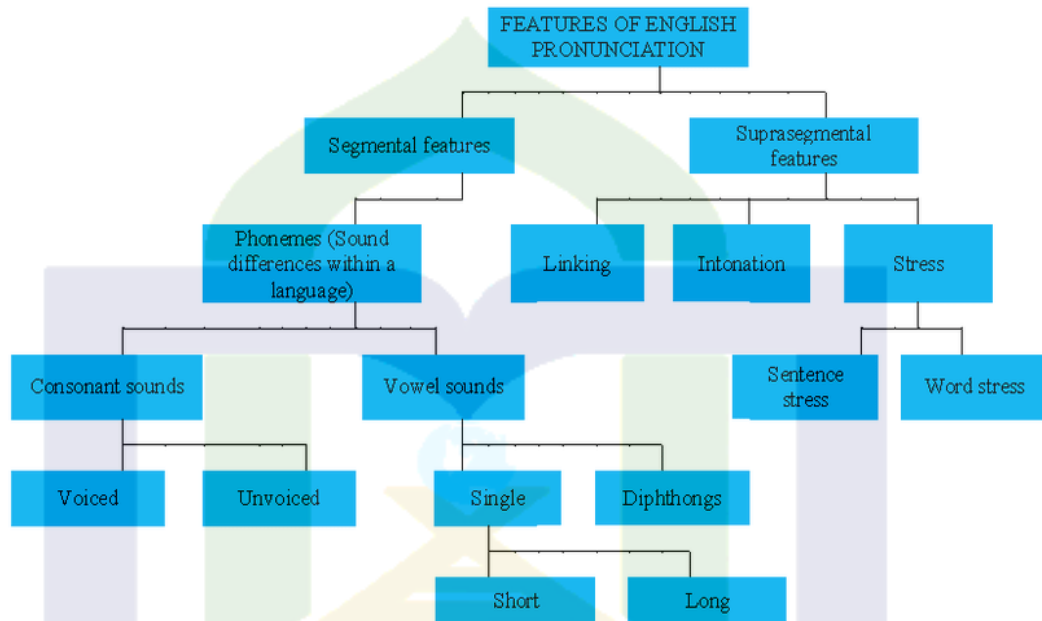


**Figure 2.1 Features of Pronunciation**

(Features of English pronunciation according to Pourhosein (2012, p.120))

Phonemes, or individual sounds, make up the English sound system, and these might be vowels (short or long), diphthongs (combinations of two vowel sounds), or consonants. The place of articulation (where the sound is made in the mouth), the style of articulation (how the sound is made), and whether or not the vocal cords vibrate are all used to characterize consonants (voicing).

The term "stress" relates to the emphasis placed on specific syllables within phrases, as well as specific syllables or words within utterances. Volume, force, pitch change, and syllable length are all indicators. Stress is important on two levels: at the word level (multisyllabic words have one or more stressed syllables) and at the sentence level (those words that are more important for communicating the speaker's meaning, usually content words, are stressed, while those that are less important, usually grammatical words, are unstressed).

Another feature of pronunciation is connected speech. Instead of each word standing alone, connected speech is the natural way humans communicate, tying together and stressing specific terms. Weak forms, assimilation, elision, and linkage are all examples. Contractions (two words combining to make one) are an extreme example of connected speech, affecting the written form as well.

### f. Assessing Pronunciation

Assessing pronunciation the main goal of pronunciation activities is that "learner's pronunciation sufficiently to permit effective communication with native speakers".[22] There are many aspects that must be considered during assess pronunciation. The most important is that "pronunciation" is a subcategory of speaking. There are many aspects that must be considered during assess pronunciation. The most important is that "pronunciation" is a subcategory of speaking. Assessing pronunciation include Personal impression, Expectations of hearer, and Purpose of hearer. Speaking task highly structured tasks. Luoma defines this concept as: "structured speaking

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[22] Roach, P. (2009). *English phonetics and phonology paperback with audio CDs (2): A practical course*. Cambridge university press.

tasks are called ´structured´ because they control quite closely what the examinees are going to say".[23]

Before assessing pronunciation we must consider the following:

1. Pronunciation teaching must focus on issues of oral fluency.

2. Teaching should extend beyond isolated word level to discourse level

3. Teacher needs to consider learners styles

4. The practice and feedback need to involve ICT's

Sources to consider in assessing pronunciation include:

1. Age: Differences between young and old generations. Young people tend to present more elisions than older people.

2. Exposure to the target language: Input and expansion of domains of linguistic competence.

3. Social Class Style: Speaker and hearer relationship and also background knowledge

4. Style: Foreign learners, careful and formal, Foreign with native, rapid and casual.

The ways of assessing rubric pronunciation are intonation, stress: word stress / sentence stress, Vowels: short/long, Consonants: voiced/voiceless, Rhythm, Intelligibility. Besides that the techniques used to assess pronunciation are phonetic alphabet, transcription practice, minimal pairs drills, reading aloud, tongue twisters, pronunciation BINGO.[24] It is important to note that in order to assess pronunciation, must first teach it in class and then create particular activities and rubrics that examine what we truly want to

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[23] Luoma, S (2004) "Assessing Speaking". Cambridge: Cambridge University Press

[24] Valentina Espinosa "Assessing Pronunciation" 2017. https://www.slideshare.net/ValentinaEspinosa6/assessing-pronunciation

assess, taking into consideration all of the factors discussed in this presentation.

Pronunciation testing and evaluation:

1. Consonant-vowel discrimination.

Example: Underline the word you hear.

a. Don't (slip/sleep) on the floor.

b. He's gone to (back up/pack up) the car.

2. Word stress.

Example: Direction: Circle the alternative that shows the syllable receiving the

main stress (capital=stress)

(on cassette) Photograph in one of my favorite activities.

a. PHOtography          d. ACtivities

b. photography          e. acTIVities

c. photoGRAPHY     f. activities

3. Prominence

Example: Directions: listen to the following utterances and choose the alternative that best represent the proper stress pattern (capital=stress)

Joe: Hi, I'm Joe Miller. What's your name?

a. HI, I'm JOE Miller. WHAT'S your name?

b. HI, I'M Joe MILLER. What's YOUR name?

c. Hi, I'M Joe Miller. What's your NAME?

4. Intonation

Example: Directions: Listen to the following utterances. Check the box that corresponds to the intonation pattern used (rising for questions or rising-falling for statements).

**C. Conceptual Framework**
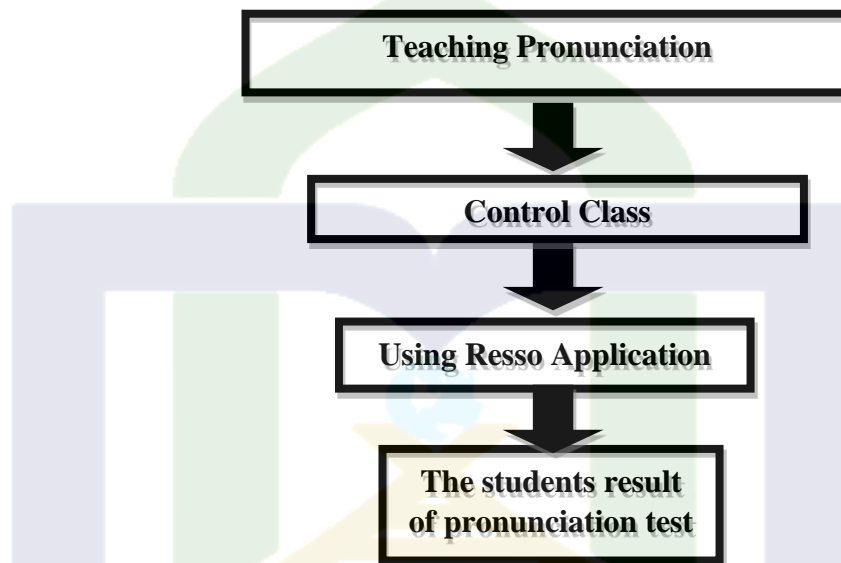


Figure 2.2 Conceptual Framework

**D. Hypothesis**

The hypothesis of this research is formulated as follows:

1. Null hypothesis (Ho): The use of the Resso application can't improve the students' pronunciation ability of second grade SMA Negeri 2 Parepare

2. Alternative hypothesis (Ha): The use of the Resso application can improve the students' pronunciation ability of second grade SMA Negeri 2 Parepare.

# CHAPTER III

## METHODOLGY OF THE RESEARCH

This part describes about the description of the research design, location of the research, population, sample, instrument of research and procedure collecting data.

### A. Research Design

This research is used quasi experimental by using two class pre-test and post-test design with quantitative approach. This research design treated with a group students in the treatment class and a group students in the control class. Pre-test be carried out before the treatment administered and post-test be carried out after the treatment administered in the treatment class.

**Table 3.1 Design of the Research**

| Group | Pre-Test | Treatment | Post-Test |
|---|---|---|---|
| Experimental (Exp) | $O_1$ | X | $O_2$ |
| Control (Ctrl) | $O_3$ | - | $O_4$ |

Notes:

Experimental (Exp) : The class who is taught using the English song by Resso.

Control (Ctrl) : The class who is taught without using the English song by Resso.

### B. Location and Time

1) Research Location

   This research was conducted at SMA Negeri 2 Parepare

2) Research Time

   This research was conduct approximately 1-2 months (adjusted to the needs of the researcher).

25

## C. Population and Sample

### 1. Population

The population of this research is the second grade students of SMA Negeri 2 Parepare. Consist of 361 students divided into 11 classes which each consists approximately 34 students.

### 2. Sample

The technique of taking samples is using purposive sampling technique. Purposive sampling is a technique of determining and taking samples determined by researchers with certain considerations. The considerations made in this purposive sampling technique can vary and depend on the needs of the research to be carried out.[25] The consideration for choosing a purposive sampling technique is because it is in accordance with the objectives to be achieved, the sample selection can be selected so that it is relevant to the research design, and is an easy technique to implement.[26]

Based on the statement above, the samples that can be taken in this study are two classes consisting of an experimental class and a control class. One experimental class, namely class XI MIPA 2, consist of 36 students and one control class, namely class XI MIPA 1, consist of 36 students. The sample selection is based on consideration of the teacher's recommendations and the same ability.

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[25] Sri Maharani and Martin Bernard, "Analisis Hubungan Resiliensi Matematik Terhadap Kemampuan Pemecahan Masalah Siswa Pada Materi Lingkaran". Jurnal Pembelajaran Matematika Inovatif 1 (5) (2018), h. 821–822. http://journal.ikipsiliwangi.ac.id/index.php/jpmi/article/view/1630 (Accessed 9 march 2023)

[26] Muh. Fitrah dan Lutfiyah, Metodologi Penelitian; Penelitian Kualitatif, Tindakan Kelas, & Studi Kasus (Sukabumi: CV Jejak, 2017), h. 161.

**Table 3.2 Population of the research**

| Classes | Students' Quantity |
|---------|--------------------|
| XI MIPA 1 | 36 |
| XI MIPA 2 | 36 |
| **Total** | **72** |

## D. Procedure of Collecting Data

A. Experimental class
1. Pre-test

Before applying the treatment, the researcher first conducted a pre-test to find out the basic score of students' pronunciation ability. Researchers given assignments to students to listen to songs from different applications or from other formats with a given topic. The test consists of 1 English song namely It will rain by Bruno Mars. Some lyrics are bolded or underlined to rate pronunciation specifically based on phonetic symbols. Students were listened to the song repeatedly without special treatment, after which data is collected through an oral test.

2. Treatment

Before apply the Resso Application after the pre-test. The researcher explained to students about the ways and places of articulation, vocals and consonants and the researcher explained how the Resso application works and the features in the Resso application. After that, the researcher gives treatment to students. Researchers apply the Resso application as a way to improve students' pronunciation skills. The researcher conducted the treatment in four meetings, as follows:

1. Car's Outside by James Arthur

2. Cupid by FIFTY-FIFTY

3. Somewhere Only We Know About by Keane

4. In The Star by Benson Boone

The researcher prepared 1 song for each meeting which is adopted from the Resso application, the researcher first explained the material related to the treatment. Next, the researcher explained the application and show students how it works. Then the researcher gives some words from the song that is adopted before and the students have to know the pronunciation of these words.

3. Post-test

The post-test is the same as the pre-test given by Somebody's Pleasure by Aziz Hedra which adopted from the Resso application and given to all students to find out their improvement in pronunciation ability using the Resso application. This gives students to measure students' progress in pronunciation ability after undergoing treatment.

B. Control class
   1. Pre-test

The researcher first conducted a pre-test to find out the basic score of students' pronunciation ability. Researchers give assignments to students to listen to songs from different applications or from other formats with a given topic. The test consists of 1 English song namely It will rain by Bruno Mars. Some lyrics are bolded or underlined to rate pronunciation specifically based on phonetic symbols. Students listened to the song repeatedly without special treatment, after which data is collected through an oral test.

   2. Pronunciation learning

The researcher explained to students about the ways and places of articulation, vocals and consonants.

3. Post-test

The post-test is the same as the pre-test given by Somebody's Pleasure by Aziz Hedra which adopted from other application.

## C. Research Variable and Operational Definition

1. Variable of The Research

This research had two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is Resso Application, Resso is a music streaming application that an attractive and free digital music, that give access to millions of song that can be a medium to improve student pronunciation. While dependent variable is the students' pronunciation ability.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definition variables were formulated as follows:

a. Resso Application in learning to Pronunciation. The Resso application referred to in this study is an application based on streaming music which was be used to simplify and facilitate student learning in improving their pronunciation ability.

b. Pronunciation ability is defined as the students, ability to pronounce properly, after listening to songs according to the topic through Resso Application.

## D. Instrument of the Research

The type of instrument used in this study is a test. The test contains students' pronunciation ability. Assessing by using pronunciation rubric, focus on assessing vowels and consonants. The test consists of pre-test and post-test. The answer key refers to the website of tophonetics.com which is used officially according to the rules of the International Phonetic Alphabet (IPA). The pre-test is given before using the Resso Application to obtain data on

students' prior knowledge, while the post-test is given after using the Resso Application.

<div align="center">

**Table 3.3 Pronunciation Rubric[27]**

</div>

| Category | Aspect | |
|:---:|:---:|:---:|
| | **Vowel** | **Consonant** |
| 1 | Vowel errors are frequent /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/ | Consonant error are frequent /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/ |
| 2 | Pronounces some vowels incorrectly consistently | Pronounces some consonant incorrectly consistently |
| 3 | Make in consistent vowel errors | Make in consistent consonant errors |
| 4 | Pronounces vowels correctly most of time | Pronounces consonant correctly most of the time |
| 5 | Pronounces vowel correctly all the time | Pronounces consonants correctly all the time |

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[27] Purnama, R. (2019). *The Application of Tongue Twister to Improve students' Pronunciation MTsN 1 Aceh Besar* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

**E. Technique of Data Analysis**

Data analysis is the process of searching and systematically compiling the data obtained from the results interviews, field notes,and other materials so they can be easily understood and the can be informed by others.[28]

1. The classification students' score

    Table 3.4 the Classification Students' Score

| Score | Classification |
|-------|----------------|
| 91-100 | Excellent |
| 76-90 | Good |
| 61-75 | Average |
| 51-60 | Poor |
| $< 50$ | Very Poor |

Depdiknas, 2017:13

2. Scoring the students pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The Total of Number}} \times 100$$

3. Calculating the rate precentage of the students score:

$$P = \frac{F}{N} x100$$

   **Notes:**

   P    : Percentage

   F    : Frequency

   N    : Total number of sample

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[28] NAIS, R. (2016). *Pembelajaran Memproduksi Teks Ulasan Drama Berdasarkan Nilai Moral Dengan Menggunakan Teknik Note Taking Pairs Pada Siswa Kelas XI SMA Negeri 22 Bandung Tahun Pelajaran 2015/2016* (Doctoral dissertation, FKIP UNPAS).

4. Finding out the mean (Me) score by using the following formula:

$$x = \frac{\sum x}{N}$$

**Where:**

X　: Mean score

ΣX : Total f row score

N　: Number of students

5. To calculate standard deviation by using the following formula :

$$SD = \sqrt{\frac{\sum \text{X-} \frac{(\sum x)^2}{n-1}}{N-1}}$$

**Where :**

SD　　: Standard Deviation

ΣX　　: The sum of the all score

N　　: Total number of sample

$(\sum x)^2$　: The sum square of the sum of score

6.  Finding out the difference of the mean score between pretest and posttest by calculate the t-test value using the following formula :

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 \frac{(\Sigma D^2)^2}{N}}{N(N-1)}}}$$

**Where :**

t    : Test of significance

D    : The total score differences

$\Sigma D$ : The sum of the total score difference

$\Sigma D^2$ : The square of the sum score of difference

*N:* The total member of students[29]

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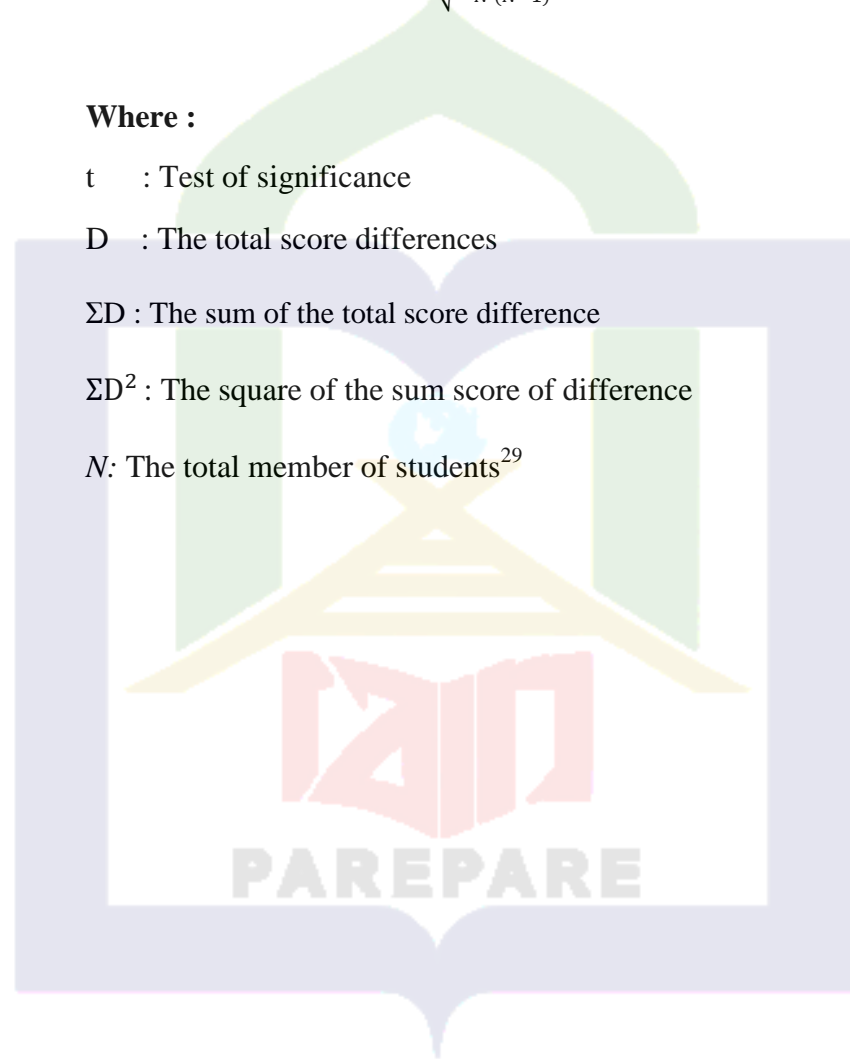
[29] L.R. Gay, *Education Research Competencies For Analysis and Application*, p. 331.

# CHAPTER IV
## FINDING AND DISCUSSION

This chapter consists of two sections were the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

### A. Finding

The finding of this the research consists the result of the students' score in pre-test and post-test and the classification of the students' score in pre-test and post-test in the control and experimental class. It aimed to find out the answer of research question.

### 1. Experimental Class

a) The result of the students' score in Pre-test and Post-test in Experimental Class

The results of the study explained that students scores on the pre-test and post-test were used to measure the students' knowledge obtained before and after treatment using Resso Application in this study. In other words, to determine students' knowledge and improve of pronunciation ability before and after treatment or pre-test and post-test. The results of students' scores on the pre-test and post-test are as follows:

Table 4.1 The Classification students' score and percentage of the frequency in Pre-test and Post-test in Experimental class

| No | Classification | Score | Frequency | | Percentage (%) | |
|---|---|---|---|---|---|---|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Excellent | 91-100 | 0 | 29 | 0% | 80,55% |
| 2 | Good | 76-90 | 1 | 5 | 2,77% | 13,88% |
| 3 | Average | 61-75 | 21 | 1 | 58,33% | 2,77% |
| 4 | Poor | 51-60 | 4 | 1 | 11,11% | 2,77% |
| 5 | Very Poor | <50 | 10 | 0 | 27,77% | 0% |
| **Total** | | | **36** | **36** | **100%** | **100%** |

*(Data source: the classification students' score and percentage of the frequency in Pre-test and Post-test in Experimental class)*

The data of the table above indicated that the classification students' score and percentage of the frequency in Pre-test no one student got Excellent and Twenty two (58,33%) students got Average score. While the rate percentage of the Post-test, Twenty nine (80,55%) students got Excellent score and no one student got Very poor score. It means that the percentage in Post-test that students got excellent score was higher than the percentage in the Pre-test. It showed that students were able to improve their Pronunciation ability after treatment through Resso Application.

b) The Mean score and Standard deviation of Pre-test and Post-test

Table 4.2 The Mean score and Standard deviation of Pre-test and Post-test in Experimental class

| Test | Mean Score | Standard Deviation |
|---|---|---|
| Pre-test | 61,52 | 15,43 |
| Post-test | 89,72 | 7,26 |

*(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 3-5)*

The data in table 4.2 shows that the mean score of Pre-test was 61,52 ($X_1$), while the mean score of the Post-test increased 89,72 ($X_2$). The standard deviation of pre-test was 15,43, while the standard deviation of post-test was 7,26 ( *to find out how to get the mean score and standard deviation of pre-test and post-test, founded in the appendix on page 3-5).*

As the result at this item, the mean score of post-test was greater than the mean score of pre-test. It means that students' pronunciation ability had improvement after doing the learning process trough Resso Application.

c) Test of Significant in Experimental class

In order to know whether the means score of the pre-test and the mean score of the post-test while significantly different, the researcher used T-test. The result of T-test was 22,54 ( *founded in the appendix page 9*). To find out the degree of freedom (df) the researcher used following formula:

$$df = N - K$$
$$= 36 - 2$$
$$= 34$$

For the level, significant (α) 5% and df = 34, and the value of the table is 1,697 while the value of t-test 22,54. It means that the t-test value is greater that t-table (22,54 ≥ 1,697). So, it can be concluded that there was an improvement with the students' pronunciation ability after being given treatment through Resso Application. So, the null hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted.

Table 4.3 The Test of Significant

| Variable | T-test | T- table value |
|---|---|---|
| Pre-test and Post-test | 22,54 | 1,697 |

*(Data source: the test of significances in pre-test and post-test)*

The data above showed that the value of-test was greater that t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test

**2. Control Class**

The result of the students' score in Pre-test and Post-test in Control Class

The results of the study explained that students scores on the pre-test and post-test were used to measure the students' knowledge obtained using another application in this study. In other words, to determine students' knowledge and improve of pronunciation ability with no treatment or pre-test and post-test. The results of students' scores on the pre-test and post-test are as follows:

a) The result of the students' score in Pre-test and Post-test in Control class

Table 4.4 The Classification students' score and percentage of the frequency in Pre-test and Post-test in Control class

| No | Classification | Score | Frequency | | Percentage (%) | |
|---|---|---|---|---|---|---|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Excellent | 91-100 | 0 | 0 | 0 | 0 |
| 2 | Good | 76-90 | 0 | 0 | 0 | 0 |
| 3 | Average | 61-75 | 0 | 10 | 0 | 27,77% |
| 4 | Poor | 51-60 | 6 | 8 | 16,66% | 22,22% |
| 5 | Very Poor | <50 | 30 | 18 | 83,33% | 50% |
| | **Total** | | **36** | **36** | **100%** | **100%** |

*(Data source: the classification students' score and percentage of the frequency in Pre-test and Post-test in Control class)*

The data of the table above indicated that the classification students' score and percentage of the frequency in Pre-test Six (16,67%) students got Poor score and Thirty (83,33%) students got Very poor. While the rate percentage of the Post-test Eight (22,22%) students got Poor score and Eighteen (50%) student got Very poor score. It means that the percentage in Post-test that students got Average score was higher than the percentage in the Pre-test. It showed that students were little bit able to improve their Pronunciation ability through another application.

b) The Mean score and Standard deviation of Pre-test and Post-test in Control class

Table 4.5 The Mean score and Standard deviation of Pre-test and Post-test in Control class

| Test | Mean Score | Standard Deviation |
|---|---|---|
| Pre-test | 39,72 | 11,33 |
| Post-test | 54,027 | 10,86 |

*(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 3-5)*

The data in table 4.5 shows that the mean score of Pre-test was 39,72 ($X_1$), while the mean score of the Post-test increased 54,027 ($X_2$). The standard deviation of pre-test was 11,33, while the standard deviation of post-test was 10,86 ( *to find out how to get the mean score and standard deviation of pre-test and post-test, founded in the appendix on page 3-5).*

As the result at this item, the mean score of post-test was greater than the mean score of pre-test. It means that students' pronunciation ability has improvement through another application.

c) Test of Significant in control class

In order to know whether the means score of the pre-test and the mean score of the post-test while significantly different, the researcher used T-test. The result of T-test was 14,30 ( *founded in the appendix page 18*). To find out the degree of freedom (df) the researcher used following formula:

$$df = N - K$$
$$= 36 - 2$$
$$= 34$$

For the level, significant (a) 5% and df = 34, and the value of the table is 1,697 while the value of t-test 14,30. It means that the t-test value is greater that t-

table (14,30 ≥ 1,697). So, it can be concluded that there was an improvement with the students' pronunciation ability after being given Post-test

Table 4.6 the Test of Significant

| Variable | T-test | T- table value |
|----------|--------|----------------|
| Pre-test and Post-test | 14,30 | 1,697 |

*(Data source: The Mean score and Standard deviation of Pre-test and Post-test on the appendix page 18)*

The data above showed that the value of-test was greater that t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test
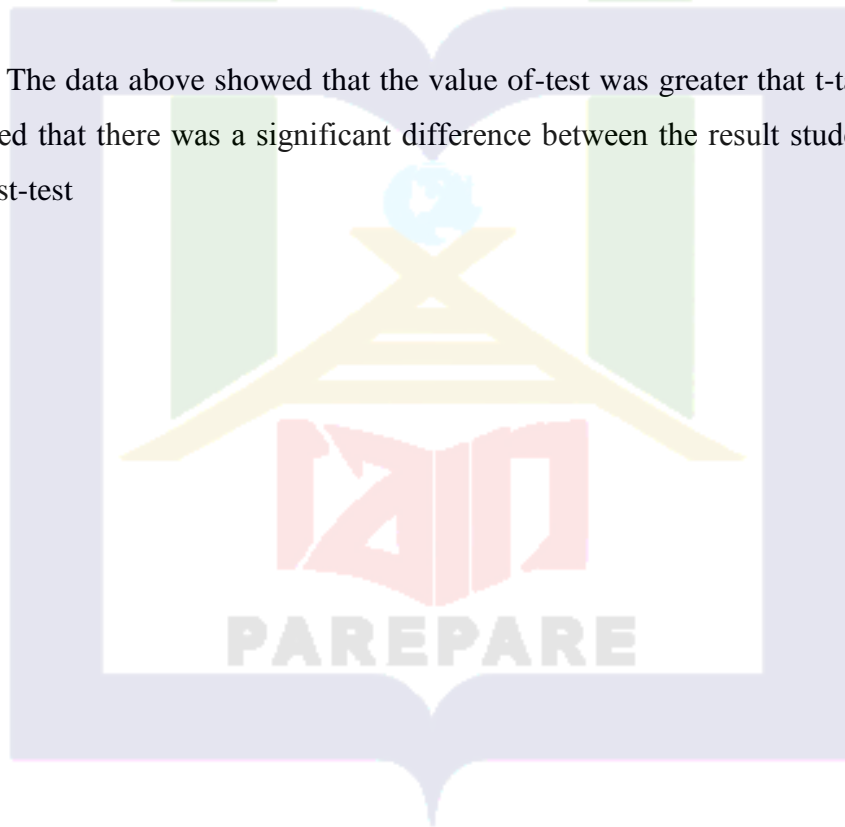
**B. Discussion**

The improvement of students' pronunciation ability and implementation of students' pronunciation ability through Resso Application

Based on the finding in the previous section showed that the students' pronunciation ability has developed, students' score after giving treatment was higher than before giving treatment. As explained in the data collection a pronunciation test was administrated twice in pre-test and post-test. The pre-test was given before treatment, which aim to know the students' pronunciation prior knowledge. The post-test was given after giving the treatment to know the students' pronunciation ability through Resso Application.

To know the improvement of students' pronunciation ability through Resso Application, the researcher calculated the mean score students' pronunciation was indicated from two tests such as pre-test and post-test. The mean score in pre-test before gave the students treatment was 61,52 and the mean score of the post-test was 89,72 after gave students treatment and the results in the treatment have found that Pronunciation and students improve significantly. The increase in results was due to several factors, including:

a) **Experimental class**

1. Vowels and consonants that are difficult for students to pronounce are repeated in every song that is applied in the Resso application so that students become familiar with these difficult vowels and consonants.

2. Students find it difficult to name consonants that are almost similar like /ch,(tʃ)/ and /j,(dʒ)/.

3. Students can easily pronounce difficult consonants and consonants by using phonetic symbols by connecting them with the lyrics in the Resso application.

4. Students pay attention to the sound and lyrics that students read and hear in the Resso application

5. Students take advantage of the features in the resso application to improve their pronunciation

In some vowel errors are frequent /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/ What is in the treatment is repeated several times in each song that is applied, so students become familiar with pronouncing the vowel . So that initially the students were not used to pronouncing difficult vowels without being specifically taught, they became aware of how to pronounce these vowels.

In some Consonants errors are frequent /sh,(ʃ)/ /ch,(ʧ)/ / /j,(ʤ)/ /th,(θ)/ /y,(j)/ Some students find it difficult to pronounce the consonants they cannot distinguish consonants whose pronunciation is almost the same as /ch,(ʧ)/ and /th,(θ)/ However, after applying several songs in the Resso application, some of the lyrics have consonant errors are frequent. to know how to pronounce these consonants correctly.

In the experimental class, before applying the treatment, some students had difficulty pronouncing vowels and consonants which were difficult to pronounce, but after being taught how to pronounce them correctly by using phonetic symbols and also the songs applied in the Resso application, they became aware and accustomed to pronouncing vowels and consonants that were difficult to pronounce because they can find out the pronunciation by connecting the phonetic symbols of a word with the original pronunciation that they hear directly in the Resso application.

In some consonants that are difficult for students to pronounce such as /sh,(ʃ)/ /ch,(ʧ)/ / /j,(ʤ)/ /th,(θ)/ /y,(j)/ Basically in this study using audio which is in the resso application. The pronunciation of a word is very clear and there are lyrics that can be read while listening to the differences in each difficult consonant and vowel. With this, students become accustomed to and know how to correctly pronounce consonants and vowels that are difficult to pronounce correctly.

**b) Control class**

In the control class it was found that students' pronunciation increased but not significantly. These results were caused by several things such as:

1. Students become familiar with vowels and consonant errors are frequent /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/ /sh,(ʃ)/ /ch,(ʧ)/ / /j,(ʤ)/ /th,(θ)/ /y,(j)/

2. Students getting bored because just listening to English listening songs without paying attention to specific things.

3. Students rarely use media to improve their pronunciation.

4. The students have less motivation and awareness in English.

On vowels and consonants are frequent Front season students increase because of the repetition of vowels and consonants several times so that students drive normally with difficult pronunciation. Because in this class only use audio provided by the school in the form of speakers so the students were getting bored because just listening to English songs without paying attention to specific things, than they thought that English was difficult

Students rarely use media to improve their pronunciation. In addition, there are many unfamiliar words that they don't know, so they have to repeat the song several times so they get used to it. Because of the lack of features and only listening to songs using different applications so that some students are still reluctant if they have to pronounce a word in English even though when viewed from the students' vocabulary mastery they can speak English even in a series of simple sentences, so by that the students' pronunciation increased but not significantly.

There was an increase in students' pronunciation after the treatment was applied. Most students use the Resso application directly. They focus on listening to the songs that have been applied to the treatment. According to my observations in class, some students use earphones while listening to songs that are applied in the Resso application, paying attention to the lyrics and pronunciation of the original singer. Pronunciation is very important in

vocabulary development because it involves distinguishing between the sounds that combine to form words. if a student is accustomed to mispronouncing a word, there is a tendency for him to be unable to provide clear information. [30]Therefore the pronunciation The number of students increases due to several features in the Resso application which make students know the pronunciation of a word and realize that pronunciation is very important in a communication.

In addition, to know what was the hypothesis received between null hypothesis ($H_0$) and the alternative hypothesis ($H_a$), the researcher use t-test to calculating result showed that on the t-test value was greater that t-table value 1,697 table ($22,54 \geq 1.697$) with a degree of freedom (df) = 34 it means the alternative hypothesis ($H_a$) was concluded that through Resso Application was able to improve the students' pronunciation ability at The Second Grade of SMA Negeri 2 Parepare, while the null hypothesis ($H_0$) was rejected.

To find how the implementation of Resso Application able to improve students' pronunciation ability, the researcher got some pieces of information from the students' activities in the learning process, there were four meetings for doing treatment in this research and two meetings for doing test in the experimental class to prove that was the implementation of Resso Application able to improve students' pronunciation ability. In the each meeting for treatment the students were given 1 song in every meetings, so the students have to improve their pronunciation ability through Ressso Application.

The researcher has found that before using Resso application in teaching pronunciation ability, the students' pronunciation ability still low. It was proven by the result of the pre-test, the students difficult to pronounce the words. One of the factors was the technique or strategy that the English teacher used in teaching and learning still monotonous. So, the students got bored and there is no

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[30] Sofiyanti, Y. (2014). Upaya Meningkatkan Kemampuan Pengucapan Bahasa Inggris dengan Media Pembelajaran Online English Pronounciation. *Jurnal Wawasan Ilmiah*, *6*(11).

improvement in learning process in the classroom especially in their pronunciation ability.

Before applying Resso application in teaching pronunciation the students faced some problem to pronounce the words, they are:

a) The students were getting bored, because they think that English was difficult.
b) The students were not motivation and awareness in learning English.
c) The students rarely study using media in class since in pronunciation learning so many words were not familiar to them.

After applying Resso application in teaching pronunciation gave improvement to the students at The Second Grade Student of SMA Negeri 2 Parepare, they are:

a) The students easy to pronounce and understanding the words because of the features of the Resso application that no just have lyrics but also have translation of the lyrics.
b) The students more enjoyable and fun to study English because the material taught use media that are appropriate to the students' condition and also because use Resso application. Thus making students active and excited in the learning process. Because, the use of media and song prioritizes students' physical movements when looking for friends in the same category. The physical movements can help students to energize the brain that has been tired and worry of thinking.
c) The students can more enthusiastic in the class because they got point as a reward.
d) The students felt comfortable and easy to understanding the material.

Based on the explanation above, the researcher conclude that in teaching pronunciation through Resso application was able to improve students pronunciation ability of the Second Grade at SMA Negeri 2 Parepare.

# CHAPTER V
# CLOSING

In this chapter, the researcher summarized the findings of the study and offers some suggestions that are intended to benefit education and continued studies

## A. Conclusions

The English song through Resso Application is an effective strategy in improving students' pronunciation ability to the second grade students at SMA Negeri 2 Parepare. It was proved by the data analysis of pre-test and post-test result in Experimental class where the mean score of pre-test (61.52) is lower that the mean score of post-test (89.72). After the application of t-test formula and the result in which the value of t-test was 22.54 it was higher than t-table was 1.697. While it was proved by the data analysis of pre-test and post-test result in Control class where the mean score of pre-test (39.72) is lower that the mean score of post-test (54.027). After the application of t-test formula and the result in which the value of t-test was 9.94 it was higher than t-table was 1.697. It means rejecting of null hypothesis ($H_0$) an accepting of alternative hypothesis ($H_a$) and it shows that teaching pronunciation through Resso Application was affective, students can improve their pronunciation of the words that they think difficult to pronounce. Their pronunciation improves with they can reach their pronunciation after giving the treatment. The students were very exciting and enjoy the learning process. However, it was worked the teaching pronunciation through Resso Application especially to the second grade students at SMA Negeri 2 Parepare. So, the research of data analysis showed that students were able to improve their pronunciation ability through Resso Application.

**B. Suggestion**

Based on the research, the researcher gives some suggestion as follows:

1) In teaching pronunciation, the teacher is hope more creative and should improve their creativity in teaching pronunciation, for example using methods, strategies or techniques so that the students do not get bored.

2) The teacher should be more active and not worry of making mistakes during teaching pronunciation.

3) The teacher should be active in giving the feedback to involve the students in teaching process.

4) The students should practice their pronunciation in English and always enjoy the pronunciation class

5) The Resso Application can be applied in English teaching learning process, particularly the attempt of stimulate the students' vocabulary

6) For further research, it is recommended to use an application that has features that further support the improvement of students' pronunciation ability.

7) This research can be reference for other researcher to conduct the next research, especially in significance of Resso Application in the class.

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# APPENDICES

**Appendix 1 The students' score of Pre-test in Experimental class**

| No | Students in Experimental class | Pre-test in Experimental class | | |
|---|---|---|---|---|
| | | Correct Answer | Score ($X_1$) | $(X_1)^2$ |
| 1 | Respondent 1 | 9 | 45 | 2025 |
| 2 | Respondent 2 | 14 | 70 | 4900 |
| 3 | Respondent 3 | 15 | 75 | 5625 |
| 4 | Respondent 4 | 15 | 75 | 5625 |
| 5 | Respondent 5 | 4 | 20 | 400 |
| 6 | Respondent 6 | 15 | 75 | 5625 |
| 7 | Respondent 7 | 7 | 35 | 1225 |
| 8 | Respondent 8 | 10 | 50 | 2500 |
| 9 | Respondent 9 | 14 | 70 | 4900 |
| 10 | Respondent 10 | 14 | 70 | 4900 |
| 11 | Respondent 11 | 7 | 35 | 1225 |
| 12 | Respondent 12 | 14 | 70 | 4900 |
| 13 | Respondent 13 | 13 | 65 | 4225 |
| 14 | Respondent 14 | 10 | 50 | 2500 |
| 15 | Respondent 15 | 15 | 75 | 5625 |
| 16 | Respondent 16 | 15 | 75 | 5625 |
| 17 | Respondent 17 | 14 | 70 | 4900 |
| 18 | Respondent 18 | 9 | 45 | 2025 |
| 19 | Respondent 19 | 15 | 75 | 5625 |
| 20 | Respondent 20 | 15 | 75 | 5625 |
| 21 | Respondent 21 | 11 | 55 | 3025 |
| 22 | Respondent 22 | 12 | 60 | 3600 |
| 23 | Respondent 23 | 14 | 70 | 4900 |
| 24 | Respondent 24 | 13 | 65 | 4225 |
| 25 | Respondent 25 | 8 | 40 | 1600 |
| 26 | Respondent 26 | 10 | 50 | 2500 |
| 27 | Respondent 27 | 15 | 75 | 5625 |
| 28 | Respondent 28 | 14 | 70 | 4900 |
| 29 | Respondent 29 | 15 | 75 | 5625 |
| 30 | Respondent 30 | 15 | 75 | 5625 |

| 31 | Respondent 31 | 13 | 65 | 4225 |
|---|---|---|---|---|
| 32 | Respondent 32 | 14 | 70 | 4900 |
| 33 | Respondent 33 | 9 | 45 | 2025 |
| 34 | Respondent 34 | 8 | 40 | 1600 |
| 35 | Respondent 35 | 11 | 55 | 3025 |
| 36 | Respondent 36 | 17 | 85 | 7225 |
| **Total** | | | **2215** | **144625** |

**Mean Score of Pre-test**

$$x = \frac{\sum x}{N}$$

$$x = \frac{2215}{36}$$

$$x = 61,52$$

Thus, the mean score **($X_1$)** of Pre-test is **61,52**

**The standard deviation of Pre-test :**

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{144625 - \frac{(2215)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{144625 - \frac{4906225}{36}}{35}}$$

$$SD = \sqrt{\frac{144625 - 136284,028}{35}}$$

$$SD = \sqrt{\frac{8.340,972}{35}}$$

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$$SD = \sqrt{238{,}313486}$$

$$SD = 15{,}4374054$$

Thus, the standard deviation (SD) of Pre-test is = **15, 4374054**

**Appendix 2 The students' score of Post-test in Experimental class**

| No | Students in Experimental class | Pos-test in Experimental class | | |
|---|---|---|---|---|
| | | Correct Answer | Score $(X_2)$ | $(X_2)^2$ |
| 1 | Respondent 1 | 18 | 90 | 8100 |
| 2 | Respondent 2 | 19 | 95 | 9025 |
| 3 | Respondent 3 | 19 | 95 | 9025 |
| 4 | Respondent 4 | 19 | 95 | 9025 |
| 5 | Respondent 5 | 12 | 60 | 3600 |
| 6 | Respondent 6 | 19 | 95 | 9025 |
| 7 | Respondent 7 | 17 | 85 | 7225 |
| 8 | Respondent 8 | 15 | 75 | 5625 |
| 9 | Respondent 9 | 19 | 95 | 9025 |
| 10 | Respondent 10 | 18 | 90 | 8100 |
| 11 | Respondent 11 | 18 | 90 | 8100 |
| 12 | Respondent 12 | 18 | 90 | 8100 |
| 13 | Respondent 13 | 18 | 90 | 8100 |
| 14 | Respondent 14 | 18 | 90 | 8100 |
| 15 | Respondent 15 | 19 | 95 | 9025 |
| 16 | Respondent 16 | 18 | 90 | 8100 |
| 17 | Respondent 17 | 19 | 95 | 9025 |
| 18 | Respondent 18 | 17 | 85 | 7225 |
| 19 | Respondent 19 | 18 | 90 | 8100 |
| 20 | Respondent 20 | 19 | 95 | 9025 |
| 21 | Respondent 21 | 16 | 80 | 6400 |
| 22 | Respondent 22 | 18 | 90 | 8100 |
| 23 | Respondent 23 | 19 | 95 | 9025 |
| 24 | Respondent 24 | 19 | 95 | 9025 |
| 25 | Respondent 25 | 17 | 85 | 7225 |
| 26 | Respondent 26 | 18 | 90 | 8100 |
| 27 | Respondent 27 | 19 | 95 | 9025 |
| 28 | Respondent 28 | 16 | 80 | 6400 |
| 29 | Respondent 29 | 18 | 90 | 8100 |
| 30 | Respondent 30 | 18 | 90 | 8100 |
| 31 | Respondent 31 | 18 | 90 | 8100 |
| 32 | Respondent 32 | 19 | 95 | 9025 |

| 33 | Respondent 33 | 17 | 85 | 7225 |
|----|---------------|-----|-----|------|
| 34 | Respondent 34 | 19 | 95 | 9025 |
| 35 | Respondent 35 | 18 | 90 | 8100 |
| 36 | Respondent 36 | 20 | 100 | 10000 |
| **Total** | | | **3230** | **291650** |

**Mean score of Post-test**

$$x = \frac{\sum x}{N}$$

$$x = \frac{3230}{36}$$

$$x = 89,72$$

Thus, the mean score $(X_2)$ of Post-test is **89, 72**

**The standard deviation of Post-test :**

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{291650 - \frac{(3230)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{291650 - \frac{10432900}{36}}{35}}$$

$$SD = \sqrt{\frac{291650 - 289802,778}{35}}$$

$$SD = \sqrt{\frac{1847,222}{35}}$$

$$SD = \sqrt{52,7777714}$$

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$SD = 7,26483113$

Thus, the standard deviation (SD) of Pre-test is = **7, 26483113**

**Appendix 3 the worksheet of calculation of the score on Pre-test and Post-test on the Improving Students' Pronunciation Ability in Experimental class**

| No | $X_1$ | $X_2$ | $(X_1)^2$ | $(X_2)^2$ | D $(X_2-X_1)$ | $(X_2-X_1)^2$ |
|----|-------|-------|-----------|-----------|---------------|---------------|
| 1 | 45 | 90 | 2025 | 8100 | 45 | 2025 |
| 2 | 70 | 95 | 4900 | 9025 | 25 | 625 |
| 3 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 4 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 5 | 20 | 60 | 400 | 3600 | 40 | 1600 |
| 6 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 7 | 35 | 85 | 1225 | 7225 | 50 | 2500 |
| 8 | 50 | 75 | 2500 | 5625 | 25 | 625 |
| 9 | 70 | 95 | 4900 | 9025 | 25 | 625 |
| 10 | 70 | 90 | 4900 | 8100 | 20 | 400 |
| 11 | 35 | 90 | 1225 | 8100 | 55 | 3025 |
| 12 | 70 | 90 | 4900 | 8100 | 20 | 400 |
| 13 | 65 | 90 | 4225 | 8100 | 25 | 625 |
| 14 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 15 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 16 | 75 | 90 | 5625 | 8100 | 15 | 225 |
| 17 | 70 | 95 | 4900 | 9025 | 25 | 625 |
| 18 | 45 | 85 | 2025 | 7225 | 40 | 1600 |
| 19 | 75 | 90 | 5625 | 8100 | 15 | 225 |
| 20 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 21 | 55 | 80 | 3025 | 6400 | 25 | 625 |
| 22 | 60 | 90 | 3600 | 8100 | 30 | 900 |
| 23 | 70 | 95 | 4900 | 9025 | 25 | 625 |
| 24 | 65 | 95 | 4225 | 9025 | 30 | 900 |
| 25 | 40 | 85 | 1600 | 7225 | 45 | 2025 |
| 26 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 27 | 75 | 95 | 5625 | 9025 | 20 | 400 |
| 28 | 70 | 80 | 4900 | 6400 | 10 | 100 |
| 29 | 75 | 90 | 5625 | 8100 | 15 | 225 |
| 30 | 75 | 90 | 5625 | 8100 | 15 | 225 |
| 31 | 65 | 90 | 4225 | 8100 | 25 | 625 |
| 32 | 70 | 95 | 4900 | 9025 | 25 | 625 |

| 33 | 45 | 85 | 2025 | 7225 | 40 | 1600 |
|-------|------|------|--------|--------|------|-------|
| 34 | 40 | 95 | 1600 | 9025 | 55 | 3025 |
| 35 | 55 | 90 | 3025 | 8100 | 35 | 1225 |
| 36 | 85 | 100 | 7225 | 10000 | 15 | 225 |
| Total | 2215 | 3230 | 144625 | 291650 | 1065 | 33675 |

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between Pre-test and Post-test scores, it is used following formula:

$$D = \frac{\sum D}{N} = \frac{1065}{36} = \mathbf{29,58}$$

So, the mean score difference was 29,58

Finding out the difference by calculating the T-test value by using the following formula:

**The calculating the t-test value**

$$t = \frac{D}{\sqrt{\frac{\sum D^2 \frac{(\sum D^2)^2}{N}}{N(N-1)}}}$$

$$t = \frac{29,58}{\sqrt{\frac{33675 - \frac{(1065)^2}{36}}{36(36-1)}}}$$

$$t = \frac{29,58}{\sqrt{\frac{33675 - \frac{1134225}{36}}{36(35)}}}$$

$$t = \frac{29,58}{\sqrt{\frac{33675 - 31506,25}{1260}}}$$

$$t = \frac{29{,}58}{\sqrt{\dfrac{2168{,}75}{1260}}}$$

$$t = \frac{29{,}58}{\sqrt{1{,}72123016}}$$

$$t = \frac{29{,}58}{1{,}31195662}$$

$$t = 22{,}5464772$$

**Thus, the T-test value is $22{,}54$**
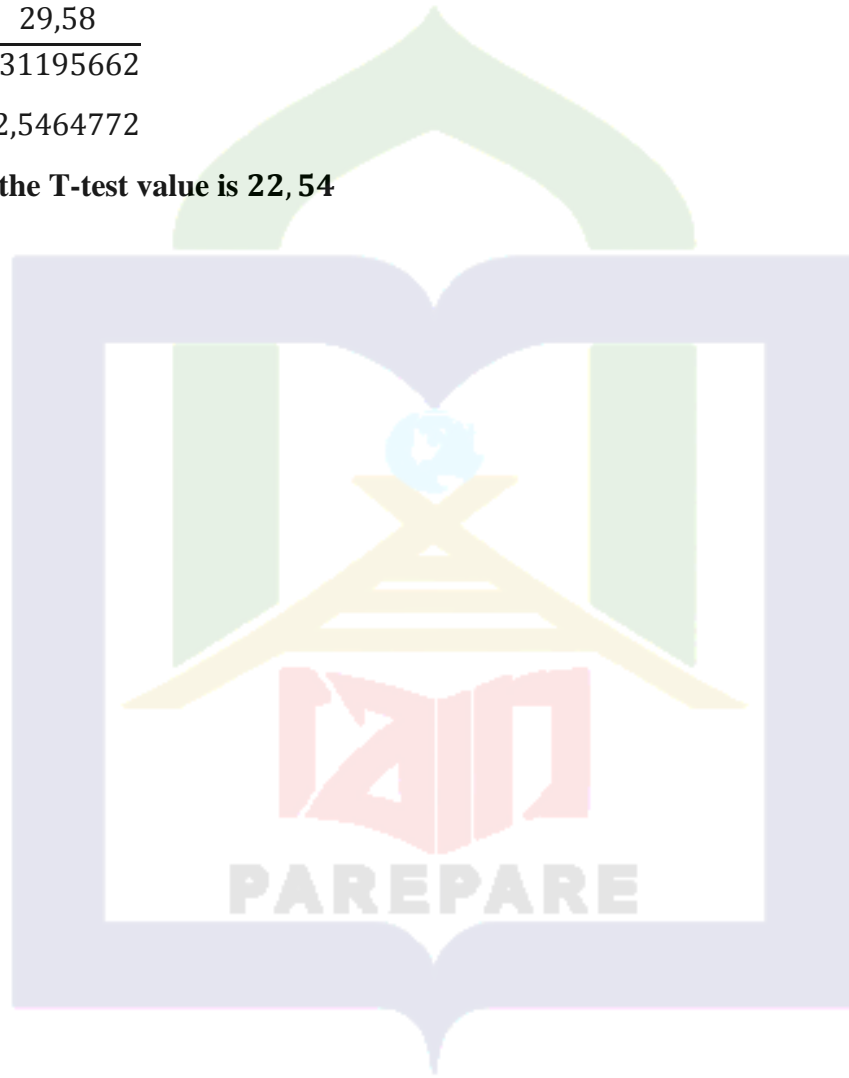
**Appendix 4 The students' score of Pre-test in Control class**

| No | Students in Control Class | Pre-test | | |
|---|---|---|---|---|
| | | Correct Answer | Score $(X_1)$ | $(X_1)^2$ |
| 1 | Respondent 1 | 7 | 35 | 1225 |
| 2 | Respondent 2 | 10 | 50 | 2500 |
| 3 | Respondent 3 | 11 | 55 | 3025 |
| 4 | Respondent 4 | 10 | 50 | 2500 |
| 5 | Respondent 5 | 8 | 40 | 1600 |
| 6 | Respondent 6 | 11 | 55 | 3025 |
| 7 | Respondent 7 | 8 | 40 | 1600 |
| 8 | Respondent 8 | 9 | 45 | 2025 |
| 9 | Respondent 9 | 6 | 30 | 900 |
| 10 | Respondent 10 | 5 | 25 | 625 |
| 11 | Respondent 11 | 8 | 40 | 1600 |
| 12 | Respondent 12 | 7 | 35 | 1225 |
| 13 | Respondent 13 | 9 | 45 | 2025 |
| 14 | Respondent 14 | 10 | 50 | 2500 |
| 15 | Respondent 15 | 12 | 60 | 3600 |
| 16 | Respondent 16 | 7 | 35 | 1225 |
| 17 | Respondent 17 | 6 | 30 | 900 |
| 18 | Respondent 18 | 4 | 20 | 400 |
| 19 | Respondent 19 | 10 | 50 | 2500 |
| 20 | Respondent 20 | 8 | 40 | 1600 |
| 21 | Respondent 21 | 6 | 30 | 900 |
| 22 | Respondent 22 | 4 | 20 | 400 |
| 23 | Respondent 23 | 7 | 35 | 1225 |
| 24 | Respondent 24 | 5 | 25 | 625 |
| 25 | Respondent 25 | 6 | 30 | 900 |
| 26 | Respondent 26 | 10 | 50 | 2500 |
| 27 | Respondent 27 | 11 | 55 | 3025 |
| 28 | Respondent 28 | 12 | 60 | 3600 |
| 29 | Respondent 29 | 9 | 45 | 2025 |
| 30 | Respondent 30 | 10 | 50 | 2500 |
| 31 | Respondent 31 | 7 | 35 | 1225 |
| 32 | Respondent 32 | 5 | 25 | 625 |

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| 33 | Respondent 33 | | 6 | 30 | 900 |
|----|---------------|--|---|-----|------|
| 34 | Respondent 34 | | 8 | 40 | 1600 |
| 35 | Respondent 35 | | 9 | 45 | 2025 |
| 36 | Respondent 36 | | 5 | 25 | 625 |
| **Total** | | | | **1430** | **61300** |

**Mean Score of Pre-test**

$$x = \frac{\sum x}{N}$$

$$x = \frac{1430}{36}$$

$$x = 39{,}72$$

Thus, the mean score **($X_1$)** of Pre-test is **39,72**

**The standard deviation of Pre-test :**

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{61300 - \frac{(1430)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{61300 - \frac{2044900}{36}}{35}}$$

$$SD = \sqrt{\frac{61300 - 56.802{,}7778}{35}}$$

$$SD = \sqrt{\frac{4.497{,}222}{35}}$$

$$SD = \sqrt{128{,}492063}$$

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$SD = 11,335434$

Thus, the standard deviation (SD) of Pre-test is = **11, 335434**

**Appendix 5 The students' score of Post-test in Control class**

| No | Students in Control Class | Post-test in Control class | | |
|---|---|---|---|---|
| | | Correct Answer | Score ($X_1$) | $(X_1)^2$ |
| 1 | Respondent 1 | 9 | 45 | 2025 |
| 2 | Respondent 2 | 10 | 50 | 2500 |
| 3 | Respondent 3 | 12 | 60 | 3600 |
| 4 | Respondent 4 | 11 | 55 | 3025 |
| 5 | Respondent 5 | 10 | 50 | 2500 |
| 6 | Respondent 6 | 13 | 65 | 4225 |
| 7 | Respondent 7 | 10 | 50 | 2500 |
| 8 | Respondent 8 | 11 | 55 | 3025 |
| 9 | Respondent 9 | 8 | 40 | 1600 |
| 10 | Respondent 10 | 9 | 45 | 2025 |
| 11 | Respondent 11 | 10 | 50 | 2500 |
| 12 | Respondent 12 | 9 | 45 | 2025 |
| 13 | Respondent 13 | 12 | 60 | 3600 |
| 14 | Respondent 14 | 14 | 70 | 4900 |
| 15 | Respondent 15 | 10 | 50 | 2500 |
| 16 | Respondent 16 | 9 | 45 | 2025 |
| 17 | Respondent 17 | 8 | 40 | 1600 |
| 18 | Respondent 18 | 7 | 35 | 1225 |
| 19 | Respondent 19 | 12 | 60 | 3600 |
| 20 | Respondent 20 | 10 | 50 | 2500 |
| 21 | Respondent 21 | 10 | 50 | 2500 |
| 22 | Respondent 22 | 9 | 45 | 2025 |
| 23 | Respondent 23 | 11 | 55 | 3025 |
| 24 | Respondent 24 | 10 | 50 | 2500 |
| 25 | Respondent 25 | 12 | 60 | 3600 |
| 26 | Respondent 26 | 13 | 65 | 4225 |
| 27 | Respondent 27 | 14 | 70 | 4900 |
| 28 | Respondent 28 | 15 | 75 | 5625 |
| 29 | Respondent 29 | 11 | 55 | 3025 |
| 30 | Respondent 30 | 13 | 65 | 4225 |
| 31 | Respondent 31 | 11 | 55 | 3025 |
| 32 | Respondent 32 | 9 | 45 | 2025 |

| 33 | Respondent 33 | 12 | 60 | 3600 |
|----|---------------|----|----|------|
| 34 | Respondent 34 | 13 | 65 | 4225 |
| 35 | Respondent 35 | 14 | 70 | 4900 |
| 36 | Respondent 36 | 8 | 40 | 1600 |
| **Total** | | | **1945** | **108525** |

**Mean score of Post-test**

$$x = \frac{\sum x}{N}$$

$$x = \frac{1945}{36}$$

$$x = 54{,}027$$

Thus, the mean score **(X$_2$)** of Post-test is **54,027**

**The standard deviation of Post-test :**

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{108525 - \frac{(1945)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{108525 - \frac{3783025}{36}}{35}}$$

$$SD = \sqrt{\frac{108525 - 104.389{,}583}{35}}$$

$$SD = \sqrt{\frac{4.135{,}417}{35}}$$

$$SD = \sqrt{118{,}154771}$$

$SD = 10,8699021$

Thus, the standard deviation (SD) of Pre-test is = **10, 8699021**

**Appendix 6 the worksheet of calculation of the score on Pre-test and Post-test on the Improving Students' Pronunciation Ability in Control class**

| No | $X_1$ | $X_2$ | $(X_1)^2$ | $(X_2)^2$ | D $(X_2-X_1)$ | $(X_2-X_1)^2$ |
|----|-------|-------|-----------|-----------|---------------|---------------|
| 1 | 35 | 45 | 1225 | 2025 | 10 | 100 |
| 2 | 50 | 50 | 2500 | 2500 | 0 | 0 |
| 3 | 55 | 60 | 3025 | 3600 | 5 | 25 |
| 4 | 50 | 55 | 2500 | 3025 | 5 | 25 |
| 5 | 40 | 50 | 1600 | 2500 | 10 | 100 |
| 6 | 55 | 65 | 3025 | 4225 | 10 | 100 |
| 7 | 40 | 50 | 1600 | 2500 | 10 | 100 |
| 8 | 45 | 55 | 2025 | 3025 | 10 | 100 |
| 9 | 30 | 40 | 900 | 1600 | 10 | 100 |
| 10 | 25 | 45 | 625 | 2025 | 20 | 400 |
| 11 | 40 | 50 | 1600 | 2500 | 10 | 100 |
| 12 | 35 | 45 | 1225 | 2025 | 10 | 100 |
| 13 | 45 | 60 | 2025 | 3600 | 15 | 225 |
| 14 | 50 | 70 | 2500 | 4900 | 20 | 400 |
| 15 | 60 | 50 | 3600 | 2500 | -10 | 100 |
| 16 | 35 | 45 | 1225 | 2025 | 10 | 100 |
| 17 | 30 | 40 | 900 | 1600 | 10 | 100 |
| 18 | 20 | 35 | 400 | 1225 | 15 | 225 |
| 19 | 50 | 60 | 2500 | 3600 | 10 | 100 |
| 20 | 40 | 50 | 1600 | 2500 | 10 | 100 |
| 21 | 30 | 50 | 900 | 2500 | 20 | 400 |
| 22 | 20 | 45 | 400 | 2025 | 25 | 625 |
| 23 | 35 | 55 | 1225 | 3025 | 20 | 400 |
| 24 | 25 | 50 | 625 | 2500 | 25 | 625 |
| 25 | 30 | 60 | 900 | 3600 | 30 | 900 |
| 26 | 50 | 65 | 2500 | 4225 | 15 | 225 |
| 27 | 55 | 70 | 3025 | 4900 | 15 | 225 |
| 28 | 60 | 75 | 3600 | 5625 | 15 | 225 |
| 29 | 45 | 55 | 2025 | 3025 | 10 | 100 |
| 30 | 50 | 65 | 2500 | 4225 | 15 | 225 |
| 31 | 35 | 55 | 1225 | 3025 | 20 | 400 |

| | | | | | | |
|-------|------|------|-------|--------|-----|------|
| 32 | 25 | 45 | 625 | 2025 | 20 | 400 |
| 33 | 30 | 60 | 900 | 3600 | 30 | 900 |
| 34 | 40 | 65 | 1600 | 4225 | 25 | 625 |
| 35 | 45 | 70 | 2025 | 4900 | 25 | 625 |
| 36 | 25 | 40 | 625 | 1600 | 15 | 225 |
| **Total** | **1430** | **1945** | **61300** | **108525** | **515** | **9725** |

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between Pre-test and Post-test scores, it is used following formula:

$$D = \frac{\sum D}{N} = \frac{1065}{36} = \mathbf{14,30}$$

So, the mean score difference was **14, 30**

Finding out the difference by calculating the T-test value by using the following formula:

**The calculating the t-test value**

$$t = \frac{D}{\sqrt{\frac{\sum D^2 \frac{(\sum D^2)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14,30}{\sqrt{\frac{9725 - \frac{(515)^2}{36}}{36(36-1)}}}$$

$$t = \frac{14,30}{\sqrt{\frac{9725 - \frac{265.225}{36}}{36(35)}}}$$

$$t = \frac{14,30}{\sqrt{\frac{9725 - 7117,36111}{1260}}}$$

$$t = \frac{14,30}{\sqrt{\frac{2.607,63889}{1260}}}$$

$$t = \frac{14,30}{\sqrt{2,06955467}}$$

$$t = \frac{14,30}{1,43859469}$$

$$t = 9,94025635$$

**Thus, the T-test value is $9,94$**

**Appendix 7 Lesson Plan**

## RENCANA PELAKSANAAN PEMBELAJARAN

SatuanPendidikan : SMA Negeri 2 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : XI/ Genap

TahunPelajaran : 2023

Materi : Song

AlokasiWaktu : 12JP (2X45 Menit)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsifdan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KompetensiDasardanIndikatorPencapaianKompetensi (IPK)

| No. | KompetensiDasar (KD) | IndikatorPencapaianKompetensi (IPK) |
|---|---|---|
| 1. | 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK | 3.9.1 Menentukan fungsi sosial sebuahlagu terkait kehidupan remaja dengan benar dan bekerja sama (C3) 3.9.2 Melengkapi unsur kebahasaan dari lirik lagu terkait kehidupan remaja dengan tepat dan bertanggung jawab (C3 |
| 2. | 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahas aan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K | 4.9.1 Menyebutkan lirik lagu terkait kehidupan remaja dengan benar, kreatif dan percaya diri (C1) |

C. Tujuan Pembelajaran

Tujuan pembelajaran yang akan dicapai peserta didik setelah mengikuti proses pembelajaran adalah dapat menyebutkan lirik lagu bahasa inggris dengan benar dan sesuai dan meningkatkan pronunciation siswa.

D. Materi Pembelajaran

| |
|---|
| Song Social Function of The Song There are many social functions of a song. They are: 1. To inspire the listeners, 2. To express feeling of the songwriters, 3. To share feeling with others, 4. To teach a lesson to the listeners, 5. To criticize environment or a condition, 6. To amuse or entertain the listeners. |

The Examples of The Song Lyric.

| **It Will Rain by Bruno Mars** |
| --- |
| If you ever leave me, baby<br>Leave some morphine at my door<br>'Cause it would take a whole lot of medication<br>To realize what we used to have<br>We don't have it anymore<br><br>There's no religion that could save me<br>No matter how long my knees are on the floor (oh)<br>So keep in mind all the sacrifices I'm makin'<br>To keep you by my side<br>To keep you from walkin' out the door<br><br>'Cause there'll be no sunlight<br>If I lose you, baby<br>There'll be no clear skies<br>If I lose you, baby<br>Just like the clouds<br>My eyes will do the same if you walk away<br>Everyday it'll rain, rain, ra-a-a-ain<br><br>I'll never be your mother's favorite<br>Uh, your daddy can't even look me in the eye<br>Ooh, if I was in their shoes, I'd be doing the same thing<br>Sayin', "There goes my little girl<br>Walkin' with that troublesome guy"<br><br>But they're just afraid of something they can't understand<br>Ooh, but little darlin' watch me change their minds<br>Yeah for you I'll try, I'll try, I'll try, I'll try<br>And pick up these broken pieces 'til I'm bleeding<br>If that'll make you mine<br><br>'Cause there'll be no sunlight<br>If I lose you, baby<br>There'll be no clear skies<br>If I lose you, baby<br>Just like the clouds<br>My eyes will do the same if you walk away<br>Everyday it'll rain, rain, ra-a-a-ain |

> Oh, don't you say (don't you say) goodbye (goodbye)
> Don't you say (don't you say) goodbye (goodbye)
> I'll pick up these broken pieces 'til I'm bleeding
> If that'll make it right
>
> 'Cause there'll be no sunlight
> If I lose you, baby
> And there'll be no clear skies
> If I lose you, baby
> And just like the clouds
> My eyes will do the same if you walk away
> Everyday it'll rain, rain, ra-a-a-ain

Language features usually used in songs:

1. Rhyme Rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. It is for rendering a pleasing to a poem or song.

2. Informal language Informal language is language which is common when we speak. It is language use characterized by spontaneous speech in situations. It is also the use of a low dialect or language in preference to a high one. It is also called informal style. It is casual, familiar, and generally colloquial use of language.

**Manner of Articulation**

In phonetics, manner of articulation is about how sounds are produced by the 'articulators'. Articulators are the organs in the vocal tract which enable human beings to make sounds. They include the palate, tongue, lips, teeth etc. When we speak, we use these articulators to do so.

*1. Stop*

A stop is a consonant characterized by: (1) complete obstruction of the outgoing airstream by the articulators, (2) a buildup of intraoral air pressure, and (3) a release

Suara yang dihasilkan dengan menahan arus / jalan udara yang melewati mulut dan hidung. Contohnya: /p/, /b/, /t/, /d/, /k/, /g/

*2. Fricative*

A fricative is a consonant produced by forcing the breath stream through a constriction formed by articulators in the vocal tract.

Suara yang dihasilkan dengan meniup udara melalui ruangan sempit yang dibentuk oleh bibir, gigi, dan lidah. Contohnya: /f/, /v/,// θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/

### 3. *Affricatives*

An affricate is a consonant characterized as having both a fricative and a stop manner of production.

Suara yang dihasilkan dengan menempelkan daun lidah ke langit mulut yang keras, berlawanan dengan gigi atas. Contoh: /tʃ/, /dʒ/

### 4. *Nasal*

Nasal refer to a consonant produced with complete closure in the oral cavity along with a lowered velum to allow airflow through the nasal cavity.

Suara yang dihasilkan dengan menghentikan hembusan udara yang melewati mulut, bibir, lidah, pangkal lidah sehingga udara akan keluar melewati hidung. Contoh: /m/, /n/, /ŋ/

### 5. *Liquid*

Liquid is a generic label used to classify two English approximant consonants.

Suara yang dihasilkan dengan menempelkan daun lidah ke langit mulut. Contoh: /L/, /r/

### 6. *Glide*

A Glide is a consonant characterized by a continued, gliding motion of the articulators into the following vowel; also referred to as a semi-vowel.

Suara yang dihasilkan oleh gerakan lidah, dengan bibir kemudian membukanya, deangan membuat tekanan udara dari tenggorokan. Contoh: /w/, /j/,

**Place of Articulation**

The place of articulation refers to where the articulators (tongue, teeth, lips or glottis) make contact in the vocal tract to create consonant sounds. Let's look at the process of consonant production to see where the place of articulation fits in.

It describes the point at which the articulators actually touch or refers to which articulators are involved in the particular sound.

*Bilabials:* In English these are /b/, /p/, /m/ and /w/. Bilabials are produced by contact of the upper and lower lips

*Labio-dental:* In English these are /f/ and /v/.

A labio-dental consonant is one that is produced by the lower lip contacting the upper front teeth.

*Lingua-Dentals:* In English these are /θ/ and /ð/.

Dentals or a lingua-dental consonant is produced with the tongue contacting the teeth.

*Lingua-Alveolar* refers to a consonant produced with the tongue contacting the upper alveolar ridge.

These are /t/, /d/, /n/, /s/, /z/, /l/ and /r/, /tʃ/, /ʒ/ and /dʒ/.
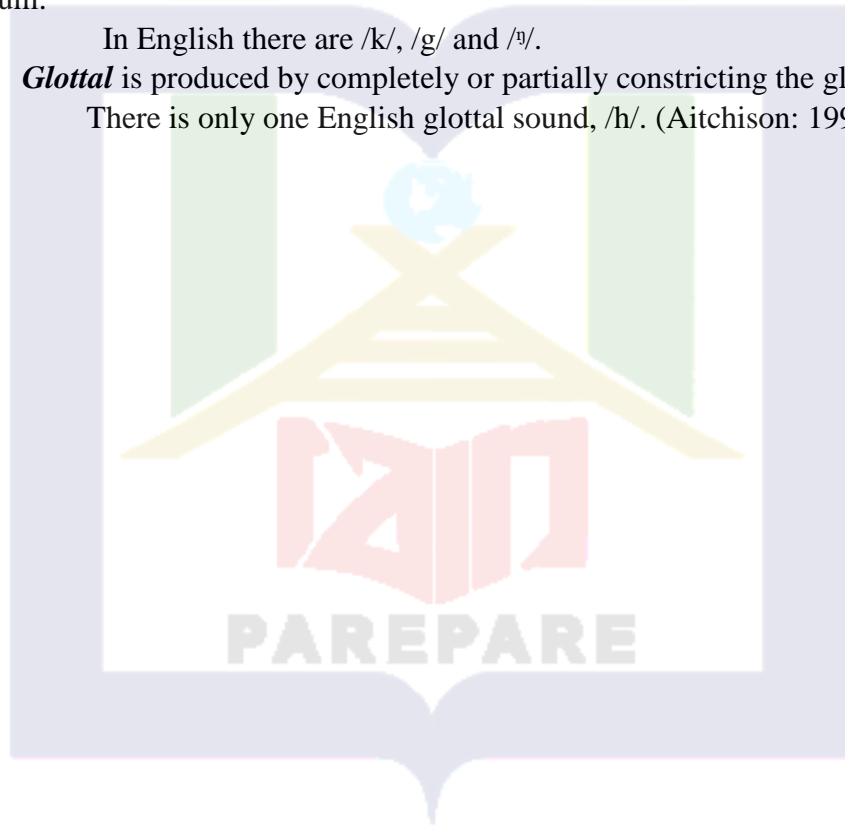
*Lingua-Palatal* consonant is produced with the tongue contacting the hard palate: These are/ ʃ/, /ʒ/, /r/, /j/

*Lingua-Velar* refers to a consonant produced with the tongue contacting the velum:

In English there are /k/, /g/ and /ŋ/.

*Glottal* is produced by completely or partially constricting the glottis.

There is only one English glottal sound, /h/. (Aitchison: 1992)

| Vowels (Vokal) | | | | | |
|---|---|---|---|---|---|
| **Short** (pendek) | | **Long** (panjang) | | **Diphthong** | |
| ə | away, ago | i: | meet, eat, see | eɪ | bay, fade, bait |
| e | pen, ten, cell | ɔ: | saw, also, call | aɪ | buy, hide, bite |
| i | beat | ɑ: | car, father | ɔɪ | boy, void |
| ʌ | cup, come, us | u: | food, too, you | oʊ | boat, dough |
| ɒ | not, gone, got | з: | Bird, sir, shirt | aʊ | loud, bout |
| ʊ | good, look, put | a: | hard, part, bar | ɪə | beard, beer |
| ɪ | hid, bit, lick | | | ʊɔ | lure, toured |
| æ | plan, bad, cat | | | | |

| Consonants (Konsonan) | | | | | |
|---|---|---|---|---|---|
| p | pack, pen, stop | l | look, leg | ʃ | fish, wish |
| k | kate, can | n | night, name | θ | this, that |
| b | big, back | m | mine, mouse | tʃ | chair, rich |
| f | free, few, fan | r | write, run | dʒ | major, judge |
| s | vice, sun | v | never, very | ʒ | usual, television |
| t | try, tell | w | well, win | ŋ | sing, king |
| d | dig, dot, dog | j | year, new | | |
| g | good, gate | z | size, zoo | | |

E. Metode pembelajaran

1. Pendekatan : Audio Lingual Method dan Scientific Approach (Mengamati, Menanya, Mengeksplorasi, Mengasosiasi, Mengkomunikasi).

2. Model pembelajaran : Cooperative Learning (Think Pair Share)
3. Metode pembelajaran : Individual work

F. Media dan Bahan Ajar
   1. Resso Application
   2. Lagu
   3. Lirik Lagu
   4. Audio speaker
   5. Lembar Penilaian
   6. Jurnal Pembelajaran

G. Sumber Belajar
   Lirik lagu It Will Rain by Bruno Mars
   Lirik lagu Car's Outside by James Arthur
   Lirik lagu Cupid by FIFTY-FIFTY
   Lirik lagu Somewhere Only We Know by Keane
   Lirik lagu In The Stars by Benson Boone
   Lirik lagu Somebody's Pleasure by Aziz Hedra
   Jurnal tentang Manner and Place of Articulation, Vowel dan Consonant
   http://soundsofspeech.uiowa.edu/english/english.html

H. Langkah-langkah Pembelajaran

| 1.  Pertemuan Ke-1-6 (2×45 Menit) |
|---|
| **KegiatanPendahuluan (15 Menit)** |
| **Pendidik:** <br> *Orientasi* <br> • Guru memberi salam danberdoa bersama <br> • Guru menyapa peserta didik(menanyakan kabar) serta mengecek kehadiran peserta didik. <br> *Apersepsi* <br> Guru bertanya tentang pelajaransebelumnya dan/atau terkaitp elajaran yang akan diberikan. <br> *Motivasi* <br> Pendidik memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. <br> *PemberianAcuan* <br> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. |

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| | • Guru menyampaikan tujuan pembelajaran yang ingin dicapai pada proses pembelajaran. |
|---|---|

### Kegiatan Inti (60 Menit)

| Sintak Metode Pembelajaran | Kegiatan Pembelajaran |
|---|---|
| Audio Lingual Method | • **Penjelasan Materi**<br>▪ Guru menyampaikan materi dengan Audio |
| Diskusi | • **Pertanyaan**<br>▪ Guru memberikan pertanyaan kepada peserta didik<br>▪ Guru memberikan kesempatan kepada peserta didik untuk melakukan diskusi bersama<br>▪<br><br>• **Bertukar Informasi**<br>▪ Setiap peserta didik menyampaikan ide ataupun gagasan terkait pertanyaan yang diberikan kepada guru |
| Pemberian Tugas | • **Pengerjaan Tugas**<br>▪ Guru mengarahkan peserta didik untuk mengerjakan soal yang terdapat pada lembar penilain |

**Catatan:**

Selama pembelajaran *Song* berlangsung, guru mengamati sikap peserta didik dalam proses pembelajaran yang meliputi: *disiplin, rasa percaya diri, berperilaku jujur, tangguh mengahadapi masalah, tanggung jawab, rasa ingin tahu, peduli lingkungan.*

### KegiatanPenutup (15 Menit)

- Guru memberikan penguatan kepada peserta didik.
- Guru menyampaikan materi yang akan dipelajari selanjutnya.
- Guru menutup pembelajaran bersama-sama membaca berdoa.

I.  Penilian Hasil Belajar

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The Total of Number}} \times 100$$

Pronunciation Rubric

| Category | Aspect | |
|---|---|---|
| | **Vowel** | **Consonant** |
| 1 | Vowel errors are frequent /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/ | Consonant error are frequent /sh,(ʃ)/ /ch,(ʧ)/ /j,(ʤ)/ /th,(θ)/ /y,(j)/ |
| 2 | Pronounces some vowels incorrectly consistently | Pronounces some consonant incorrectly consistently |

**Appendix 8 Instrument of the Pre-test and Post-test**

| **Score** | **Classification** |
|---|---|
| 91-100 | Excellent |
| 76-90 | Good |
| 61-75 | Average |
| 51-60 | Poor |
| < 50 | Very Poor |

Research Instruments In this study is a test. The test contains students' pronunciation ability. Assessing by using pronunciation rubric, focuses on assessing vowels and consonants. The answer key would refer to the website of ToPhonetics which is used officially according to the rules of the International Phonetic Alphabet (IPA). The researcher use pre-experimental methods so in this study the researchers provid pre-test and post-test to classes that used as research samples as follows:

**Instrument of Pre-test**

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**Song title** : **It Will Rain by Bruno Mars**

**Vowel** : **/ə/ /i/ /ʌ/ /æ/**

**Consonant** : **/sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/**

If you ever **leave** me, baby
Leave **some** morphine at my door
'**Cause** it would take a whole lot of **medication**
To **realize** what we used to have
We don't have it anymore

There's no **religion** that could save me
No **matter** how long my knees are on the floor (oh)
So keep in mind all the **sacrifices** I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause **there'll** be no sunlight
If I lose you, baby
There'll be no **clear** skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday **it'll** rain, rain, ra-a-a-ain

I'll never be your mother's **favorite**
Uh, your daddy can't even look me in the eye
Ooh, if I was in their **shoes**, I'd be doing the same **thing**
Sayin', "There goes my little girl
Walkin' with that **troublesome** guy"

But they're just **afraid** of something they can't understand
Ooh, but little darlin' watch me **change** their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken **pieces** 'til I'm bleeding
If **that'll** make you mine

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk **away**
Everyday it'll rain, rain, ra-a-a-ain

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Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If **that'll** make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

**Word/Phonetic Symbol/  : Meaning**

1. Leave /liv/ : meninggalkan

2. Some /sʌm/ : beberapa

3. Cause /kɑz/ : sebab

4. Medication /mɛdəˈkeɪʃən/ : pengobatan

5. Realize / ˈriəˌlaɪz/ : menyadari

6. Religion /rɪˈlɪdʒən/ : agama

7. Matter /ˈmætər/ : urusan

8. Sacrifices / sækrəˌfaɪsɪz/ : pengorbanan

9. There'll / ðɛrəl/ : akan ada

10. Clear / klɪr/ : jernih

11. It'll /ˈɪtəl/ : itu akan

12. Favorite / feɪvərɪt/ : kesukaan

13. Shoes / ʃuz/ : sepatu

14. Thing / θɪŋ/ : hal

15. Troublesome /ˈtrʌbəlsəm/ : bermasalah

16. Afraid / əˈfreɪd/ : takut

17. Change / ʧeɪndʒ/ : mengubah

XXXIV

18. Pieces /ˈpisəz/ : bagian-bagian

19. That'll / ðætəl/ : itu akan

20. Away / əˈweɪ **/ :** jauh

**Pre-test**

Name   :

Class   :

**Song title**    **: It Will Rain by Bruno Mars**

**Vowel**      **: /ə/ /i/ /ʌ/ /æ/**

**Consonant**    **: /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/**

If you ever **leave** me, baby
Leave **some** morphine at my door
'**Cause** it would take a whole lot of **medication**
To **realize** what we used to have
We don't have it anymore

There's no **religion** that could save me
No **matter** how long my knees are on the floor (oh)
So keep in mind all the **sacrifices** I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause **there'll** be no sunlight
If I lose you, baby
There'll be no **clear** skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday **it'll** rain, rain, ra-a-a-ain

I'll never be your mother's **favorite**
Uh, your daddy can't even look me in the eye
Ooh, if I was in their **shoes**, I'd be doing the same **thing**
Sayin', "There goes my little girl
Walkin' with that **troublesome** guy"

But they're just **afraid** of something they can't understand
Ooh, but little darlin' watch me **change** their minds

XXXV

Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken **pieces** 'til I'm bleeding
If **that'll** make you mine

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk **away**
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If **that'll** make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

**Instrument of Post-test**

**Song title**     : **Somebody's Pleasure by Aziz Hedra**

**Vowel**     : **/i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/**

**Consonant**     : **/sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/**

**I've** been so busy, ignoring, and **hiding**
**About** what my heart **actually** say
Stay **awake** while I'm **drowning** on my **thoughts**
Sometimes a **happiness** is just a happiness

I've never been **enjoyin'** my **serenity**
Even if I've got a lot of company
That **makes** me happy

XXXVI

Soul try to figure it out
From where I've been **escapin'**
**Running** to end all the sin
Get away from the **pressure**

**Wondering** to get a love that is so **pure**
Gotta have to always make sure
That I'm not just somebody's **pleasure**

I always pretending and lying
Like I'm **used** to feel empty
'Cause all I got is **unhappy**
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

I've got to take me away
From all sadness
**Stitch** all my wounds, confess all the sins
And took all my **insecure**

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

XXXVII

**Word/Phonetic Symbol/ : Meaning**

1. I've /aɪv/ : saya telah
2. Hiding /ˈhaɪdɪŋ/ : bersembunyi
3. About / əˈbaʊt/ : tentang
4. Actually /ˈæktʃuəli/ : sebenarnya
5. Drowning / ˈdraʊnɪŋ/ : tenggelam
6. Thoughts / θɔts/ : pikiran
7. Happiness /ˈhæpinəs/ : kebahagiaan
8. Enjoying /ɛnˈdʒɔɪɪŋ/ : menikmati
9. Serenity / səˈrɛnəti/ : ketenangan
10. Makes / meɪks/ : membuat
11. Escaping / ɪˈskeɪpɪŋ/ : melarikan diri
12. Running /ˈrʌnɪŋ/ ; berlari
13. Pressure /ˈprɛʃər / : tekanan
14. Wondering /ˈwʌndərɪŋ/ : bertanya-tanya
15. Pure / pjʊr/ : jernih
16. Pleasure /ˈplɛʒər/ : keseangan
17. Used /juzd/ : digunakan
18. Unhappy / ənˈhæpi/ ; tidak bahagia
19. Stitch / stɪtʃ/ : jahitan
20. Insecure /ˈɪnsəkjər **/ :** ketidakamanan

XXXVIII

**Post-test**

Name   :

Class   :

**Song title**    : **Somebody's Pleasure by Aziz Hedra**

**Vowel**    : **/i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/**

**Consonant**    : **/sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/**

<p align="center">
<u>**I've**</u> been so busy, ignoring, and <u>**hiding**</u><br>
<u>**About**</u> what my heart <u>**actually**</u> say<br>
Stay <u>**awake**</u> while I'm <u>**drowning**</u> on my <u>**thoughts**</u><br>
Sometimes a <u>**happiness**</u> is just a happiness
</p>

<p align="center">
I've never been <u>**enjoyin'**</u> my <u>**serenity**</u><br>
Even if I've got a lot of company<br>
That <u>**makes**</u> me happy
</p>

<p align="center">
Soul try to figure it out<br>
From where I've been <u>**escapin'**</u><br>
<u>**Running**</u> to end all the sin<br>
Get away from the <u>**pressure**</u>
</p>

<p align="center">
<u>**Wondering**</u> to get a love that is so <u>**pure**</u><br>
Gotta have to always make sure<br>
That I'm not just somebody's <u>**pleasure**</u>
</p>

<p align="center">
I always pretending and lying<br>
Like I'm <u>**used**</u> to feel empty<br>
'Cause all I got is <u>**unhappy**</u><br>
Happiness, can't I get happiness?
</p>

<p align="center">
I've never been enjoyin' my serenity<br>
Even if I've got a lot of company<br>
That makes me happy
</p>

<p align="center">
Soul try to figure it out<br>
From where I've been escapin'<br>
Running to end all the sin<br>
Get away from the pressure
</p>

<p align="center">XXXIX</p>

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

I've got to take me away
From all sadness
**Stitch** all my wounds, confess all the sins
And took all my **insecure**

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

XL

**Appendix 9 the students' Pre-test in Experimental Class**

Pre-test

Name : Ade Darmawan

Class : XI MIPA 2

Song title : It Will Rain by Bruno Mars

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/

$\frac{9}{20} \times 100 = 45$

**Very Poor**

If you ever <u>leave</u> me, baby
Leave <u>some</u> morphine at my door
<u>'Cause</u> it would take a whole lot of <u>medication</u>
To <u>realize</u> what we used to have
We don't have it anymore

There's no <u>religion</u> that could save me
No <u>matter</u> how long my knees are on the floor (oh)
So keep in mind all the <u>sacrifices</u> I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause <u>there'll</u> be no sunlight
If I lose you, baby
There'll be no <u>clear</u> skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday <u>it'll</u> rain, rain, ra-a-a-ain

I'll never be your mother's <u>favorite</u>
Uh, your daddy can't even look me in the eye
Ooh, if I was in their <u>shoes</u>, I'd be doing the same <u>thing</u>
Sayin', "There goes my little girl
Walkin' with that <u>troublesome</u> guy"

But they're just <u>afraid</u> of something they can't understand
Ooh, but little darlin' watch me <u>change</u> their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken <u>pieces</u> 'til I'm bleeding
If <u>that'll</u> make you mine

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds

XLI

My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

Pre-test

Name : MUHAMMAD . ADAM

Class :

Song title : It Will Rain by Bruno Mars

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/

$\frac{7}{20} \times 100 = 35$

Very Poor

If you ever **leave** me, baby
Leave **some** morphine at my door
**'Cause** it would take a whole lot of **medication**
To **realize** what we used to have
We don't have it anymore

There's no **religion** that could save me
No **matter** how long my knees are on the floor (oh)
So keep in mind all the **sacrifices** I'm makin'
To keep you by my side
To keep you from **walkin'** out the door

'Cause **there'll** be no sunlight
If I lose you, baby
There'll be no **clear** skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk **away**
Everyday **it'll** rain, rain, ra-a-a-ain

I'll never be your mother's **favorite**
Uh, your daddy can't even look me in the eye
Ooh, if I was in their **shoes**, I'd be doing the same **thing**
Sayin', "There goes my little girl
Walkin' with that **troublesome** guy"

But they're just **afraid** of something they can't understand
Ooh, but little darlin' watch me **change** their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken **pieces** 'til I'm bleeding
If **that'll** make you mine

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds

XLIII

My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

**Pre-test**

Name : Zahra helty A.

Class : XI Mipa 2.

Song title : It Will Rain by Bruno Mars

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(ð)/

If you ever leave me, baby
Leave some morphine at my door
'Cause it would take a whole lot of **medication**
To **realize** what we used to have
We don't have it anymore

There's no **religion** that could save me
No **matter** how long my knees are on the floor (oh)
So keep in mind all the **sacrifices** I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause **there'll** be no sunlight
If I lose you, baby
There'll be no **clear** skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday **it'll** rain, rain, ra-a-a-ain

I'll never be your mother's **favorite**
Uh, your daddy can't even look me in the eye
Ooh, if I was in their **shoes**, I'd be doing the same **thing**
Sayin', "There goes my little girl
Walkin' with that **troublesome** guy"

But they're just **afraid** of something they can't understand
Ooh, but little darlin' watch me **change** their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken **pieces** 'til I'm bleeding
If **that'll** make you mine

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds

My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If this'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

**Appendix 10 the students' score in Post-test in Experimental class**

Post-test

Name : Ase Darmawan

Class : XI MIPA 2

Song title : Somebody's Pleasure by Aziz Hedra

Vowel : /i/ /ʌ/ /æ/ /ɔ/ /aɪ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/

$\frac{18}{20} \times 100 = 9^0 \text{ } ||$

Excellent.

I've been so busy, ignoring and **hiding**
**About** what my heart **actually** say
Stay **awake** while I'm **drowning** on my **thoughts**
Sometimes a **happiness** is just a happiness

I've never been **enjoyin'** my **serenity**
Even if I've got a lot of company
That **makes** me happy

Soul try to figure it out
From where I've been **escapin'**
**Running** to end all the sin
Get away from the **pressure**

**Wondering** to get a love that is so **pure**
Gotta have to always make sure
That I'm not just somebody's **pleasure**

I always pretending and lying
Like I'm **used** to feel empty
'Cause all I got is **unhappy**
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

XLVII

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

**Post-test**

Name : MUHAMMAD. ADAM

Class : X. MIPA.2

Song title : Somebody's Pleasure by Aziz Hedra

Vowel : /i/ /ʌ/ /æ/ /ɔ/ /aɪ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/

$\frac{18}{20} \times 100$

$= 90$ //

Excellent.

I've been so busy, ignoring, and hiding
About what my heart actually say
Stay awake while I'm drowning on my thoughts
Sometimes a happiness is just a happiness

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure

I always pretending and lying
Like I'm used to feel empty
'Cause all I got is unhappy
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

XLIX

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

**Post-test**

Name : Zahra hesty A.

Class : XI MIPA 2.

Song title : Somebody's Pleasure by Aziz Hedra

Vowel : /i/ /ʌ/ /æ/ /ɔ/ /aʊ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/

$$\frac{19}{20} \times 100 = 95.$$

Excellent.

I've been so busy, ignoring, and hiding
About what my heart actually say
Stay awake while I'm drowning on my thoughts
Sometimes a happiness is just a happiness

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure

I always pretending and lying
Like I'm used to feel empty
'Cause all I got is unhappy
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

LI

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

**Appendix 11 the students' score in Pre-test in Control class**

Pre-test

Name : Nur Amhla Ramadhani

Class : XI Mipa 1 (Satu).

Song title : It Will Rain by Bruno Mars

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/

$$\frac{6}{20} \times 100 = 30\%.$$

Very poor.

If you ever <u>leave</u> me, baby
Leave <u>some</u> morphine at my door
<u>'Cause</u> it would take a whole lot of <u>medication</u>
To <u>realize</u> what we used to have
We don't have it anymore

There's no <u>religion</u> that could save me
No <u>matter</u> how long my knees are on the floor (oh)
So keep in mind all the <u>sacrifices</u> I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause <u>there</u>'ll be no sunlight
If I lose you, baby
There'll be no <u>clear</u> skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

I'll never be your mother's <u>favorite</u>
Uh, your daddy can't even look me in the eye
Ooh, if I was in their <u>shoes</u>, I'd be doing the same <u>thing</u>
Sayin', "There goes my little girl
Walkin' with that <u>troublesome</u> guy"

But they're just <u>afraid</u> of something they can't understand
Ooh, but little darlin' watch me <u>change</u> their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken <u>pieces</u> 'til I'm bleeding
If <u>that</u>'ll make you mine

LIII

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

Pre-test

Name : Ralu anniga utomo.

Class : XI Mipa 1

Song title : **It Will Rain by Bruno Mars**

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/

$$\frac{12}{20} \times 100 = 60 //$$

poor //

If you ever <u>leave</u> me, baby
Leave <u>some</u> morphine at my door
<u>'Cause</u> it would take a whole lot of <u>medication</u>
To <u>realize</u> what we used to have
We don't have it anymore

There's no <u>religion</u> that could save me
No <u>matter</u> how long my knees are on the floor (oh)
So keep in mind all the <u>sacrifices</u> I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause <u>there'll</u> be no sunlight
If I lose you, baby
There'll be no <u>clear</u> skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday <u>it'll</u> rain, rain, ra-a-a-ain

I'll never be your mother's <u>favorite</u>
Uh, your daddy can't even look me in the eye
Ooh, if I was in their <u>shoes</u>, I'd be doing the same <u>thing</u>
Sayin', "There goes my little girl
Walkin' with that <u>troublesome</u> guy"

But they're just <u>afraid</u> of something they can't understand
Ooh, but little darlin' watch me <u>change</u> their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken <u>pieces</u> 'til I'm bleeding
If <u>that'll</u> make you mine

LV

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

$$\frac{8}{20} \times 100 = 40$$

Very poor.

Pre-test

Name : Andi Muhammad Nabil.

Class : XI Mipa 1

Song title : **It Will Rain by Bruno Mars**

Vowel : /ə/ /i/ /ʌ/ /æ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/

If you ever <u>leave</u> me, baby
Leave <u>some</u> morphine at my door
'<u>Cause</u> it would take a whole lot of <u>medication</u>
To <u>realize</u> what we used to have
We don't have it anymore

There's no <u>religion</u> that could save me
No <u>matter</u> how long my knees are on the floor (oh)
So keep in mind all the <u>sacrifices</u> I'm makin'
To keep you by my side
To keep you from walkin' out the door

'Cause <u>there'll</u> be no sunlight
If I lose you, baby
There'll be no <u>clear</u> skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday <u>it'll</u> rain, rain, ra-a-a-ain

I'll never be your mother's <u>favorite</u>
Uh, your daddy can't even look me in the eye
Ooh, if I was in their <u>shoes</u>, I'd be doing the same <u>thing</u>
Sayin', "There goes my little girl
Walkin' with that <u>troublesome</u> guy"

But they're just <u>afraid</u> of something they can't understand
Ooh, but little darlin' watch me <u>change</u> their minds
Yeah for you I'll try, I'll try, I'll try, I'll try
And pick up these broken <u>pieces</u> 'til I'm bleeding
If <u>that'll</u> make you mine

LVII

'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Oh, don't you say (don't you say) goodbye (goodbye)
Don't you say (don't you say) goodbye (goodbye)
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right

'Cause there'll be no sunlight
If I lose you, baby
And there'll be no clear skies
If I lose you, baby
And just like the clouds
My eyes will do the same if you walk away
Everyday it'll rain, rain, ra-a-a-ain

Source : Musixmatch

**Appendix 12 the students' score in Post-test in control class**

Post-test

Name : Nur Amhila Ramadhani

Class : XI Mipa 1 (Sah)

Song title : Somebody's Pleasure by Aziz Hedra

Vowel : /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(ʧ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/

$$\frac{12}{20} \times 100 = 60\%$$

Avaragey.

I've been so busy, ignoring, and hiding
About what my heart actually say
Stay awake while I'm drowning on my thoughts
Sometimes a happiness is just a happiness

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure

I always pretending and lying
Like I'm used to feel empty
'Cause all I got is unhappy
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

**Post-test**

Name : Ratu amiza Utomo.

Class : XI mipa 1

Song title : **Somebody's Pleasure by Aziz Hedra**

Vowel : /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(θ)/ /y,(j)/

$$\frac{15}{20} \times 100 = 75\%$$

75%

Average.

I've been so busy, ignoring, and **hiding**
**About** what my heart **actually** say
Stay **awake** while I'm **drowning** on my **thoughts**
Sometimes a **happiness** is just a happiness

I've never been **enjoyin'** my **serenity**
Even if I've got a lot of company
That **makes** me happy

Soul try to figure it out
From where I've been **escapin'**
**Running** to end all the sin
Get away from the **pressure**

**Wondering** to get a love that is so **pure**
Gotta have to always make sure
That I'm not just somebody's **pleasure**

I always pretending and lying
Like I'm **used** to feel empty
'Cause all I got is **unhappy**
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

LXI

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

$$\frac{10}{20} \times 100$$

$$= 50\%$$

Very poor

**Post-test**

Name : Andi Muhammad Nabil.

Class : XI Mipa I

Song title : **Somebody's Pleasure by Aziz Hedra**

Vowel : /i/ /ʌ/ /æ/ /ə/ /aɪ/ /aʊ/ /eɪ/

Consonant : /sh,(ʃ)/ /ch,(tʃ)/ /j,(dʒ)/ /th,(0)/ /y,(j)/

I've been so busy, ignoring, and **hiding**
**About** what my heart **actually** say
Stay **awake** while I'm **drowning** on my **thoughts**
Sometimes a **happiness** is just a happiness

I've never been **enjoyin'** my **serenity**
Even if I've got a lot of company
That **makes** me happy

Soul try to figure it out
From where I've been **escapin'**
**Running** to end all the sin
Get away from the **pressure**

**Wondering** to get a love that is so **pure**
Gotta have to always make sure
That I'm not just somebody's **pleasure**

I always pretending and lying
Like I'm **used** to feel empty
'Cause all I got is **unhappy**
Happiness, can't I get happiness?

I've never been enjoyin' my serenity
Even if I've got a lot of company
That makes me happy

Soul try to figure it out
From where I've been escapin'
Running to end all the sin
Get away from the pressure

LXIII

Wondering to get a love that is so pure
Gotta have to always make sure
That I'm not just somebody's pleasure, oh-ho-oo

It was in a blink of an eye
Find a way how to say goodbye

I've got to take me away
From all sadness
Stitch all my wounds, confess all the sins
And took all my insecure

When will I got the love that is so pure?
Gotta have to always make sure
That I'm not just somebody's pleasure

Gotta have
Gotta have to always make sure
That I'm not just somebody's pleasure

LXIV

**Appendix 13 Distribution of T-table**

# *t* Table

| cum. prob | $t_{.50}$ | $t_{.75}$ | $t_{.80}$ | $t_{.85}$ | $t_{.90}$ | $t_{.95}$ | $t_{.975}$ | $t_{.99}$ | $t_{.995}$ | $t_{.999}$ | $t_{.9995}$ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | | | | | | Confidence Level | | | | | |

**Appendix 14 Documentation**

**KEPUTUSAN**
**DEKAN FAKULTAS TARBIYAH**
**NOMOR : 3957 TAHUN 2022**
**TENTANG**
**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH**
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBIYAH**

| | | | |
|---|---|---|---|
| Menimbang | : | a. | Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022; |
| | | b. | Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. |
| Mengingat | : | 1. | Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; |
| | | 2. | Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; |
| | | 3. | Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; |
| | | 4. | Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; |
| | | 5. | Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; |
| | | 6. | Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; |
| | | 7. | Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; |
| | | 8. | Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; |
| | | 9. | Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; |
| | | 10. | Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. |
| Memperhatikan | : | a. | Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; |
| | | b. | Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022. |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;** |
| Kesatu | : | Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd. |
| | | 2. Kalsum, M.Pd. |

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

| | | |
|---|---|---|
| Nama | : | Aisyah Ramadani |
| NIM | : | 19.1300.013 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | Improving Students' Pronounciation Ability Through Resso Application Of 2nd Grade SMA Negeri 2 Parepare |

| | | |
|---|---|---|
| Kedua | : | Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi; |
| Ketiga | : | Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare; |
| Keempat | : | Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya. |

| | | |
|---|---|---|
| Ditetapkan di | : | Parepare |
| Pada Tanggal | : | 19 September 2022 |

Dekan,

Zulfah

LXXII

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**
**FAKULTAS TARBIYAH**
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor     : B.3089/In.39/FTAR.01/PP.00.9/07/2023                    10 Juli 2023
Lampiran  : 1 Bundel Proposal Penelitian
H a l     : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
    Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama                     : Aisyah Ramadani
Tempat/Tgl. Lahir        : Parepare, 24 November 2001
NIM                      : 19.1300.013
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester                 : VIII (Delapan)
Alamat                   : Jl. Bau Massepe, Kel. Kampung Baru, Kec. Bacukiki Barat,
                           Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Improving Pronounciation Ability Through Resso Application At The Second Grade Students Of SMA Negeri 2 Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

1  Rektor IAIN Parepare
2  Dekan Fakultas Tarbiyah

SRN IP0000683

## PEMERINTAH KOTA PAREPARE
### DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
*Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

### REKOMENDASI PENELITIAN
#### Nomor : 686/IP/DPM-PTSP/7/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA

NAMA : **AISYAH RAMADANI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. BAU MASSEPE, KEC. BACUKIKI BARAT, KOTA PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IMPROVING PRONUNCIATION ABILITY THROUGH RESSO APPLICATION AT THE SECOND GRADE STUDENTS OF SMA NEGERI 2 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPTD SMA NEGERI 2 PAREPARE)**

LAMA PENELITIAN : **13 Juli 2023 s.d 01 Agustus 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **18 Juli 2023**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**

**Hj. ST. RAHMAH AMIR, ST, MM**
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

**PEMERINTAH PROVINSI SULAWESI SELATAN**
**DINAS PENDIDIKAN**
## UPT SMA NEGERI 2 PAREPARE
Jalan.Jend.Sudirman No.31 Telp.21982 – 21674 Kotak Pos 18 Parepare 91122
Website : http://www.sman2parepare.sch.id Email : smada_parepare@yahoo.co.id

### SURAT KETERANGAN PENELITIAN
Nomor : 317/ 421.3/ SMA.02 / VII / 2023

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Parepare menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | AISYAH RAMADANI |
| NIM | : | 19 1300 013 |
| Program Studi | : | Tarbiyah / Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : | Mahasiswa (S1) |

Benar yang tersebut namanya di atas telah mengadakan Penelitian di UPT SMA Negeri 2 Parepare pada tanggal 13 Juli s.d 20 Juli 2023 berdasarkan surat dari Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.3089/In.39/FTAR.01/PP.00.9/07/2023 tanggal 10 Juli 2023 dengan judul penelitian :

"IMPROVING PRONOUNCIATION ABILITY THROUGH RESSO APPLICATION AT THE SECOND GRADE STUDENTS OF SMA NEGERI 2 PAREPARE"

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 20 Juli 2023
Kepala UPT SMA Negeri 2 Parepare

MARDIAH, S.Pd., M.Pd.
Pangkat : Pembina Tk.I
NIP. 19800906 200212 2 005

#BerAKHLAK | #CERDASKI'
#SIPAKATAU

# CURRICULUM VITAE

**AISYAH RAMADANI**. The writer was born on November 24th, 2001 in Parepare. She is the first child of four children in her family. From the couple, Arman and Arbaiyah. She has two sisters and one brother. She began her study in garden school (TK) H. Andi Iskandar Lumpue and graduated on 2007. She continued her study in the same year on 2007 in Elementary School at SD Negeri 24 Parepare and graduated on 2013. She continued her study at SMP Negeri 9 Parepare and graduated on 2016. She registered in Senior High School SMA Negeri 2 Parepare and graduated on 2019. She continued her education at State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major. Finally, on 2023 she completed her thesis with the title "**Improving Pronunciation Ability through Resso Application at the Second Grade Students of SMA Negeri 2 Parepare**"