A THESIS

**TEACHING PRONUNCIATON BY USING U-DICTIONARY
APPLICATION AT THE SECOND GRADE OF MA
AL-ARSYAD DUNGKAIT, WEST SULAWESI**

By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Nur Ainun Fadhilah. S. *Teaching Pronunciaton By Using U-Dictionary Application at the Second Grade of MA Al-Arsyad Dungkait, West Sulawesi* (Supervised by Nurhamdah and Nur Asiza).

U Dictionary is a free, multilingual mobile dictionary and translation app that provides definitions, translations, and pronunciation assistance for words in over 50 languages. U- Dictionary assumed to be effective as a medium in learning pronunciation, this study aims to describe the improvement of students' pronunciation after using U-Dictionary application at MA Al-Arsyad Dungkait, West Sulawesi.

This research used quantitative approach to analyze the data. The writer applied a pre-experimental research design, involving pre-test and post-test to measure students" ability in pronunciation.The population of this study was 20 students' second grade. The test was used as the instrument in this research. Calculation of the data in this study using automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for the average.

The findings show that the means score of the students's pre-test was 57,6 and the student's post-test was 77,5 which was higher than the average score of the student's pre-test which was at a significance level of 0.05 df = 19 (df = n – 1), and a t-table value of 2,093, a t-test value of 9.41 is obtained. The t-test value is higher than the t-table value. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the implementation of U- Dictiniory is effective in teaching the students pronunciation of Second grade of MA Al-Arsyad Dungkait West Sulawesi. Morever, the use of U-Dictionary application as media in learning process, make the class condition more fun and enjoyable and thus effective in improving students' pronunciation, particularly in the sound and stress word

Keywords : Teaching, Pronunciaton, U-Dictionary aplication

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CHAPTER I

INTRODUCTION

A. Background

Pronunciation is one of important aspects in English. According to Walter pronunciation in English is considered difficult to pronounce since there are differences between the symbol and it sounds. In many cases, students understand the meaning but find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word.[1]

Pronunciation is a very important part when someone is transferring knowledge to other people, especially students and teenagers. Even so, there are still cases in Indonesia where students sometimes lack or are unable to pronounce words in English correctly.

Media is very important in the learning process, good media can increase student understanding and vice versa, media also increases student motivation in learning then prevents boredom, and streamlines the entire learning process that is carried.

Based on the statement above, the problem can be drawn that what teachers need most now is to integrate media and technology available in the hands of students, namely their cellphones, so that later learning is more interesting and more efficient

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[1] Walter S. Avis, "The Importance of Pronunciation In A Canadian Dictionary," *Journal Des Tracducteurs* 4, No. 1 (2019): 21, Https://Doi.Org/10.7202/1061518ar.

so that researchers think this can improve English skills, especially their pronunciation. Actually there are many applications that teachers can use to improve students' pronunciation skills, one of which is the U-dictionary which is a free application available on Android and Iphone.U Dictionary is a free, multilingual mobile dictionary and translation app that provides definitions, translations, and pronunciation assistance for words in over 50 languages. The app includes a voice recognition feature that allows users to hear the correct pronunciation of words in various languages, which can be particularly useful for language learners.

In addition to offering pronunciation assistance, U Dictionary also includes a feature that allows users to record themselves saying a word or phrase and compare their pronunciation to that of a native speaker that according to Murat this type of self-assessment has been shown to be effective in teaching pronunciation skills, as learners can identify and correct their own errors. [2]

U-dictionary media is effective in improving pronunciation according to Ninda Ulfiani in her writing, learning using the U-dictionary increases students' interest in learning, helps them to listen to good pronunciation and practice lots of vocabulary in a more efficient way besides that it can also give students an understanding of pronunciation based on vowels and consonants..[3]

According to Yulianti, another benefit of using U Dictionary to improve pronunciation is that the app allows users to listen to the pronunciation of words in

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[2] Murat, "Curent Perspectives on Pronunciation Learning and Teaching," *Journal of Language and Linguistic Studies* 44, no. 2 (2006): 8–10.

[3] Ninda Ulfiani, "The Effectiveness of U-Dictionary Application Teaching Mediatowardsenglishpronunciation *File:///C:/Users/VERA/Downloads/ASKEP_AGREGAT_ANAK_and_REMAJA_PRINT.Docx* 21, no. 1 (2020): 1–9.

various dialects of a language. This can be particularly helpful for learners who are studying a language that has multiple regional variations, such as English or Chinese. Exposure to different dialects can help learners develop a more nuanced understanding of the language and improve their overall pronunciation skills[4].

Based on the explanation above the researcher intends to use the U-dictionary application to improve students' pronunciation at MA Al-Arsyad Dungkait, West Sulawesi.

B. Research Question

Based on the previous background, the researcher formulated the research question as follow:

1. How is the Students' Pronunciaton Before Using U-Dictionary Application At The Second Grade Of MA Al-Arsyad Dungkait, West Sulawesi?
2. How is the Students' Pronunciaton After Using U-Dictionary Application At The Second Grade Of MA Al-Arsyad Dungkait, West Sulawesi?

C. Objective of the Research

Based on the problem statement above, the objective of this research is to Describe the Improvement of Students' Pronunciaton After Using U-Dictionary Applycation At The Second Grade Of Ma Al-Arsyad Dungkait, West Sulawesi.

D. Significance of the Research

This research is expected to give some benefits:

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[4] Cici Yuliyanti and Leroy Holman Siahaan, "The Effectiveness of Using U-Dictionary Application in Learning English," *Jurnal Pendidikan Bahasa* 9, no. 1 (2022): 2022.

1. To other researcher, the result if this research can be a reference for conducting other research related to this research study.

2. To the English teacher, the result of this research can give additional knowledge and to enrich their techniques in teaching English, especially pronunciation.

3. For the students, it can be an interesting method to learn pronunciation.

E. Scope of the Research

This research is restricted to the improvement of the student pronunciation skill using U-dictionary aplication. The students will give list of words to think, discuss, and share to the classroom. The pronunciation assessment is focused on sound and stress word. And then, this research had conducted at the Second Grade of MA Al-Arsyad Dungkait, West Sulawesi.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Not Many researchers' have conducted their research on use U-dictionary to increase student pronuciation, but some of the research below has a relationship with the title that the author will examine.

The first research was from Dewi, the research tittle was "The Use U-Dictionary to Increasing the Student' Vocabulary" the result of his reserach was Based on the pre-test result, it was showed that the students only master about fifty words for the four categories; noun, adjective, verb and adverb. It is not a good condition where the senior high schools students only master about fifty words. It is equal to primary students' vocabulary. During the research, the students got many vocabularies at least one hundred new words based on the category; noun, adjective, verb and adverb.[5]

The second research was from Sri, the reserach tittle was "The Use of U-Dictionary Application In Teaching Students' Vocabulary at the Second Grade of Junior High School 10 Tapung" the result of his reserach showed that there was significant difference between the students' vocabulary mastery taught using and without using U-Dictionary application at the second grade of Junior High School 10 Tapung.[6]

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[5] Dewi Wulandari And Cici Handayani, "The Use U-Dictionary To Increasing The Students' Vocabulary," *Jurnal Penelitian Pendidikan Bahasa dan Sastra* 5, No. 2 (2020): 60–65.

[6] Sri Wulandari, "Students ' Vocabulary at the Second Grade," *UIN Suska Riau*, 2022, 3.

The thirth reserach was from Juwita, the research tittle was The Students' Perception Of Using U-Dictionary In Learning Pronunciation At Stba Pontianak, the result of his reserach showed that most of the students think that as English study program students, learning pronunciation is important, and they perceived that the "perfect English pronunciation feature" in U-Dictionary is practical to overcome difficulties in learning pronunciation in a fun way.[7]

The forth research was from Agus , the research tittle was The English Students' Perception in Using Google Translate and U – Dictionary at Translation Class the result of his reserach showed that the applications very helpful and can help students to translate word or sentence. The students can also use the applications anywhere and anytime without bringing book dictionary, it also easy to find the source language and very fast but it will make the students addicted to use the applications continuously and make them lazy to think. Most of the students choose U-Dictionary to translate because the word choices are correct and the meaning and the grammatical is better. Then the applications can improve students' translation ability such as the students know how to say the sentence although they don't know about the structure and it also help the students to understand the meaning of the sentence.[8]

The last research was from Yolanda with tittle was Learning pronunciation component using u-dictionary application The finding of this research was showed

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[7] Juwita Juwita, Agus Riadi, And Magpika Handayani, "The Students' Perception Of Using U-Dictionary In Learning Pronunciation At Stba Pontianak," *Jurnal Ilmiah Spectral* 6, No. 1 (2020): 041–051, Https://Doi.Org/10.47255/Spectral.V6i1.46.

[8] Agus Setiawan And Mersi Axelina, "The English Students' Perception In Using Google Translate And U-Dictionary At Translation Class," *International Social Sciences And Humanities Umjember Proceeding Series* 2, No. 1 (2023): 1–6, Http://Proceeding.Unmuhjember.Ac.Id/Index.Php/Issh.

that the application can assist her in learning pronunciation components, especially for segmental features such as vowel and consonant and supra-segmental ones in intonation. In short, the U-Dictionary application can assist a student in learning pronunciation components even for supra-segmental features only one aspect existed.[9]

The difference between the research that will be carried out by the researcher and previous research is that research 1 and 2 focus on using the U-dictionary to increase student vocabulary, then for research 3 it deals with student perceptions without looking at the facts of the students' abilities themselves, the essence of which is the difference in research methods, for research 4 emphasizes more on the function of the U-dictionary as a tool for translating, and the last one is research 5 which focuses on pronunciation but only on the intonation of each word.

The research equation above and all the research that will be carried out by the researcher is using the U dictionary media as a variable in the research then the object of the research is the students and the last is to provide views on the effectiveness of the u dictionary application as a media in teaching English pronunciation, especially sound and stress word.

B. Some Pertinent Ideas

1. The Concept of Pronunciation

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[9] Yolanda Aprilia, Yousef Bani Ahmad, And Universitas Singaperbangsa Karawang, "Learning Pronunciation Component Using U-Dictionary Application," *Journal Of Applied Studies In Language* 4, No. 2 (2020): 195–201, Http://Ojs.Pnb.Ac.Id/Index.Php/Jasl.

In order to develop communicative efficiency in pronunciation, the students should understand how sounds are made, then how stress and intonation are used. This case is something the teacher can tell them through explanation and example. Furthermore, they also need hear the language used to. But, teacher must explain what pronunciation is and how it covers sounds, stress, and intonation in English.

a. Definition of Pronunciation

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown.

According to Jogland, pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language.[10] Meanwhile, Roki defines pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.[11]

Those above definitions have already covered the whole meaning of pronunciation. In general, it can be conclude that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

b. Element of Pronunciation

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[10] Lohakare Jogdand, Laxman & Rohini, "Learning English Pronunciation With The Help Of Smartphone," *Topics In Language Disorders* 5, No. 4 (2021): 53–65.

[11] Kurniadi Roki, "Learning English Pronunciation By Using Online Media," *Pronun*, 2020.

Sukiani divides the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmental. [12]

On the other hand, suprasegmental cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental. The researcher concludes that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them because both segmental and suprasegmental features are connected to each other.

c. Segmental Features of Pronunciation

English segmental features include vowels, diphthongs, and consonants. Here are the classifications:

1) Vowel.

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction. English vowels are divided into two kinds, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/,/ɔ/.

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[12] Sukiani, "Improving Students' Pronunciation Ability Through Tongue Twisters Method At The Second Grade Students Of Mts Al-Hamidiyah Nw Sidemen In Academic Year 2019/2020," *File:///C:/Users/Vera/Downloads/Askep_Agregat_Anak_And_Remaja_Print.Docx* 21, No. 1 (2020): 1–9.

There are some processes that are responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/frontness and roundedness.

    2) Diphthong.

       Diphthong is included in a vowel sound with a special feature.Alan draws that diphthong is a part of vowels in the main features of pronunciation diagram as follow[13]:
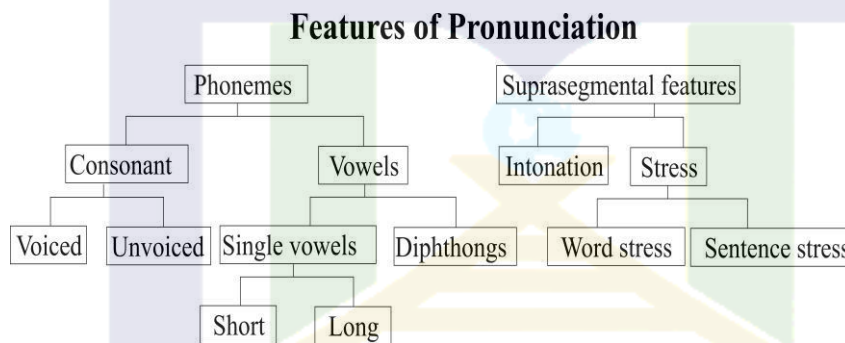
According to Murat, diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: „lay‟, „how‟, „hair‟, „boy‟, „poor‟, etc.[14]

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[13] Cruttenden, Alan. *Gimson's Pronunciation Of English*. Routledge, 2014.

[14] Murat, "Curent Perspectives On Pronunciation Learning And Teaching," *Journal Of Language And Linguistic Studies* 44, No. 2 (2006): 8–10.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. There are two kinds of diphthongs in English, centering diphthongs end with a glide toward /ə/ such as: /eə/, /ɪə/, and /ʊə/, they are called 'centring' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /aɪ/, /ɔɪ,/aʊ/, and /əʊ/. The glide is towards a higher position in mouth.

In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a closing diphthong. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthong.

3) Consonant

Murat also explain , The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

a. Voiced consonants: / b, d, dʒ, g, j, l, m, n, r, v, ð,y, z, ʒ, ŋ /

b. Unvoiced consonants: /f, p, t, ʧ, k, θ, s, ʃ/

To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced.

Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words. [15]

    d. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences.Murat expalined There are four kinds of suprasegmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate a meaning and intention. The second is intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.The third is pause. English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language. In English, rhythm is stress timed. For example, "Can you see the van?" the words see and van take primary stresses for special purposes. This means that the time between two primary stresses is the same.[16]

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[15]Murat, "Curent Perspectives On Pronunciation Learning And Teaching," *Journal Of Language And Linguistic Studies* 44, No. 2 (2006): 8–10.

[16] Murat, "Curent Perspectives On Pronunciation Learning and Teaching," *Journal of Language and Linguistic Studies* 44, No. 2 (2006): 8–10.

Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

e. Students' Problem in English Pronunciation

In our country, English plays as a foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word Island is pronounced /ˈaɪ.lənd/. Whereas in Indonesian language, we pronounce it /island/. Ho gives Another problem or difficulty in learning pronunciation is people"s hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words[17]. Ekthair gives a good illustration related to how important our ears are. He says: "Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak." [18]

The above illustrations often occur to somebody who learns English. If one cannot listen to English pronunciation well, he cannot produce it well too. In general, it can be concluded that there are many differences between English and Indonesian

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[17] Laina Ho, "Pronunciation Problems Of Prc Students," *Teaching English To Students From China*, 2003, 74–90, Http://Books.Google.Com/Books?Hl=En&Lr=&Id=Qi4v5m6riduc&Oi=Fnd&Pg=Pa138&Dq=Pronunciation+Problems+Of+Pre+Students&Ots=G9zrearhxa&Sig=Vami1dbh40hgqkbytyzcx-7xnei.

[18] Elkhair Muhammad Idriss Hassan, "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology," *English Language and Literature Studies* 4, no. 4 (2014): 31–44, https://doi.org/10.5539/ells.v4n4p31.

pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in Indonesian language. It''s possible that students find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning.

a) **Teaching Prounciation**

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility[19]. However, Nation and Newton argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners'' phonological loop affect learners gain stable pronunciation[20]. Nation and Newton explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop.[21]

Kenthworhy argues that for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language. So, it is important for

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[19] Derwing and Munro, "How Is Pronuciation," *Cybernetics: Journal Educational Research and Sosial Studies* 2, no. April (2021): 1–10.

[20] Newton, J. (2017). Pronunciation and speaking. In *The Routledge Handbook of Contemporary English Pronunciation* (pp. 336-351). Routledge.

[21] Newton, J. (2017). Pronunciation and speaking. In *The Routledge Handbook of Contemporary English Pronunciation* (pp. 336-351). Routledge.

teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.[22]

Kelly offers several techniques and activities to improve students" pronunciation[23]:

1) Drilling.

Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is away to drill the whole students. By doing this, students can build confidence .Secondly, chaining is one of the way to help students" difficult sentences.

2) Chaining

Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly,open pair" drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.

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[22] Joanne Kenworthy, "Teaching English Pronunciaton," 1987.

[23] Kelly, G. (2000). How to teach pronunciation (J. Harmer, Ed.). *England: Longman.*

3) Minimal pairs and related activities.

In minimal pairs activity, teachers provide students pairs of similar words in which they have one or more different phoneme. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change .

4) Pronunciation and spelling activities.

These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations (*Why don't you read this book?* And *I've already read it.*) Meanwhile, homophones are words that have same pronunciation but different spelling (*write* and *right*; *there, their* and *they're*). Another related activity is in a discovery type exercise like the example below:

hat hate kit kite cut cute in that activity, students can recognize how the vowel sound changes when the letter *e* is added.

5) Taping students" English.

Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

6) Listening activities.

Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.

7) Reading activities.

In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.[24]

b) U- Dictionary

U-Dictionary is one of mobile media and one the online and also offline dictionaries that can be downloaded from an android or smartphone. According to Ari It is a light application for translating more than 30 languages without internet connection[25], U-Dictionary currently supports Android 4.0.0 and IOS 3.0.0 smartphones which were just released on March 24th, 2016, offered by Youdao, Hongkong. In 2019 U-Dictionary has been downloaded by nore than 50 million users in worlwide. With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. Besides translating a word or text, U-Dictionary can also to be used to look up definitions via Collins Dictionary or Wikipedia. Even, everyone can listen to the pronunciation whenever the android smartphone has an Internet connection. The exercises and tests

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[24] Kelly, G. (2000). How to teach pronunciation (J. Harmer, Ed.). *England: Longman*.

[25] Ari Safina And Febiana Rahardiyanto, "U-Dictionary In Students' Perspective: What Do They Need To?," *Proceeding Of 1st Conference Of English Language And Literature (Cell)*, No. 2016 (2019): 7, Https://Www.Mendeley.Com/Catalogue/Be183eb9-682e-3400-Bfe7-0bb992c0b5a6/.

are especially great for teaching your fluency in any language you want, particularly English.

According to Maria U-Dictionary has several features that can support students in learning english especially in listening[26]. So, the advantages of U-Dictionary that can make learn English quickly are as follows:

1. Translate Images with a Camera

You can translate English that is displayed anywhere directly using the camera.   Just scan it, without the hassle of re-typing, the meaning will appear in Indonesian immediately.

2. Learn English from the Android Lockscreen

Besides being able to learn English using a camera, by installing U-Dictionary on Android, you can learn English directly from the lockscreen of your smartphone. So every time you open the lockscreen, you will immediately be treated to new English vocabulary that you can learn.

3. Play Games to Learn English

According to yulianti Using the U-Dictionary, you can learn English in an easy and fun way[27]. So in this English learning application you can add new vocabulary through the games provided in it. Yulianti also expalined How to use U-Dictionary :

a) Download and install the U-Dictionary application on your cellphone

b) After that opend the U-Dictionaryy that has been downloaded

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[26] Siti Maria Ulfa, "Using U-Dictionary To Improve Students' Ability In Spelling Words At Mts Nurul Iman Luwu Timur," 2022, File:///C:/Users/User/Downloads/Skripsi Siti Maria Ulfa-Using U-Dictionary To Improve Students'bility In Spelling Words.Pdf.

[27] Yuliyanti, C., & Siahaan, L. H. (2022). The Effectiveness of Using U-Dictionary Application in Learning English. *INTERACTION: Jurnal Pendidikan Bahasa*, *9*(1), 38-50.

c) Once opened there will be a display like the one bellow. Select start and then select Indonesian

d) Afrter that the main menu of the aapplication will be displayed. You can enter the word or the sentence you want to translate

e) And if you want to see listening features, scroll it down you will see a screen like this. Then select the feature of listening, the the sreen will be showing text and audio of listening.[28]

4. Advantage and Disadvantage of U-Dictionary

    a. Advanatage of U-Dictionary

        Each application has advantage and disadvantage, the following are the advantages and disadvantages of the U-Dictionary Application :

        1. There are various features of translation

            The translation features in the U-Dictionary is magic translate, translator camera and translate directly by voice and word. U-Dictionary can also use offline and able to translate others languages.

        2. User friendly

            The U-Dictionary application is easy to use, each user otomatically will understand the feature and how to use that feature because it is simole as we use whatsapp application. The U-Dictionary application also supporting translation on whatss app.

        3. Able to translate others languages

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[28] Yuliyanti, C., & Siahaan, L. H. (2022). The Effectiveness of Using U-Dictionary Application in Learning English. *INTERACTION: Jurnal Pendidikan Bahasa*, *9*(1), 38-50.

In U-Dictionary application we can learn various languages such english, English, Korean, Arabic and more.

4. Each word translation will be complemented with a word class and sample sentences

Each word translation will be equipped with word classes, example sentence adjective degree and so on. With this feature, it can be indirectly increase vocabulary

b. Disadvantage of U-Dictionary

The following are disadvantages of the U-Dictionary Application :

1. There are still many ads that often appear

The first disadvantage is that many ads still appear. The ad itself on application tyhe user uncomfortable andinterferewith the quality of the application itself

2. There are several paid feature

In the use of U-Dictionary application it pays for some. Although the U-Dictionary is available for free at the playstore, in fact various menu options that pay for it

C.   Conceptual Framework

```
              ┌─────────────────────┐
              │      TEACHING       │
              │    PRONUCIATION     │
              └─────────────────────┘
```

DRILLING	LISTENING	READING	CHAINING

```
              ┌─────────────────────────────┐
              │  (U- Dictionary Application )│
              └─────────────────────────────┘
```

OCR	TRANSLATE	WORD GAMES

VOICE	WORD

IMPROVEMENT OF STUDENTS' PRONUCIATION

SOUND	STRESS	INTONATION
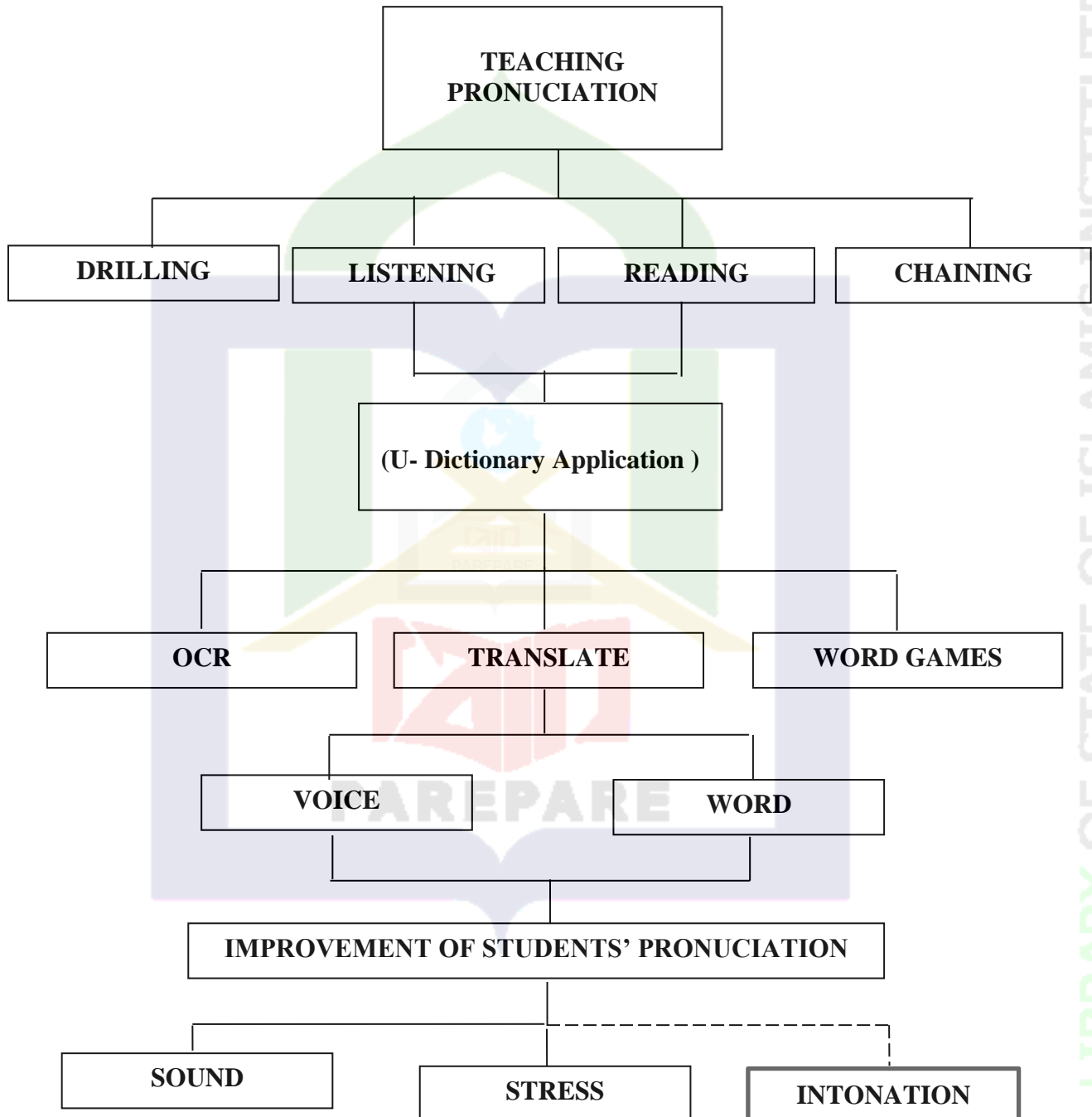
In this research, the researcher analyze the improvement of the students" pronunciation through U-dictionary application. Before the treatment using U-dictionary application the researcher give pre-test, after the test use U-dictionary application in the class, after the pre-test and treatment researcher give the final test or post-test to know the data that text-to- speech software can improve students" pronunciation.

D. Definition of Operational Variabel

The researcher explain about the operational variable:

1. The independent variable is U-Dictionary Application which using for teaching pronunciation

2. The independent variable is student's pronuncation namely: sound and stress word

E. Research Hypothesis

The hypothesis of this research are formulated as follows:

1. Null hypothesis (Ho) : There is no improvement of the students" pronunciation.

2. Alternative hypothesis (Ha) : There is an improvement of the students"pronunciation.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. Method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this research, the researcher use a quantitative approach to analyze the data. The researcher applied a pre-experimental research design, involving pre-test and post-test to measure students" ability in pronunciation. Also, the researcher use test in the last meeting to find out the students" improvement through the use U-dictionary application. The research design is presented in the following table

Pre- Test	Treatment	Post-Test
O_1	X	O_2

Keterangan:

O1 : Pretest

X   : Treatment

O2 : Posttest

B. Research Variable

There are two kinds of variable in this research. They are:

a) Independent variable

Independent variable in this research is the using U-dictionary Application

b) Dependent variable

Dependent variable of this research is improvement of the students' speaking ability in term of speaking accuracy and speaking fluency.

C. Location and Duration

The location of the research will be conduct In MA Al-Arsyad Dungkait, It located in Kec.Tapalang Barat. Mamuju city , West Sulawesi and the research will do the research about 45 days including of analysis data.

D. Population and Samples

a) **Population**

The population of this research is 60 of students from MA AL Arsyad Dungkait which will be described using the table below:

CLASS	STUDENTS
X	18
XI	20
XII	22
TOTAL	**60**

b) **Samples**

The sample of this research is 20 students which is from Eleventh grade , the sample will take by using purposie sampling technique, According to Sugiyono,purposive sampling is a sampling technique with certain considerations in it[29] .The reason why the researcher take class XI because the class had been taught English for one year starting from grade X but there were still problems with the pronuciation so the researcher hope to see this comparison later.

E. Procedure of Collecting Data

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely test .

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills,

1) *Pre-test* is an activity to test the level of students' learning writing of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher will gave pre-test to students' to identify the students' pronuciation.

2) *The post-test* is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in English. The smilar test will be given from pretest.

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[29] Dr sugiyono Prof., "Metode Penelitian Kuantitatif Kualitatif Dan R&d. Intro (PDFDrive)," *Bandung Alf*, 2011.

b). Treatment

This treatment conducted for six meetings. The procedure of the treatment as follow:

1) The First meeting is introducing about the application and the feature, then give the students pre-test

2) The second meeting is give them a short story and also time to type it and listen the corrcet way from the aplication how to pronunce all the story.

3) The thirth meeting is practice for all of students by read that stroy in front of the class.

4) The forth meeting is repition drilling (the researcher will model the language and the class will repeat)

5) The fifth meeting is reading aloud (the student continue to practice and read the short story in front of the class)

6) The sixth meeting is students and researcher read the short story together and analyze how to pronuce word by word then give them post-test

F. Instrument of theq Research

According to Sugiono saying an instrument is a tool used to collect data. It means that instrument are a tool or facilities that are used by the writer to collect the data completely and systematically.[30]

The instrument of this research is pronunciation test, researcher give the students short story to read as a pronunciation test. It apply in pre-test and post-test segment. Pre-test aimed to find out the prior knowledge of students" pronunciation and it

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[30] Dr Sugiyono Prof., "Metode Penelitian Kuantitatif Kualitatif Dan R&D. Intro (Pdfdrive)," *Bandung Alf*, 2011.

conduct at the first meeting. While, post-test aims were designed to find out the improvement of the students' pronunciation after using U- dictionary application at treatment and it conduct at the last meeting.

G. Technique of Data Analysis

To calculate students learning outcomes, the researcher used automatic data Analysis on MicrosoftExcel by using the menu:

a. Bringing out the data analysis icon.

1) ClickFile –Option–Adding

2) Choose excel adding in the option of manege.

3) Click go.

4) Check list the analysis took pack the click ok.

5) The data analysis menu will showout in the toolbar of data.

b. Processing data

1) Click data-data analysis.

2) Click T-test paired two sample for Means.

3) Input data from the Pre-test and Post-test with the label.

4) Check list labels box.

5) Alpha 0,05 (5% of mistakes accepted)

Then table show.

a) Mean score of Pre-test and Post-test.

b) Total sample.

c) T-test.

d) T-table.

CHAPTER IV

FINDING AND DISCUSSION

The chapter consist of two parts, namely research findings and discussion of the research include a description of the data result collected through test which can be discussed in the section below.

A. Findings

1. The data of Students' Score on the Pre-test and Post-test

   The researcher obtein the Pre-test data which was the students' score bfore giving treatment using U-Dictionary. While the Post-test was the students' score obteinrd after being given tratment using the U-Dictionary.

Table 4.1 Students' scores in the Pre-Test

No	Score of Students'	Students	Classification
1.	86-100	-	Excellent
2.	71-85	3	Very Good
3.	56-70	8	Good
4.	41-55	9	Poor
5.	<40	-	Very Poor

Table 4.2 Students' scores in the Post-Test

No	Score of Students	Students	Classification
1.	86-100	2	Excellent

2.	71-85	16	Very Good
3.	56-70	2	Good
4.	41-55	-	Poor
5.	<40	-	Very Poor

Based on the data table of students' score pre-test and post-test above, the results for the categories the pre-test score of with very good classification of 3 students and the score of with good classification of 8 students, and score with of poor classification of 9 students. In the post-test the results for the categories score of with Excellent classification of 2 students, and the score with very good classification of 16 students, and score with of good classification of 2 students.

2. Score's Criteria

The researcher conducted pretest and posttest before and after doing treatment which chooses one class as the sample. The instrument was given to the eleventh grade students. The scores of pretest and posttest are devided by five criteria which could be seen in the table :

Table 4.3 The Score's Criteria

No	Classification	Scores
1	Excellent	86 -100
2	Very Good	71 – 85
3	Good	56 – 70
4	Poor	41 – 55
5	Very poor	< 40

Based on the table 4.3 above, the scores criteria was divided into 5, they are excellent, very good, good, poor, and fail. The one that categorized as being excellent were the students who got 85 to 100 as their scores. The category of being very good was that the students have to get score between 71 and 84. The students who got 60-70 as their score would be categorized as good. And the one who would be categorized as poor were the students whose score was between 40 and 59. Lastly, students whose score was 39 or below would be categorized as failed.

3. The Result of the Pre-test and Post-test

Table 4.4 The mean score of the pre-test and post-test

	Pre-test	*Post-test*
Mean	57,6	77.6
Sample	20	20

The result of the comparison of the mean score of the pre-test and the mean score of the post-test show there was a difference, the mean score of the post-test was higher than the mean score of the pre-test, so in this case it can be interpreted that there was an effective to teaching the students pronunciation of Second Grade Of MA Al-Arsyad Dungkait, West Sulawesi after the treatment using U-Dictionary Application.

4. T-Test

The results of automatic data analysis with Microsoft Excel 365 using toolbar menu t-test paired two samples for means which aims to determine the difference in the mean between the two paired data samples of pre-test and post-test.

The following table shows the results of automatic data analysis with Microsoft Excel 365.

The result of the calculation of the data analysis are displayed in a table.

The table shows below:

    a.   The mean score of pre-test and post-test

    b.   Total sample

    c.   T-stat or T-test

    d.   T Critical Two-tail or T-table

Table 4.5 T-test paired two sample

	Pretest	Postest
Mean	57.600	77.550
Variance	88.989	40.155
Observations	20	20
Pearson Correlation	0.831	
Hypothesized Mean Difference	0	
Df	19	
t Stat	-16.362	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.729	
P(T<=t) two-tail	0.000	
t Critical two-tail	2.093	

The table above shows that the t-statistics value or t-test value was 16.362, then the number of observations or the number of the data was 20 so that the df was 19 (Df = N - 1) for significance level (α) 0.05 the value of t-critical two tails or t-table was 2.093.I t can be concluded that the pronunciation of students has increased or better after the treatment was applied.

The U-Dictionary application does not provide an auto correction for pronunciation test, so the researcher used a manual for processing the data students' score on the pre-test and post-test. Therefore it can be stated that the implementation of U- Dictionary was effective to teaching students' pronunciation at the second grade of MA Al-Arsyad Dungkait, West Sulawesi.

B. Discussion

Pronunciation is a very important part when someone is transferring knowledge to other people, especially students and teenagers. Even so, there are still cases in Indonesia where students sometimes lack or are unable to pronounce words in English correctly, this is what researcher found when making observations in one an Islamic school in West Sulawesi Province, to be precise at MA Al-Arsyad Dungkait, students at the school do not understand how to pronounce words properly in English and its Based on an interview conducted by researchers with one of the english teacher at MA Al-Arsyad Dungkait, that said:

> "Siswa mulai dari kelas satu bahkan sampai kelas tiga memiliki pengucapan atau pronunciation yang buruk, dikarenakan mungkin media yang saya pake agak kurang mendukung untuk meningkatkan pengucapan atau pronuciation siswa,kadang juga anak-anak kurang memperhatikan pelajaran karena lebih tertarikki sama Hpnya"

The above facts are supported by interviews conducted by researchers to one of the eleventh grade students , said that:

> "Capekki kak biasa belajar bahasa inggris karena itu-itu terusji di kasiki tugas di ksiki banyak kata sedangkan kata tersebut tidak kita

taui apa artinya sama cara sebutkan i, guru juga kalau masuk mengajar palingan na kasi ki ji video yang na putar pake lcd sama laptop kurang juga prakteknya"[31].

Based on the statement above, the problem can be drawn that what teachers need most now is to integrate media and technology available in the hands of students, namely their cellphones, so that later learning is more interesting and more efficient so that researchers think this can improve English skills, especially their pronunciation

Based on the results of data analysis, it was shown that the U- Dictionary application was effective in learning pronunciation, from the results of data analysis it could be seen that there were significant differences between student achievement before and after using this application. given treatment to students higher than the score on the pre-test before teachingi carried out using the U- Dictionary application which contains pronunciation. The results of the calculation of the average value of the pre-test and post-test showed an increase, the average value of the pre-test was 57,6 while the average value of the post-test was 77.5 so that it can be seen that the average value of students in post -test is higher than the average student's pre-test score.The researcher found that good media and practical is effective to improve student's pronunciation.

In implementation, U-Dictionary makes it easy for students to pronounce words, due to the practicality of U-Dictionary which provides pronunciation features like native speakers, so students can be helped with that application. U-Dictionary is simple to use since it gives both the meaning and the spelling of words, making it

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[31] Muhammad Awal,Student, Interviewed on May 6th 2023.

useful for both expanding vocabulary and improving the ability in pronunciation of English words. Voice clearness from using the pronunciation feature on U-Dictionary really helped the students because the sound was look like native speaker. So students can understand easily in learning pronunciation words using U-Dictionary. Electronic dictionaries provide users with authentic recorded voice features, it can assist students in pronouncing words like native speakers.

Based on the data findings, can be concluded that U-Dictionary application is effective as a learning media in teaching pronunciation for the second grade students at MA Al- Arsyad. It has a corresponding with the research that done by Dewi Wulandari and Cici Handayani by the title "The Use U-Dictionary as a learning media to Increase the Students' Vocabulary in Teaching Speaking". Based on the research result and discussion, it is concluded that U-Dictionary has positive or good effect as learning media in teaching speaking particularly increasing the vocabulary, the 67 students" vocabulary has increased significantly. During the research, the students got many vocabularies at least one hundred new words based on the category; noun, adjective, verb and adverb.

U- iDictionary can be used as an effective learning media in teaching the students" pronunciation. U-Dictionary is one of English offline dictionary that can be downloaded by every student in every grade. It can be found at playstore, one of application in android phone. It is easy to use either to increase the vocabulary or to improve the ability in pronouncing English word because U-Dictionary not only provides the meaning of a word but also giving the spell of a word.

U-Dictionary also has other features that make the user enjoy and comfortablesuch as funny videos, learning videos, games that increase student's

motivation. Thelast, using mobile applications ease students nor teachers in getting learning material and save time. U-Dictionary can be recommended as a learning media for Englishteachers and learners in assisting them studying the four skill - speaking, reading, writing, listening- because it consists of some features which support four of them.

In implementation, U-Dictionary makes it easy for students to pronounce words, due to the practicality of U-Dictionary which provides pronunciation features like native speakers, so students can be helped with that application. It was accordance with Wulandari & Handayani stated that U-Dictionary is simple to use since it gives both the meaning and the spelling of words, making it useful for both expanding vocabulary and improving the ability in pronunciation of English words. Voice clearness from using the pronunciation feature on U-Dictionary really helped the students because the sound was look like native speaker. So students can understand easily in learning pronunciation words using U-Dictionary. Electronic dictionaries provide users with authentic recorded voice features, it can assist students in pronouncing words like native speakers. Mohamad also mention the quality of audio recording that used native speaker in U-Dictionary.

Rahayuningtyas also said that she used an Online Dictionaries by general at all in the middle school level students. The effectiveness of Online Dictionaries can be shown in the following points: 1) the mean score of students on pre-test taught by using Online Dictionaries was 58.40, and the mean score of post-test was 70.93. The gain of the mean score was 12.53. 2) the mean score of students on pre-test taught without Online Dictionaries was 56.42, and the mean score of post-test was 58.23. The gain of the mean score was 1.81. 3) the result of t-test at significance level of

0.05 showed that the significant values (sig-2 tailed) was 0.00 smaller than 0.05 (0.00 < 0.05). The result means that there is significant different in pronunciation of the students taught by using Online Dictionaries and those taught by using conventional method. It can be said that Online Dictionaries gives significance effect to the language users especially in learning pronunciation.

That electronic dictionaries have secured their place within pronunciation instruction as they seem to have become an effective tool in practicing and improving the pronunciation of EFL learners. EFL learners have become fairly interested in practicing their pronunciation through modern electronic dictionaries. Indeed, the wealth of information provided by these dictionaries makes them a reference tool that not only give information on various aspects of vocabulary knowledge but also functions as a language learning device. The electronic dictionary helps students in translating and understanding unfamiliar words, sentences, paragraphs, and texts, and even provides synonyms. At the same time, the electronic dictionary can improve their vocabulary acquisition. lectronic dictionary is easy to use and makes time more efficient. U dictiniory efficient in translating and finding the meaning of a word because it can be accessed via a cellphone and taken anywhere. Electronic dictionary becomes a choice for those who want easiness, and time more efficient.

According to the result about the use of U-Dictionary application in the English learning process, the strengths were the use of U-Dictionary: it has a transcript from oxford dictionary; it can be used in an offline situation; has a good pronunciation, because there are two types of accents, there are UK (British) and US (American); there is a simple sentence to challenge yourself in pronunciation; it has a sound icon that can listen to the sound from native speakers

about good pronunciation and has a conversation icon that can be translated directly; there is a game that can hone pronunciation like spelling games and this application could help students in developing ideas for pronunciation ability. And the weaknesses of U-Dictionary were; this application does not have vowel charts, it does not has pictures of organs of speech, and also too many ads appearing in this application

This study finds out the students' perception of the constraints and benefits of using U-Dictionary application in learning pronunciation. The explanation of the finding is as follow.

1) **The Constraints of Using U-Dictionary Application**

This aspect discussed The constraints encountered when using the U-Dictionary application taken from the students' perception. U-Dictionary has many features, and some of them can be used in offline mode but some other only available in an online mode such as perfect English pronunciation feature. If the phone is offline, the feature can not be used. Students said that the constraint is the signal, and if the signal is not good then the application has a little problem with responses for getting the clear voice for giving the pronunciation score. In the perfect English pronunciation feature there is an original sound for the user to hear and follow to pronounce the sentence or words before do the challenge. In U-Dictionary application has many ads. When the user start to open the application, it shows up the ads for three seconds, and it cannot skip that ads when using the grammar feature, but the user wants to back to the first page, the ad will appear, and the user needs to

click on the x sign to remove the ad. Ads will also appear at the bottom of the display, and it only exists on the quiz available in U-Dictionary.

2) **The Benefits of Using U-Dictionary Application**

The last aspect discussed the benefits of using U-Dictionary application. All of the participants agreed that U-Dictionary application is practical and beneficial for the users to overcome difficulties in learning pronunciation. The benefits of using U-Dictionary Application taken from the students' perception. They believed that there are a lot of benefits when using the U-Dictionary, it had the original sound like a native voice help the user could listen, and how to Students' perceptions, U-Dictionary application, Pronunciation pronounce the word or sentence. Moreover, it makes the pronunciation better. Students said that "this app is good and helpful especially for English learner neither formally nor informally". However, base on their perceptions, all participants are going to use this application in the future.

In the learning process students are expected to get more opportunities to carry out learning activities rather then receiving the learning provided, this is based on constructivism theory. Based on Discroll that constructivist theory rests on the assumption that knowladge is constracted by learners as they attempt to make sense of their experience. Learners, are not empty vessels waiting to be filled, but rather activeorganisms seeking meaning. His is means that according to constractivism theory, knowladge is built by stdents

themselves by trying to give meaning to their experiences. But students are not just pipe channels empty waiting to befilled, but must actively seek.

Morever, the use of U-Dictionary application as a media in learning process, makes the class condition was more fun and enjoyable and thus effective in improving students' pronunciation

CHAPTER V

CLOSING

A. Conclusion

The result of this research is show that the implementation of U-Dictiniory is effective to teaching stusents' pronunciation mastery. Based on the results of the data analysis that has been carried out at the Second Grade of MA Al-Arsyad Dungkait, West Sulawesi, found that there were differences in the result of students' pronunciation it was before and after being given treatment using U- Dictiniory. Show that the means score of the students's pre-test was 57,6 and post test 77,5 which was higher than the average score of the student's pre-test which was At a significance level of 0.05 df = 19 (df = n – 1), and a t-table value of 2,093, a t-test value of 9.41 is obtained. The t-test value is higher than the t-table value. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the implementation of U- Dictiniory is effective to improve the students pronunciation of Second grade of MA Al-Arsyad Dungkait West Sulawesi.

B. Suggestion

From the results of the discussion and conclusions that the authors have done, the authors suggest:

1. For teachers, the U-Dictionary application can be an alternative to teaching pronunciation skills. Teachers are also expected to provide methods, strategies, or learning techniques that can make students excited about learning, especially in student learning

2. For students, they should apply methods or techniques from the teacher to master pronunciation because mastery of pronunciation plays an important role in learning English, to develop language skills. The students should train themselves as much as possible to exercise their knowledge and teaching their pronunciation.

3. For further researchers, this research can be a reference for further research, with different samples and techniques.
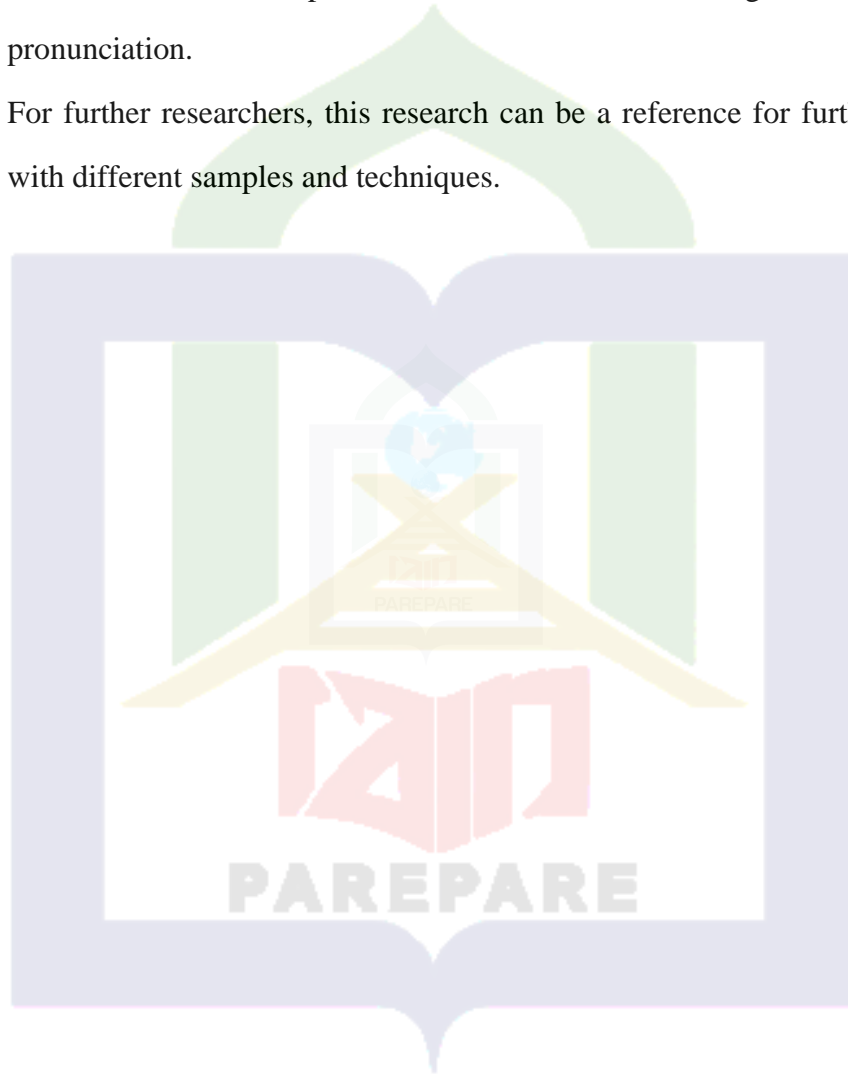
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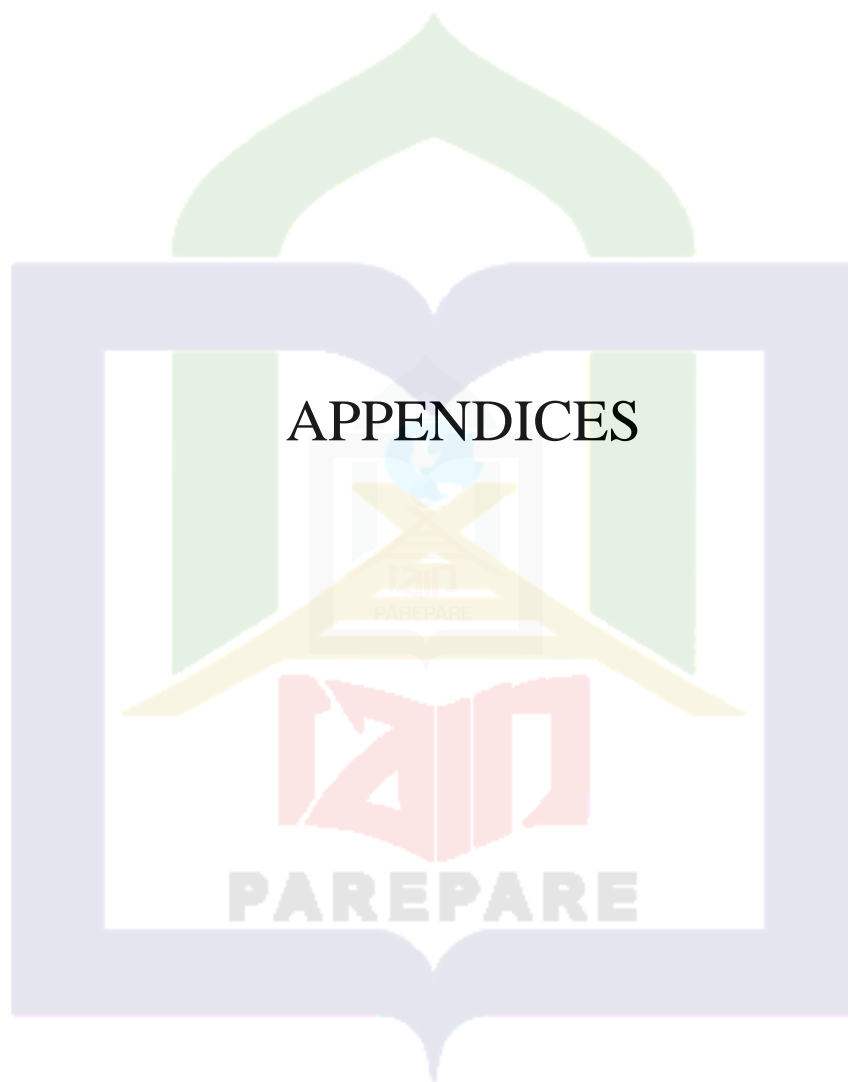
APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307

VALIDASI INSTRUMEN PENELITIAN PENULISAN
SKRIPSI

NAMA MAHASISWA   : Nur Ainun Fadhilah S

NIM   : 19.1300.037

FAKULTAS   : TARBIYAH

PRODI   : PENDIDIKAN BAHASA INGGRIS

JUDUL   : Improving Pronunciaton By Using U-Dictionary
Appication At The Second Grade Of MA Al-Arsyad
Dungkait, WEST SULAWSI

1. Pre-Test

Read The story below with correct pronuciation

A Trip to the Forest

One bright and sunny day, Sarah and her friends decided to go on a hike in the forest. As they walked along the trail, they heard the rustling of leaves and the chirping of birds. Suddenly, they saw a deer running across their path. As they walked further, they came across a babbling brook and decided to take a break. They sat down on the rocks and started munching on some snacks.

After a while, they decided to explore the dense forest. As they walked, they came across a spooky abandoned cabin, which gave them the creeps. They continued on their journey and came across a pond with some ducks swimming in it. One of the ducks quacked loudly and they all laughed.

As they were heading back, they heard a loud growl and saw a bear in the distance. They quickly ran back to the entrance of the forest, panting and gasping for air. They were relieved to have made it out safely, but Sarah couldn't stop thinking about the bear. That experience taught them that the forest can be both beautiful and dangerous.

2.Post-Test

Read The story below with correct pronuciation

The Busy Airport

The airport was bustling with passengers and their luggage, trying to catch their flights. Some were checking in their bags, while others were waiting to board their planes. There were announcements being made over the loudspeaker, which made it difficult to hear anything else.

At the duty-free stores, people were browsing through perfumes, cosmetics, and chocolates. The sweet aroma of freshly baked cookies wafted through the air, making everyone crave for it. Some were seated at the cafes, sipping their coffee and enjoying some pastries.

Soon, it was time to board the plane. The passengers lined up to have their boarding passes checked, and then proceeded to their seats. The pilots made sure the engines were running smoothly, and the air hostesses ensured everyone was comfortable.

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

As the plane took off, there was a loud roar. The passengers felt their ears pop as the plane rose higher and higher in the sky. They could see the clouds passing by and the world below becoming smaller and smaller. After a few hours, they landed in a new city, eager to explore its sights and sounds.

In conclusion, the airport is a busy and exciting place where people come from all over the world to start their adventures.

Pronunciation Rubric

Category	Aspect			Score
	Vowel	Consonant	Word Stress	
1	Vowel errors are frequent	onsonant errors are frequent	Frequently miss places stress on multisyllabic words	
2	Pronounces some vowels incorrectly consistently	Pronounces some consonant incorrectly consistently	Places stress on the right syllable of multisyllabic words, but miss place it on large number of words.	
3	Make in consistent vowel errors	Make in consistent consonant	Places stress on the right	

VI

		errors	syllable of multisyllabic words, but miss place it on certain words	
5	Pronounc es vowels correctly most of time	Pronounces consonants correctly most of time	Places stress on the right syllable of multisyllabic words, but miss places it on a few words	
5	Pronounc es vowel correctly all the time	Pronounces consonants correctly all the time	Places stress on the right syllable of multisyllabic words all the time	

Rahmad Purnama (2019)

Appendix 2: Sk Consultant

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3783 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. Hj. Nurhamdah, S.Ag., M.Pd.
		2. Nur Asiza, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nur Ainun Fadhilah. S
NIM	:	19.1300.037
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving English Students Pronounciation By Using Dictionary At MA Al Irsyad Dungkait-Sulawesi Barat

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 : 14 September 2022
Dekan,

Zulfah

Appendix 3: Research permit recomendation from IAIN Parepare

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.3412/In.39/FTAR.01/PP.00.9/07/2023	24 Juli 2023
Lampiran	: 1 Bundel Proposal Penelitian	
H a l	: Permohonan Rekomendasi Izin Penelitian	

Yth. Bupati Mamuju

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

     Kab. Mamuju

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Nur Ainun Fadhilah. S
Tempat/Tgl. Lahir	:	Dungkait, 27 Juli 2001
NIM	:	19.1300.037
Fakultas / Program Studi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Dusun Kamaraan, Desa Dungkait, Kec. Tapalang Barat, Kab. Mamuju, Prov. Sulbar

Bermaksud akan mengadakan penelitian di wilayah Kab. Mamuju dalam rangka penyusunan skripsi yang berjudul **"Teaching Pronouciation By Using U-Dictionary Application At The Second Grade Of MA Al-Irsyad Dungkait West Sulawesi".** 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

Appendix 4: research permit fecomendation from Mamuju regency

PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
Jl. H. Abd. Malik Pattana Endeng Kompleks Perkantoran Gubernur Sulawesi Barat
Mamuju 91512,Telp/Fax : 0426-2325152, email : ptspsulawesibarat@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 00544/76.RP.PTSP.B/VIII/2023

1. Dasar	:	1.	Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
		2.	Peraturan Daerah Nomor 6 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Provinsi Sulawesi Barat.
		3.	Peraturan Gubernur Sulawesi Barat Nomor 45 Tahun 2016 Tentang Kedudukan, Tugas Dan Fungsi Susunan Organisasi Dan Tata Kerja Dinas Daerah Provinsi Sulawesi Barat.
		4.	Peraturan Gubernur Sulawesi Barat Nomor 27 Tahun 2022 Tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan Berusaha, Perizinan dan Non Perizinan.

2. Menimbang : Surat Dari Fakultas Tarbiyah Institut Agam Islam Negeri Parepare Nomor : B.3412/In.39/FTAR.01/PP.00.9/07/2023 Pada Tanggal 24 Juli 2023 Perihal Izin Penelitian.

MEMBERITAHUKAN BAHWA:

a. Nama/Objek : **NUR AINUN FADHILAH.S**
b. NIM : 19.1300.037
c. Alamat : Dungkait, Tapalang Barat
d. No.HP : 082291484743
e. Untuk : 1). Melakukan Penelitian/Pengumpulan Data
" **TEACHING PRONOUCIATION BY USING U-DICTIONARY APPLICATION AT THE SECOND GRADE OF MA AL-ARSYAD DUNGKAIT WEST SULAWESI** "

2). Lokasi Penelitian : MA Al-Arsyad Dungkait

3). Waktu/Lama Penelitian : **07 Agutus/d 07 September 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya Kami menyetujui Kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada Gubernur Sulawesi Barat, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Barat.

2. Penelitian tidak Menyimpang dari izin yang diberikan

3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.

Biaya Rp. 0

1

X

4. Menyerahkan 1 (satu) examplar copy hasil penelitian Kepada Gubernur Sulawesi Barat, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Barat.

5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Mamuju
Pada Tanggal   : 03 Agustus 2023

a.n. GUBERNUR SULAWESI BARAT
KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI SULAWESI BARAT,
Selaku Administrator Pelayanan Terpadu Satu Pintu

H. HABIBI AZIS, S. STP. MM
Pangkat : Pembina Tk I
NIP   : 19781216 199912 1 002

Tembusan disampaikan kepada Yth:
1. Dirjen Kesbang dan Politik Kementerian Dalam Negeri di Jakarta;
2. Bupati Mamuju di Mamuju;
3. Kepala Badan Kesbangpol Provinsi Sulawesi Barat di Mamuju;
4. Kepala Badan Kesbangpol Kabupaten Mamuju di Mamuju;
5. Kepala Madrasah Aliyah Al-Arsyad Dungkait di Dungkait;
6. Rektor Institut Agama Islam Negeri Parepare di Parepare;
7. Pertinggal;

Appenix 5 : Statement has carried out research from MA Al-Arsyad Dungkait

YAYASAN PENDIDIKAN AL-ARSYAD (YPA)
MADRASAH ALIYAH (MA) AL-ARSYAD DUNGAKIT
KEC.TAPALANG BARAT KAB. MAMUJU
Alamat : Jl. Poros Tapalang Barat Kode Pos (91352)

SURAT KETERANGAN
Nomor: 062/MA. Al-Arsy/D/TB/8/2023

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Al-Arsyad Dungkait
menerangkan bahwa :

Nama   : **NUR AINUN FADHILAH. S**
NIM   : 19. 1300.037
Program Studi   : PENDIDIDKAN BAHASA INGGRIS
Perguruan Tinggi : IAIN PAREPARE

Benar telah melakukan penelitian di **MA Al-Arsyad Dungkait** Kecamatan Tapalang
Barat Kabupaten Mamuju untuk memperoleh data yang berkaitan dengan
penyusunan Skripsi yang berjudul: **"TEACHING PRONUNCIATION BY USING U-
DICTIONARY APPLICATION AT THE SECOND GRADE OF MA AL-ARSYAD
DUNGKAIT WEST SULAWESI".**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk
dilaksanakan sebagaimana mestinya.

Dungkait, 08 September 2023
Kepala Madrasah

Nuraisya S, S. Pd. I
Nip. 19801122200710 2 003

Appendix 6 : Transkrip

Paragraf 1 PreTest

Vocabulary	Transcription	the	/ð/
a	/eɪ/	chirping	/ˈtʃɝpɪŋ/
Trip	/trɪp/	of	/əv/
to	/tuw/	birds	/bɝdz/
the	/ð/	Suddenly	/sʌdənli/
Forest	/ˈfɔːrist/	they	/ðeɪ/
One	/wʌn/	saw	/sɔː/
bright	/ braɪt/	a	/eɪ
and	/ænd	Deer	/dɪr/
sunny	/ˈsʌni/	running	/ˈrʌnɪŋ/
day	/deɪ/	across	/əˈkrɔːs/
and	/ænd/	their	/ðer/
her	/hɝr/	Path	/pæθ/
friend	/frendz/	a	/æz/
decided	/dɪˈsaɪdɪd/	they	/ðei/
to	/tuw/	walked	/wɔːkt/
go	/gow/	further	/ˈfɜːrðər/
on	/ɑːn/	they	/ðei/
a	/ei/	came	/keɪm/
hike	/haɪk/	across	/əˈkrɔːs/
in	/ ɪn/	a	/ei/
the	/ð/	babbling	/ˈbæblɪŋ/
forest	/ˈfɔːrist/	brook	/brʊk/
as	/æz/	and	/ənd/
they	/ðeɪ/	decided	/dɪˈsaɪdɪd/
walked	/wɔːkt/	to	/tuw/
along	/əˈlɔːn/	take	/teɪk/
the	/ð/	break	/breɪk/
trail :	/treɪl/	they	/ðeɪ/
they	/ðeɪ/	sat	/sæt/
heard	/hɝrd/	down	/daʊn/
the	/ð/	on	/ɑːn/
rustling	/ˈrʌstlin/	the	/ð/
of	/əv/	rocks	/rɔks/
leaves	/liːvz/	and	/ənd/
and	/ənd/	started	/sˈtartɪd/

XIII

munching	/mʌncɪŋ/
on	/ɑːn/

some	/sʌm/
snacks	/snæks/

Paragraf 2 Pre-Test

Paragraph 2 pre test	
After	/ˈæftər/
a	/eɪ/
while	/ waɪl/
they	/ðeɪ/
decided	/dɪˈsaɪdɪd/
to	/tuw/
explore	/ɪkˈsplɔːr/
The	/ð/
dense	/dens/
Forest	/ˈfɔːrist/
as	/æz/
they	/ðeɪ/
walked	/wɔːkt/
they	/ðeɪ/
came	/keɪm/
across	/əˈkrɔːs/
a	/eɪ/
spooky	/ˈspuːki/
abandoned	/əˈbændənd/
cabin	/ˈkæbin/
Which	/wɪtʃ/
gave	/geɪv/
them	/ðəm/
the	/ð/
creeps : /kriːps/	

they :	/ðeɪ/
continued :	/kənˈtɪnjuːd/
on	/ɑːn/
Their	/ðer/
journey	/ˈd͡ʒɜːrni/
And	/ænd/
came	/keɪm/
across	/əˈkrɔːs/
a	/eɪ/
pond	/paʊnd/
with	/wɪð/
some	/sʌm/
ducks	/dʌks/
swimming	/ˈswɪmɪŋ/
in	/ɪn/
it	/ɪt/
One	/wʌn/
of	/əv/
the	/ð/
ducks	/dʌks/
quacked	/kwækd/
loudly	/ˈlaʊdli/
and	/ænd/
They	/ðeɪ/
all	/ɔːl/
laughed	/ˈlaft/

Paragraf 3 Pre-Test

paragraf 3 pre test	
As	/æz/
they	/ðeɪ/
were	/wɜr/
heading	/'hedɪŋ/
back	/bæk/
they	/ðeɪ/
heard	/ hɜrd/
a	/eɪ/
loud	/laʊd/
growl	/graʊl/
and	/ ænd/
saw	/sɔ:/
a	/eɪ/
bear	/ber/
in	/ɪn/
the	/ðə/
Distance	/'dɪstəns/
they	/ðeɪ/
quickly	/'kwɪkli/
ran	/ræn/
back	/bæk/
to	/tuw/
The	/ðə/
entrance	/'ɜntrəns/
of	/əv/
the	/ðə/
Forest	/rɔ:rɪst/
panting	/'pæntɪŋ/
and	/ænd/
gasping	/'ga:spɪŋ/
for	/fɔ:r/

Air	/er/
they	/ðeɪ/
were	/wɜ:r/
relieved	/rɪ'li:vd/
to	/tuw/
Have	/həv/
made	/meɪd/
It	/ɪt/
out	/aʊt/
safely	/'seɪfli/
but	/bʌt/
couldn't	/'kudnt/
stop	/sta:p/
thinking	/'θɪŋkɪŋ/
about	/ə'baʊt/
the	/ðə/
bear	/ber/
That	/ðæt/
experience	/ɪk'spɪriəns/
taught	/tɔ:t/
them	/ðəm/
that	/ðæt/
the	/ðə/
forest	/rɔ:rɪst/
can	/kən/
be	/bi:/
both	/boʊθ/
beautiful	/'bju:tɪfl/
And	/ ænd/
dangerous	/'deɪndʒərəs/

Paragraf 1 Post-Test

paragraph 1 post test		their	/ðer/
the	/ð/	bags	/bægz/
Busy	/'bɪzi/	while	/waɪl/
airport	/'erpɔ:rt/	others	/'ʌðərs/
the	/ð/	were	/wɜr/
airport	/'erpɔ:rt/	waiting	/'weɪtɪŋ/
was	/wʌz/	to	/tuw/
bustling	/'bʌslɪŋ/	board	/bɔ:rd
With	/wɪð/	their	/ðer/
passengers	/'pæsɪndʒər/	planes	/pleɪns/
and	/ænd/	there	/ðer/
Their	/ðer/	were	/wɜr/
luggage	/'ʌgɪdʒ/	announcements	/ə'naʊnsmənt/
trying	/'traɪŋ/	being	/bi:ɪŋ/
to	/tuw/	made	/meɪd/
catch	/kætʃ/	over	/'oʊvər/
Their	/ðer/	difficult	/'dɪfɪkəlt/
Flights	/flaits/	To	/tuw/
some	/sʌm/	hear	/hɪr/
Were	/wɜr/	anything	/'eniθɪŋ/
Checking	/'tʃekɪŋ/	else	/els/
in	/ɪn/		

Paragraf 2 Post-Test

paragraph 2 post test		chocolates	/'tʃɒ kəlɪts/
At	/ət/	The	/ð/
the	/ð/	sweet	/swi:t/
Duty- free	/'dyuwti fri:/	Aroma	/ə'roʊmə/
Stores	/s'tɔr	of	/əv/
people	/pi:pl/	freshly	/'freʃli/
were	/wɜr/	baked	/'beɪkt/
browsing	/'braʊzɪŋ/	cookies	/kʊkiz/
through	/θru:/	wafted	/'wæftɪd/
perfumes	/'pə:fju:mz/	through	/θru:/
cosmetics	/kaz'mɜtɪks/	the	/ð/
and	/ænd/	air	/er/

making	/'meɪkɪŋ/
everyone	/'evriwʌ/
Crave	/kreɪv/
for	/fɔːr/
It	/ɪt/
Some	/sʌm/
were	/wɜr/
seated	/'sɪtid/
At	/ət/

the	/ð/
cafes	/kə'feis/
sipping	/sipɪŋ/
their	/ðer/
Coffee	/'kɔːfɪ/
and	/ænd/
enjoying	/end'ʒɔɪɪŋ/
some	/sʌm/
pastries	/'pəɪstrɪz/

Paragraf 3 Post Test

PARAGRAPH 3 POST TEST	
Soon	/suːn/
it	/ɪt/
was	/wʌz/
Time	/taɪm/
to	/tuw/
Board	/bɔːrd/
the	/ð/
Plane	/pleɪn/
The	/ð/
Passengers	/'pæsɪndʒər/
lined	/laɪnd/
up	/ʌp/
to	/tuw/
have	/həv/
their	/ðer/
boarding	/'bɔːrdɪŋ/
passes	/'pasɪz/
checked	/tʃekt/
and	/ænd/
Then	/ðen/

proceeded	/proʊ'siːd/
To	/tuw/
their	/ðer/
Seats	/sits/
The	/ð/
pilots	/'paɪləts/
made	/meɪd/
Sure	/ʃʊr/
the	/ð/
engines	/'ɜndʒən/
were	/wɜr/
running	/'rʌnɪŋ/
smoothly	/'smoːðli/
and	/ænd/
The	/ð/
Air	/er/
hostesses	/'həʊstɪsiz
ensured	/in'ʃuərd/
everyone	/'evriwʌn/
was	/wʌz/
comfortable	/'kʌmftəbl/

Paragraf 4 Post-Test

PARAGRAPH 4 POST TEST			the	/ð/
As	/æz/		clouds	/klaʊdz/
The	/ð/		passing	/'pæsɪŋ/
plane	/pleɪn/		By	/baɪ/
Took	/tʊk/		And	/ænd/
Off	ɔ:f		the	/ð/
there	/ðer/		world	/wɜ:rld/
was	/wʌz/		below	/bɪ'loʊ/
a	/eɪ/		becoming	/bɪ'kʌmɪŋ/
Loud	/loʊd/		smaller	/smo:lər/
roar	rɔ:r		and	/ænd/
The	/ð/		Smaller	/smo:lər/
Passengers	/'pæsɪndʒər/		After	/'æftər/
felt	/felt/		a	/eɪ/
their	/ðer/		few	/fju:/
ears	/irz/		hours	/fju:/
pop	/pa:p/		they	/ðeɪ/
As	/æz/		landed	/'lændɪd/
The	/ð/		in	/ɪn/
plane	/pleɪn/		A	/eɪ/
rose	roʊz/		new	'nju:/
Higher	/'haiər/		city	/'sɪti
and	/ænd/		eager	/'igər/
higher	/'haiər/		to	/tuw/
In	/ɪn/		Explore	/ɪk'splɔ:r/
the	/ð/		its	/ɪts/
sky	/skaɪ/		sights	/saɪt/
They	/ðeɪ/		and	/ænd/
could	/kʊd/		sounds	/saʊndz/
see	/si:/			

Paragraf 5 Post-Test

PARAPGRAPH 5 POST TEST	
In	/ɪn/
conclusion	/kən'kluːʒn/
The	/ð/
airport	/'erpɔːrt/
Is	/ɪz/
a	/eɪ/
busy	/'bɪzi/
and	/ænd/
exciting	/ɪks'saɪtɪŋ/
place	/pleɪs/
where	/wer/

people	/piːpl/
Come	/kʌm/
From	/frʌm/
All	/ɔːl/
over	/'oʊvər/
The	/ð/
world	/wɜːrld/
to	/tuw/
Start	/staːrt/
their	/ðer/
adventures	/əd'ventʃərs/

Appendix 7 : Students score Pre-Test and Post-test

Score Pre-Test

No	Name	Score	Classification
1	ABW	50	Poor
2	AGR	40	Poor
3	ARL	67	Good
4	ARS	50	Poor
5	DLF	45	Poor
6	DRL	55	Good
7	RHD	56	Good
8	EKI	71	Very Good
9	ERD	66	Good
10	MND	62	Good
11	MdR	60	Good
12	NTI	54	Poor
13	NRF	55	Poor
14	SFT	73	Very Good
15	PHR	43	Poor
16	RHL	54	Poor
17	SRL	59	Good
18	NRS	70	Good
19	SNT	67	Good
20	SCI	55	Poor

Score Post-Test

No	Name	Score	Classification
1	ABW	71	very good
2	AGR	60	Good
3	ARL	78	very good
4	ARS	73	very good
5	DLF	69	Good
6	DRL	75	very good
7	RHD	80	very good
8	EKI	83	very good

9	ERD	81	very good
10	MND	79	very good
11	MHR	78	very good
12	NTI	84	very good
13	NRF	77	very good
14	NRS	87	Excellent
15	PHR	74	very good
16	RHL	77	very good
17	SRL	78	very good
18	SFT	88	Excellent
19	SNT	80	very good
20	SCI	79	very good

Appendix 8: students' pre-test

Nama Siswa : Sefti Amelia

A (/eɪ/) Trip (/trɪp/) to (/tuw/) the (/de/) Forest (/'fɔ:rist/)

One (/wʌn/) bright (/braɪt/) and (/ænd/) sunny (/'sʌni) day(/deɪ/) , Sarah and (/ænd/) her (/hɜr/) friends (/frendz/) decided (/dɪ'saɪd/) to (/tuw/) go (/gow/) on (/ɑ:n/) a (/ei/) hike (/hɪk/) in (/ɪn/) the (/de/) forest (/'fɔ:rist/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/) along (/ə'lɔng/ əlɔng/) the (/de/) trail (/treɪl/), they (/deɪ/) heard (/hɜrd/) the (/de/) rustling (/'rʌstlin/) of (/əv/) leaves (/livs/) and (/ænd/) the (/de/) chirping (/'tʃɚpɪŋ/) of (/əv/) birds (/bɚdz/). Suddenly (/sʌdənli/), they (/deɪ/) saw (/sɔ:/) a (/eɪ/) deer (/dɪr/) running (/'rʌnɪŋ/) across (/ə'krɔ:s/) their (/deir/) path (/pæt/). As (/æz/) they (/dei/) walked (/wɔ:kt/) further (/'fɜ:rdər/), they (/dei/) came (/keɪm/) across (/ə'krɔ:s/) a (/ei/) babbling (/'bæblɪŋ/) brook (/brʊk/) and(/ənd/) decided (/dɪ'saɪdɪd/) to (/tuw/) take (/teɪk/) a (/eɪ/) break (/breɪk/). They(/deɪ/) sat (/sæt/) down (/daʊn) on (/ɑ:n/) the (/de/) rocks (/rɔks/) and (/ənd/) started (/s'tartɪd) munching(/mʌncɪŋ/) on(/ɑ:n/) some (/sʌm/) snacks (/snæks/).

After (/'æftər/) a (/eɪ/) while (/waɪl/), they (/deɪ/) decided (/dɪ'saɪdɪd/) to (/tuw/) explore (/ɪk'splɔ::r/ ɪksplor/) the (/de/) dense (/dens/) forest(/'fɔ:rist/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/), they (/deɪ/) came (/keɪm/) across (/ə'krɔ:s/) a (/eɪ/) spooky (/'spu:ki/) abandoned (/ə'bændənd/) cabin (/'kæbin/), which (/wɪtʃ/) gave (/geɪv/) them (/dəm/) the (/de/) creeps (/kri:ps/). They (/deɪ/) continued (/kən'tɪnu:d/) on (/ɑ:n/) their (/deir/) journey (/'dʒɜ:rni/) and (/ænd) came (/keɪm/) across (/ə'krɔ:s/) a (/eɪ/) pond (/paʊnd/) with (/wɪt/) some (/sʌm/) ducks (/dʌks/) swimming (/'swɪmɪŋ/) in (/ɪn/) it (/ɪt/). One (/wʌn/) of (/əv/) the (/de/) ducks (/dʌks/) quacked (/kwækd) loudly (/'laʊdli/) and (/ænd/) they (/deɪ/) all (/ɔ:l/) laughed (/'laft/ 'laghd/).

As(/æz/) they (/deɪ/) were(/wɜr/) heading (/'hedɪŋ/) back (/bæk/), they (/deɪ/) heard (/hɜrd/) a (/eɪ/) loud (/laʊd/) growl (/graʊl/) and (/ænd/) saw (/sɔ:/
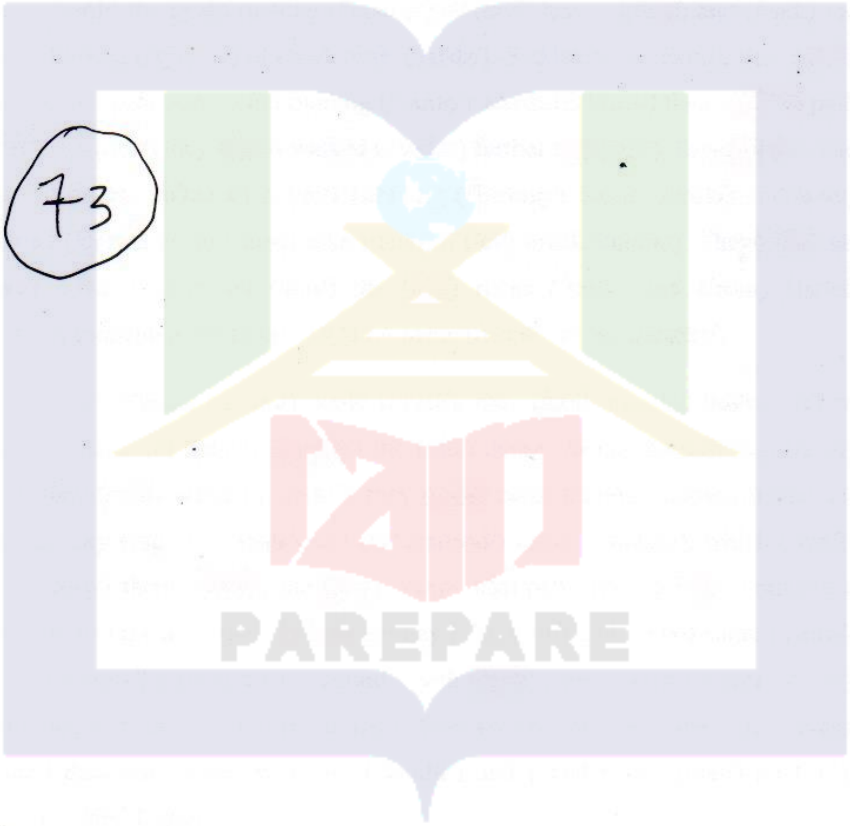
so/) a (/eɪ/) bear (/ber/) in (/ɪn/) the(/de/) distance (/'dɪstəns/). They (/deɪ/) quickly(/'kwɪkli/) ran (/ræn/) back (/bæk/) to (/tuw/) the (/de/) entrance (/'ɜntrəns/ entrəns/) of (/əv/) the (/de/) forest (/fɔ:rɪst/), panting (/'pæntɪŋ/) and (/ænd/) gasping (/'ga:spɪŋ/) for (/fɔ:r/) air (/er/). They (/deɪ/) were (/wɜ:r/) relieved (/rɪ'li:vd/) to (/tuw/) have (/həv/) made (/meɪd/) it (/ɪt/) out (/aʊt/) safely(/'seɪfli/), but (/bʌt/) Sarah couldn't (/'kudnt/) stop (/sta:p/) thinking (/'θɪŋkɪŋ /tɪŋkɪŋ/) about (/ə'baʊt/ ebaʊt/) the (/de/) bear (/ber/). That (/dæt/) experience (/ɪk'spɪriəns/) taught(/tɔ:t/) them (/dəm/) that (/dæt/) the (/de/) forest (/fɔ:rɪst/) can (/kən/) be (/bi:/) both (/boʊt/) beautiful(/'bju:tɪfl/) and (/ænd/) dangerous (/'deɪndʒərəs/ 'deɪngerəs/).

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Nama Siswa : Misrana

A (/eɪ/) Trip (/trɪp/) to (/tuw/) the (/de/) Forest (/'fɔ:rist\ 'fores/)

One (/wʌn/) bright (/braɪt/) and (/ænd/) sunny (/'sʌni) day(/deɪ/) , Sarah
and (/ænd/) her (/hɜr/) friends (/frendz/) decided (/dɪ'saɪdɪd/) to (/tuw/) go (/gow/)
on (/ɑ:n/) a (/ei/) hike (/haɪk/) in (/ɪn/) the (/de/) forest (/'fɔ:rist/ 'fores). As (/æz/)
they (/deɪ/) walked (/wɔ:kt/) along (/ə'lɔ:ŋ/) the (/de/) trail (/treɪl/), they (/deɪ/)
heard (/hɜrd/) the (/de/) rustling (/'rʌstlɪŋ/) of (/əv/) leaves (/li:vz/) and (/ənd/) the
(/de/) chirping (/'tʃɜ-pɪŋ/ cirpɪŋ) of (/əv/) birds (/bɜdz/). Suddenly (/sʌdənli/), they
(/deɪ/) saw (/sɔ:/ sow/) a (/eɪ) deer (/dɪr/) running (/'rʌnɪŋ/) across (/ə'krɔ:s/ əkrɔs)
their (/deɪr/) path (/pæt/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/ wolkt) further
(/'fɜ:rðər/ 'fɜ:rdər/), they (/deɪ/) came (/keɪm/) across (/ə'krɔ:s/) a (/ei/) babbling
(/'bæblɪŋ/) brook (/brʊk/) and(/ənd/) decided (/dɪ'saɪdɪd/ desaɪdid) to (/tuw/) take
(/teɪk/) a (/eɪ/) break (/breɪk\ brɪk\). They(/deɪ/) sat (/sæt/) down (/daʊn) on (/ɑ:n/)
the (/de/) rocks (/rɔks/) and (/ənd/) started (/s'tartɪd) munching(/mʌncɪŋ/ mencɪŋ)
on(/ɑ:n/) some (/sʌm/) snacks (/snæks/ sneks/).

After(/'æftər/) a (/eɪ/) while (/waɪl/), they (/deɪ/) decided (/dɪ'saɪdɪd/) to
(/tuw/) explore (/ ɪk'splɔ:r/) the (/de/) dense (/dens/) forest(/'fɔ:rist/). As (/æz/) they
(/deɪ/) walked (/wɔ:kt/), they (/deɪ/) came (/keɪm/) across (/ə'krɔ:s/) a (/eɪ/) spooky
(/'spu:ki/) abandoned (/ə'bændənd/) cabin (/'kæbin/), which (/wɪtʃ/) gave (/geɪv/)
them (/dəm/) the (/de/) creeps (/kri:ps/ kreps). They (/deɪ/) continued (/kən'tɪnju:d/
kən'tɪnu:d/)) on (/ɑ:n/) their (/deɪr/) journey (/'dʒɜ:rni/) and (/ænd) came (/keɪm/)
across (/ə'krɔ:s/ əkrɔ:s/)) a (/eɪ/) pond (/paʊnd/) with (/wɪt/) some (/sʌm/) ducks
(/dʌks/) swimming (/'swɪmɪŋ/) in (/ɪn/) it (/ɪt/). One (/wʌn/) of (/əv/) the (/de/)
ducks (/dʌks/ deks/) quacked (/kwækd/) loudly (/'laʊdli/) and (/ænd/) they (/deɪ/)
all (/ɔ:l/) laughed (/'laft/ 'laghd).

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(/deɪ/) heard (/hɜrd/) a (/eɪ/) loud (/laʊd/) growl (/graʊl/ grol) and (/ænd/) saw (/sɔː/ sow) a (/eɪ/) bear (/ber/ bar) in (/ɪn/) the(/də/) distance (/ˈdɪstəns/). They (/deɪ/) quickly(/ˈkwɪkli/) ran (/ræn/) back (/bæk/) to (/tuw/) the (/də/) entrance (/ˈɜntrəns/) of (/əv/) the (/də/) forest (/rɔːrɪst/), panting (/ˈpæntɪŋ/) and (/ænd/) gasping (/ˈgaːspɪŋ/) for (/fɔːr/) air (/er/). They (/deɪ/) were (/wɜːr/) relieved (/rɪˈliːvd/ reˈliːvd) to (/tuw/) have (/həv/) made (/meɪd/ med/) it (ɪt/) out (/aʊt/) safely(/ˈseɪfli/), but (/bʌt/) Sarah couldn't (/ˈkudnt/ kudnt) stop (/staːp/) thinking (/ˈtɪŋkɪŋ/) about (/əˈbaʊt/ əˈboʊt/) the (/də/) bear (/ber/). That (/dæt/) experience (/ɪkˈspɪriəns/) taught(/tɔːt/ tɔght/) them (/dəm/) that (/dæt/) the (/də/) forest (/fɔːrɪst/ fɔːrɪs) can (/kən/) be (/biː/) both (/boʊt/) beautiful(/ˈbjuːtɪfl/) and (/ænd/) dangerous (/ˈdeɪndʒərəs/ ˈdengərəs/.).

Pre- Test

Nama Siswa : Almini Ghifari

A (/eɪ/) Trip (/trɪp/) to (/tuw/) the (/de/) Forest (/'fɔ:rist/'fores/)

One (/wʌn/) bright (/braɪt/) and (/ænd/) sunny (/'sʌni/ suni) day(/deɪ/) , Sarah and (/ænd/) her (/hɜr/) friends (/frendz/ frend) decided (/dɪ'saɪdɪd/ de'sɪdɪd) to (/tuw/) go (/gow/) on (/ɑ:n/) a (/ei/) hike (/haɪk/ hɪk) in (/ɪn/) the (/de/) forest (/'fɔ:rist/'fores/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/ wolkt) along (/ə'lɔ:ŋ/ elong) the(/de/) trail (/treɪl/), they (/deɪ/) heard (/hɜrd/ hɜr) the (/de/) rustling (/'rʌstlin/rastlin) of (/əv/) leaves (/li:vz/ lifis) and (/ənd/) the (/de/) chirping (/'tʃɜ-pɪŋ/) of (/əv/) birds (/bɜ-dz/ birs). Suddenly (/sʌdənli/ suddenli), they (/deɪ/) saw (/sɔ:/ sow) a (/eɪ/) deer (/dɪr/) running (/'rʌnɪŋ/ ranɪŋ/) across (/ə'krɔ:s/) their (/deir/) path (/pæt/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/ wolkt) further ('fɜ:rðər/ 'fɜ:rdər/), they (/deɪ/) came (/keɪm/) across (/ə'krɔ:s/) a (/ei/) babbling (/'bæblɪŋ/ beblɪŋ) brook (/brʊk/ brok) and(/ənd/) decided (/dɪ'saɪdɪd/ dɪsɪdɪd/) to (/tuw/) take (/teɪk/ tek/) a (/ei/) break (/breɪk/ brik). They(/deɪ/) sat (/sæt/) down (/daʊn/ don) on (/ɑ:n/) the (/de/) rocks (/rɔks/) and (/ənd/) started (/s'tartɪd) munching(/mʌncɪŋ/ muncɪŋ/) on(/ɑ:n/) some (/sʌm/) snacks (/snæks/ sneks).

After(/'æftər/) a (/ei/) while (/waɪl/), they (/deɪ/) decided (/dɪ'saɪdɪd/ dɪ'saɪd) to (/tuw/) explore (/ɪk'splɔ:r/ɪksplor/) the(/de/) dense (/dens/) forest(/'fɔ:rist/'fores/). As (/æz/) they (/deɪ/) walked (/wɔ:kt/), they (/deɪ/) came (/keɪm/ kem) across (/ə'krɔ:s/ əkrɔs/) a (/ei/) spooky (/'spu:ki/) abandoned (/ə'bændənd/ (/ə'bændon) cabin (/'kæbin/), which (/wɪtʃ/) gave (/geɪv/ giv) them (/dəm/) the (/de/) creeps (/kri:ps/ krips). They (/deɪ/) continued (/kən'tɪnju:d/) on (/ɑ:n/) their (/deir/) journey (/'dʒɜ:rni/) and (/ænd) came (/keɪm/) across (/ə'krɔ:s/) a (/ei/) pond (/paʊnd/) with (/wɪt/) some (/sʌm/) ducks (/dʌks/) swimming (/'swɪmɪŋ/) in (/ɪn/) it (/ɪt/). One (/wʌn/) of (/əv/) the (/de/) ducks (/dʌks/) quacked

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(/kwækd) loudly (/ˈlaʊdli/ˈlodli/) and (/ænd/) they (/deɪ/) all (/ɔːl/) laughed (/ˈlaft/ laghd).

As(/æz/) they (/deɪ/) were(/wɜr/) heading (/ˈhedɪŋ/ ˈhadɪŋ/) back (/bæk/), they (/deɪ/) heard (/hɜrd/) a (/eɪ/) loud (/laʊd/ loud) growl (/graʊl/ grol) and (/ænd/) saw (/sɔː/ sow) a (/eɪ/) bear (/ber/ bir) in (/ɪn/) the(/də/) distance (/ˈdɪstəns/). They (/deɪ/) quickly(/ˈkwɪkli/) ran (/ræn/) back (/bæk/) to (/tuw/) the (/de/) entrance (/ˈɜntrəns/ ɜntrəns/) of (/əv/) the (/de/) forest (/fɔːrɪst/ ˈfores/), panting (/ˈpæntɪŋ/) and (/ænd/) gasping (/ˈgaːspɪŋ/ gaspɪŋ/) for (/fɔːr/) air (/er/). They (/deɪ/) were (/wɜːr/) relieved (/rɪˈliːvd/ relifid) to (/tuw/) have (/həv/) made (/meɪd/ med) it (ɪt/) out (/aʊt/) safely(/ˈseɪfli/ ʻsefli) , but (/bʌt/) Sarah couldn't (/ˈkudnt/ kuldnt) stop (/staːp/) thinking (/ˈθɪŋkɪŋ/ tɪŋkɪŋ/) about (/əˈbaʊt/ əbaʊt/) the (/də/) bear (/ber/ bir). That (/dæt/) experience (/ɪkˈspɪriəns/) taught(/tɔːt/ toght) them (/dəm/) that (/dæt/) the (/də/) forest (/fɔːrɪst/ˈfores/) can (/kən/) be (/biː/) both (/boʊθ/ bout) beautiful(/ˈbjuːtɪfl/) and (/ænd/) dangerous (/ˈdeɪndʒərəs/ ˈdengərous/).

Appendix 9: Student's Post-test

<u>Post Test</u>

<u>Nama Siswa:</u> Sefti Amelia

The (/ð/) Busy (/'bɪzi/) Airport (/'erpɔːrt/)

The(/ð/) airport (/'erpɔːrt/) was (/wʌz/) bustling (/'bʌslɪŋ/) with (/wɪð/) passengers (/'pæsɪndʒər/) and (/ænd/) their (/ðer/) luggage (/'lʌgɪdʒ/ lagig/), trying (/'traɪŋ/) to (/tuw/) catch (/kætʃ/) their (/ðer/) flights (/flaits/ flaigt/). Some (/sʌm/) were(/wɜr/) checking (/'tʃekɪŋ/) in (/ɪn/) their (/ðer/) bags (/bægz/), while (/waɪl/) others (/'ʌðərs/) were (/wɜr/) waiting (/'weɪtɪŋ/) to (/tuw/) board (/bɔːrd/ bord/) their (/ðer/) planes (/pleɪns/). There (/ðer/) were (/wɜr/) announcements (/ə'naʊnsmənt/) being (/biːɪŋ/) made (/meɪd/) over (/'oʊvər/) the (/ð/) loudspeaker(/laʊd'spiːkər/), which (/wɪtʃ/) made (/meɪd/) it(/ɪt/) difficult (/'dɪfɪkəlt/) to (/tuw/) hear (/hɪr/) anything (/'eniθɪŋ/) else (/els/).

At (/ət/) the (/ð/) duty-free (/'dyuwti friː/) stores(/s'tɔrz/), people (/piːpl/) were (/wɜr/) browsing (/'braʊzɪŋ/) through (/θruː/) perfumes (/'pə:fjuːmz/) (/pə:fjuːmz/), cosmetics (/kaz'mɜtɪks/), and (/ænd/) chocolates (/'tʃɒkəlɪts/ coklats\). The (/ð/) sweet (/swiːt/) aroma (/ə'roʊmə/) of (/əv/) freshly (/'freʃli/ 'fresli/) baked (/'beɪkt/) cookies (/kʊkiz/) wafted (/'wæftɪd/) through (/θruː/ truː/) the (/ð/) air (/er/), making (/'meɪkɪŋ/) everyone (/'evriwʌn/) crave (/kreɪv/) for (/fɔːr/) it (/ɪt/). Some (/sʌm/) were (/wɜr/) seated (/'sɪtid/) at (/ət/) the (/ð/) cafes(/kə'feis/), sipping (/sipɪŋ/) their (/ðer/) coffee (/'kɔːfi/) and (/ænd/) enjoying (/end'ʒɔɪɪŋ/) some (/sʌm/) pastries (/'peɪstrɪz/).

Soon (/suːn/), it (/ɪt/) was (/wʌz/) time (/taɪm/) to (/tuw/) board (/bɔːrd/) the (/ð/) plane (/pleɪn/). The (/ð/) passengers (/'pæsɪndʒər/) lined (/laɪnd/) up (/ʌp/) to (/tuw/) have (/həv/) their (/ðer/) boarding (/'bɔːrdɪŋ/) passes (/'pasɪs/) checked, (/tʃekt/ tʃektid) and (/ænd/) then (/ðen/) proceeded (/proʊ'siːdɪd/) to (/tuw/) their (/ðer/) seats (/sits/). The(/ð/) pilots (/'paɪləts/ 'paɪlots) made (/meɪd/) sure (/ʃʊr/) the (/ð/) engines (/'ɜndʒənz/) were (/wɜr/) running (/'rʌnɪŋ/)

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smoothly (/'smo:ðli/smoðli/), and (/ænd/) the (/ð/) air (/er/) hostesses (/'həʊstɪsiz/ 'hostɪsiz/) ensured (/in'ʃuərd/) everyone (/'evriwʌn/) was (/wʌz/) comfortable (/'kʌmftəbl/).

As (/æz/) the (/ð/) plane (/pleɪn/) took (/tʊk/) off (ɔ:f), there (/ðer/) was (/wʌz/) a (/eɪ/) loud (/loʊd/) roar (/rɔ:r/ ror/). The(/ð/) passengers (/'pæsɪndʒər/ pæsɪndʒər/) felt (/felt/) their (/ðer/) ears (/irz/) pop (/pa:p/) as (/æz/ as/) the (/ð/) plane (/pleɪn/) rose (/roʊz/) higher (/'haiər/) and (/ænd/) higher (/'haiər/) in (/ɪn/) the (/de/) sky (/skaɪ/). They (/ðeɪ/) could (/kʊd/) see (/si:/) the (/ð/) clouds (/klaʊdz/) passing (/'pæsɪŋ/) by (/baɪ/) and (/ænd/) the (/ð/) world (/wɜ:rld/) below (/bɪ'loʊ/ bɪloʊ/) becoming (/bɪ'kʌmɪŋ/) smaller (/smo:lər/) and (/ænd/) smaller (/smo:lər/). After (/'æftər/) a (/eɪ/) few (/fju:/) hours (/'awrz/), they (/ðeɪ/) landed (/'lændɪd/) in (/ɪn/) a (/eɪ/) new (/'nju:/ 'neu/) city (/'sɪti/), eager (/'igər/) to (/tuw/) explore(/ɪk'splɔ:r/) its (/ɪts/) sights (/saɪt/) and (/ænd/) sounds (/saʊndz/ saʊn).

In (/ɪn/) conclusion (/kən'klu:ʒn/ kən'klusion/),), the (/ð/) airport (/'erpɔ:rt/) is (/ɪz/) a (/eɪ/) busy (/'bɪzi/ 'bisi/) and (/ænd/) exciting (/ɪks'saɪtɪŋ/) place (/pleɪs/) where (/wer/) people (/pi:pl/) come (/kʌm/) from (/frʌm/) all (/ɔ:l/) over (/'oʊvər/) the (/ð/) world (/wɜ:rld/ wɜ:rd/) to (/tuw/) start (/sta:rt/) their (/ðer/) adventures (/əd'ventʃərs/ əd'venturs/).

Post Test

Nama Siswa **Misrana**

The (/ð/) Busy (/'bɪzi/) Airport (/'erpɔ:rt/)

The(/ð/) airport (/'erpɔ:rt/) was (/wʌz/) bustling (/'bʌslɪŋ/) with (/wɪt/) passengers (/'pæsɪndʒər/pæsɪndʒər/) and (/ænd/) their (/ðer/) luggage(/'lʌgɪdʒ/), trying (/'traɪŋ/) to (/tuw/) catch (/kætʃ/) their (/ðer/) flights (/flaɪts/ flaɪt/). Some (/sʌm/) were(/wɜr/) checking (/'tʃekɪŋ/) in (/ɪn/) their (/ðer/) bags (/bægz/), while (/waɪl/) others (/'ʌðərs/) were (/wɜr/) waiting (/'weɪtɪŋ/) to (/tuw/) board (/bɔ:rd/ bɔrd) their (/ðer/) planes (/pleɪns/). There (/ðer/) were (/wɜr/) announcements (/ə'naʊnsmənt/) being (/bi:ɪŋ/ beiɪŋ) made (/meɪd/) over (/'oʊvər/) the (/ð/) loudspeaker(/laʊd'spi:kər/ lod'spi:kər), which (/wɪtʃ/) made (/meɪd/) it(/ɪt/) difficult (/'dɪfɪkəlt/) to (/tuw/) hear (/hɪr/) anything (/'eniθɪŋ/) else (/els/).

At (/ət/) the (/ð/) duty-free (/'dyuwti fri:/) stores(/s'tɔrz), people (/pi:pl/) were (/wɜr/) browsing (/'braʊzɪŋ/'braʊsɪŋ/) through (/θru:/) perfumes (/'pə:fju:mz/ pə:fju:mz/), cosmetics (/kaz'mɜtɪks/), and (/ænd/) chocolates (/'tʃɒ kəlɪts/). The (/ð/) sweet (/swi:t/) aroma (/ə'roʊmə/) of (/əv/) freshly (/'freʃli/) baked (/'beɪkt/'bekt/) cookies (/kʊkiz/) wafted (/'wæftɪd/) through (/θru:/) the (/ð/) air (/er/ eir), making (/'meɪkɪŋ/) everyone (/'evriwʌ/) crave (/kreɪv/) for (/fɔ:r/) it (/ɪt/). Some (/sʌm/) were (/wɜr/) seated (/'siːtɪd/) at (/ət/) the (/ð/) cafes(/kə'feɪs/), sipping (/sipɪŋ/) their (/deir/) coffee (/'kɔ:fɪ/) and (/ænd/) enjoying (/end'ʒɔɪɪŋ/) some (/sʌm/) pastries (/'pəɪstrɪz/ 'pəɪstrɪs/).

Soon (/su:n/), it (/ɪt/) was (/wʌz/) time (/taɪm/) to (/tuw/) board (/bɔ:rd/ bɔrd/) the (/ð/) plane (/pleɪn/). The (/ð/) passengers (/'pæsɪndʒər/) lined (/laɪnd/) up (/ʌp/) to (/tuw/) have (/həv/) their (/ðer/) boarding (/'bɔ:rdɪŋ/) passes (/'pasɪs/) checked, (/tʃekt/ /tʃekid/) and (/ænd/) then (/ðen/) proceeded (/proʊ'si:dɪd/ presi:did) to (/tuw/) their (/ðer/) seats (/sits/). The(/ð/) pilots (/'paɪləts/) made (/meɪd/) sure (/ʃʊr/) the (/ð/) engines (/'ɜndʒənz/ 'ɜndginz) were (/wɜr/) running (/'rʌnɪŋ/)

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smoothly (/'smo:ðli/ 'smo:tli), and (/ænd/) the (/ð/) air (/er/) hostesses (/'həʊstɪsiz/ (/'hostɪsiz/)) ensured (/ɪn'ʃʊərd/) everyone (/'evriwʌn/) was (/wʌz/) comfortable (/'kʌmftəbl/).

As (/æz/) the (/ð/) plane (/pleɪn/ plen/ took (/tʊk/) off (ɔ:f), there (/der/) was (/wʌz/) a (/eɪ/) loud (/loʊd/) roar (/rɔ:r/). The(/ð/) passengers (/'pæsɪndʒər/) felt (/felt/) their (/ðer/) ears (/irz/) pop (/pa:p/) as (/æz/) the (/ð/) plane (/pleɪn/) rose (/roʊz/) higher (/'haiər/'haigər/) and (/ænd/) higher (/'haiər/ 'haigər/) in (/ɪn/) the (/ð/) sky (/skaɪ/). They (/ðeɪ/) could (/kʊd/) see (/si:/) the (/ð/) clouds (/klaʊdz/) passing (/'pæsɪŋ/) by (/baɪ/) and (/ænd/) the (/ð/) world (/wɜ:rld/ wɜ:rd/) below (/bɪ'loʊ/) becoming (/bɪ'kʌmɪŋ/) smaller (/smo:lər/ smalər/) and (/ænd/) smaller (/smo:lər/ smalər/). After (/'æftər/) a (/eɪ/) few (/fju:/) hours (/'awrz/ 'hawrz/), they (/ðeɪ/) landed (/'lændɪd/ 'lænd) in (/ɪn/) a (/eɪ/) new (/'nju:/'neu) city (/'sɪti/), eager (/'igər/) to (/tuw/) explore(/ɪk'splɔ:r/) its (/ɪts/) sights (/saɪts/ saigts) and (/ænd/) sounds (/saʊndz/).

In (/ɪn/) conclusion (/kən'klu:ʒn/ kən'klusion/),), the (/ð/) airport (/'erpɔ:rt/ 'erpɔr/) is (/ɪz/) a (/eɪ/) busy (/'bɪzi/ 'bisi) and (/ænd/) exciting (/ɪks'saɪtɪŋ/) place (/pleɪs/) where (/wer/) people (/pi:pl/) come (/kʌm/) from (/frʌm/) all (/ɔ:l/) over (/'ouvər/ 'ovər) the (/ð/) world (/wɜ:rld/ wɜ:rd) to (/tuw/) start (/sta:rt/) their (/ðer/) adventures (/əd'ventʃərs/).

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(78)

Post Test

Nama Siswa: Almini Ghifari

The (/ð/) Busy (/'bɪzi/) Airport (/'erpɔːrt/)

The(/ð/) airport (/'erpɔːrt/) was (/wʌz/) bustling (/'bʌslɪŋ/) with (/wɪð/) passengers (/'pæsɪndʒər/ pæsɪndʒər) and (/ænd/) their (/ðer/) luggage(/'lʌgɪdʒ/ lugij), trying (/'traɪŋ/) to (/tuw/) catch (/kætʃ/) their (/deir/) flights (/flaits/ flaigs). Some (/sʌm/) were(/wɜr/) checking (/'tʃekɪŋ/) in (/ɪn/) their (/ðer/) bags (/bægz/ bæg), while (/waɪl/ weil) others (/'ʌdərs/) were (/wɜr/) waiting (/'weɪtɪŋ/) to (/tuw/) board (/bɔːrd/bord) their (/ðer/) planes (/pleɪns/). There (/ðer/) were (/wɜr/) announcements (/ə'naʊnsmənt/) being (/bi:ɪŋ/) made (/meɪd/) over (/'oʊvər/) the (/ð/) loudspeaker(/laʊd'spiːkər/), which (/wɪtʃ/) made (/meɪd/) it(/ɪt/) difficult (/'dɪfɪkəlt/ dɪfɪkəlt) to (/tuw/) hear (/hɪr/) anything (/'enɪθɪŋ/ enitɪŋ) else (/els/).

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At (/ət/) the (/ð/) duty-free (/'dyuwti friː/) stores(/s'tɔrz), people (/piːpl/) were (/wɜr/) browsing (/'braʊzɪŋ/'brosɪŋ) through (/θruː/) perfumes (/'pə:fjuːmz/), cosmetics (/kaz'mɜtɪks/), and (/ænd/) chocolates (/'tʃɒkəlɪts/ coklats). The (/ð/) sweet (/swiːt/) aroma (/ə'roʊmə/) of (/əv/) freshly (/'freʃli/ fresli) baked (/'beɪkt/ 'beɪk/) cookies (/kʊkiz/) wafted (/'wæftɪd/'wæft) through (/θruː/ thru) the (/ð/) air (/er/), making (/'meɪkɪŋ/ 'mekɪŋ) everyone (/'evriwʌn/) crave (/kreɪv/ krev) for (/fɔːr/) it (/ɪt/). Some (/sʌm/) were (/wɜr/) seated (/'sɪtɪd/ 'sɪt) at (/ət/) the (/ð/) cafes(/kə'feis/ kə'fes), sipping (/sɪpɪŋ/) their (/ðer/) coffee (/'kɔːfɪ/ (/'kofɪ) and (/ænd/) enjoying (/end'ʒɔɪɪŋ/) some (/sʌm/) pastries (/'peɪstrɪz/ pəstrɪz/).

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Soon (/suːn/), it (/ɪt/) was (/wʌz/) time (/taɪm/) to (/tuw/) board (/bɔːrd/) the (/ð/) plane (/pleɪn/). The (/ð/) passengers (/'pæsɪndʒər/) lined (/laɪnd/ (/laɪn/) up (/ʌp/) to (/tuw/) have (/həv/) their (/ðer/) boarding (/'bɔːrdɪŋ/ 'bordɪŋ) passes (/'pasɪs/) checked, (/tʃekt/ tʃeck/) and (/ænd/) then (/ðen/) proceeded (/proʊ'siːdɪd/ pro'siːdɪd/) to (/tuw/) their (/deir/) seats (/sits/). The(/ð/) pilots (/'paɪləts/ 'pɪləts/)

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made (/meɪd/) sure (/ʃʊr/) the (/ð/) engines (/'ɜndʒənz/ 'ɜndʒən) were (/wɜr/) running (/'rʌnɪŋ/ (/'runɪŋ) smoothly (/'smoːðli/ 'smotli), and (/ænd/) the (/ð/) air (/er/) hostesses (/'həʊstɪsɪz/ 'hastɪsiz/)) ensured (/in'ʃʊərd/ en'ʃʊərd) everyone (/'evriwʌn/ 'eferiwʌn) was (/wʌz/) comfortable (/'kʌmftəbl/).

As (/æz/) the (/ð/) plane (/pleɪn/ plen) took (/tʊk/ tok) off (ɔːf), there (/ðer/) was (/wʌz/) a (/eɪ/) loud (/loʊd/) roar (/rɔːr/). The(/ð/) passengers (/'pæsɪndʒər/ pæsɪndʒər) felt (/felt/) their (/ðer/) ears (/irz/) pop (/paːp/) as (/æz/) the (/ð/) plane (/pleɪn/) rose (/roʊz/) higher (/'haɪər/ 'heiər/) and (/ænd/) higher (/'haɪər/ 'heiər/) in (/ɪn/) the (/ð/) sky (/skaɪ/ skɪ). They (/ðeɪ/) could (/kʊd/) see (/siː/) the (/ð/) clouds (/klaʊdz/) passing (/'pæsɪŋ/) by (/baɪ/) and (/ænd/) the (/ð/) world (/wɜːrld/ wɜːrl) below (/bɪ'loʊ/) becoming (/bɪ'kʌmɪŋ/) smaller (/smoːlər/) and (/ænd/) smaller (/smoːlər/). After (/'æftər/) a (/eɪ/) few (/fjuː/) hours (/'awrz/ 'hawrz), they (/ðeɪ/) landed (/'lændɪd/) in (/ɪn/) a (/eɪ/) new (/'njuː/) city (/'sɪti/), eager (/'igər/ 'egər/) to (/tuw/) explore(/ɪk'splɔːr/) its (/ɪtŝ/) sights (/saɪt/) and (/ænd/) sounds (/saʊndz/).

In (/ɪn/) conclusion (/kən'kluːʒn/ kən'klusion/), the (/ð/) airport (/'erpɔːrt/ 'erpɔːr) is (/ɪz/) a (/eɪ/) busy (/'bɪzi/) and (/ænd/) exciting (/ɪks'saɪtɪŋ/ ɪks'sɪtɪŋ) place (/pleɪs/) where (/wer/) people (/piːpl/) come (/kʌm/ kem) from (/frʌm/) all (/ɔːl/) over (/'oʊvər/) the (/ð/) world (/wɜːrld/) to (/tuw/) start (/staːrt/) their (/ðer/) adventures (/əd'ventʃərs/ əd'venturs/).

Appendix 10 : Documentation at The Second Grade of MA Al-Arsyad Dungkait West Sulawesi

CURRICULUM VITAE

Nur Ainun Fadhilah.S, the researcher was born in West Sulawesi on 27th July 2001. Her father's name is Saharuddin and her mother's name is Jubaida. She is the second of four children, she has two brothers and one sister. She began her study in Elementary school at SDN Dungkait and graduated on 2013. In the same year, she continued her study to SMPN 1 Tapalang Barat and graduated on 2016. She decided to continue her study to MA Al-Arsyad Dungkait and graduated on 2019. However, she continued her study at State Islamic Institute of Parepare on 2019. During she study in IAIN Parepare and took English Departement as her major. She completed her thesis in the tittle "Teaching Pronunciaton by Using U-Dictionary Applycation at the Second Grade of MA Al-Arsyad Dungkait, West Sulawesi"