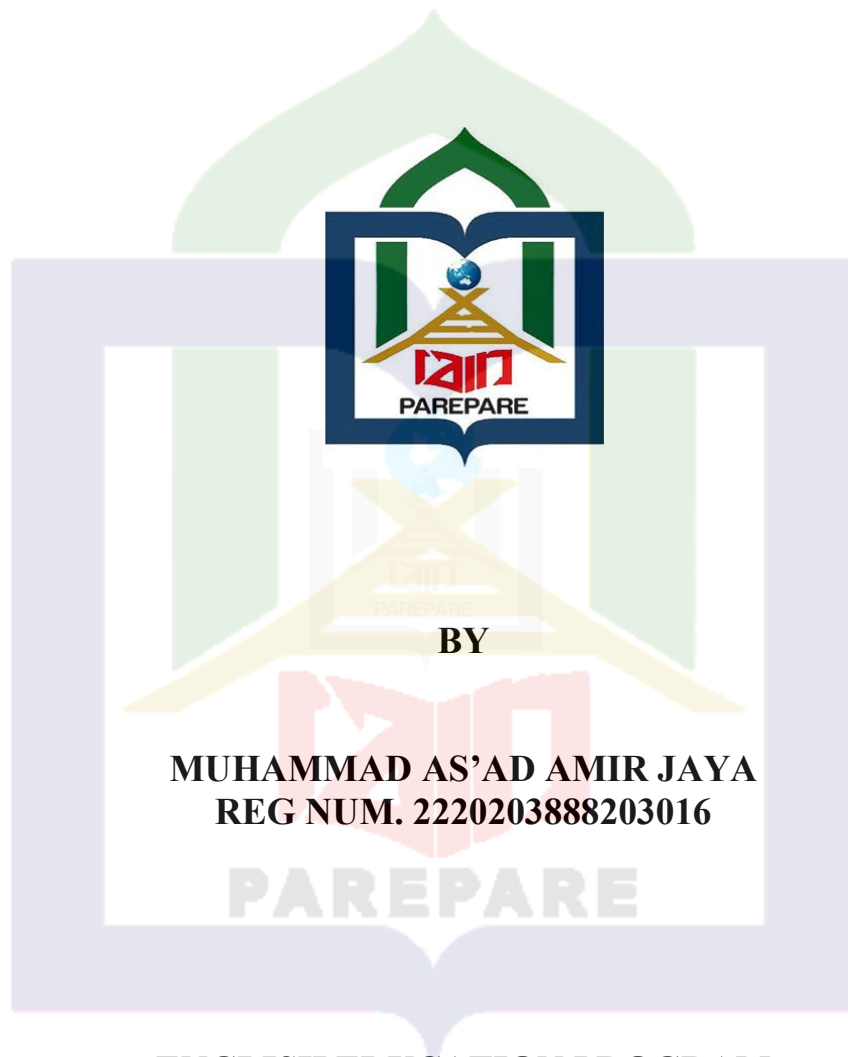


A THESIS

**THE EFFECTIVENESS OF YUGLISH IN IMPROVING
PRONUNCIATION ACCURACY AMONG GRADE X STUDENTS
AT SMA NEGERI 7 PINRANG**



BY

**MUHAMMAD AS'AD AMIR JAYA
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**ENGLISH EDUCATION PROGRAM
UNDERGRADUATE PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI PAREPARE
2026**

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**MUHAMMAD AS'AD AMIR JAYA
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare
in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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SUPERVISORY COMMISSION APPROVAL

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In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah, the Lord of the Worlds. The writer expresses his deepest gratitude to Allah SWT, the Most High and Sovereign of the universe, for His abundant blessings, mercy, and good health that enabled him to complete this thesis successfully. Peace and blessings be upon the Prophet Muhammad (peace be upon him), who brought humanity from the darkness of ignorance into the light of knowledge and truth.

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Parepare, 16 June 2026



MUHAMMAD AS'AD AMIR JAYA
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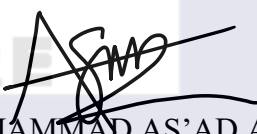
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Stated this thesis was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 16 June 2026
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MUHAMMAD AS'AD AMIR JAYA
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MUHAMMAD AS'AD AMIR JAYA. *The Effectiveness of YouGlish in Improving Pronunciation Accuracy Among Grade X Students at SMA Negeri 7 Pinrang.* (Supervised by Dr. Abdul Haris Sunubi, S.S., M.Pd.)

This research aimed to investigate whether the use of YouGlish was effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang. The study employed a quantitative approach with a pre-experimental one-group pretest-posttest design, involving 35 students of class X.4 selected through purposive sampling. Students' pronunciation accuracy was measured across four aspects: vowel sounds, consonant sounds, word stress, and intonation.

Data were collected through an oral pronunciation pre-test and post-test administered before and after the implementation of YouGlish as a treatment. The pre-test was conducted to identify students' initial pronunciation accuracy, while the post-test was administered after four treatment sessions to measure any improvement. The scoring rubric assessed each of the four pronunciation aspects on a four-point scale, with a maximum raw score of 16 converted to a final score on a 0–100 scale. The data were then analyzed using a paired sample t-test to determine whether the difference between the pre-test and post-test mean scores was statistically significant. The results showed that the mean score increased from 42.14 in the pre-test, classified as "Poor," to 68.21 in the post-test, classified as "Fair," with $t(34) = -16.619$ and $p < .001$.

The findings confirm that YouGlish, as a corpus-based digital pronunciation tool, is effective in improving students' pronunciation accuracy, particularly in segmental features, and can serve as a valuable medium for providing authentic pronunciation input in EFL classrooms.

Keywords: Pronunciation Accuracy, YouGlish, EFL, Corpus-Based Learning

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
EFL	English as a Foreign Language
ESL	English as a Second Language
CALL	Computer-Assisted Language Learning
HVPT	High-Variability Phonetic Training
AI	Artificial Intelligence
SPSS	Statistical Package for the Social Sciences
SD	Standard Deviation
H_0	Null Hypothesis
H_1	Alternative Hypothesis

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes are symbolized by letters in the Arabic writing system. In this transliteration, some are symbolized by letters, and some are symbolized by signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya

ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	,	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) begins a word and follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monophthong) Arabic whose symbols are signs or

harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Hauula

3. *Maddah*

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / اِي	Fathah and Alif or ya	Ā	a and the line above

يُ	Kasrah and Ya	Ī	I and line above
يُ	Kasrah and Ya	Ī	I and line above
وُ	Kasrah and Wau	Ū	u and the line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- Tamarbutah, alive or received fathah, kasrah, and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahatau rauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	: <i>Rabbanā</i>
نَجَّيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجُّ	: <i>al-hajj</i>
نُعَمُّ	: <i>nu‘ima</i>
عُدُوْ	: <i>‘aduwwun</i>

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ	: <i>‘Arabi</i> (not <i>‘Arabiyyor‘Araby</i>)
عَلِيٌّ	: <i>‘Ali</i> (not <i>‘Alyyor‘Aly</i>)

6. **Article**

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example:

: *al-syamsu* (notasy- syamsu)
 الزَّلْزَلَةُ : *al-zalزالah* (notaz-zalزالah)
 الْفَلْسَفَةُ : *al-falsafah*
 الْبِلَادُ : *al-bilādu*

7. **Hamzah**

Rules for transliterating hamzah letters into apostrophes (‘) only apply to hamzahs in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolised because it is an alif in Arabic writing. Example:

تَأْمُرُونَ : *ta’murūna*
 النَّوعُ : *al-nau’*
 شَيْءٌ : *syai’un*
 أُمِرْتُ : *Umirtu*

8. **Arabic words commonly used in Indonesian**

Arabic words, terms, or sentences that are transliterated are words, terms, or sentences that have not been standardised in Indonesian. Words, terms, or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method—for example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, they must be transliterated. Example:

Fīzilālal-qur’an
Al-sunnahqablal-tadwin
Al-ibāratbi ‘umum al-lafzlabikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah, " preceded by particles such as the letters jar and other letters, or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللهِ : *Dīnullah*

بِالله : *billah*

As for the tamarbutah at the end of a word attributed to lafẓal-jalālāh is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration, they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi‘alinnās ilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhūnzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu) NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

B. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
بدون	=	بدون
صلى الله عليه وسلم	=	صلى الله عليه وسلم
ط	=	طبعة

بدون ناشر	=	بدون
إلى آخرها / إلى آخره	=	الخ
جزء	=	ج

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

1. Background

Pronunciation accuracy remains a persistent challenge in English as a Foreign Language (EFL) classrooms, particularly in contexts where exposure to English is limited to formal instruction. Many EFL learners experience difficulties in producing English sounds accurately because they rarely interact with authentic spoken English outside the classroom. As a result, students often develop pronunciation patterns influenced by their first language, which may affect their spoken communication and reduce the clarity of their speech¹.

According to John M. Levis, inaccurate pronunciation can hinder intelligibility, reduce communicative effectiveness, and negatively affect learners' confidence in spoken interaction. Learners who frequently produce incorrect pronunciation may experience misunderstanding during communication and become less confident when expressing ideas orally². Therefore, pronunciation instruction should focus not only on achieving native-like speech but also on developing intelligible communication that can be understood clearly by listeners.

¹ Abubaker Suleiman Abdelmajid Yousif, "Pronunciation Anxiety Among EFL Learners : Causes , Consequences , and Classroom Interventions," *Journal of Language Teaching and Research* 16, no. 6 (2025): 1955–63, <https://doi.org/10.17507/jltr.1606.17>.

² John M. Levis, *Intelligibility , Oral Communication , and the Teaching of Pronunciation* (Cambridge University Press, 2018), <https://doi.org/10.1017/9781108241564>.

Contemporary research also emphasizes that effective oral communication depends not only on grammar and vocabulary mastery but also on the accurate production of segmental and suprasegmental features, including vowel and consonant sounds, stress, and intonation. Segmental features relate to individual speech sounds such as vowels and consonants, while suprasegmental features involve stress and intonation patterns that influence meaning and naturalness in spoken language. However, pronunciation instruction in many EFL settings remains marginal and is often treated as a supplementary rather than integral component of language teaching³.

In the Indonesian EFL context, teaching English at the senior high school level is frequently constrained by limited instructional time⁴, examination-oriented curricula⁵, and insufficient access to effective teaching resources⁶. English instruction in schools is often more focused on grammar, reading, and written examinations, while pronunciation practice receives less classroom attention. Consequently, students have limited opportunities to practice speaking and improve their pronunciation skills through meaningful oral communication activities.

³ Okim Kang and April Ginther, eds., *Assessment in Second Language Pronunciation* (Abingdon, Oxon: Routledge, 2017), <https://doi.org/10.4324/9781315170756>; Martha C Pennington, "Teaching Pronunciation: The State of the Art 2021," *RELC Journal* 52 (2021): 3–21, <https://doi.org/10.1177/00336882211002283>.

⁴ Maya Puspitasari, "Social and Cultural Factors Beyond Washback of the National Examination: Exploring the Impact of High-Stakes Testing in Indonesian Secondary Schools from Teachers' Experiences and Sociocultural Factors Social and Cultural Factors Beyond Washback of the," *The Qualitative Report* 29, no. 6 (2024): 1584–1602, <https://doi.org/10.46743/2160-3715/2024.6289>.

⁵ Nina Sofiana et al., "The Implementation of Differentiated Learning in ELT: Indonesian Teachers' Readiness," *Forum for Linguistic Studies* 6, no. 2 (2024): 1–17, <https://doi.org/10.59400/fls.v6i2.1178>.

⁶ Didi Sukyadi and Lukman Hakim, "Investigating the Relationship between the English Instruction Time Decrease and English Learning Achievements," *Indonesian Journal of Applied Linguistics* 13, no. 1 (2023): 35–47, <https://doi.org/10.17509/ijal.v13i1.58255>.

Indonesian learners commonly struggle with English sounds absent in their first language, such as interdental fricatives /θ/ and /ð/, vowel length contrasts, and word stress in multisyllabic words⁷. These pronunciation problems frequently occur because several English sounds do not exist in Indonesian phonology. As a result, learners often substitute unfamiliar English sounds with sounds from their mother tongue, which may reduce pronunciation accuracy and intelligibility⁸.

These linguistic difficulties often persist despite years of formal instruction, suggesting that conventional teaching approaches may not adequately support students' phonological development. In addition, affective factors such as anxiety and low confidence significantly influence students' oral performance and further limit effective pronunciation practice⁹. Students who are afraid of making pronunciation mistakes may avoid speaking activities and participate less actively during classroom interaction.

Theoretically, pronunciation development is closely related to exposure, perception, and meaningful practice. Effective pronunciation instruction should prioritize communicative intelligibility rather than native-like accuracy alone¹⁰. This

⁷ Syahfitri PURNAMA et al., "The Impact of Listening Phonological Errors on Speaking : A Case Study on English Education," *Journal for the Education of Gifted Young Scientists* 7, no. 4 (2019): 899–913, <https://doi.org/10.17478/jegys.622005>.

⁸ Iwan Fauzi, "The Variability in Phonology of Indonesian Learner ' s Interlanguage : A Case Study on English Marked-Fricatives," *International Journal of Language Education* 5, no. 4 (2021): 285–95, <https://doi.org/10.26858/ijole.v5i4.19468>.

⁹ Wahyuni Wulandari, Abu Bakar Juddah, and Abdul Haris Sunubi, "Psychological Barriers and Their Influence Towards Students' Speaking Ability," *Inspiring: English Education Journal* 1, no. 1 (2018): 46–65, <https://doi.org/10.35905/inspiring.v1i1.833>.

¹⁰ Kang and Ginther, *Assessment in Second Language Pronunciation*; Pennington, "Teaching Pronunciation : The State of the Art 2021."

perspective highlights that learners do not necessarily need to sound like native speakers, but they should be able to communicate ideas clearly and understandably in spoken interaction.

Furthermore, pronunciation instruction should incorporate authentic input, learner noticing, and technology-mediated practice¹¹. Learners need sufficient exposure to authentic spoken English in order to recognize pronunciation patterns and develop awareness of how English sounds are naturally produced in real communication. Therefore, providing authentic pronunciation models is considered important in improving learners' pronunciation accuracy.

In response to these pedagogical demands, technology-enhanced language learning and Computer-Assisted Language Learning (CALL) tools have gained increasing attention¹². Such tools allow learners to access authentic spoken input, practice independently, and enhance phonological awareness¹³. Technology-based learning media also provide learners with more opportunities to repeat pronunciation practice outside the classroom.

Empirical evidence indicates that digital pronunciation tools positively affect segmental and suprasegmental accuracy as well as learner motivation¹⁴. Through

¹¹ Pennington, "Teaching Pronunciation : The State of the Art 2021."

¹² Toshiyuki Hasumi and Mei-shiu Chiu, "Technology-Enhanced Language Learning in English Language Education : Performance Analysis , Core Publications , and Emerging Trends," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2346044>.

¹³ Nurkhamimi Zainuddin, "Technology Enhanced Language Learning Research Trends and Practices : A Systematic Review (2020-2022)," *Electronic Journal of E-Learning* 21, no. 2 (2023): 69–79, <https://doi.org/10.34190/ejel.21.2.2835>.

¹⁴ Samah Yaslam, Saleh Baagbah, and Malini Ganapathy, "The Effect of Mirroring Approach with Visual Feedback on Pronunciation Improvement Perception : Mediating Role of Intrinsic

digital learning platforms, students can repeatedly listen to pronunciation models, imitate sounds, and improve awareness of stress and intonation patterns¹⁵. This repeated exposure may help learners improve pronunciation more effectively than relying solely on conventional classroom instruction.

The integration of digital audio-based applications has also been shown to significantly improve senior high school students' pronunciation ability¹⁶. In addition, digital listening platforms provide accessible and authentic spoken input that supports pronunciation development¹⁷. These findings indicate that technology can play an important role in facilitating pronunciation learning in EFL classrooms.

One emerging corpus-based tool is YouGlish, which enables learners to access authentic pronunciation examples from real-life videos. Unlike conventional pronunciation tools, YouGlish provides pronunciation examples taken from various communicative contexts and spoken by different speakers. This feature allows learners to hear authentic pronunciation directly from real English communication.

By exposing learners to pronunciation across various speakers and communicative contexts, YouGlish supports noticing of segmental and suprasegmental

Motivation and Cognitive Engagement,” *Cogent Education* 12, no. 1 (2025), <https://doi.org/10.1080/2331186X.2025.2530784>.

¹⁵ Qing Ma, Fang Mei, and Bojie Qian, “Exploring EFL Students’ Pronunciation Learning Supported by Corpus-Based Language Pedagogy,” *Computer Assisted Language Learning*, 2024, 1–27, <https://doi.org/10.1080/09588221.2024.2432965>.

¹⁶ Aisyah Ramadani et al., “Pronunciation Ability Improvement by Resso Application at The Parepare Senior High School Students,” *JELITA* 5, no. 1 (2024): 243–54, <https://doi.org/10.56185/jelita.v5i1.660>.

¹⁷ Andini Amalia Ilyas and Nita Kaniadewi, “Students’ Perception on the Use of Spotify to Improve Students’ Pronunciation,” *Inspiring: English Education Journal* 6, no. 2 (2023): 119–32, <https://doi.org/10.35905/inspiring.v6i2.6452>.

features¹⁸. Learners can observe how English sounds, stress patterns, and intonation are naturally produced in authentic speech. This repeated exposure may help learners improve pronunciation awareness and produce more accurate pronunciation.

Studies have reported that repeated exposure through YouGlish enhances learners' awareness of segmental contrasts, stress, and intonation patterns¹⁹, aligning with claims that authentic spoken input facilitates pronunciation development²⁰. Therefore, YouGlish is considered a potentially effective tool for improving students' pronunciation accuracy in EFL learning environments.

Previous research also demonstrated the positive impact of YouGlish on students' English oral performance. Quispe-Vargas et al. (2024) found that the use of YouGlish significantly improved university students' English-speaking proficiency, particularly in pronunciation, vocabulary, grammatical appropriateness, fluency, and interactive communication. The study also revealed that exposure to authentic English videos through YouGlish helped students develop better pronunciation awareness and increased learner autonomy in practicing spoken English. These findings indicate that

¹⁸ Rizgar Qasim Mahmood, "ESL Learners' Perceptions of Using High-Variability Phonetic Training (HVPT) through YouGlish to Improve Pronunciation Skills," *Australian Journal of Applied Linguistics* 7, no. 3 (2024), <https://doi.org/10.29140/ajal.v7n3.1818>.

¹⁹ Mijin Eom, "Empowering English-Speaking Skills through Personalized Exploration and Application of 'YouGlish,'" *Korea Journal of English Language and Linguistics* 24 (2024): 236–56, <https://doi.org/10.15738/kjell.24..202403.236>.

²⁰ Pennington, "Teaching Pronunciation : The State of the Art 2021."

YouGlish can serve as an effective technology-based learning tool for improving oral English skills²¹.

A preliminary observation at SMA Negeri 7 Pinrang revealed that Grade X students experienced difficulties in accurate pronunciation and lacked confidence during oral activities. Classroom practice relied primarily on teacher modeling, with limited exposure to authentic spoken English. As a result, students still experienced difficulties in producing accurate vowel and consonant sounds, placing correct word stress, and using appropriate intonation patterns. According to the English teacher at SMA Negeri 7 Pinrang, when students were asked to read or pronounce English words and sentences, many of them still made errors in pronunciation. Although several students demonstrated relatively good pronunciation ability, only a small number of students were able to pronounce English words accurately and confidently during classroom activities.

Research involving senior high school students is still limited, with most previous studies focusing on adult or university learners. In addition, studies on the use of YouGlish for pronunciation learning are relatively few. Moreover, based on preliminary searches in academic databases, research on the use of YouGlish in the Indonesian EFL context is still limited. Therefore, further research is needed to

²¹ Miliam Quispe-Vargas et al., "THE IMPACT OF YUGLISH ON ENGLISH SPEAKING PROFICIENCY IN HIGHER EDUCATION," *Journal of Technology and Science Education* 14, no. 2 (2024): 349–62, <https://doi.org/10.3926/jotse.1710>.

examine whether YouGlish can improve pronunciation accuracy, particularly among senior high school students.

Therefore, this study aims to investigate the effectiveness of YouGlish in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang through a pre-experimental study. This study is expected to contribute theoretically to pronunciation pedagogy and practically to English language teaching, especially in improving students' pronunciation accuracy through authentic technology-based learning media.

2. Research Questions

Is the use of YouGlish effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang?

3. Objective of the Research

The objective of this research is to investigate whether the use of YouGlish is effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang.

4. Significances of the Research

1. Theoretical Significance

The findings of this research are expected to contribute to the development of English language teaching, particularly in pronunciation learning and technology-assisted language learning. This research is also expected to enrich references related to the use of YouGlish as a digital learning tool for improving students' pronunciation accuracy in EFL classrooms.

2. Practical Significance

- a. For Teachers: This research is expected to provide English teachers with an alternative learning tool to support pronunciation teaching activities in the classroom. The use of YouGlish may help teachers provide authentic pronunciation models and expose students to real spoken English from various speakers and contexts.
- b. For Students: This research is expected to help students improve their pronunciation accuracy and confidence in speaking English. Through YouGlish, students may gain greater exposure to authentic pronunciation examples, including vowel and consonant sounds, stress, and intonation patterns.
- c. For Further Researchers: This research is expected to serve as a reference for future researchers who are interested in pronunciation learning, technology-assisted language learning, and the use of YouGlish in EFL contexts, especially at the senior high school level.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

1. In a study conducted by Miliam Quispe-Vargas et al. entitled *The Impact of YouGlish on English Speaking Proficiency in Higher Education* published in the *Journal of Technology and Science Education* in 2024, the researchers investigated the impact of the use of YouGlish on English-speaking proficiency among university students in Peru. The study employed a quasi-experimental design involving 38 university students divided into a control group and an experimental group. The research focused on several speaking subskills, namely pronunciation, grammatical appropriateness, vocabulary, fluency, and interactive communication. The findings revealed that the use of YouGlish significantly improved students' English-speaking proficiency, particularly in pronunciation and vocabulary development. In addition, the study showed that authentic English videos available through YouGlish helped students improve their pronunciation awareness and speaking performance. Similar to the present research, the study examined the use of YouGlish in English language learning. However, the previous study focused on university students and overall speaking proficiency, whereas the present

research focuses specifically on pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang through a pre-experimental design²².

2. In a study conducted by Mijin Eom entitled *Empowering English-Speaking Skills through Personalized Exploration and Application of 'YouGlish'* published in the *Korea Journal of English Language and Linguistics* in 2024, the researcher investigated the effectiveness of YouGlish in supporting English oral skill development among adult EFL learners. The study employed a qualitative and descriptive approach involving 38 adult learners in South Korea. The research focused on learners' perceptions of YouGlish, particularly in improving pronunciation, intonation, and oral communication skills through authentic video-based learning and self-directed practice. In addition, the study proposed an eight-week self-directed learning module emphasizing pronunciation and intonation practice through repeated listening, shadowing, recording, and contextual learning activities. The findings revealed that learners perceived YouGlish as a valuable and motivating tool for improving pronunciation accuracy, intonation, and confidence in English speaking. The study also found that exposure to authentic pronunciation models through real-life videos enhanced learners' awareness of pronunciation features and promoted autonomous learning. Similar to the present study, the research examined the use of YouGlish in

²² Quispe-Vargas et al., "THE IMPACT OF YOUGLISH ON ENGLISH SPEAKING PROFICIENCY IN HIGHER EDUCATION."

improving English oral skills, particularly pronunciation and intonation. However, the previous study focused on adult learners' perceptions and self-directed learning, whereas the present research focuses specifically on the effectiveness of YouGlish in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang through a pre-experimental design²³.

3. In a study conducted by Rizgar Qasim Mahmood entitled "*ESL Learners' Perceptions of Using High-Variability Phonetic Training (HVPT) through YouGlish to Improve Pronunciation Skills*" (2024), the researcher investigated ESL learners' perceptions of using YouGlish and HVPT to improve pronunciation skills. The study used a mixed-method design through questionnaires and semi-structured interviews involving 70 ESL learners in Australia and applied Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory as the theoretical framework. The findings showed that most learners had positive perceptions toward the use of YouGlish and HVPT because the tools helped them improve pronunciation accuracy, understand different English accents, and increase speaking confidence. However, the participants also emphasized the importance of teachers' explicit corrective feedback in pronunciation learning. The similarity between Mahmood's study and the present study is that both studies focus on the use of YouGlish in pronunciation learning, while the difference is that Mahmood's study

²³ Eom, "Empowering English-Speaking Skills through Personalized Exploration and Application of 'YouGlish.'"

examined learners' perceptions of HVPT and YouGlish in an ESL context, whereas the present study focuses on pronunciation improvement in the Indonesian EFL context²⁴.

4. A study conducted by Q. Ma and colleagues investigated the effectiveness of a Corpus-Based Language Pedagogy (CBLP)-supported pronunciation course for EFL learners. The study found that technology-supported pronunciation instruction significantly improved students' reading accuracy, phonetic accuracy, and fluency. The researchers emphasized that pronunciation learning becomes more effective when learners are exposed to authentic spoken data, speech analysis tools, and technology-assisted learning environments. The study also highlighted that technology can increase learner autonomy and help students become more aware of their pronunciation errors through repeated exposure and practice. Furthermore, the researchers argued that the goal of pronunciation instruction should focus on achieving intelligible pronunciation rather than native-like accents (Pennington, 2021). These findings support the use of digital pronunciation tools such as YouGlish in helping EFL learners improve their English pronunciation skills²⁵.

²⁴ Mahmood, "ESL Learners' Perceptions of Using High-Variability Phonetic Training (HVPT) through YouGlish to Improve Pronunciation Skills."

²⁵ Ma, Mei, and Qian, "Exploring EFL Students' Pronunciation Learning Supported by Corpus-Based Language Pedagogy."

B. Some Pertinent Ideas

1. Pronunciation

Pronunciation is a fundamental component of spoken language that significantly influences communicative effectiveness in second language use. In the context of English as a Foreign Language (EFL) learning, pronunciation refers to the way in which speakers produce sounds, stress, rhythm, and intonation that together constitute intelligible speech. According to Levis, pronunciation is not an optional element of language teaching but rather an essential aspect of spoken communication, as it has the greatest impact on speech intelligibility and dramatically affects the ability of language learners to make themselves understood and to understand the speech of others²⁶.

Pronunciation encompasses two major dimensions: segmental and suprasegmental features. Segmental features include individual speech sounds such as vowels and consonants, while suprasegmental features involve broader elements such as word stress, rhythm, and intonation. Both dimensions contribute to the overall intelligibility of a speaker's message. Errors in segmental features, such as incorrect vowel or consonant production, can directly impair lexical access for listeners, while suprasegmental errors can affect the interpretation of meaning at the discourse level.

²⁶ Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

a. Segmental Features

Segmental features represent the foundational units of spoken language and play a central role in determining whether a speaker's message is understood. Vowels and consonants, as the primary components of segmental phonology, are essential elements that learners must develop in order to achieve intelligible pronunciation in English.

1) Vowels

Vowels are produced with an open vocal tract and serve as the nucleus of syllables in English. Each vowel sound carries distinct acoustic properties related to tongue height, tongue backness, and lip rounding, which differentiate one vowel from another. English contains a larger inventory of vowel sounds compared to many other languages, including Indonesian, which means that EFL learners often encounter difficulty in accurately distinguishing and producing English vowel contrasts. According to Levis, vowel errors in stressed syllables are particularly likely to create unintelligibility, as listeners rely heavily on the vowel quality of stressed syllables to identify words in connected speech. Mispronouncing a vowel sound may cause the spoken word to resemble a completely different word, thereby disrupting comprehension and creating a loss of intelligibility²⁷.

²⁷ Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

Therefore, developing accurate vowel production is considered a priority in pronunciation instruction²⁸.

a) Monophthongs

Monophthongs are pure vowel sounds in which the tongue position remains relatively stable throughout the production of the sound. English monophthongs include a set of short and long vowel sounds that are distinguished by differences in vowel quality rather than duration alone. Short vowels such as /ɪ/, /e/, /æ/, /ɒ/, /ʌ/, and /ʊ/ are typically produced with relatively brief duration and lax articulation, while long vowels such as /i:/, /ɑ:/, /ɔ:/, /u:/, and /ɜ:/ are characterized by greater duration and tenser articulation. Many EFL learners, including Indonesian speakers, may substitute these sounds with vowels from their native language, which can result in pronunciation inaccuracies that impair intelligibility.

(1) Vowel Quality and Vowel Length

Vowel quality refers to the acoustic characteristics that distinguish one vowel sound from another, determined primarily by the position of the tongue and the shape of the lips during production. Learners who fail to produce accurate vowel quality may be misunderstood even if their

²⁸ Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

consonant articulation is correct, as vowel sounds carry substantial phonemic weight in English words. Vowel length contrasts in English, such as the distinction between /ɪ/ and /i:/, also play an important role in differentiating words and conveying meaning. Indonesian learners often experience difficulty with English vowel length distinctions because such contrasts are not phonemically significant in the Indonesian phonological system, making explicit pronunciation instruction particularly important.

b) Diphthongs

Diphthongs are vowel sounds that involve a gliding movement from one vowel position to another within the same syllable, such as /eɪ/ in "make" and /aɪ/ in "time." English diphthongs such as /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/ require learners to produce a smooth gliding transition between two vowel qualities.

(1) Diphthong Production and Intelligibility

Failure to produce accurate diphthong glides may reduce the naturalness of speech and affect intelligibility in connected discourse. Because diphthongs require coordinated movement of the articulatory system from one vowel position to another, learners whose first language does not include such gliding vowel sounds are particularly likely

to produce simplified or inaccurate forms that deviate from expected English pronunciation patterns.

2) Consonants

Consonants are produced with partial or full closure of the vocal tract and function as the boundaries of syllables in English. English has a rich consonant inventory, including several sounds that do not exist in Indonesian phonology, such as the interdental fricatives /θ/ and /ð/ as in "think" and "this." According to Levis, consonant errors can create significant loss of intelligibility, particularly when they affect words with high functional load, meaning words where the substitution of one consonant for another results in a completely different word²⁹.

a) Place of Articulation

Place of articulation refers to the location in the vocal tract where the closure or constriction occurs during consonant production. English consonants include bilabial sounds such as /p/ and /b/, alveolar sounds such as /t/ and /d/, velar sounds such as /k/ and /g/, and dental sounds such as /θ/ and /ð/. EFL learners may substitute unfamiliar sounds with consonants from their native language that share similar places of articulation. For Indonesian EFL learners, the dental fricatives /θ/ and /ð/ are particularly

²⁹ Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

problematic because these sounds do not exist in Indonesian phonology, and learners typically replace them with alveolar stops or fricatives such as /t/, /d/, /s/, or /z/, which may reduce the intelligibility of their spoken output.

b) Manner of Articulation

Manner of articulation refers to how the airflow is modified when producing a consonant. English consonants include stops, fricatives, affricates, nasals, and approximants. Fricative sounds such as /θ/, /ð/, /f/, /v/, /s/, and /z/ are particularly challenging for Indonesian EFL learners, as several of these sounds are absent or have different phonemic values in Indonesian.

Errors in manner of articulation can significantly affect the perceived accuracy and naturalness of a learner's pronunciation. When learners replace fricatives with stops or substitute one manner of articulation for another, the resulting speech may sound unfamiliar to listeners and require greater cognitive effort to decode. Explicit instruction on manner of articulation distinctions, supported by authentic pronunciation models, can help learners develop greater awareness of these contrasts and improve their consonant production accuracy.

b. Suprasegmental Features

In addition to vowels and consonants, suprasegmental features play an important role in English pronunciation. Suprasegmentals include word stress, sentence stress, rhythm, and intonation, which operate at the level of syllables, words, and discourse rather than individual speech sounds. According to Pennington, contemporary pronunciation teaching increasingly emphasizes suprasegmental features alongside segmentals, as both dimensions contribute to intelligibility and communicative effectiveness in spoken language.

1) Word Stress

Word stress refers to the prominence given to a particular syllable within a word, typically marked by greater loudness, length, and pitch height. Correct word stress placement is important for intelligibility because stress errors can obscure the identity of words and disrupt listeners' lexical access.

Misplacement of word stress is a common source of pronunciation difficulty for EFL learners, particularly in multisyllabic words where stress patterns differ from those of the learner's first language. In English, word stress is not always predictable from spelling, which means that learners must develop awareness of stress patterns through exposure to and practice with authentic spoken input.

Research cited by Levis has shown that incorrect word stress placement can impair a listener's ability to recognize a word, even when the segmental sounds are produced accurately. This finding underscores the importance of

including word stress instruction as part of a comprehensive pronunciation curriculum rather than focusing exclusively on individual sound production.

2) Intonation

Intonation involves patterns of pitch change across utterances and communicates pragmatic meaning and discourse structure, signaling whether an utterance is a statement, question, or request. According to Pennington, intonation is an important suprasegmental feature that conveys the speaker's attitude, emotional state, and communicative intention³⁰.

EFL learners who apply intonation patterns from their first language when speaking English may produce utterances that sound unnatural or carry unintended meanings to English-speaking listeners. For example, a rising intonation that functions as a statement marker in one language may be interpreted as a question in English, potentially causing miscommunication.

Developing awareness of English intonation patterns requires exposure to authentic spoken English across a variety of communicative contexts. Technology-based tools that provide access to real spoken data, such as YouGlish, can support learners in noticing and internalizing English intonation patterns through repeated listening and observation of how intonation functions in naturally occurring speech.

³⁰ Pennington, "Teaching Pronunciation : The State of the Art 2021."

2. Pronunciation Accuracy

Pronunciation accuracy refers to the degree to which a learner's production of English sounds, stress, and intonation conforms to recognizable and intelligible phonological norms. In EFL research, pronunciation accuracy is often measured in terms of how closely a learner's spoken output approximates the pronunciation patterns that enable clear communication and listener comprehension. According to Kang and Ginther, the assessment of pronunciation accuracy in second language contexts involves evaluating key constructs including intelligibility, comprehensibility, and accentedness, each of which reflects different aspects of how accurately and effectively a learner communicates through spoken language³¹.

a. Intelligibility

Intelligibility is defined by Munro and Derwing, as cited in Levis, as the extent to which a speaker's message is actually understood by a listener. In the context of pronunciation accuracy, intelligibility focuses on whether the listener can identify the words and meaning intended by the speaker. Research has consistently shown that pronunciation deviations, particularly in segmental features such as vowels and consonants, are the primary causes of unintelligibility in nonnative speech, outweighing the effects of grammatical or lexical errors³².

³¹ Kang and Ginther, *Assessment in Second Language Pronunciation*.

³² Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

1) Intelligibility-Based Approach to Pronunciation Teaching

Levis argues that an intelligibility-based approach to pronunciation teaching prioritizes communicative effectiveness over native-like accuracy, recognizing that learners do not need to achieve a native accent in order to communicate successfully. What is important is that learners develop sufficient phonological accuracy to ensure that their speech is understood by a range of listeners across different communicative contexts.

b. Comprehensibility

Comprehensibility refers to the listener's judgment of how easy or difficult it is to understand a speaker's message. Unlike intelligibility, which focuses on whether a message is understood, comprehensibility reflects the perceived effort required to decode speech. According to Kang and Ginther, comprehensibility is a distinct but related construct to intelligibility, as a speaker may be fully intelligible while still requiring considerable listener effort to understand.

1) Factors Contributing to Comprehensibility

Factors such as vowel and consonant accuracy, word stress placement, rhythm, and intonation all contribute to comprehensibility ratings. Improving comprehensibility is an important goal in EFL pronunciation teaching because highly comprehensible speech reduces the cognitive burden on listeners and facilitates smoother communication.

Research has found that instruction on both segmental and suprasegmental features can improve comprehensibility, suggesting that a balanced approach to pronunciation teaching that addresses both individual sounds and prosodic features is beneficial for EFL learners. In the context of the present study, pronunciation accuracy is operationalized as the learner's ability to produce English vowel and consonant sounds in a manner that is sufficiently accurate to be recognized and understood by listeners, as assessed through oral reading tasks evaluated by trained raters using a standardized pronunciation scoring rubric.

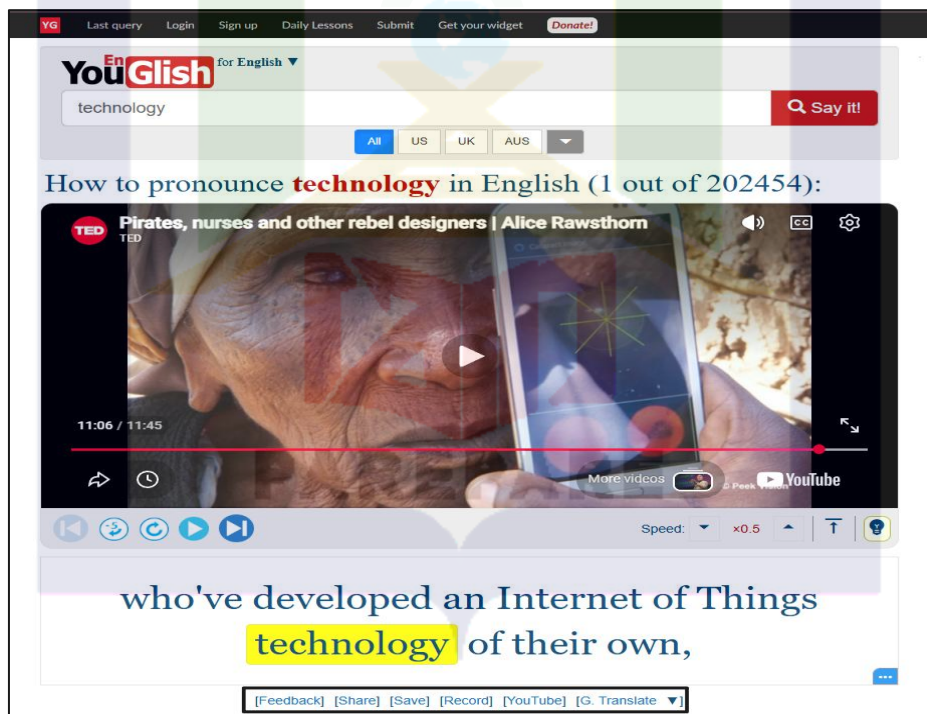
3. YouGlish

YouGlish is a corpus-based digital pronunciation tool that provides learners with access to authentic English pronunciation examples drawn from a large database of real-life YouTube videos. Unlike conventional pronunciation tools or dictionaries that rely on isolated recordings by a single speaker, YouGlish enables learners to search for any English word or phrase and immediately access multiple video clips in which that word or phrase is used in authentic communicative contexts by various speakers from different English-speaking backgrounds. This feature makes YouGlish a distinctive and potentially valuable tool for EFL pronunciation learning.

a. Features of YouGlish

YouGlish offers several features that distinguish it from other digital pronunciation tools. As noted by Eom (2024), the YouGlish platform presents a range of options geared towards fostering active learning. First, it provides

access to a large corpus of authentic spoken English, allowing learners to hear how words and phrases are naturally produced in real communication rather than in controlled or scripted recordings³³. Second, YouGlish allows learners to select the variety of English they wish to hear, such as American, British, or Australian English, enabling exposure to diverse pronunciation norms. Third, the tool provides subtitles and timestamps that allow learners to follow the spoken text and locate specific pronunciation instances within a video. As illustrated in Picture 2.1, these features are presented within a single integrated interface, making the tool accessible and straightforward to use.



Picture 2.1 Illustration of YouGlish Interface

³³ Eom, “Empowering English-Speaking Skills through Personalized Exploration and Application of ‘YouGlish.’”

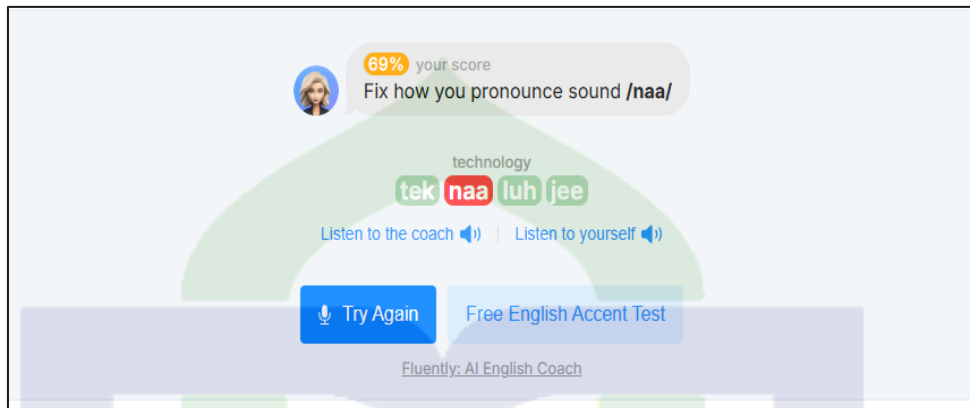


Picture 2.2 The self-recording feature in YouGlish

Fourth, YouGlish provides a self-recording feature that allows learners to record their own pronunciation immediately after listening to authentic speaker models. Eom (2024) highlights that YouGlish promotes active learning by inviting learners to imitate and practice pronunciation, and provides a function for learners to record their voice while shadowing, as shown in Picture 2.2.

Fifth, YouGlish integrates an AI-powered pronunciation assessment tool that provides immediate automated feedback at the phoneme level. As illustrated in Picture 2.3, the AI coach assigns a percentage score and identifies specific sounds that require improvement, breaking the word down into its constituent syllables for targeted corrective guidance. Together, these features

support both receptive and productive dimensions of pronunciation development, engaging learners in a full cycle of perception, production, and self-correction.



Picture 2.3 AI-powered pronunciation feedback in YouGlish

b. Authentic Input

The use of authentic spoken input is considered an important condition for pronunciation development. Pennington emphasizes that pronunciation instruction should incorporate authentic input and technology-mediated practice to support learner noticing and phonological awareness³⁴. YouGlish aligns with this principle by providing learners with authentic pronunciation models drawn from real communicative situations, including lectures, presentations, interviews, and everyday conversation. Furthermore, YouGlish supports a form of high-variability phonetic training (HVPT), in which learners are exposed to the same target word or sound as produced by multiple different speakers across multiple communicative contexts. Research has shown that HVPT can significantly improve learners'

³⁴ Pennington, "Teaching Pronunciation : The State of the Art 2021."

perception and production of L2 sounds by helping them generalize phonetic knowledge across speaker variability rather than being limited to a single pronunciation model. This exposure to varied speakers and contexts makes YouGlish particularly effective in developing pronunciation awareness that transfers to real-world communication³⁵.

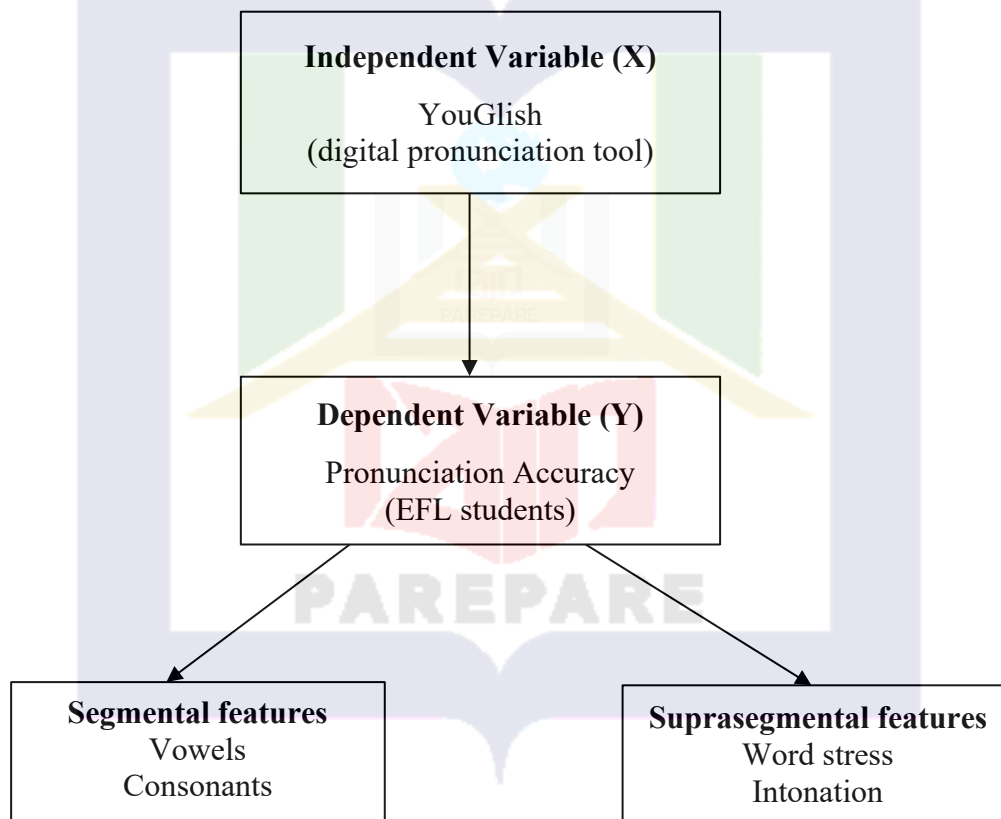
c. Computer-Assisted Language Learning Tool

YouGlish exemplifies the integration of technology into language learning, consistent with the broader trend of Computer-Assisted Language Learning (CALL) in EFL instruction. According to Pennington, the continuing development of electronic resources has greatly expanded the possibilities available to language learners and teachers for accessing authentic pronunciation input and engaging in individualized practice. Because YouGlish is freely accessible online and can be used independently outside the classroom, it promotes learner autonomy by enabling learners to engage in self-directed pronunciation practice at their own pace and according to their individual needs. This capacity for self-directed, repeated practice is particularly valuable in EFL contexts such as Indonesian senior high schools where formal instruction time is limited and students have restricted access to authentic spoken English in their daily environment. As a CALL tool, YouGlish therefore addresses several limitations of traditional pronunciation instruction, including the lack of

³⁵ Mahmood, "ESL Learners' Perceptions of Using High-Variability Phonetic Training (HVPT) through YouGlish to Improve Pronunciation Skills."

authentic input, insufficient opportunities for repeated practice, and limited access to varied pronunciation models. Its corpus-based design, authentic video content, multi-speaker exposure, self-recording capability, and AI-powered feedback make it a comprehensive and accessible resource for supporting pronunciation accuracy development among EFL learners at the senior high school level.

C. Conceptual Framework



This research examines the effectiveness of YouGlish in improving the pronunciation accuracy of Grade X students at SMA Negeri 7 Pinrang. The conceptual

framework of this study illustrates the relationship between the independent variable and the dependent variable.

The independent variable (X) in this study is the use of YouGlish, a corpus-based digital pronunciation tool that provides learners with authentic English pronunciation input from real-life YouTube videos featuring multiple speakers across various communicative contexts.

The dependent variable (Y) is students' pronunciation accuracy, which encompasses two major dimensions. The first dimension is segmental features, which refers to the accurate production of vowel and consonant sounds. The second dimension is suprasegmental features, which refers to word stress and intonation patterns. Based on the framework above, the use of YouGlish as the independent variable is expected to have a significant effect on students' pronunciation accuracy as the dependent variable.

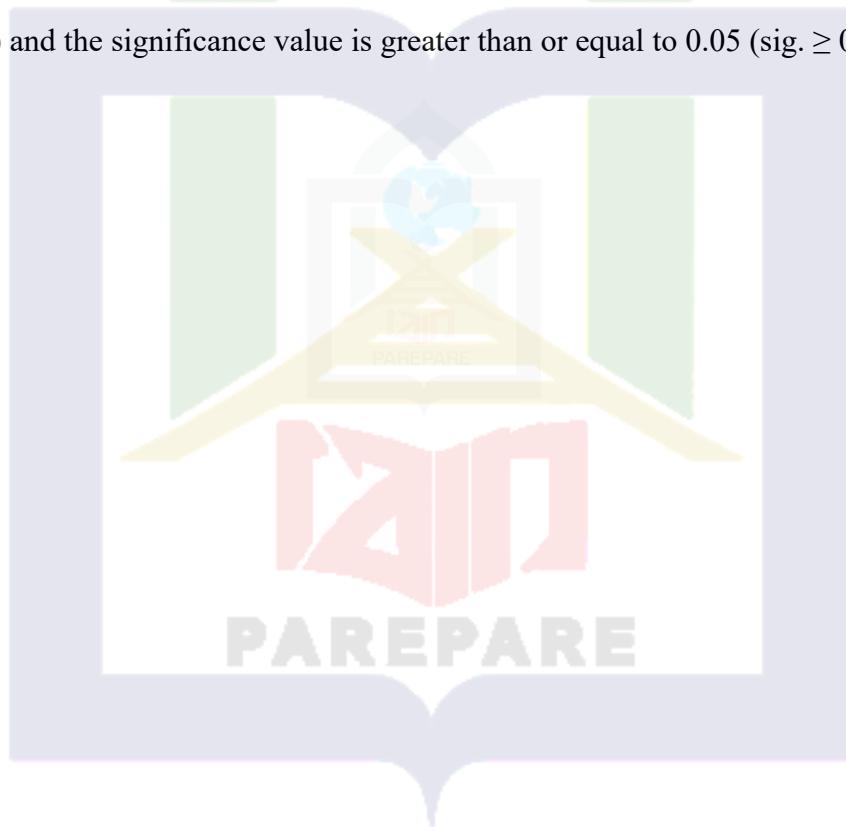
D. Hypotheses

Hypotheses are tentative answers to research problems that still need to be tested through empirical research. Based on the theoretical review, previous research findings, and conceptual framework presented above, the hypotheses of this research are formulated as follows:

H₀ (Null Hypothesis): There is no significant difference between students' pre-test and post-test scores in pronunciation accuracy after the use of YouGlish among Grade X students at SMA Negeri 7 Pinrang.

H_1 (Alternative Hypothesis): There is a significant difference between students' pre-test and post-test scores in pronunciation accuracy after the use of YouGlish among Grade X students at SMA Negeri 7 Pinrang.

The alternative hypothesis (H_1) is accepted if the result of the paired samples t-test shows that the t-count value is greater than the t-table value ($t\text{-count} > t\text{-table}$) and the significance value is less than 0.05 ($\text{sig.} < 0.05$). Conversely, the null hypothesis (H_0) is accepted if the t-count value is less than or equal to the t-table value ($t\text{-count} \leq t\text{-table}$) and the significance value is greater than or equal to 0.05 ($\text{sig.} \geq 0.05$).



CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research employed a quantitative approach with a pre-experimental design. Specifically, the one-group pretest-posttest design was used in this study. This design was selected because the research aimed to examine the effectiveness of a single treatment, namely the use of YouGlish, in improving students' pronunciation accuracy, without involving a control group. According to Creswell and Guetterman (2019), a pre-experimental design is appropriate when the researcher intends to examine the effect of a treatment on a single group by comparing measurements taken before and after the treatment is administered³⁶.

The design of this research can be illustrated as follows:

Table 3.1 Research Design of One Group Pre-test and Post-test

Group	Pre-Test	Treatment	Post-Test
The Student	O ₁	X	O ₂

Where:

O₁ = Pre-test (measurement of students' pronunciation accuracy before treatment)

X = Treatment (the use of YouGlish in pronunciation learning)

O₂ = Post-test (measurement of students' pronunciation accuracy after treatment)

³⁶ John W. Creswell and Timothy C. Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th ed. (New York, NY: Pearson Education, Inc., 2019).

In this design, the pre-test was administered before the treatment to measure students' initial pronunciation accuracy. The treatment was then implemented through four sessions of pronunciation learning activities using YouGlish. After the treatment, a post-test was administered to measure students' pronunciation accuracy. The difference between the pre-test and post-test scores was then analyzed to determine whether the use of YouGlish significantly improved students' pronunciation accuracy.

B. Location and Duration of the Research

This research was conducted at SMA Negeri 7 Pinrang, located in Pinrang Regency, South Sulawesi, Indonesia. This school was selected as the research location because preliminary observation indicated that Grade X students at this school experienced difficulties in accurate pronunciation and had limited access to authentic spoken English in their learning activities. In addition, the English teacher at SMA Negeri 7 Pinrang confirmed that pronunciation instruction had not been systematically implemented and that students relied primarily on teacher modeling with limited exposure to technology-based pronunciation tools.

The research was conducted during the academic year 2025/2026. The duration of the research covered the pre-test, four treatment sessions, and post-test, which were carried out over six meetings in accordance with the school's academic schedule.

C. Population and Sample

The population of this research was all Grade X students at SMA Negeri 7 Pinrang in the academic year 2025/2026. The sample of this research was the students

of class X.4, consisting of 35 students, selected through purposive sampling. Purposive sampling was used because the class was selected based on specific criteria relevant to the research objectives, namely the students' demonstrated difficulties in pronunciation accuracy and the class's suitability for the implementation of the YouGlish-based treatment. Since this research employed a pre-experimental one-group pretest-posttest design, only one class was involved as the research sample without a separate control group.

D. Operational Definition of Variables

The operational definition of variables in this research is described as follows.

1. Independent Variable

The independent variable in this research is the use of YouGlish. Operationally, YouGlish is defined as a corpus-based digital pronunciation tool that was used as the primary instructional medium during the treatment sessions. YouGlish was used to provide students with authentic English pronunciation examples from real-life YouTube videos featuring multiple speakers across various communicative contexts. During the treatment sessions, students used YouGlish to listen to target words and sentences pronounced by native speakers, observe segmental and suprasegmental pronunciation features, and practice producing the target sounds by imitating the pronunciation models provided by the tool. The treatment was implemented across four sessions.

2. Dependent Variable

The dependent variable in this research is students' pronunciation accuracy. Operationally, pronunciation accuracy is defined as the degree to which students accurately produce English vowel sounds, consonant sounds, word stress, and intonation patterns, as measured through an oral pronunciation test. Pronunciation accuracy was assessed using an analytic scoring rubric consisting of four aspects: segmental accuracy of vowels, segmental accuracy of consonants, word stress accuracy, and intonation accuracy. Each aspect was rated on a four-point scale, and students' total scores were converted to a 0-100 scale to classify their pronunciation proficiency levels.

E. Instrument of Research

The research instrument used in this study was an oral pronunciation test administered as both a pre-test and a post-test. The test was designed to measure students' pronunciation accuracy across four aspects: segmental accuracy of vowels, segmental accuracy of consonants, word stress accuracy, and intonation accuracy. The instrument was developed based on pronunciation assessment frameworks that emphasize accuracy and intelligibility in second language speech (Kang & Ginther, 2017).

The pre-test required students to pronounce 10 isolated words targeting English vowel contrasts (e.g., /ɪ/ vs /i:/, /æ/ vs /ʌ/), 10 isolated words targeting English consonant sounds (e.g., /θ/, /ð/, /f/, /tʃ/), 10 multisyllabic words for word stress accuracy assessment, and 3 short sentences for intonation accuracy assessment. The post-test

used a parallel set of items with comparable difficulty to ensure the validity of the comparison between pre-test and post-test scores.

Students' performances were evaluated using an analytic scoring rubric adapted from Kang and Ginther (2017), in which each of the four pronunciation aspects was rated on a four-point scale. The scoring rubric is presented in Table 3.2.

Table 3.2 Pronunciation Assessment Scoring Rubric

Aspect	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Segmental Accuracy (Vowels)	Pronounces English vowel sounds accurately and consistently with native-like quality; no noticeable errors	Pronounces most vowel sounds accurately with minor errors that do not affect clarity	Pronounces vowel sounds with frequent errors that sometimes affect clarity	Pronounces vowel sounds inaccurately; errors frequently affect clarity
Segmental Accuracy (Consonants)	Pronounces consonant sounds accurately without L1 interference; no substitution or omission	Pronounces most consonants accurately with minor substitution or mispronunciation	Pronounces consonants with frequent substitution or omission	Pronounces consonants inaccurately; errors cause serious misunderstanding
Word Stress Accuracy	Places primary stress correctly on almost all multi-syllabic words	Places stress correctly on most words with occasional errors	Frequently misplaces stress on multi-syllabic words	Incorrect stress placement on most words

Intonation Accuracy	Uses appropriate rising and falling intonation naturally and consistently	Uses correct intonation with minor inconsistencies	Uses limited intonation patterns; some sentences sound unnatural	Intonation patterns are mostly incorrect or flat
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The scoring system applied in this research was as follows:

1. Maximum score per aspect: 4
2. Number of aspects: 4
3. Maximum total score: 16

$$\text{Final Score} = \frac{\text{Total Score}}{16} \times 100$$

The classification of students' pronunciation ability levels based on their final scores is presented in Table 3.3.

Table 3.3. Classification of Students' Pronunciation Ability

Score Range (0–100)	Total Rubric Score (Max 16)	Ability Level	Description
86 – 100	14 – 16	Very Good	Students demonstrate very accurate pronunciation with minimal errors in vowel and consonant production, word stress, and intonation
71 – 85	11 – 13	Good	Students show generally accurate pronunciation with some minor errors that do not significantly affect intelligibility
56 – 70	9 – 10	Fair	Students produce noticeable pronunciation errors in several aspects that sometimes affect clarity

≤ 55	≤ 8	Poor	Students show frequent pronunciation errors that significantly affect intelligibility
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F. Technique of Collecting Data

The data in this research were collected through the following procedure.

1. Pre-test

Prior to the treatment, a pre-test was administered to all 35 students of class X.4 to measure their initial pronunciation accuracy. Students were asked to pronounce the target words and sentences in the test instrument clearly and naturally. Their performances were recorded and subsequently rated by the researcher using the analytic scoring rubric described in the instrument section.

2. Treatment

Following the pre-test, the treatment was implemented across four sessions. During each session, students were guided to use YouGlish to access authentic English pronunciation examples. The treatment activities included listening to target words and sentences as pronounced by multiple native speakers through YouGlish, observing segmental and suprasegmental pronunciation features, imitating the pronunciation models, practicing production of the target sounds, and receiving feedback. The treatment procedures are presented as follows:

a. First Meeting

“Introduction to Vowel Sounds and Listening Practice.” The researcher began the session by explaining the target English vowel sounds to be practiced,

namely /ɪ/, /i:/, /æ/, and /ʌ/, including the differences in vowel quality and length between each pair. The researcher then demonstrated how to use YouGlish to search for target words and listen to authentic pronunciation models produced by multiple native speakers. Students listened to several speakers pronouncing the target vowel sounds and imitated the pronunciation they heard. After the guided practice, students searched for additional words containing the target vowel sounds on YouGlish and practiced pronouncing them independently. At the end of the session, the researcher gave direct feedback to correct students' remaining vowel errors. Overall, students appeared enthusiastic and actively engaged throughout the listening and imitation activities.

b. Second Meeting

“Recognizing and Correcting Consonant Sounds.” Before starting the lesson, the researcher explained the target consonant sounds /θ/, /ð/, /ʃ/, and /tʃ/, including the articulatory differences between these sounds and similar sounds in Indonesian. Students then used YouGlish to listen to multiple native speakers pronouncing words containing the target consonants and were guided to notice the difference between the correct pronunciation and their own habitual pronunciation. Many students realized that they had previously pronounced "think" not as /θɪŋk/ but with a harsh, trilled /t/ sound, a common interference from their first language. After listening, students imitated the target sounds, paying close attention to correct tongue placement, before searching for additional words on YouGlish and practicing them independently. The researcher then gave feedback on the most

frequent substitution errors. Students showed relatively high enthusiasm during this session, and several of them made noticeably more accurate attempts to produce the correct interdental sound after repeated exposure to the native-speaker models.

c. Third Meeting

“Practicing Word Stress Patterns.” The researcher explained the concept of word stress in English, emphasizing that incorrect stress placement on multisyllabic words can affect a listener's understanding even when the individual sounds are pronounced correctly. Students used YouGlish to listen to multisyllabic target words pronounced by multiple native speakers while identifying which syllable carried the primary stress, then imitated the pronunciation accordingly. Afterward, students searched for other multisyllabic words on YouGlish and attempted to identify and produce the correct stress pattern independently. Students remained enthusiastic during this session and were notably more active in asking questions, particularly about how to determine which syllable should be stressed in a given word, reflecting their growing curiosity about a pronunciation feature they had rarely been taught explicitly in regular classroom instruction.

d. Fourth Meeting

“Integrated Practice of Intonation and Pronunciation Aspects.” The researcher explained rising and falling intonation patterns and their function in distinguishing questions, statements, and other communicative purposes. Students listened to native speakers pronouncing target sentences through YouGlish,

observed how pitch rose or fell across different sentence types, and imitated the intonation patterns while reading the sentences aloud. Students then practiced additional sentences while applying what they had learned throughout the previous three meetings, integrating vowel, consonant, word stress, and intonation accuracy in their pronunciation. Students continued to show enthusiasm and active participation during this final session; several of them asked questions about when intonation should rise and when it should fall, for example in distinguishing question sentences from statements.

3. Post-test

After the four treatment sessions were completed, a post-test was administered in the sixth session to measure students' pronunciation accuracy following the treatment. The post-test used a parallel set of items comparable in difficulty to the pre-test. Students' performances were recorded and rated using the same analytic scoring rubric applied in the pre-test.

G. Technique of Data Analysis

The data collected in this research were analyzed using both descriptive and inferential statistical techniques with the assistance of IBM SPSS Statistics software.

1. Descriptive Statistics

Descriptive statistics were used to describe the general characteristics of the data, including the mean score, standard deviation, minimum score, maximum score, and the frequency distribution of students' pronunciation ability levels in

both the pre-test and post-test. Descriptive analysis was used to provide an overview of students' pronunciation accuracy before and after the treatment.

2. Normality Test

Before conducting inferential statistical analysis, a normality test was performed to determine whether the data were normally distributed. The Shapiro-Wilk test was used because the sample size was relatively small ($n = 35$). The data were considered normally distributed if the significance value was greater than 0.05 (sig. > 0.05).

3. Paired Samples T-Test

To answer the research question and test the research hypothesis, a paired samples t-test was conducted to compare students' pre-test and post-test scores. The paired samples t-test was selected because the data consisted of two related measurements from the same group of participants taken before and after the treatment. The criterion for hypothesis testing was as follows: the alternative hypothesis (H_1) was accepted if the t-count value was greater than the t-table value ($t\text{-count} > t\text{-table}$) and the significance value was less than 0.05 (sig. < 0.05), indicating a significant improvement in students' pronunciation accuracy after the treatment. Conversely, the null hypothesis (H_0) was accepted if the significance value was greater than or equal to 0.05 (sig. ≥ 0.05).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Research Data

This research was conducted in class X.4 at SMA Negeri 7 Pinrang, which consisted of 35 students. The data were collected through an oral pronunciation test administered as a pre-test and a post-test. The pre-test was conducted before the implementation of the treatment using YouGlish, while the post-test was conducted after the treatment was completed.

The students' pronunciation accuracy was assessed based on four aspects, namely segmental accuracy of vowels, segmental accuracy of consonants, word stress accuracy, and intonation accuracy. Each aspect was rated on a four-point scale, with a maximum total raw score of 16, which was then converted into a final score on a 0-100 scale.

a. Students' Pronunciation Accuracy in Pre-Test

The pre-test was conducted to identify students' initial pronunciation accuracy before the treatment. The results are presented in Table 4.1.

Table 4.1 Students' Pronunciation Accuracy Score in Pre-Test

No	Code	V	C	WS	I	Total	Score	Classification
1	AMT	2	2	1	1	6	37.5	Poor
2	ABM	3	1	1	1	6	37.5	Poor

3	ATH	3	1	1	2	7	43.75	Poor
4	ANR	3	3	2	2	10	62.5	Fair
5	AHN	2	2	2	2	8	50	Poor
6	AZA	1	2	1	1	5	31.25	Poor
7	ADL	1	2	1	1	5	31.25	Poor
8	AAIM	2	2	2	2	8	50	Poor
9	AFB	2	2	1	1	6	37.5	Poor
10	AKA	3	2	2	2	9	56.25	Fair
11	ARN	3	2	2	2	9	56.25	Fair
12	ART	2	2	1	1	6	37.5	Poor
13	BR	1	1	1	1	4	25	Poor
14	ERC	1	1	1	1	4	25	Poor
15	FR	2	1	1	1	5	31.25	Poor
16	GHH	2	2	2	2	8	50	Poor
17	HQ	1	1	1	2	5	31.25	Poor
18	IF	2	2	2	1	7	43.75	Poor
19	KHNS	2	2	1	1	6	37.5	Poor
20	MQ	2	2	2	2	8	50	Poor
21	MAN	2	2	1	1	6	37.5	Poor
22	MF	2	2	1	2	7	43.75	Poor
23	MTR	2	2	1	1	6	37.5	Poor
24	MA	2	2	2	2	8	50	Poor
25	MT	2	2	1	2	7	43.75	Poor
26	NHN	2	2	1	1	6	37.5	Poor
27	NS	2	2	2	2	8	50	Poor

28	PF	3	2	2	2	9	56.25	Fair
29	RA	2	2	2	2	8	50	Poor
30	RY	1	1	1	1	4	25	Poor
31	RMW	2	2	1	2	7	43.75	Poor
32	SAL	2	2	1	2	7	43.75	Poor
33	SW	2	2	2	2	8	50	Poor
34	ZS	1	1	1	1	4	25	Poor
35	SAM	3	2	2	2	9	56.25	Fair

Note: V = Vowels, C = Consonants, WS = Word Stress, I = Intonation, Total = Total Raw Score (Max 16), Score = Final Score (0–100)

Based on Table 4.1, it could be seen that the students' pronunciation accuracy in the pre-test was generally low. The mean score of the pre-test was 42.14, which fell into the "Poor" classification. This indicated that before the treatment, most students experienced considerable difficulties in producing accurate English vowel sounds, consonant sounds, word stress, and intonation.

The data also showed that none of the students achieved the "Good" or "Very Good" classification, while only 5 students reached the "Fair" category and the remaining 30 students were classified as "Poor." This suggested that the majority of students had not yet developed adequate pronunciation accuracy prior to the implementation of YouGlish as a learning tool.

Table 4.2 The Classification of Pre-Test

No	Score Range	Classification	Frequency	Percentage (%)
1	86 – 100	Very Good	0	0%
2	71 – 85	Good	0	0%
3	56 – 70	Fair	5	14.29%
4	≤ 55	Poor	30	85.71%
Total			35	100%

Based on Table 4.2, the vast majority of students, namely 85.71% (30 out of 35 students), were classified into the "Poor" category. Meanwhile, 14.29% (5 students) were categorized as "Fair." None of the students reached the "Good" or "Very Good" category.

These findings indicated that prior to the implementation of YouGlish, the majority of Grade X students at SMA Negeri 7 Pinrang had very limited pronunciation accuracy, particularly in producing accurate vowel sounds, consonant sounds, word stress, and intonation patterns. This finding was consistent with the preliminary observation discussed in Chapter I, which revealed that students experienced difficulties in pronunciation due to limited exposure to authentic spoken English. Therefore, the pre-test results confirmed the need for an instructional intervention, such as the use of YouGlish, to improve students' pronunciation accuracy.

b. Students' Pronunciation Accuracy in Post-Test

Based on the pre-test findings, which indicated that students' pronunciation accuracy was still relatively low and dominated by the "Poor" classification, a treatment was conducted using YouGlish to improve students' pronunciation accuracy. The treatment was implemented across four sessions, focusing on vowel sounds, consonant sounds, word stress, and intonation.

After the treatment had been completed, a post-test was administered to measure students' pronunciation accuracy and to identify any improvement compared to the pre-test results. The post-test used the same scoring rubric and conversion formula as the pre-test to ensure consistency and reliability of the data. The results of the post-test are presented in Table 4.3.

Table 4.3 Students' Pronunciation Accuracy Score in Post-Test

No	Code	V	C	WS	I	Total	Score	Classification
1	AMT	4	3	3	3	13	81.25	Good
2	ABM	3	2	3	2	10	62.5	Fair
3	ATH	3	3	3	2	11	68.75	Fair
4	ANR	4	4	3	3	14	87.5	Very Good
5	AHN	3	3	3	3	12	75	Good
6	AZA	3	3	3	2	11	68.75	Fair
7	ADL	3	3	3	2	11	68.75	Fair
8	AAIM	4	4	3	2	13	81.25	Good
9	AFB	3	3	3	2	11	68.75	Fair
10	AKA	3	2	3	2	10	62.5	Fair

11	ARN	3	3	3	3	12	75	Good
12	ART	2	3	3	2	10	62.5	Fair
13	BR	3	2	2	2	9	56.25	Fair
14	ERC	2	2	2	2	8	50	Poor
15	FR	2	2	2	2	8	50	Poor
16	GHH	3	2	2	2	9	56.25	Fair
17	HQ	3	3	3	3	12	75	Good
18	IF	3	3	3	3	12	75	Good
19	KHNS	3	2	3	3	11	68.75	Fair
20	MQ	3	3	3	3	12	75	Good
21	MAN	3	2	3	3	11	68.75	Fair
22	MF	3	2	2	2	9	56.25	Fair
23	MTR	3	2	2	2	9	56.25	Fair
24	MA	3	3	3	2	11	68.75	Fair
25	MT	3	3	3	2	11	68.75	Fair
26	NHN	3	3	3	2	11	68.75	Fair
27	NS	3	3	3	2	11	68.75	Fair
28	PF	3	3	3	3	12	75	Good
29	RA	2	3	2	3	10	62.5	Fair
30	RY	2	3	2	2	9	56.25	Fair
31	RMW	3	2	2	3	10	62.5	Fair
32	SAL	3	3	3	3	12	75	Good
33	SW	4	3	4	3	14	87.5	Very Good
34	ZS	3	3	2	2	10	62.5	Fair
35	SAM	4	3	3	3	13	81.25	Good

Note: V = Vowels, C = Consonants, WS = Word Stress, I = Intonation, Total = Total Raw Score (Max 16), Score = Final Score (0–100)

Based on Table 4.3, it could be seen that students' pronunciation accuracy improved considerably after the implementation of the treatment using YouGlish. The mean score of the post-test was 68.21, which fell into the "Fair" classification. This indicated a substantial increase compared to the pre-test mean score of 42.14.

In terms of individual performance, the majority of students were classified into the "Fair" category (21 students), while 10 students achieved the "Good" classification, and 2 students (ANR and SW) reached the "Very Good" classification with scores of 87.50. Only 2 students (ERC and FR) remained in the "Poor" category. Compared to the pre-test results, in which 30 students were classified as "Poor," this finding showed a dramatic reduction in the number of students with low pronunciation accuracy.

Table 4.4 The Classification of Post-Test

No	Score Range	Classification	Frequency	Percentage (%)
1	86 – 100	Very Good	2	5.71%
2	71 – 85	Good	10	28.57%
3	56 – 70	Fair	21	60.00%
4	≤ 55	Poor	2	5.71%
Total			35	100%

Based on Table 4.4, the distribution of students' pronunciation accuracy in the post-test showed that the majority of students, namely 60.00% (21 out of 35 students), were classified into the "Fair" category. Meanwhile, 28.57% (10 students) achieved the "Good" classification, and 5.71% (2 students) reached the "Very Good" category. Only 2 students (5.71%) remained in the "Poor" category.

These findings indicated a substantial shift in the distribution of students' pronunciation accuracy compared to the pre-test. In the pre-test, 85.71% of students were classified as "Poor," whereas in the post-test, this percentage decreased dramatically to only 5.71%. At the same time, the "Fair" category increased from 14.29% to 60.00%, and the "Good" category rose from 0% to 28.57%. In addition, 2 students reached the "Very Good" category in the post-test, a classification that was entirely absent in the pre-test.

Overall, the distribution of classifications demonstrated a clear positive shift from lower performance categories to higher categories after the implementation of YouGlish, indicating that the treatment contributed meaningfully to the improvement of students' pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang. This finding further reinforced the pre-test and post-test mean score comparison presented in Table 4.5, which showed an overall class mean gain of 26.07 points following the treatment.

2. Comparison of Pre-Test and Post-Test

a. Comparison of Mean Scores

To provide a clearer comparison of students' pronunciation accuracy before and after the treatment, the total scores and mean scores of the pre-test and post-test are presented in Table 4.5.

Table 4.5 Comparison of Mean Scores

Test	Total Score	Mean Score	Classification
Pre-Test	1,475.00	42.14	Poor
Post-Test	2,387.50	68.21	Fair

Based on Table 4.5, it could be seen that there was a notable improvement in students' pronunciation accuracy after the implementation of the treatment using YouGlish. The mean score increased from 42.14 in the pre-test, classified as "Poor," to 68.21 in the post-test, which fell into the "Fair" category. This increase of 26.07 points indicated that students' overall pronunciation accuracy improved substantially after the treatment.

In addition to the increase in mean scores, the distribution of students' performance also showed a positive shift, as previously presented in Table 4.2 and Table 4.4. In the pre-test, the vast majority of students were categorized as "Poor," whereas in the post-test, most students moved into the "Fair" category, which became the dominant classification. Moreover, 10 students reached the

"Good" classification and 2 students achieved the "Very Good" category in the post-test.

The number of students in the "Poor" category decreased significantly, from 30 students in the pre-test to only 2 students in the post-test. This indicated that the great majority of students were able to improve their pronunciation accuracy to a higher level after being exposed to authentic pronunciation models through YouGlish.

b. Normality Test

After presenting descriptive statistics of the pre-test and post-test, the next step is to analyze whether the data are normally distributed. Therefore, a normality test is conducted as a prerequisite for determining the appropriate statistical test.

Table 4.6 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	0.151	35	0.043	0.946	35	0.085
Post-Test	0.151	35	0.043	0.956	35	0.172
a. Lilliefors Significance Correction						

Before conducting inferential statistical analysis, a normality test was performed to determine whether the data were normally distributed. As shown in Table 4.6, the data distribution of both the pre-test and post-test was examined using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Since the sample size was 35 ($n < 50$), the Shapiro-Wilk test was used as the main reference for interpretation. The results show that the significance value of the pre-test was 0.085, while the post-test was 0.172. Both values are greater than 0.05, indicating that the data are normally distributed.

Although the Kolmogorov-Smirnov test shows a significance value of 0.043 for both the pre-test and post-test, which is below 0.05, the Shapiro-Wilk test is considered more appropriate for small to medium sample sizes. Therefore, based on the Shapiro-Wilk results, it can be concluded that the data meet the assumption of normality and are suitable for further parametric analysis, such as the paired samples t-test.

c. Paired Sample Statistics

After confirming that the data were normally distributed, the researcher then examined the descriptive statistics of the pre-test and post-test scores, as presented in Table 4.7.

Table 4.7 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	42.14	35	10.21	1.73
Post-Test	68.21	35	9.63	1.63

Table 4.7 presents the descriptive statistics of students' pronunciation accuracy scores in the pre-test and post-test. The mean score of the pre-test was

42.14 (SD = 10.21), while the mean score of the post-test increased to 68.21 (SD = 9.63). Both tests involved 35 students. The increase in the mean score indicates that students showed improvement in their pronunciation accuracy after receiving the treatment using YouGlish. Additionally, the standard deviation in both tests suggests some variation in students' pronunciation abilities, although the overall performance tended to improve in the post-test.

After analyzing the descriptive statistics, the researcher then examined the correlation between the pre-test and post-test scores. This analysis aims to identify the relationship between students' performance in both tests, as presented in Table 4.8.

Table 4.8 Paired Sample Correlations

Comparison	N	Correlation	p
Pre-test & Post-test	35	.564	<.001

Table 4.8 shows the correlation between the pre-test and post-test scores. The correlation coefficient was 0.564, indicating a moderate-to-strong positive relationship between students' scores before and after the treatment. This means that students who performed relatively well in the pre-test also tended to perform relatively well in the post-test. The significance value ($p < .001$) indicates that the correlation is statistically significant, suggesting a meaningful degree of consistency in students' performance across both measurements.

After analyzing the relationship between the pre-test and post-test scores, the researcher then conducted a paired samples t-test to examine whether there

was a significant difference between the two sets of scores. The result is presented in Table 4.9.

Table 4.9 Paired Sample T-Test

Comparison	Mean Difference	95% CI	t(df)	p
Pre-test – Post-test	-26.07	[-29.26, -22.88]	-16.619 (34)	< .001

Table 4.9 presents the results of the paired samples t-test used to determine whether there was a significant difference between students' pre-test and post-test scores. The mean difference between the two tests was -26.07, indicating that the post-test scores were higher than the pre-test scores. The 95% confidence interval ranged from -29.26 to -22.88, which does not include zero, suggesting a reliable difference between the two measurements. The t-test result showed $t(34) = -16.619$, $p < .001$, meaning that the difference was statistically significant.

Therefore, the null hypothesis (H_0), which states that the use of YouGlish is not effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang, is rejected. Meanwhile, the alternative hypothesis (H_1), which states that the use of YouGlish is effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang, is accepted.

B. Discussion

1. Overall Improvement of Students' Pronunciation Accuracy

The findings of this research indicated that the use of YouGlish significantly improved students' pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang. This was evident from the increase in the mean score from 42.14 in the pre-test, classified as "Poor," to 68.21 in the post-test, classified as "Fair." The paired samples t-test further confirmed that this improvement was statistically significant, with $t(34) = -16.619$ and $p < .001$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). Throughout the treatment sessions, students were repeatedly exposed to authentic pronunciation models produced by multiple native speakers across various communicative contexts through YouGlish, and this repeated, varied exposure appeared to be the primary mechanism underlying the substantial gain observed between the two testing points. This finding is strongly supported by Pennington, who emphasizes that pronunciation instruction should incorporate authentic input and technology-mediated practice in order to support learner noticing and the gradual development of phonological awareness, arguing that learners are far more likely to internalize accurate pronunciation patterns when they are continuously exposed to genuine spoken language rather than artificial or simplified classroom models.³⁷

³⁷ Pennington, "Teaching Pronunciation : The State of the Art 2021."

The substantial increase in students' scores after the treatment suggested that repeated exposure to authentic spoken English through YouGlish helped students develop greater awareness of English pronunciation features, which in turn contributed to more intelligible pronunciation rather than pronunciation that merely approximated native-speaker accuracy. This shift was particularly noticeable in the way students approached the post-test compared to the pre-test: during the pre-test, the majority of students appeared to rely on their own intuitive guesses about how English words should sound, often influenced by Indonesian phonological patterns, whereas by the post-test, many students demonstrated a more deliberate attempt to reproduce the specific vowel qualities, consonant articulations, and stress patterns they had repeatedly encountered through YouGlish during the treatment sessions. The magnitude of the mean difference, amounting to a 26.07-point increase on the 0-100 scale, further reinforced the impression that this was not a marginal or incidental change but a substantial and educationally meaningful shift in students' pronunciation ability within a relatively short instructional period.

The improvement observed in this research also reflected the broader trend in technology-enhanced language learning, in which Computer-Assisted Language Learning (CALL) tools have been shown to positively affect both segmental and suprasegmental accuracy as well as learner motivation. In the context of this research, learner motivation manifested in several observable ways throughout the treatment sessions, and these observations provided important contextual insights into how students interacted with YouGlish as a pronunciation learning tool.

At the outset of the treatment, students initially encountered some difficulty navigating the YouGlish interface, as the platform's layout and features were unfamiliar to learners who had not previously used corpus-based pronunciation tools of this kind. The interface, while relatively straightforward for experienced users, required a degree of initial guidance before students could use it independently and effectively. However, once the researcher provided structured instruction on how to search for words, navigate between video clips, and make use of the platform's available features, students adapted to the interface relatively quickly and began exploring the tool with increasing confidence. This initial period of guided orientation appeared to be an important prerequisite for the subsequent engagement and motivation that characterized the later stages of the treatment.

One feature that students noticed but did not consistently engage with was the phonetic transcription displayed alongside each search result, which represents each word's pronunciation in the International Phonetic Alphabet (IPA). Although this feature has the potential to provide valuable additional support for learners by visually representing the target sounds, the majority of students in this research were not sufficiently familiar with IPA symbols to make active use of this information, and they generally directed their attention toward listening to the video clips rather than reading the transcriptions. This observation suggested that the potential benefit of the phonetic transcription feature was not fully realized in this research due to students' limited prior exposure to phonetic notation, and that future implementations of YouGlish in similar

EFL classroom contexts might benefit from dedicating additional time to introducing students to basic IPA symbols before the treatment begins.

Despite this limitation, students demonstrated clear enthusiasm for several other features of the YouGlish platform throughout the treatment sessions. One aspect that appeared particularly engaging was the ability to scroll through a large number of video clips for any given search term, with YouGlish typically returning hundreds or even thousands of results for commonly used English words. Students were observed to actively browse through multiple video clips rather than stopping after a single example, which naturally exposed them to a wide variety of speakers, accents, and communicative contexts for the same target word. This scrolling behavior, which students appeared to engage in spontaneously and with evident curiosity, closely mirrors the mechanism of High-Variability Phonetic Training and likely contributed directly to the improvement in pronunciation accuracy observed between the pre-test and post-test.

Students also showed particular interest in the language selection feature of YouGlish, which allows users to search for words spoken not only in English but also in a range of other languages including Spanish, Greek, Japanese, and many others. Although this feature was not a central component of the pronunciation treatment, students' curiosity about it reflected a broader sense of engagement with the platform as a whole, and several students explored other languages during the sessions, which appeared to reinforce their perception of YouGlish as a genuinely useful and interesting tool rather than a narrowly academic exercise. The availability of different English

accents within the platform also attracted students' attention, as they could hear the same word pronounced with noticeably different accent characteristics across different video clips, which appeared to heighten their awareness of accent variation in spoken English and to further sustain their motivation to continue listening and comparing across multiple examples.

Overall, the pattern of student responses observed throughout the treatment sessions suggested that, despite the initial learning curve associated with navigating an unfamiliar digital platform, students developed a generally positive and engaged relationship with YouGlish once they became familiar with its core features. This finding was consistent with Eom's research, which revealed that learners perceived YouGlish as a valuable and motivating tool for improving pronunciation accuracy, intonation, and confidence in English speaking through authentic video-based learning, a perception that appeared to be shared by the majority of Grade X students at SMA Negeri 7 Pinrang as reflected in their sustained and enthusiastic engagement with the platform throughout the four treatment sessions.

It is also important to consider that the four treatment sessions implemented in this research were relatively brief in comparison to many language learning interventions reported in the literature, yet they still produced a statistically significant and practically meaningful improvement in students' pronunciation accuracy. At the same time, the considerable variability in students' starting points, with pre-test scores ranging from "Poor" to "Fair" classifications, indicates that students who began with somewhat stronger pronunciation foundations may have been better positioned to

benefit from the treatment, since they could more readily notice and reproduce the fine phonetic distinctions modeled in the YouGlish videos compared to students starting from a considerably weaker baseline. This observation is consistent with Derwing and Munro, who argue that pronunciation learning is most effective when learners are given sufficient and high-quality second language input, as such exposure constitutes a foundational condition for phonological development that benefits learners differently depending on their existing phonological starting point.³⁸

Beyond the characteristics of the learners themselves, the quantity and consistency of input that students received throughout the treatment period also appeared to play an important role in shaping the magnitude of improvement observed in this research. Because YouGlish allowed students to repeatedly search for and listen to the same target words or sounds across multiple authentic video clips, the overall volume of meaningful spoken input that students were exposed to during the four treatment sessions was considerably greater than what they would typically encounter through conventional classroom instruction alone within the same period of time.

This difference in the quantity and consistency of input is particularly important to highlight, since classroom-based English instruction in many Indonesian senior high schools, including the research location, tends to allocate only limited time specifically to listening and pronunciation practice, with the majority of instructional time devoted

³⁸ Tracey M. Derwing, Murray J. Munro, and Ron I. Thomson, *The Routledge Handbook of Second Language Acquisition and Speaking* (New York, NY: Routledge, 2022), <https://doi.org/10.4324/9781003022497>.

to grammar, reading, and written examination preparation. By contrast, the treatment sessions in this research were designed so that pronunciation practice through YouGlish became the central activity rather than a peripheral supplement to other language skills, which likely allowed students to accumulate a greater amount of focused, comprehensible spoken input within a short period of time than they would ordinarily receive. This pattern is consistent with Saito and Hanzawa, who found that the amount and quality of second language input available in foreign language classroom settings played a significant role in the development of pronunciation accuracy, particularly during the early stages of language learning, a finding that closely parallels the context of the present research in which students had previously received only limited exposure to authentic spoken English prior to the treatment.³⁹

The improvement demonstrated in this research was also consistent with the broader principle that effective pronunciation development should prioritize communicative intelligibility rather than the pursuit of native-like accuracy alone. Across the treatment sessions, the goal was never for students to eliminate their first-language accent entirely, but rather to help them produce English sounds, stress patterns, and intonation contours clearly enough to be understood by listeners in real communicative situations.

³⁹ Kazuya Saito and Keiko Hanzawa, “The Role of Input in Second Language Oral Ability Development in Foreign Language Classrooms: A Longitudinal Study,” *Language Teaching Research* 22, no. 4 (2018): 398–417, <https://doi.org/10.1177/1362168816679030>.

This emphasis on intelligibility rather than nativeness is particularly relevant for senior high school EFL learners such as those in this research, who are unlikely to require native-like pronunciation for their immediate communicative needs but who do benefit substantially from being able to communicate clearly and confidently in spoken English. The substantial gains observed across vowels, consonants, and word stress in this research suggested that students moved meaningfully closer to this standard of intelligible, rather than merely accurate, pronunciation. This finding aligns with Ma, Mei, and Qian, who found that corpus-based language pedagogy significantly improved both segmental and suprasegmental aspects of students' pronunciation, and emphasized that technology-assisted learning environments of this kind can increase learner autonomy and heighten awareness of pronunciation errors in ways that directly support the development of intelligible spoken English.⁴⁰

The overall improvement observed in this research may also be partly understood in relation to the broader role of technology-assisted feedback and repeated self-monitoring in pronunciation development. Although YouGlish itself does not provide automated scoring or explicit corrective feedback in the way that some dedicated pronunciation applications do, the process of repeatedly searching for, listening to, and comparing one's own pronunciation against multiple authentic models functioned as an implicit form of self-directed feedback, allowing students to notice discrepancies between their own pronunciation and the target models they encountered. This self-

⁴⁰ Ma, Mei, and Qian, "Exploring EFL Students' Pronunciation Learning Supported by Corpus-Based Language Pedagogy."

directed comparison process likely encouraged students to engage in a degree of self-monitoring and self-correction throughout the treatment sessions, even in the absence of formal, automated feedback mechanisms, which may have contributed to the substantial improvement observed between the pre-test and post-test. This interpretation aligns with Sun, who demonstrated that technology-based pronunciation instruction, when combined with repeated exposure and some form of feedback, whether automated or self-directed, produced significant improvement in EFL learners' pronunciation compared to traditional teacher-led instruction alone, suggesting that the repeated, self-paced nature of the YouGlish-based treatment in this research played a meaningful role in driving the improvement observed among Grade X students at SMA Negeri 7 Pinrang.⁴¹

2. Improvement in Each Pronunciation Aspect

In addition to the overall improvement, the researcher also analyzed the improvement in each of the four pronunciation aspects, namely vowels, consonants, word stress, and intonation, in order to gain a more detailed understanding of how YouGlish affected different components of students' pronunciation accuracy.

a. Vowels

The mean score for vowel accuracy increased from 2.00 in the pre-test to 3.00 in the post-test, indicating a gain of 1.00. This improvement suggested

⁴¹ Weina Sun, "The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation," *Frontiers in Psychology* 14, no. August (2023), <https://doi.org/10.3389/fpsyg.2023.1210187>.

that students became more capable of producing accurate English vowel sounds after being exposed to authentic pronunciation models through YouGlish. Among the four pronunciation aspects examined in this research, this gain placed vowels as the second-highest improvement after word stress, indicating that students responded particularly well to the treatment in terms of segmental vowel production.

This improvement could be attributed to the repeated exposure students received to multiple speakers producing the same target vowel sounds across various authentic video contexts through YouGlish. Indonesian EFL learners commonly face difficulty distinguishing certain English vowel contrasts, such as the difference between short and long vowels, because these distinctions do not exist in the same way within Indonesian phonology. By listening to several different speakers pronounce the same target vowel sound in different words and sentences, students were given multiple opportunities to notice subtle differences in vowel quality and length that might not have been apparent from a single pronunciation model alone.

During the treatment sessions, students were observed to gradually shift from producing vowels that closely resembled their Indonesian first-language vowel system toward vowel qualities that more closely approximated the target English sounds, particularly for vowels in stressed syllables that carried the primary communicative weight of each word. This gradual shift suggested that the high-variability input provided by YouGlish allowed students to build a

more robust mental representation of each target vowel sound, rather than memorizing a single, potentially atypical pronunciation example.

It is worth noting that vowel accuracy, unlike intonation, could be practiced effectively at the level of individual words, which aligned closely with the word-based search function of YouGlish and likely explains why this aspect showed one of the largest gains among the four pronunciation components examined. This pattern is consistent with Levis, who argues that vowel errors in stressed syllables are particularly likely to create unintelligibility, as listeners rely heavily on the vowel quality of stressed syllables to identify words in connected speech, suggesting that the considerable gain observed in this study carried genuine communicative value rather than being a marginal numerical improvement alone.⁴²

b. Consonants

The mean score for consonant accuracy increased from 1.80 in the pre-test to 2.74 in the post-test, with a gain of 0.94, indicating a substantial improvement, although not the largest among the four pronunciation aspects examined. Despite ranking last among the four gains observed in this research, this improvement remained considerable, suggesting that students made meaningful progress in producing English consonant sounds that they had previously struggled with.

⁴² Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

This pattern was particularly relevant in light of the fact that Indonesian learners commonly experience difficulty producing certain English consonant sounds that do not exist in their first language, most notably the interdental fricatives /θ/ and /ð/, which are frequently substituted with similar-sounding Indonesian consonants such as /s/, /t/, or /d/. During the pre-test, many students appeared to rely on these first-language substitutions when attempting to pronounce words containing these unfamiliar sounds, resulting in consonant productions that, while understandable in some contexts, deviated noticeably from the target English pronunciation.

The improvement observed after the treatment suggested that YouGlish was reasonably effective in helping students reduce this first-language interference in consonant production. This could be attributed to the high-variability phonetic training embedded in the YouGlish learning experience, in which students were exposed to the same target consonant sounds produced by multiple speakers across different communicative contexts, allowing them to generalize phonetic knowledge beyond a single pronunciation model and develop a more flexible representation of how each target sound could be produced.

Nevertheless, the comparatively smaller gain in this aspect relative to vowels and word stress suggests that certain consonant contrasts may require more extended or more explicitly structured practice than what could be achieved within four treatment sessions focused primarily on independent

video-based listening. This pattern is consistent with Fauzi's analysis of the interlanguage phonology of Indonesian learners, which found that Indonesian EFL learners commonly struggle with English consonant sounds absent in their first language, such as the interdental fricatives /θ/ and /ð/, due to systematic and persistent first-language interference in the production of these marked sounds.⁴³

c. Word Stress

The mean score for word stress accuracy increased from 1.40 in the pre-test to 2.74 in the post-test, with a gain of 1.34, making it the aspect with the highest improvement among the four pronunciation components examined in this research. This finding indicates that word stress was the pronunciation feature that responded most strongly to the treatment using YouGlish, even though it had the lowest mean score among all four aspects during the pre-test.

This considerable improvement could be explained by the fact that, prior to the treatment, students appeared to have very limited awareness that English word stress is largely unpredictable from spelling alone and must instead be learned through repeated listening and explicit attention. Many multisyllabic English words do not follow a single, consistent stress pattern, and students who had not previously been exposed to sufficient authentic spoken input may have had little opportunity to notice these patterns or to

⁴³ Fauzi, "The Variability in Phonology of Indonesian Learner 's Interlanguage : A Case Study on English Marked-Fricatives."

recognize that misplaced stress could significantly affect a listener's ability to understand a word, even when the individual sounds within that word were produced correctly.

Throughout the treatment sessions, YouGlish's word-level search feature allowed students to repeatedly listen to a single target word produced by multiple different speakers, which appeared to be particularly well suited to building students' awareness of where primary stress falls within a word. Because students could isolate a specific multisyllabic word and listen to it being pronounced consistently by various speakers, they were able to notice the stressed syllable far more easily than would have been possible through incidental exposure during ordinary classroom instruction, which likely explains why this aspect produced the largest measurable gain among the four pronunciation components.

The fact that word stress showed the greatest improvement among all four aspects also carries important pedagogical implications, since it suggests that focused, repeatable, word-level exposure can be especially powerful for addressing stress-related pronunciation errors in a relatively short period of time. This outcome lends strong support to Levis's argument that incorrect word stress placement can impair a listener's ability to recognize a word even when segmental sounds are produced accurately, underscoring the importance of

incorporating explicit word stress instruction as part of a comprehensive pronunciation curriculum, as emphasized in Chapter II.⁴⁴

d. Intonation

In contrast to the other three aspects, intonation showed the smallest improvement, with the mean score increasing from 1.54 in the pre-test to 2.43 in the post-test, a gain of 0.89. Although this gain was not negligible in absolute terms, it remained the lowest among the four pronunciation aspects examined in this research, indicating that intonation was relatively more resistant to improvement compared to vowels, consonants, and word stress. This pattern stood out clearly when compared with the gains achieved in word stress (1.34), vowels (1.00), and consonants (0.94), suggesting that the treatment using YouGlish, while broadly effective, did not produce a uniform effect across all components of pronunciation accuracy.

This relatively limited improvement could be explained primarily by the nature of YouGlish as a word-based corpus search tool. While YouGlish allowed students to search for and listen to authentic pronunciation models of individual target words, it did not provide a function for searching complete sentences with a specific, targeted intonation pattern. As a result, students using YouGlish were generally exposed to isolated words spoken with whatever

⁴⁴ Levis, *Intelligibility, Oral Communication, and the Teaching of Pronunciation*.

intonation contour happened to occur in the source video, rather than being guided toward a particular rising, falling, or rise-fall pattern relevant to a specific communicative function such as asking a question or expressing certainty. This made it considerably more difficult for students to systematically notice and practice the specific intonation patterns that were explicitly targeted in the treatment sessions, in contrast to vowels, consonants, and word stress, which could be isolated and repeatedly practiced at the level of a single word.

Since intonation operates at the level of utterances and discourse rather than individual words, students' exposure to consistent and contextually appropriate intonation patterns through YouGlish was inherently more limited compared to their exposure to segmental features such as vowels and consonants, which could be effectively targeted through single-word searches. During the treatment sessions, students were generally able to imitate the rising or falling pitch contour of a single word in isolation, but reproducing the same pitch movement naturally across a full sentence in spontaneous or guided speech proved considerably more demanding, as it required coordinating pitch, rhythm, and meaning simultaneously rather than focusing on a single sound segment. This additional cognitive and articulatory demand likely contributed to the comparatively modest gain observed in this aspect, even though the overall treatment period and the number of practice sessions were the same as for the other three pronunciation aspects.

It is also worth noting that students' limited prior exposure to natural spoken English, as discussed in Chapter I, may have placed them at a particular disadvantage specifically in developing intonation awareness, since this aspect typically requires more extensive and contextualized listening experience than the production of individual vowel or consonant sounds. Taken together, these explanations suggest that the modest improvement in intonation accuracy observed in this research was not necessarily a limitation of the treatment itself, but rather a reflection of the distinct nature of intonation as a suprasegmental feature that is inherently more difficult to isolate, target, and practice through a word-level corpus tool such as YouGlish. This interpretation is strongly supported by Pennington's view that suprasegmental features, including intonation, require contextualized and meaning-focused practice rather than isolated, decontextualized exposure, since intonation is fundamentally tied to the communicative function and pragmatic meaning of an entire utterance rather than to any single word in isolation, which helps explain why the word-level searches that proved highly effective for vowels, consonants, and word stress in this study were comparatively less powerful in driving improvement in students' intonation accuracy.⁴⁵

3. Reasons for the Overall Improvement

⁴⁵ Pennington, "Teaching Pronunciation : The State of the Art 2021."

The improvement in students' pronunciation accuracy observed in this research could be attributed to several factors related to the characteristics of YouGlish as a corpus-based pronunciation learning tool. These factors were consistent with findings from previous studies discussed in Chapter II, although the present research also extended these findings into a context that had not been extensively examined in prior studies, namely senior high school EFL learners in Indonesia.

The first factor concerned the educational level and age group of the participants in this research. Much of the existing research on YouGlish as a pronunciation learning tool had previously focused on university students or adult learners, leaving a relatively limited body of evidence regarding its effectiveness with younger, senior high school learners who may differ from university students in terms of prior language exposure, learning autonomy, and metacognitive awareness of their own pronunciation errors. The present research demonstrated a clear and statistically significant pattern of improvement specifically in pronunciation accuracy among senior high school students after the implementation of YouGlish, indicating that the effectiveness of this tool was not limited to a particular age group or educational level, but could also be extended successfully to a younger population learning English as a foreign language within a formal school setting. This pattern closely mirrors the findings reported by Quispe-Vargas et al., who found that the use of YouGlish significantly improved university students' English-speaking proficiency, particularly in pronunciation and vocabulary

development, even though their study focused specifically on university students and overall speaking proficiency rather than senior high school learners.⁴⁶

The second factor related to the motivational and affective dimension of learning pronunciation through YouGlish. Beyond the purely statistical improvement reflected in the mean scores, the treatment process itself appeared to provide students with a learning experience that was qualitatively different from conventional, teacher-centered pronunciation instruction. Because YouGlish allowed students to search for and listen to real, unscripted examples of native and proficient speakers using their target words in genuine communicative contexts, students were exposed not only to correct pronunciation models but also to a more engaging and varied learning experience compared to repeatedly listening to a single teacher or a single audio recording. The substantial increase in students' mean scores in this research, from 42.14 to 68.21, reflected the broader value of this kind of authentic, learner-driven input in supporting pronunciation development, even though the present study employed a quantitative pre-experimental design rather than a qualitative approach capable of directly capturing students' motivational experiences. This finding supported Eom's research, which revealed that learners perceived YouGlish as a valuable and motivating tool for improving pronunciation accuracy, intonation, and confidence in English speaking through authentic video-based learning.⁴⁷

⁴⁶ Quispe-Vargas et al., "THE IMPACT OF YUGLISH ON ENGLISH SPEAKING PROFICIENCY IN HIGHER EDUCATION."

⁴⁷ Eom, "Empowering English-Speaking Skills through Personalized Exploration and Application of 'YouGlish.'"

The third factor concerned the specific mechanism of High-Variability Phonetic Training (HVPT) that is inherently embedded within the way YouGlish presents pronunciation models. Rather than exposing students to a single, fixed example of how a target sound or word should be pronounced, YouGlish's search function returns multiple video clips of different speakers producing the same target word in different contexts, accents, and speaking styles. This naturally exposes learners to a wide range of acoustic variation for the same underlying sound, which is considered a key mechanism for helping learners build a more flexible and generalizable mental representation of target sounds rather than memorizing a single, potentially atypical pronunciation. The considerable gain observed in word stress accuracy (1.34) and vowel accuracy (1.00) in this research, both of which could be effectively targeted through repeated word-level searches, suggested that this exposure to multiple speakers across various communicative contexts played an important role in helping students overcome first-language interference in their pronunciation. This improvement, particularly in word stress and consonant accuracy, aligned with Mahmood's findings regarding the effectiveness of HVPT through YouGlish, who found that learners had positive perceptions toward the use of YouGlish and HVPT because these tools helped them improve pronunciation accuracy and understand different English accents.⁴⁸

The fourth factor was related to the broader principle of Corpus-Based Language Pedagogy (CBLP), which emphasizes that language learning, including pronunciation

⁴⁸ Mahmood, "ESL Learners' Perceptions of Using High-Variability Phonetic Training (HVPT) through YouGlish to Improve Pronunciation Skills."

development, becomes more effective when learners are exposed to authentic, naturally occurring spoken data rather than artificially simplified or scripted classroom materials. Although the present research employed YouGlish rather than a dedicated CBLP system designed specifically for linguistic research or corpus analysis, the underlying principle of exposing learners to authentic corpus-based spoken data was similarly applied throughout the treatment sessions in this study, and the results demonstrated comparable positive outcomes in students' pronunciation development. This research therefore also supported Ma et al.'s findings regarding the effectiveness of CBLP in improving pronunciation, who emphasized that pronunciation learning becomes more effective when learners are exposed to authentic spoken data and technology-assisted learning environments, and that such exposure can increase learner autonomy and awareness of pronunciation errors.⁴⁹

In addition to the support from these previous studies, the overall improvement observed in this research could also be explained by the limited exposure to authentic spoken English that students previously experienced in the classroom, as discussed in Chapter I. Since pronunciation instruction at SMA Negeri 7 Pinrang had traditionally relied on teacher modeling with minimal use of technology-based learning media, the introduction of YouGlish appeared to fill an important gap by providing students with authentic, varied, and repeatable exposure to English pronunciation, which contributed to the significant improvement demonstrated in this study.

⁴⁹ Ma, Mei, and Qian, "Exploring EFL Students' Pronunciation Learning Supported by Corpus-Based Language Pedagogy."



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of YouGlish was effective in improving pronunciation accuracy among Grade X students at SMA Negeri 7 Pinrang. This conclusion was supported by the increase in students' mean score from 42.14 in the pre-test, classified as "Poor," to 68.21 in the post-test, classified as "Fair." The paired samples t-test further confirmed that this improvement was statistically significant, with $t(34) = -16.619$ and $p < .001$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

Among the four pronunciation aspects examined, word stress accuracy showed the highest improvement, followed by vowel and consonant accuracy, while intonation accuracy showed the smallest improvement among the four aspects. This finding suggested that YouGlish was particularly effective in improving segmental features of pronunciation as well as word-level suprasegmental features such as stress placement, whereas its impact on sentence-level intonation was more limited. This was likely due to the word-based nature of the tool, which retrieved existing sentences from its corpus based on the searched word rather than allowing learners to search for sentences containing specific, targeted intonation patterns.

Overall, these findings confirmed that YouGlish, as a corpus-based digital pronunciation tool, could serve as an effective medium for providing authentic pronunciation input and improving students' pronunciation accuracy in an EFL classroom context.

B. Suggestion

Based on the conclusion above, the researcher would like to propose the following suggestions.

a. For Teachers

English teachers are encouraged to integrate YouGlish into pronunciation teaching activities, particularly to provide students with authentic pronunciation models for vowel sounds, consonant sounds, and word stress. However, since this research found that intonation accuracy showed limited improvement, teachers are advised to complement the use of YouGlish with additional activities that expose students to complete sentences and authentic discourse, such as role-play, shadowing of longer audio or video segments, or guided conversation practice, in order to provide more comprehensive support for the development of suprasegmental features.

b. For Students

Students are encouraged to make use of YouGlish independently outside the classroom to practice pronunciation, particularly for words that they find difficult to pronounce. Since YouGlish provides exposure to multiple speakers and authentic communicative contexts, students are advised to make full use of this feature to develop more accurate and confident pronunciation.

c. For Further Researchers

Further researchers who are interested in conducting similar studies are encouraged to investigate the effectiveness of YouGlish in improving intonation accuracy specifically, given that this aspect showed the least improvement in the present research. Future researchers might also consider combining YouGlish with other learning activities that provide exposure to complete sentences and discourse-level pronunciation features. In addition, further research involving a larger sample size, a longer treatment period, or a different research design, such as a quasi-experimental or experimental design with a control group, is recommended to obtain more comprehensive findings regarding the effectiveness of YouGlish in improving pronunciation accuracy among EFL learners.

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Appendix 1. Virtue of Consultant Degree



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3443/tn.39/FTAR.01/PP.00.9/10/2025

TENTANG
PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang	a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025 b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 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 Nomor: SP-DIPA-025.04.2.307381/2024, tanggal 29 November 2024 tentang DiPA IAIN Parepare Tahun Anggaran 2025 b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 21 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
Menetapkan	MEMUTUSKAN a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025 b. Menunjuk saudara: DR. ABDUL HARIS SUNUBI, S.S.,M.PD. sebagai pembimbing skripsi/tugas akhir bagi mahasiswa : Nama Mahasiswa : MUHAMMAD AS'AD AMIR JAYA NIM : 222020388203016 Program Studi : Pendidikan Bahasa Inggris Judul Penelitian : THE EFFECTIVENESS OF YOUGLISH IN IMPROVING PRONUNCIATION ACCURACY AMONG GRADE X STUDENTS AT SMA NEGERI 7 PINRANG c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir; d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare; e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 20 Oktober 2025
Dekan



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix 2. Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1670/In.39/FTAR.01/PP.00.9/05/2026

25 Mei 2026

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MUHAMMAD AS'AD AMIR JAYA
Tempat/Tgl. Lahir : PAREPARE, 10 September 2003
NIM : 2220203888203016
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : LINGKUNGAN BULU KAB. PINRANG PROV. SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan Skripsi yang berjudul :

THE EFFECTIVENESS OF YOUNGLISH IN IMPROVING PRONUNCIATION ACCURACY AMONG GRADE XI STUDENTS AT SMA NEGERI 7 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 25 Mei 2026 sampai dengan tanggal 25 Juni 2026.

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

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Ahdar, M.Pd.I.
NIP 197612302005012002

Tembusan :

1. Rektor IAIN Parepare

Appendix 3. Letter of Research Completion



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG**

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: smanegeri7pinrang.sch.id,
NPSN:40314430, NSS: 301191402001, NIS: 300070

SURAT KETERANGAN

Nomor: 421.3/519-UPT SMA.7/PRG/DISDIK/2026

Yang bertanda tangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama : MUHAMMAD AS'AD AMIR JAYA
NIM : 2220203888203016
Jenis Kelamin : Laki-laki
Nama Lembaga : IAIN Parepare
Program Studi : S1 – Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Benar telah melakukan penelitian di UPT SMAN 7 Pinrang dengan judul : "The Effectiveness Of Youglish In Improving Pronunciation Accuracy Among Grade XI Students At SMA Negeri 7 Pinrang".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 22 Juni 2026
Kepala Sekolah,



Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

Drs. Ikhwani Matu, M.Pd.
Pangkat Pembina Utama Muda
NIP 196712311996021002



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada QR Code

Appendix 4. Pronunciation Pre-Test Blueprint

Aspect	Indicator	Test Material	Test Task	Number of Items
Segmental Accuracy (Vowels)	Accurate pronunciation of English vowels	Words containing target vowel sounds (e.g. /ɪ/ vs /i:/, /æ/ vs /ʌ/)	Students pronounce isolated words aloud	10 words
Segmental Accuracy (Consonants)	Accurate pronunciation of English consonants	Words containing target consonant sounds (e.g. /θ/, /ð/, /ʃ/, /tʃ/)	Students pronounce isolated words aloud	10 words
Word Stress Accuracy	Correct stress placement in words	Multi-syllabic English words (e.g. <i>important</i> , <i>technology</i> , <i>economy</i>)	Students pronounce words with correct stress	10 words
Intonation Accuracy	Correct use of intonation patterns	Students read short sentences using appropriate rising or falling intonation		3 sentences

Appendix 5. Pronunciation Pre-Test Scoring Rubric

Aspect	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Segmental Accuracy (Vowels)	Pronounces English vowel sounds accurately and consistently with native-like quality; no noticeable errors	Pronounces most vowel sounds accurately with minor errors that do not affect clarity	Pronounces vowel sounds with frequent errors that sometimes affect clarity	Pronounces vowel sounds inaccurately; errors frequently affect clarity
Segmental Accuracy (Consonants)	Pronounces consonant sounds accurately without L1 interference; no substitution or omission	Pronounces most consonants accurately with minor substitution or mispronunciation	Pronounces consonants with frequent substitution or omission	Pronounces consonants inaccurately; errors cause serious misunderstanding
Word Stress Accuracy	Places primary stress correctly on almost all multi-syllabic words	Places stress correctly on most words with occasional errors	Frequently misplaces stress on multi-syllabic words	Incorrect stress placement on most words
Intonation Accuracy	Uses appropriate rising and falling intonation naturally and consistently	Uses correct intonation with minor inconsistencies	Uses limited intonation patterns; some sentences sound unnatural	Intonation patterns are mostly incorrect or flat

Appendix 6. Classification of Students' Pronunciation Ability

Score Range (0–100)	Total Rubric Score (Max 16)	Ability Level	Description
86 – 100	14 – 16	Very Good	Students demonstrate very accurate pronunciation with minimal errors in vowel and consonant production, word stress, and intonation
71 – 85	11 – 13	Good	Students show generally accurate pronunciation with some minor errors that do not significantly affect intelligibility
56 – 70	9 – 10	Fair	Students produce noticeable pronunciation errors in several aspects that sometimes affect clarity
≤ 55	≤ 8	Poor	Students show frequent pronunciation errors that significantly affect intelligibility

Appendix 7. Oral Pronunciation Test Instrument (Pre-Test)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id**

Name : _____

Nis : _____

Class : _____

Date : _____

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	ship	/ɪ/
2	sheep	/i:/
3	sit	/ɪ/
4	seat	/i:/
5	hat	/æ/
6	hut	/ʌ/
7	man	/æ/

8	sun	/ʌ/
9	bit	/ɪ/
10	beat	/i:/

Total items: 10 words

B. Segmental Accuracy (Consonants)

Indicator: Accurate pronunciation of English consonants

Instruction:

Pronounce the following words aloud correctly.

No	Word	Target Consonant
1	think	/θ/
2	this	/ð/
3	three	/θ/
4	that	/ð/
5	she	/ʃ/
6	shop	/ʃ/
7	chair	/tʃ/
8	teacher	/tʃ/
9	bath	/θ/
10	those	/ð/

Total items: 10 words

C. Word Stress Accuracy

Indicator: Correct stress placement in words

Instruction:

Pronounce the following words with correct stress placement.

No	Word
1	important
2	technology

Approved by,
The Supervisor

Dr. Abdul Maris Sunubi, S.S., M.Pd.
NIP. 19750308 200604 1 001

3	economy
4	education
5	information
6	communication
7	development
8	environment
9	pronunciation
10	population

Total items: 10 words

D. Intonation Accuracy

Indicator: Correct use of intonation patterns

Instruction:

Read the following sentences using correct intonation.

No	Sentence	Expected Intonation
1	She is my best friend.	Falling
2	Do you like English?	Rising
3	I study English every day.	Falling

Total items: 3

Approved by,
The Supervisor

Dr. Abdul Maris Sunubi, S.S., M.Pd.
NIP. 19750308 200604 1 001

Appendix 8. Oral Pronunciation Test Instrument (Post-Test)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id**

Name : _____

Nis : _____

Class : _____

Date : _____

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	fill	/ɪ/
2	feel	/i:/
3	live	/ɪ/
4	leave	/i:/
5	cap	/æ/
6	cup	/ʌ/
7	bag	/æ/
8	fun	/ʌ/

9	slip	/ɪ/
10	sleep	/i:/

Total items: 10 words

B. Segmental Accuracy (Consonants)

Indicator: Accurate pronunciation of English consonants

Instruction:

Pronounce the following words aloud correctly.

No	Word	Target Consonant
1	thin	/θ/
2	there	/ð/
3	thank	/θ/
4	them	/ð/
5	wish	/ʃ/
6	fish	/ʃ/
7	choose	/tʃ/
8	future	/tʃ/
9	mouth	/θ/
10	brother	/ð/

Total items: 10 words

C. Word Stress Accuracy

Indicator: Correct stress placement in words

Instruction:

Pronounce the following words with correct stress placement.

No	Word
1	attractive
2	computer

3	society
4	university
5	activity
6	electricity
7	discovery
8	performance
9	ability
10	explanation

Total items: 10 words

D. Intonation Accuracy

Indicator: Correct use of intonation patterns

Instruction:

Read the following sentences using correct intonation.

No	Sentence	Expected Intonation
1	This is my favorite subject.	Falling
2	Are you ready for the test?	Rising
3	I practice English every day.	Falling

Total items: 3 sentences

x

Approved by,
The Supervisor

Dr. Abdul Haris Sunubi, S.S., M.Pd.
NIP. 19750308 200604 1 001

Appendix 9. Samples of Students' Reading Sheets Used in the Pre-Test



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 Jalan Amal Bakti No. 8 soreang, Kota Parepapre 91132 Telepon
 (0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : Andi Al-Izzatu Wafrah Alharif

Nis : 7110

Class : X 4

Date : 10 - 08 - 2020

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronounoiation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	ship	/ɪ/
2	sheep	/i:/
3	sit	/ɪ/
4	seat	/i:/
5	hat	/æ/
6	hut	/ʌ/
7	man	/æ/
8	sun	/ʌ/



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

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(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : Bakuro Revolusi

Nis : _____

Class : X.4

Date : 8 Mei 2026

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	ship	/ɪ/
2	sheep	/i:/
3	sit	/ɪ/
4	seat	/i:/
5	bat	/æ/
6	hut	/ʌ/
7	man	/æ/
8	sun	/ʌ/



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 soreang, Kota Parepare 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : Sri Ainun Magfirah

Nis : 7304

Class : 10 - 4

Date : 8 Mei 2016

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	ship	/ɪ/
2	sheep	/i:/
3	sit	/ɪ/
4	seat	/i:/
5	hat	/æ/
6	hut	/ʌ/
7	man	/æ/
8	sun	/ʌ/

Appendix 10. Samples of Students' Reading Sheets Used in the Post-Test



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 soreang, Kota Parepapre 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : AOE NABILAH RAHMANN

Nis : 7106

Class : X 9

Date : 9 June 2026

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels .

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	fill	/ɪ/
2	feel	/i:/
3	live	/ɪ/
4	leave	/i:/
5	cap	/æ/
6	cup	/ʌ/
7	bag	/æ/
8	fun	/ʌ/
9	slip	/ɪ/



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 soreang, Kota Parepapre 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : Sri Annun Mayfirah

Nis : 7304

Class : 10.4

Date : 9 Juni 2020

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	fill	/ɪ/
2	feel	/i:/
3	live	/ɪ/
4	leave	/i:/
5	cap	/æ/
6	cup	/ʌ/
7	bag	/æ/
8	fun	/ʌ/
9	slip	/ɪ/



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jalan Amal Bakti No. 8 soreang, Kota Parepapre 91132 Telepon
(0421) 21307, fax. (0421) 24404 PO Box 91100, website:
www.iainpare.ac.id, email: mail@iainpare.ac.id

Name : Andi AL IZZATUNNAFARAH MAARIF

Nis : 7110

Class : X 4

Date : 09-06-26

Subject: English

Grade: X

Instruction (untuk siswa):

Please pronounce each word or sentence clearly and naturally. Pay attention to vowel sounds, consonant sounds, word stress, and intonation.

A. Segmental Accuracy (Vowels)

Indicator: Accurate pronunciation of English vowels

Instruction:

Pronounce the following words aloud clearly.

No	Word	Target Vowel
1	fill	/ɪ/
2	feel	/i:/
3	live	/ɪ/
4	leave	/i:/
5	cap	/æ/
6	cup	/ʌ/
7	bag	/æ/
8	fun	/ʌ/
9	slip	/ɪ/

Appendix 11. Transcript

a. Pre-Test Transcript

SAM

Researcher : Okay, SAM. Okay, you may start from part A.

SAM : Dari, dari—

Researcher : Uh, yes, just read the table. You don't need to read outside the table.

SAM : /ʃɪp/, /ʃi:p/, /sɪt/, /si:t/, /hæt/, /hʌt/, /mæn/, /sʌn/, /bɪt/, /bi:t/

Researcher : Okay, you may start from part B.

SAM : /tɪŋk/, /ðɪs/, /θri:/, /ðæt/, /ʃi:/, /ʃɒp/, /ker/, /'ti:tʃər/, /bæð/, /tuuz/

Researcher : Okay, next is part C, word stress.

SAM : /ɪm'pɔ:rtnt/(im-PAWTR-nt), /tek'nɒləʒi/(tek-nol-uh-jee), /i'kɒnɒmi/(i-kon-uh-mee), /edʒu'keɪʃən/(EJ-oo-KAY-shun), /ɪnfər'meɪʃən/(IN-fer-MAY-shun),

/kə'mju:ni'keɪʃən/(kuh-MYOO-ni-KAY-shun), /di'veləpmənt/(di-VEL-up-muhnt),

/ɛn'vaɪəntmənt/(in-vai-run-muhnt), /prə'nʌnsi'eɪʃən/(pruh-NUN-see-AY-shun),

/,pɒpju'leɪʃən/(POP-yoo-LAY-shun) Researcher : Okay, the last is part D, intonation accuracy.

SAM : /ʃi: ɪz maɪ best frend/ (↘ flat) /du: ju: laɪk 'ɪŋɡlɪʃ/ (↗) /aɪ 'stʌdi 'ɪŋɡlɪʃ 'evri dei/ (flat)

Researcher : Okay. Thank you very much.

ANR

Student : Part A, segmental accuracy vowels. /ʃɪp/, /ʃi:p/, /si:t/, /ʃi:t/, /hæt/, /hʌt/,
/mæn/, /sʌn/, /bi:t/, /bɪt/

Student : Part B. /tɪŋk/ (think, should be /θɪŋk/), /ðɪs/, /θri:/, /ðæt/, /ʃi:/, /ʃɒp/, /tʃer/,
/'ti:tʃər/, /bæd/ (bath, should be /bæθ/), /tʊz/ (those, should be /ðʊz/)

Student : Part C, word stress accuracy. /ɪm'pɔ:rtnt/(im-PAWTR-nt), /teknɒlədʒi/(tek-
nol-uh-jee — no stress), /ɪkɒnəmi/(i-kon-uh-mee — no stress), /,edʒu'keɪʃən/(EJ-oo-
KAY-shun), /,ɪnfər'meɪʃən/(IN-fer-MAY-shun), /kəmju:nɪkeɪʃən/(kuh-myoo-ni-kay-
shun — no stress), /dɪveləpmənt/(di-vel-up-muhnt — no stress),
/prə,nʌnsi'eɪʃən/(pruh-NUN-see-AY-shun), /,pɒpjʊ'leɪʃən/(POP-yoo-LAY-shun)

Student : Part D, intonation accuracy. /ʃi: ɪz maɪ best frend/ (↗ should be ↘), /du: ju:
laɪk 'ɪŋɡlɪʃ/ (↘ slight, should be ↗), /aɪ 'stʌdi 'ɪŋɡlɪʃ 'evri deɪ/ (↘ correct)

b. Post-Test Transcript

SAM

Researcher : Okay, SAM, are you ready for the post-test?

Student : Yes.

Researcher : Okay, please read. You may begin from part A, segmental accuracy.

Student : /fi:l/, /fil/, /lɪv/, /li:v/, /kæp/, /kʌp/, /beg/, /fʌn/, /sli:p/, /sli:v/

Researcher : Okay, next is part B.

Student : /tɪn/, /ðer/, /ten/, /ðem/, /wɪtʃ/, /fɪʃ/, /kɔ:z/, /'fʊtʊv/, /mɔ:θ/, /'brʌðər/

Researcher : Okay, next is part C, word stress.

Student : /ə'træktiv/(uh-TRAK-tiv), /kəm'pju:tər/(kum-PYOO-ter), /sə'saɪti/(suh-SY-uh-tee), /ju:ni'veɪsəti/(YOO-ni-VER-si-tee), /æk'tɪvəti/(ak-tiv-i-tee), /ɪlek'trɪsəti/(i-lek-tris-i-tee), /dɪ'skʌvəri/(di-SKUV-uh-ree), /pər'fɔ:rməns/(per-for-muhns), /ə'bɪləti/(uh-bil-i-tee), /ˌeksplə'neɪʃən/(eks-pluh-nay-shun)

Researcher : Okay. The last part is intonation accuracy. You may start.

Student : /ðɪs ɪz maɪ 'feɪvərɪt 'sʌbdʒɪkt/ (↘) /ɑ:r ju: 'redi fər ðə test/ (↗) /aɪ 'præktɪs 'ɪŋɡlɪʃ 'evri deɪ/ (↗ slight, should be ↘)

Researcher : Okay, thank you very much. You may go back to your seat.

ANR

Student : Part A, segmental accuracy vowels. /fɪl/, /fi:l/, /lɪv/, /li:v/, /kæp/, /kʌp/, /bæg/, /fʌn/, /sli:p/, /slɪp/

Student : Part B, segmental accuracy consonant. /θɪn/, /ðer/, /θæŋk/, /ðem/, /wɪtʃ/, /fɪʃ/, /tʃu:z/, /'fju:tʃər/, /maʊð/ (mouth, should be /maʊθ/), /'brʌðər/

Student : Part C, word stress accuracy. /ə'træktiv/(uh-TRAK-tiv), /kəm'pju:tər/(kum-PYOO-ter), /səsaɪti/(suh-sy-uh-tee — no stress), /ju:ni'veɪsəti/(YOO-ni-VER-si-tee), /æktɪvəti/(ak-tiv-i-tee — no stress), /ɪlek'trɪsəti/(i-lek-tris-i-tee — no stress), /dɪ'skʌvəri/(di-SKUV-uh-ree), /pər'fɔ:rməns/(per-FOR-muhns), /ə'bɪləti/(uh-BIL-i-tee), /ˌeksplə'neɪʃən/(EKS-pluh-NAY-shun)

Student : Part D, intonation accuracy. /ðɪs ɪz maɪ 'feɪvərɪt 'sʌbdʒɪkt/ (↗ slight, should be ↘), /ɑ:r ju: 'redi fər ðə test/ (↗ correct), /aɪ 'præktɪs 'ɪŋɡlɪʃ 'evri deɪ/ (↘ correct)

Appendix 12. Documentation

Pre-Test



Treatment





Post-Test



CURRICULUM VITAE



The writer, Muhammad As'ad Amir Jaya, was born in Parepare on September 10, 2003. He lives in Lingkungan Bulu, Kelurahan Manrang, Kecamatan Mattiro Bulu, Kabupaten Pinrang. He completed his elementary education at UPT SD Negeri 237 Pinrang in 2016, graduated from UPT SMP Negeri 8 Pinrang in 2019, and completed his senior high school education at SMA Negeri 7 Pinrang in 2022. In the same year, he continued his studies at the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. As a requirement for obtaining a Bachelor's Degree in English Education, he conducted research entitled "The Effectiveness of YouGlish in Improving Pronunciation Accuracy Among Grade X Students at SMA Negeri 7 Pinrang."