

A THESIS

**THE USE OF *SPEAKIA APPLICATION* TO IMPROVE
PRONUNCIATION SKILLS AT MTS AL-ISHLAH
BATUPANNU MAMUJU**



BY

**RIANI
REG NUM. 2120203888203021**

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

2025

**THE USE OF *SPEAKIA* APPLICATION TO IMPROVE
PRONUNCIATION SKILLS AT MTS AL-ISHLAH
BATUPANNU MAMUJU**



BY

RIANI

REG NUM. 2120203888203021

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

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

2025

**THE USE OF *SPEAKIA APPLICATION* TO IMPROVE
PRONUNCIATION SKILLS AT MTS AL-ISHLAH
BATUPANNU MAMUJU**

A THESIS

**As a Part of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**RIANI
REG NUM. 2120203888203021**

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

2025

SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Use of *Speakia Application* to Improve Pronunciation Skills at MTs Al-Ishlah BatuPannu Mamuju

Student Name : Riani

Student Reg. Number : 2120203888203021

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number 157 Year 2024

Approved By:

Principal Supervisor : Dra. Hj. Nanning, M.Pd.

EIN : 19680523200002305P

Knowing:

Dean of Faculty of Tarbiyah



APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Use of *Speakia Application* to Improve Pronunciation Skills at MTs Al-Ishlah BatuPannu Mamuju

Student Name : Riani

Student Reg. Number : 2120203888203021

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B-3956/In.39/FTAR.01/PP.00.9/10/2024

Date of Graduation : 07th January 2026

Approved By:

Dra. Hj. Nanning, M.Pd.

(Chair)

Dr. Abdul Haris Sunubi, S.S, M.Pd.

(Secretary)

Muhammad Yusuf, M. Pd

(Member)

Knowing:

Dean of Faculty of Tarbiyah



Dr. Zulfah, M. Pd

PIN 19830420 200801 2 010

ACKNOWLEDGEMENTS

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

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 her deepest gratitude to Allah SWT, the Most High and Sovereign of the universe, for His abundant blessings, mercy, and the good health that enabled her 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. The writer would like to extend her heartfelt appreciation to all those who supported and encouraged her throughout the process of writing this thesis. Special thanks and boundless gratitude are dedicated to her beloved parents, Muh. Ramli Rajamali and Jirah, for their unconditional love, constant support, wise advice, and endless prayers. The writer also wishes to express her sincere appreciation to her supervisor, Dra. Hj. Nanning, M.Pd., for her patient guidance, continuous encouragement, and invaluable feedback, all of which were essential to the completion of this work.

In addition, the writer would like to extend her special thanks to:

1. Prof. Dr. Hannani, M.Ag. as Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of the Faculty of Tarbiyah IAIN Parepare who has organized positive education for students
3. Nurul Hasanah, M.Pd. as Head of the English Program and for outstanding service to students.

4. Dr. Abdul Haris Sunubi, S.S, M.Pd. and Muhammad Yusuf, M. Pd as examiners for their valuable feedback and suggestions.
5. Prof. Dr. Hamdanah, M.Pd as personal lecture (PA) who has guided writer during study at IAIN Parepare.
6. Faculty of Tarbiyah and Institute staff who have worked hard to complete the administration of this research.
7. Head master of MTs Al-Ishlah BatuPannu who has support and facilitated writer for finished this researcher.
8. My beloved siblings, Rudianto, SE, Rani Ulansari, S.Sos, and Rosdiana Ramli, S. Pd, for all your support and guidance. You mean so much to me.
9. I sincerely thank all of my parent's extended family specially Tante Eda' and Anti, Om Roni and Edi, my sister and brothers in-law, my friends since childhood until college and all of my housemates at BTN Graha No.28, and then specially Nuriana and Aisyah as my soulmate now and all the good people who have helped me.
10. Last but not least, I want to thank Marc Marquez, BTS, Blackpink, Enhypen, and Mr. J being a part of my life's journey during this time.

Finally, the writer realizes that this thesis is far from perfect and therefore sincerely welcomes all constructive feedback. It is hoped that this thesis will be beneficial to us all. Aamiin.

Parepare, 16th Desember 2025 M
 25 Jumadil Akhir 1447 H
 The writer



Riani

Reg Num. 2120203888203021

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Riani
NIM : 2120203888203021
Birthday date and place : 18th May 2003
Study program : English Education Program
Faculty : Tarbiyah Faculty
Thesis Title : The Use of *Speakia Application* to Improve
Pronunciation Skills at MTs Al-Ishlah BatuPannu,
Mamuju

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

Parepare, 16th Desember 2025 M
25 Jumadil Akhir 1447 H
The writer



Riani
Reg Num. 2120203888203021

ABSTRACT

Riani. *The Use of Speakia Application to Improve Pronunciation Skills at MTs Al-Ishlah BatuPannu Mamuju.* (Supervised by Nanning)

The integration of technology in English language learning has become increasingly prevalent. This research addresses the need for effective tools to enhance students' pronunciation skills, particularly in the context of digital-based learning environments. The Speakia Application is examined as a potential resource to improve pronunciation among students.

This study aims to investigate the effectiveness of the Speakia Application to improving students' pronunciation skills. An experimental design with a quantitative approach was employed, involving 41 seventh-grade students from VII A & B classes at MTs Al-Ishlah BatuPannu, selected through purposive sampling. Data were collected through pre-tests and post-tests using oral reading tasks.

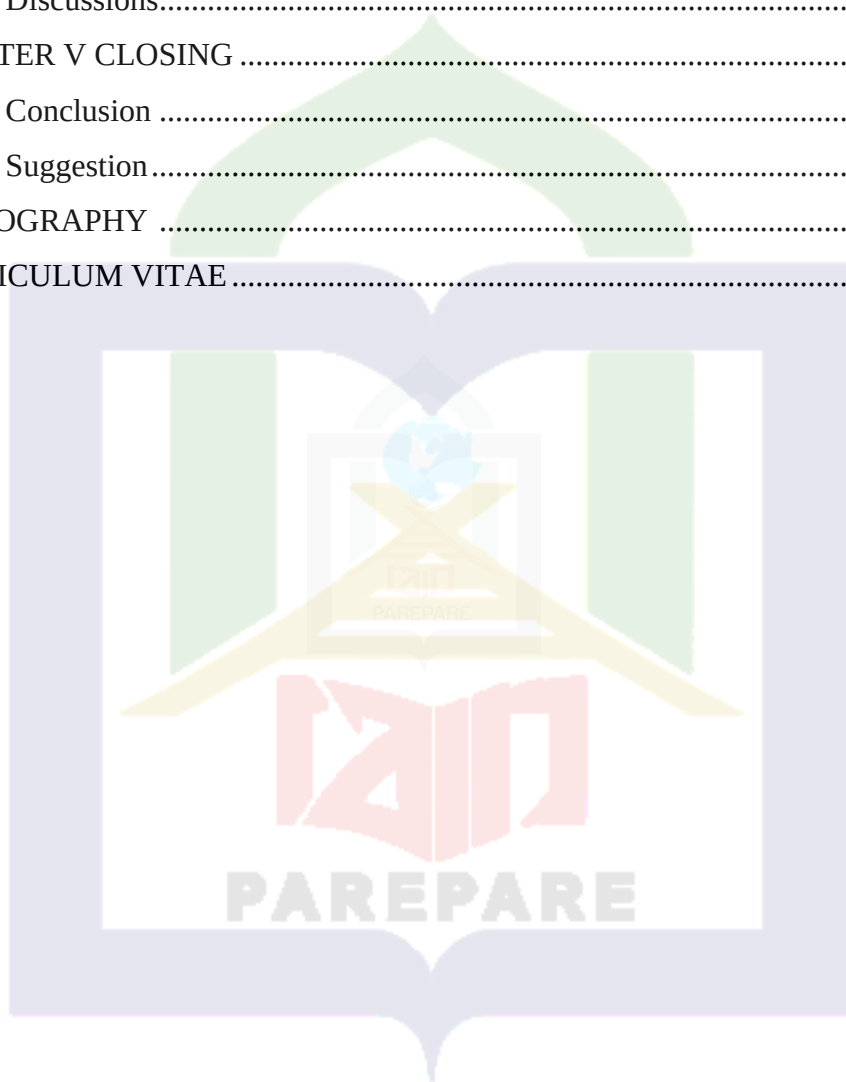
The pre-test results showed an average score of 64.05% for both experimental and control classes. After five treatment sessions using the Speakia Application, the average post-test score increased to 73.05% for the experimental class and 73.38% for the control class. These findings suggest that while the Speakia Application can be a supplementary tool in digital-based English learning, it may not be sufficiently effective on its own in significantly improving students' pronunciation skills.

Keyword: *Pronunciation, Speakia Application, English Learning.*

TABLE OF CONTENT

A THESIS	i
SUPERVISORY COMMISSION APPROVAL	iv
APPROVAL OF THE EXAMINING COMMISSION	v
ACKNOWLEDGEMENT	vi
DECLARATION OF THE RESEARCH AUTHENTICITY	viii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF PICTURES	xiii
LIST OF APPENDICES	xiv
TRANSLITERATIONS AND ABBREVIATIONS	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	5
C. The Objective of the Research	6
D. Significance of the Research	6
CHAPTER II REVIEW OF THE LITERATURE	7
A. Previous Research Findings	7
B. Same Pertinent Ideas	12
C. Conceptual Framework	24
D. Hypothesis	25
CHAPTER III RESEARCH METHOD	26
A. Research Design	26
B. Time and Place of Research	31
C. Population and Sample	31
D. Instrument of Research	32

E. Technique Of Data Analysis	32
F. Procedure of Collecting Data	31
CHAPTER IV FINDINGS AND DISCUSSIONS	37
A. Findings.....	37
B. Discussions.....	64
CHAPTER V CLOSING	69
A. Conclusion	69
B. Suggestion	69
BIBLIOGRAPHY	71
CURRICULUM VITAE	LVI



LIST OF TABLES

Number of Tables	The Title of Tables	Pages
3.1	Pre-Test & Post-Test Control Group Design	24
3.2	Student Population	29
3.3	Instrument With Likert Scale	30
3.4	N-gain Interpretation	30
4.1	Result Pre-Test Class VII A	36
4.2	Result Pre-Test Class VII B	37
4.3	Result Post-Test Class VII A	40
4.4	Result Post-Test Class VII B	41
4.5	Pre-Test & Post-Test Score Data for Class VII A	43
4.6	Pre-Test & Post-Test Score Data for Class VII B	44
4.7	Accumulation of Pre-Test & Post-Test	45
4.8	Students Scores Data for Class VII A	49
4.9	Shapiro-Wilk Test	50
4.10	Students Scores Data for Class VII B	53
4.11	Students Pre-Test Scores Data for Class VII A & VII B	56
4.12	Levene Test	59
4.13	Summary Pre-Test Data for Class VII A & VII B	59

LIST OF PICTURES

Number of Pictures	The Title of Pictures	Pages
2.1	Speakia App	12
2.2	Beginner Level	13
2.3	Good Level	13
2.4	Very Good Level	14
2.5	Multiple Choice	14
2.6	Multiple Choice	15
2.7	Pronunciation	15
2.8	Pronunciation	15
2.9	Games Fun	16
2.10	Fitur Speakia App	16
2.11	Speakia App	17
2.12	Speakia App	17
2.13	Conseptual Frameork	24

LIST OF APPENDICES

Number of Appendices	The Title of Appendices	Pages
1	Instrument Research of Pre-test and Post-Test	II
2	Test Worksheet for Student	X
3	Student Attendance List	XL
4	Lesson Plan	XLII
5	Documentation	XLVII
6	Virtue of Consulting Degree	L
7	Research Permit Recommendation	LI
8	Permission Research	LII
9	Letter of Research Completion	LIV
10	Curriculum Vitae	LV

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	h	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
أ	Fathah	A	A
إ	Kasrah	I	I
أ	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
أَـي	Fathah and Ya	Ai	a and i
أَـو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

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
نَا / اِي	Fathah and Alif or ya	Ā	a and the line above
يِي	Kasrah and Ya	Ī	I and line above
يِي	Kasrah and Ya	Ī	I and line above
وُو	Kasrah and Wau	Ū	u and the line above

Example :

مَاتَ :māta

رَمَى : ramā

قِيلَ : qīla

يَمُوتَ : 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-jannahataurauḍatuljannah*

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 : *Rabbānā*

نَجَّيْنَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَمَّ : *nu‘ima*

عَدُوُّ : *‘aduwwun*

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 : Arabi (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters *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-zalzalah* (notaz-zalzalah)

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*

النَّوْعُ : *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-lafzlābikhusus al-sabab

9. Lafzal-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 lafzal-jalālah 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:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhūnzilafīhal-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)

11. 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 Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
بد	=	بدون
	=	بسم الله
ط	=	طبعة
بد	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

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

A. Background

Speaking is the exchange of information between two persons. Speaking is the process by which individuals exchange thoughts, feelings, and information. Furthermore, speaking is a language skill that students should take very seriously since it will enable them to convey knowledge, express themselves clearly, and establish social relationships when conversing with others. Since speaking involves several essential components, including grammar, vocabulary, pronunciation, fluency, and comprehension, it is in fact thought to be the most challenging language skill.

According to Richards (2008) makes a particular effort to explain speaking from the standpoint of speaking functions in addition to the concept of speaking as previously mentioned. He claims that speech serves three primary purposes in daily life: speaking as performance, speaking as transaction, and speaking as engagement. The form and purpose of each of these speaking exercises vary greatly. As a result, the form and purpose of speaking as interaction will be specifically discussed in this book. But it's crucial to make clear what the author typically means when she refers to all speaking functions.¹

Therefore, in a social context, speaking not only requires speakers to know how to produce certain language points such as grammar, pronunciation, or vocabulary (linguistic competence), but they also need to understand when, why, and in what way to produce language (sociolinguistic competence). Furthermore, according to Bahar, speaking is the act of expressing emotions and ideas through a series of sounds (pronunciation), vocabulary, phrases, and sentences (grammar) that have meaning (pragmatics and semantics) in order to accomplish specific language functions.

¹ Kaharuddin Bahar, *Transactional Speaking A Guide to Improve Exchange Skills in English for Group Discussions (GD) and Interviews* (Gowa: GUNADARMA ILMU, 2014), 3.

Speaking is a part of language that is closely related to pronunciation. According to Bailey, speaking is production skill made up of the systematic production of verbal utterances. According to Joice, speaking is an interactive process namely constructing meaning that involves the production, reception, and processing of information. It's form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.²

Pronunciation is one of the important aspects of English speaking skills. Because pronunciation determines whether the words spoken are correct or not when speaking. However, many students in Indonesia still have difficulty in pronouncing English. Because students in Indonesia do not pay much attention to how they pronounce English words. In the end, this causes many pupils to struggle with appropriately pronouncing English words.

It has been a while since Jack Richards and Pennington observed that the Communicative Language Teaching (CLT) movement, which prioritizes content over form, caused pronunciation—once a major issue of language instruction—to be sidelined. Even though language instruction has long placed a strong emphasis on segmental phonology, aided by technological advancements, attention to pronunciation has since been resurrected, with increased focus on suprasegmental phonology and other contextual aspects of pronunciation.

Pronunciation has received a lot of attention in the last three decades, which has an impact on language education research and theoretical discussions about language acquisition and communication in a globalized society.³ Pronunciation refers to the ability to accurately and correctly pronounce words and sentences in the target language, whereas speaking relates to the capacity to communicate verbally in the

² Kaharuddin Bahar, *Interactional Speaking A Guide to Enhance Natural Communication Skills in English* (Yogyakarta:Trustmedia Publishing Yogyakarta, 2014), 1-2

³ Martha C. Pennington, "Teaching Pronunciation: The State of the Art 2021," *RELC Journal* 52, no. 1 (2021): 3–21, <https://doi.org/10.1177/00336882211002283>.

target language. Pronunciation is a prerequisite for effective speaking. Students will find it challenging to communicate effectively in the target language if they are unable to pronounce words correctly. As a result, learning pronunciation should be given top priority in speaking courses.

The fact that the learning process is still done by hand on the blackboard is one of the main reasons why pupils in schools are not interested in learning how to pronounce English words. Actually, pupils will be excited if they are learning through the media of an English learning platform. As a result, technology plays an extremely important and urgent role in English language acquisition.

In today's digital era, technology can be used to improve students' pronunciation skills. Speaking applications can be one solution to help students improve their pronunciation skills. By using speaking applications, students can practice pronunciation independently and get direct feedback. One of the good and very interest.

Technology is indeed very much needed in the world of education by educators and students. Especially in learning English. This is because English is one of the compulsory learning that must have an interesting approach so that it is easy for students to understand.

The development of digital technology in education must also be supported by all elements of education, namely the government, principals, teachers, and the community. Educational policies that have been made must be adhered to by school officials, both principals and teachers. If the facilities and infrastructure already support the learning, the most important thing is human resources, namely teachers. Teachers are the pillars of the success of the learning. In delivering it, teachers must use a variety of media, methods or strategies, so that students do not get bored.

Teachers must also be able to provide innovation to students, so that students are increasingly motivated to learn. The development of digital technology can be

developed by teachers in creating varied and educational learning content. Digital technology learning can be integrated with other learning by creating digital learning content, such as educational games, learning quizzes, and other educational content. Learning is not only done at close range, but can also be done remotely via virtual video conference or commonly called brave learning. According Surah At-Thaha 20:25-28 that stated :

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ٢٥ وَيَسِّرْ لِي أَمْرِي ٢٦ وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ٢٧
يَفْقَهُوا قَوْلِي ٢٨

Translation : “Ya Tuhanku, lapangkanlah untukku dadaku, dan mudahkanlah untukku urusanku, serta lepaskanlah kekakuan dari lidahku, supaya mereka mengerti perkataan ku”.⁴

This verse is relevant because the research aims to improve pronunciation skills through the Speakia application, which is essentially an effort to make speech more fluent and easily understood by others-something that Prophet Musa as also asked for in that prayer.

Nowdays, practically every aspect of language instruction has been altered by technology. Numerous studies have examined how students' or other internet users personalities relate to their use of the internet. On the other hand, learning applications as a media have not received much attention. because language learning, both in-person and online, is substantially aided by modern technology.⁵

Therefore, the creation of digital learning content must be in accordance with the teaching process carried out by teachers. In language acquisition, speech, pronunciation, and technology are all closely related to one another. Here's more

⁴ Ministry of Religious Affairs of the Republic of Indonesia, Al-Qur-an and Translation, (Jakarta : Lajnah Pentashihan Mushaf Al-Qur'an, 2019).

⁵ Luis Mota et al., “Editorial Board” *FEMS Microbiology Letters* 252, no. 1 (2005): 1–6.

information on how these three factors work together and how technology can assist kids become more proficient speakers and pronouncers. Pronunciation and speaking are two crucial components of language acquisition.

The Speakia application is a technology platform designed to help users improve their English speaking and pronunciation skills. In the Speakia application, there are several features that are suitable for use such as pronunciation training, voice analysis, speaking practice, use of speech recognition technology, and accessibility. By using the Speakia application, users can improve their pronunciation and speak in a foreign language more effectively and efficiently. The application to use is the Speakia application.

The novelty of the Speakia Application lies in its adoption of an innovative gamification approach by integrating game elements adapted to the local Indonesian cultural context. The reward, challenge, and competition system is designed to enhance students' intrinsic motivation in learning English pronunciation-an aspect that has not been widely explored in other similar applications.

Based on the general overview of speaking and pronunciation as well as the initial observations conducted at MTs Al-Islah BatuPannu Mamuju, students still have difficulty pronouncing English words correctly. because technology-based learning has not yet been adopted by the teaching staff there. Students will fall far behind in their English studies in this situation, which may affect their ability to communicate in a foreign language. All of that is a reason to conduct research at that school.

B. Research Questions

Based on the background previously covered, the researcher formulates the research question : “ Do students who receive instruction using the Speakia application have superior pronunciation skills to those who do not receive instruction using the Speakia application ? “.

C. The Objective of the Research

The following are the objectives of this study, which are based on the research question : “ To find out which is better from the pronunciation of students who use the Spekia application and those who do not use the Spekia application “.

D. Significance of the Research

1. Theoretically

- a. The result of this research will later be used as a scientific tool in education .
- b. The study can be used as an information and a reference for other researchers who want to conduct research on the same topic.

2. Practically

a. Student

After using the Spekia application, students are expected to be able to pronounce English words with good and correct pronunciation.

b. Teacher

This study will use the implementation and positive effects of using the Spekia application to improve speaking skills, especially English pronunciation. Teachers will know how to use the Spekia application and create careful student learning.

c. Reader

This research can contribute to readers, especially as managers, to add references to the effectiveness of using the Spekia application.

CHAPTER II

REVIEW OF THE LITERATURE

A. Previous Research Findings

This study notion has been the subject of numerous investigations. The following is a sequential presentation of their findings :

1. Research conducted by Margaret Stevani, Joko Priono, Dicky Edward Daulay, and Saima Rambe is from the same campus, namely the Indonesian Community Development University in 2023. This journal is entitled "Using Elsa Speak to Improve Public Speaking and Pronunciation for Students of SMP Budi Murni 1 Medan". This study aims to get an overview of applications that can be used in learning English, especially to train speaking skills with good pronunciation as information technology-based media or online learning platforms to help students at SMP Budi Murni 1 Medan.⁶

The similarity of this study with previous studies is that both discuss the use of applications that refer to training students' speaking skills. While the difference between this study and the study conducted by Margaret Stevani, Joko Priono, Dicky Edward Daulay, and Saim Rambe is that this study uses the Elsa Speak application. While the research conducted by the researcher in this study uses the Spekia application. In terms of the informants used in this study, there are differences, the research conducted by Margaret Stevani, Joko Priono, Dicky Edward Daulay, and Saim Rambe used 30 samples, while the research conducted by the researcher used 41 samples. The next difference lies in the location of the study, which was chosen by the previous researcher was Medan City while the research location chosen by the researcher was Mamuju City.

⁶ Stevani et al., "Penggunaan Elsa Speak Untuk Meningkatkan Public Speaking Dan Pronunciation Bagi Siswa Smp Budi Murni 1 Medan," *Community Development Journal* 4, no. 2 (2023).

2. Research conducted by Anita Anggraeni, Cynantia Rachmijati, Dewi Listia Apriliyanti are students of the Faculty of Language Education, IKIP Siliwangi in 2020. This article is entitled "Implementation of Kahoot Interactive Quiz Media to Improve Students' Speaking Skills in Subang Village". This study aims to improve speaking skills in Subang Village.⁷

The similarity of previous research with the research conducted by the researcher is that both discuss English learning applications and improving English skills, namely Speaking. While the difference in this research conducted by Anita Anggraeni, Cynantia Rachmijati, and Dewi Listia Apriliyanti is that this research discusses the interactive quiz media kahoot. While the research conducted by the researcher discusses classroom learning with Spekia. The informants used in this study have differences, the research conducted by Anita Anggraeni, Cynantia Rachmijati, and Dewi Listia Apriliyanti used informants such as junior high and high school teachers in Subang Village, while the research conducted by the researcher used 41 samples at MTs Al-Islah BatuPannu School, Mamuju.

3. The research conducted by Annis Rahmawati, Irmayani, Syifa, and Khuriyatuz Zahro, students of Darul Ulum Islamic University, namely this journal entitled "Exploring Students' Perceptions of 'Spekia' App For Speaking Lessons" This study aims to determine students' perceptions in exploring the Spekia application in speaking learning. This study aims to explore students' perceptions of "Spekia" as a medium for enhancing English speaking skills. A descriptive qualitative research design was employed to analyze the responses collected through a structured questionnaire combined with qualitative interviews and a literature review from related studies.⁸

⁷ Anita Anggraeni, Cynantia Rachmijati, and Dewi Listia Apriliyanti, "Penerapan Media Kuis Interaktif Kahoot Untuk Meningkatkan Speaking Skill Siswa Di Desa Subang," *Abdimas Siliwangi* 03, no. 01 (2020).

⁸ Universitas Islam Darul, Ulum Lamongan Volume, and Universitas Islam Darul, "Universitas Islam Darul 'ulum Accepted: 31" 7, no. 2 (2022): 81–87.

The similarity between previous research and the research conducted by the researcher is that both focus on the Spekia application. However, there is a difference in the primary goal of the research: the previous researcher's study focused on student perception, whereas the current researcher's study aimed to improve students' speaking skills with proper pronunciation. Prior studies employed a qualitative methodology. In contrast, the researcher's study employed a quantitative methodology.

4. Research conducted by Wiki Tedi Rahmawati, Yunita Mutiara Harahap, Rehdanana Ginting, Putri Redni Anggraini, and Alpin Agus Maulana, students of the English Language Education Study Program, Alwashliyah University Medan, Indonesia in 2023, namely this journal entitled "Introduction to Mobile Assisted Language Learning (MALL) for Pronunciation Practice". This previous research aims to introduce MALL in practicing pronunciation while the research conducted by researchers is to introduce Spekia in practicing pronunciation.⁹

The similarity between previous research and the research conducted by the researcher is that both focus on pronunciation. While the difference lies in the research approach, previous research uses a qualitative approach. While the research conducted by the researcher uses a quantitative approach.

5. Research conducted by Made Utari, Ni Putu Wiratih Putri Sadani, Ni Putu Indayani, Putu Chris Susanto, and Komang Tri Sutrisna Agustia, English Literature Study Program Students, Dhyana Pura University in 2020, namely this journal entitled "Utilization of the Hello English Application as a Learning Media in Pronunciation Classes". This study aims to analyze the feasibility of Hello English as a mobile learning application for English Literature students at Dhyana Pura University. This study uses a qualitative descriptive method. The research method in

⁹ Wiki Tedi Rahmawati et al., "Volume 3 No 2 Tahun 2023 Pengenalan Mobile Assisted Language Learning (MALL) Untuk Berlatih Pronunciation Informasi Artikel Abstrak," *Journal of Training and Community Service Adptersi (Jtcsa)* 3, no. 2 (2023), <http://jurnal.adptersi.or.id/index.php/JTCSA/>.

this study is qualitative content analysis. Creswell (2007) noted that in qualitative research researchers analyze words or images to describe the main phenomenon rather than using statistics. Findings are usually presented through broad themes or categories. HELLO ENGLISH by CultureAlley is a free language learning app. This application has nearly 500 interactive audio and video lessons and entertaining practice games for reading, writing, and speaking. The conclusion of this study can be said that the use of the Hello English Application is a medium that helps students in the process of understanding and increases students' accuracy in the material presented, namely about Pronunciation.¹⁰

The similarity between previous research and the research conducted by the researcher is that both focus on pronunciation. While the difference lies in the research approach, previous research uses a descriptive qualitative approach. While the research conducted by the researcher uses a quantitative approach.

6. Research conducted by Nabila Irsani, Benni Ichsanda Rahman Hz, Universitas Islam Negeri Sumatera Utara Medan 2024, namely this journal entitled "Implementation of the Speakia Application for Junior high school: Student' Point of View". This study investigates junior high school students' perceptions of using the Speakia app to improve their English vocabulary. Language learning has been greatly impacted by technological improvements, which have made it more accessible and engaging. Since 2021, more than 50 million people have used the Speakia app, which provides a virtual setting for everyday English practice through engaging activities. The purpose of this study is to assess Speakia's vocabulary-improving efficacy as well as its benefits, drawbacks, and effect on student motivation.¹¹

¹⁰ Made Utari et al., "Pemanfaatan Aplikasi Hello English Sebagai Media Pembelajaran Pada Kelas Pronunciation," *Seminar Ilmiah Nasional Teknologi, Sains, Dan Sosial Humaniora (SINTESA)* 3, no. November 2020 (2021), <https://doi.org/10.36002/snts.v0i0.1238>.

¹¹ Nabila Irsani et al., "Implementation of the Speakia Application for Junior High School : Student ' Point of View" 4778 (2024): 1038–56, <https://doi.org/10.2456/Ideas.V12i2.5343>.

The similarity between the previous research and the research conducted by the researcher is that both focus on English learning media that refer to speaking skills, namely using the Speakia application. Meanwhile, the difference lies in the research approach; previous research used a qualitative case study approach. Meanwhile, the research conducted by the researcher uses a quantitative approach.

7. Research conducted by Agus Wilson and Sutrisno, students of Indraprasta University in 2022, namely this journal entitled "Effectiveness of the Cake Application on Students' English Vocabulary Mastery Ability" This study aims to analyze the effectiveness of the Cake application learning media in learning English vocabulary and the effect of utilizing the Cake application learning media on English vocabulary mastery ability. Efforts to analyze the effectiveness of using the Cake application can have practical benefits for teachers in delivering learning materials so that interactive learning media emerges as an innovation in the teaching and learning process. Academically, the results of the study can add to the scientific literature in the field of education, especially learning strategies in terms of utilizing learning media.¹²

The similarity between previous research and the research conducted by the researcher is that both focus on English learning application media. In addition, another similarity is that both use quantitative research approach methods. The difference lies in the type of English application, namely previous research used the Cake application as its media while the research conducted by the researcher used the Spekia application. And the main focus difference is that previous research is to improve vocabulary mastery while the current research focuses on improving speaking in terms of pronunciation.

¹² Agus Wilson and Sutrisno Sutrisno, "Efektifitas Aplikasi Cake Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa," *Research and Development Journal of Education* 8, no. 1 (2022): 263, <https://doi.org/10.30998/rdje.v8i1.12093>.

Previous studies have shown that mobile applications have the potential to improve various aspects of English language skills, including pronunciation. Several studies have specifically examined the effectiveness of applications in improving pronunciation albeit with different focuses (e.g., public speaking, vocabulary).

The Researcher's study on "The Use of Speakia Application to Improve Pronunciation Skills At MTs Al-Ishlah BatuPannu Mamuju" is relevant because :

- a. Focus on Speakia ; The Researcher's study focuses on Speakia, which is also the focus of Nabila Irsani et al.'s research, although with a different focus (pronunciation vs. vocabulary).
- b. Local Context ; The Researcher's study is conducted at MTs Al-Ishlah BatuPannu Mamuju, which provides a specific local context that may differ from other studies conducted elsewhere (e.g, Medan).
- c. Quantitative Method ; The Researcher's study uses a quantitative method, which differs from some other studies that use qualitative methods.

B. Same Pertinent Ideas

1. Speakia

Figure 2.1 Speakia App

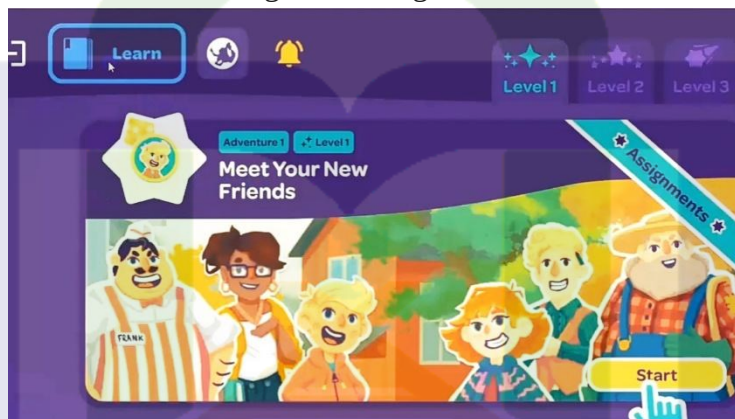


Speakia is a mobile application designed to help student learn and improve their English speaking skills in a fun and interactive way.

Here are some key points about the Speakia Application :

- a) Conversation-Based Learning: Using cutting-edge speech technology, the application transports children to an interactive cartoon world with English speakers. Pupils can rehearse dialogue in authentic settings.

Figure 2.2 Beginner Level



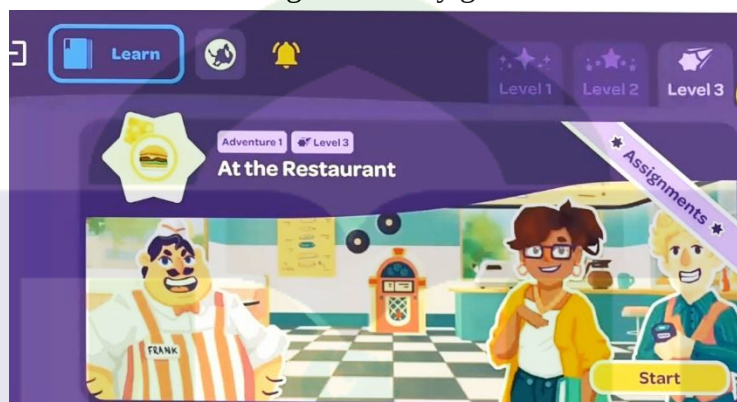
- b) Emphasis on Sentence Structures and Everyday Vocabulary: Speakia teaches key sentence structures to initiate English conversations as well as contemporary vocabulary that is commonly utilized by native speakers.

Figure 2.3 Good Level



- c) Pronunciation Practice: To assist students in improving their pronunciation, the application offers real-time feedback. To make pronunciation and comprehension easier, new words are split down into their constituent syllables.

Figure 2.4 Vey good Level



- d) Daily Missions: Every day, users are encouraged to take part in a 10-minute "Speak English Mission" through the app.

Figure 2.5 Multiple Choice



- e) Engaging Learning Environment: Speakia provides students with an interesting and lively learning environment by incorporating cartoon characters and real-life situations in a virtual American metropolis.

Figure 2.6 Multiple Choice



- f) Suggested by Teachers and Parents: Teachers and parents who have observed gains in their kids' English-speaking abilities have given the application excellent evaluations.

Figure 2.7 Pronunciation

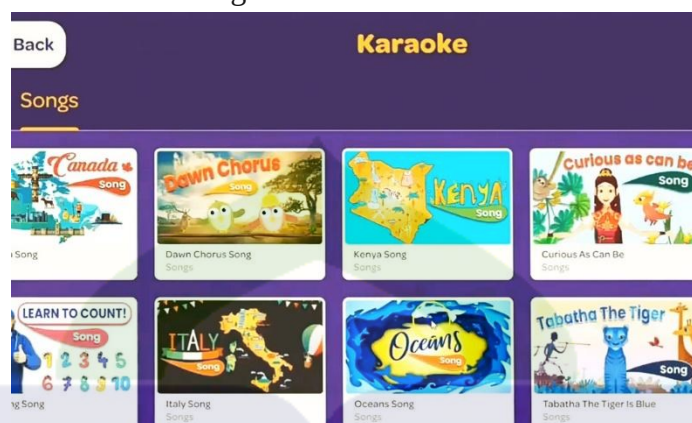


- g) Accessible on Several Platforms: Speakia can be downloaded from the Google Play Store (Android) and the App Store (iOS).

Figure 2.8 Pronunciation



Figure 2.9 Games Fun



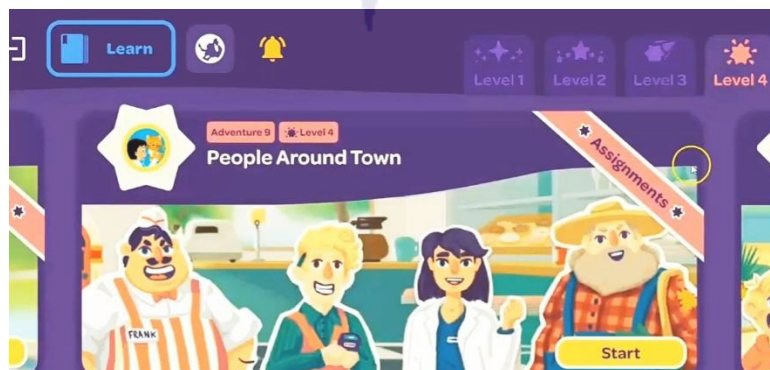
In short, Speakia is an educational app that aims to make learning to speak English easy, fun, and effective for children through conversational interactions with virtual characters and immediate pronunciation feedback.

To use the Speakia application, you first need to download the app from the Google Play Store or Apple App Store, or sign up via the web. Once installed, you can start using the Speakia app. Speakia offers a 7-day free trial where you can experience all the features of the app. Speakia's learning content is highly relevant to everyday life, making it perfect for learning spoken English.

Here are some general steps to use the Speakia Application :

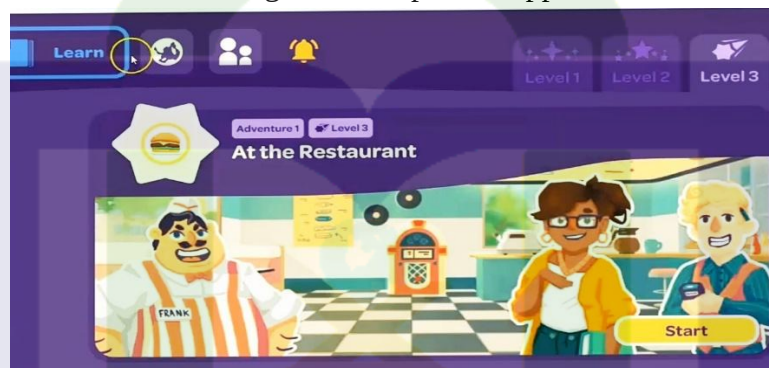
- 1) Download and Install : Search for the "Speakia" application on the Google Play Store or Apple App Store and download and install it.

Figure 2.10 Fitur Speakia App



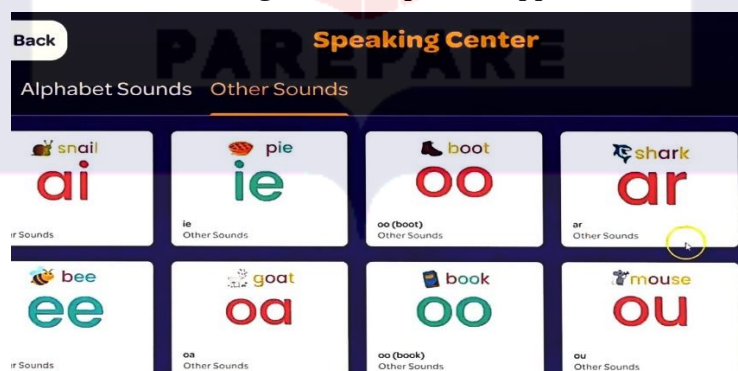
- 2) Sign Up : Create an account by signing up with your email or social media account.
- 3) Free Trial : Take advantage of the 7-day free trial to experience all the features of the application.
- 4) Choose Language and Level : Choose the language you want to learn and the level of difficulty that suits your ability.

Figure 2.11 Speakia App



- 5) Take Lessons : Start with basic lessons and follow the steps in the application.
- 6) Pronunciation Practice : Speakia provides a feature to practice pronouncing words and sentences, so take advantage of this feature to improve your skills.

Figure 2.12 Speakia App



7) Conversation Practice : Practice your speaking skills by following conversations in the application.

8) Monitor Progress : Track your learning progress and see statistics in the app.

9) Use Additional Features : Speakia also provides other features such as quizzes and games to make the learning process more fun.

Here are usage level to use the Speakia Application :

1) Beginner's Main Objective. Establish a fundamental speaking foundation, teach essential words and expressions, and lessen your anxiety of speaking. Features and Characteristics: Emphasis on Key Words and Phrases: The most often used terms and expressions in casual conversations—such as greetings, introductions, and requests for directions—will be displayed by the app. Pronunciation Recognition: A basic speech recognition function gives immediate feedback on how well a word is spoken. It is typically not very strict, though. Practice filling in the blanks, matching words to pictures, or repeating native speaker phrases in the simple interactive practice mode.

Simple Topics: Conversational scenarios that are very simple and predictable (e.g., at the airport, at a restaurant, in a store). An intuitive user interface is one that is simple, easy to use, and free of distractions, making it ideal for novice users. Limited Resources: To draw consumers, you might merely provide a small number of free lessons or really little content.

2) Intermediate Main Objective. Improve fluency, increase vocabulary and sentence construction, and empower users to engage in increasingly intricate dialogues. Features and Characteristics: Improved Speech Recognition: More sophisticated speech recognition that can identify subtleties in tone and pronunciation. might offer more thorough criticism of mistakes. Realistic Conversation Practice: Enable users to

role-play increasingly intricate situations by simulating lengthier and more diverse conversations.

Grammar and Vocabulary Expansion: Introduces more intricate sentence structures (such as compound sentences and a wider range of tenses) and a larger theme vocabulary. For self-evaluation, users can record their own voices and compare them to those of a native speaker using the self-recording feature. **Broader Topics:** Discusses general subjects like pastimes, occupations, viewpoints, or basic news. **Gamification:** Using game features (such as leaderboards, streaks, and points) to keep users motivated.

3) **Advanced Main Objective.** Enhance accuracy, fluency, and comprehension of linguistic subtleties so that users may participate in conversations on abstract and difficult subjects. **Features and Characteristics:** **Deep Pronunciation Analysis:** Extremely complex speech recognition that may employ artificial intelligence to examine syllable stress, rhythm, pauses, and speech tempo. It can offer comprehensive progress charts or scores. **High-Level Conversation Simulation:** Extremely lifelike models of difficult situations, like negotiations, debates, presentations, and job interviews. **Learning academic and professional vocabulary** focuses on more specialized terms, idioms, verbal expressions, and uncommon idioms.

Integration with Sophisticated AI Chatbots: Users can freely engage with AI that can comprehend and react to intricate queries and assertions while offering contextual response. **Obtaining Genuine Content:** Videos, podcasts, or news from native speakers that include language analysis tools and interactive transcripts. **Optional Native Speaker Interaction Feature:** Some apps may begin to provide the ability to communicate with tutors or native speakers via their platforms; however, this is sometimes charged for separately.

4) Expert (Highly Skilled / Professional). The major goal is to become almost as proficient as a native speaker so that one may converse in a variety of formal and informal contexts, especially in specialized disciplines, with accuracy, fluency, and context.

2. Pronunciation

A. Definition of Pronunciation

The definition of pronunciation is the way a word or language is pronounced. This includes how the sounds of a language (phonemes) are articulated, including stress, intonation, rhythm, and overall clarity of pronunciation. The creation of English sounds is what Cook (1996, as referenced in Pourhosein Gilakjani, 2016) characterized as pronunciation.¹³

Learning to pronounce sounds involves repeating them and correcting them when they are pronounced incorrectly. Learning pronunciation helps students overcome the challenges of their first language and form new habits. Yates (2002), as referenced in Pourhosein Gilakjani (2016), asserts that pronunciation is the process of producing sounds in order to convey meaning. According to Paulston and Burder (1976), pronunciation is the creation of a sound system that does not obstruct communication from the perspective of the speakers or the listeners. According to Ottowski (1998), pronunciation is the way a word is uttered in a recognized fashion. Furthermore, pronunciation is the process of making specific sounds, according to Richard and Schmidt (2002).¹⁴

B. The Important Aspects in the Definition of Pronunciation

¹³ Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education," *Ijree* 1, no. 1 (2016): 1–6, <https://ijreeonline.com/article-1-21-en.html>.

- 1) Articulation : The formation of language sounds using speech organs such as the tongue, lips, teeth, and palate.
- 2) Stress : Giving more emphasis to certain syllables in a word or certain words in a sentence.
- 3) Intonation : The rise and fall of the tone of voice when speaking that can distinguish the meaning of a sentence.
- 4) Rhythm : The pattern of pauses and speed in speaking.
- 5) Clarity : How easily the listener can understand what is being said.

Good pronunciation is important for oral communication to be effective and easy to understand.¹⁵

C. Developments in Teaching Pronunciation ;

- 1) More recognition of pronunciation mutability, not just in young children.
- 2) Increased awareness and acceptance of the importance of social and psychological aspects of speech.
- 3) Multilingual approaches to pronunciation.
- 4) Prioritizing intelligence and communication efficiency over accuracy or correctness.
- 5) Communicative and task-based approaches that blend an emphasis on form and meaning.
- 6) Teaching pronunciation in particular communicative contexts.
- 7) Paying close attention to advanced students and those with needs related to their jobs.

¹⁵ Pennington, "Teaching Pronunciation: The State of the Art 2021," 18.

8) Constantly improving and developing applications of electronic resources for pronunciation.¹⁶

D. Parts of Pronunciation ;

1) Consonants with Vowels: Vowels are sounds that are made when the lungs' airflow is unhindered. Vowel sounds outnumber vowel letters in the English language. There are two categories for these vowel sounds: Monophthongs are vowels that are made without shifting the position of the lips or tongue, such as /i:/ in see and /ae/ in cat. Vowel sounds that start in one position and finish in another within a single syllable are known as diphthongs (e.g., /eɪ/ in say, /aɪ/ in mine). Consonants are sounds made when the vocal tract's airflow is obstructed or narrowed. There are two categories of consonants: Voiced Consonants: Consonants that cause the vocal chords to vibrate when uttered, such as /b/, /d/, and /g/. Consonants that do not cause the vocal chords to vibrate when uttered are known as unvoiced consonants (e.g., /p/, /t/, /k/).

2) A unit of sound made up of one or more phonemes is called a syllable. Comprehending syllables aids in word segmentation and emphasis placement. Examples are dis-ap-point-ment (four syllables) and water (two syllables).

3) One of the most crucial elements of pronouncing words correctly in English is word stress. One syllable is stressed more than the others in words with two or more syllables. Typically, the stressed syllable is pronounced with a higher pitch, longer duration, and louder volume. For example, the first syllable of the noun present (which means "gift") is stressed: PRE-sent. The second syllable of the verb present

¹⁶ Pennington, "Teaching Pronunciation: The State of the Art 2021."

(which means "to present") is stressed: pre-SENT. The meaning of a word can be altered or made more difficult for the listener to understand by incorrect word stress.

4) Sentence stress is the focus on particular words inside a sentence, much like word stress. Not every word in a sentence is stressed to the same degree. Functional words (articles, prepositions, and conjunctions) are typically not stressed, while words that communicate vital information (main verbs, nouns, adjectives, and adverbs) are. Conveying the intended message and assisting the audience in comprehending the key points are the objectives. As an illustration, "I want to go to the store." 'Want,' 'go,' and 'store' are stressed because they express the primary concept.'

5) The rise and fall of a voice's pitch during speech is known as intonation. It influences not just pronunciation clarity but also meaning, emotion, and even sentence type (question, assertion, command). Typical intonation kinds include: For instructions, declarations, or Wh-questions (who, what, when, where, why, and how), use falling intonation. shows that the speaker has completed speaking or is confident. For instance, "I'm going home." (The final pitch falls.) When asking yes/no questions, or when expressing ambiguity, a list, or a continuation, use rising intonation. For instance, "Are you coming?" (The final pitch rises.) Fall-Rise Intonation: Used to suggest something or to show hesitancy or incompleteness. "It's interesting..." is one example. (Pitch decreases and then increases, suggesting that there is more to say or a For instance, "Are you coming?" (The final pitch rises.) The Fall-Rise Intonation: A way of expressing hesitancy, incompleteness, or suggestion. "It's interesting..." is one example. Pitch decreases and then increases, suggesting hesitancy or more to say.

6) Rhythm: A language's temporal patterns are referred to as its rhythm. Because English is a "stress-timed language," regardless of the number of syllables in a sentence, there is a roughly equal amount of time between each stressed syllable. Unstressed syllables are spoken more rapidly and frequently shortened (e.g., to a schwa /ə/), whereas stressed syllables are pronounced longer and more clearly. In contrast, each syllable in "syllable-timed languages" (like Indonesian) has a roughly equal duration.

7) Connected Speech: Words flow together rather than being spoken individually in genuine speech. As a result, when words are concatenated, their sounds shift. Among these phenomena are: Linking is the process of combining sounds at the end of one word with the start of the next (for example, "an apple" sounds like "a-napple"). Elision: To make pronunciation easier, some sounds are omitted. For example, fish and chips frequently sounds like fish 'n' chips because the /d/ sound is removed. Assimilation: When a sound is influenced by its neighboring sound, it transforms into another sound (for example, ten guys can sound like tem boys because /n/ is influenced by /b/).

Pronunciation focuses on articulation, it means the emphasis is on the physical production of sounds, including the movement of lips, tongue, and vocal cords. Articulation involves the precise formation of sounds, paying attention are spoken, and ensuring that sounds are clear and distinct. This approach helps improve the clarity and intelligibility of speech, making it esier for others to understand.

C. Conceptual Framework

One of the most crucial English language abilities is speaking. Students can use English words when speaking. Students must focus on what is known as

pronunciation in order to speak English words correctly and appropriately. Therefore, pupils need to practice often in order to develop accurate and good pronunciation.



Figure 2.13 Conceptual Framework

- What will have an impact on the study process later on is explained in the input section.
- What was employed in the research is explained in the process section.
- The outcome of the input and procedure determines whether or not the Speakia application is successful as a learning tool.

D. Hypothesis

A Hypothesis is simply a testable, informed guess about the answer to your research question. A hypothesis is often described as a researcher's attempt to explain a phenomenon of interest. Hypotheses can take many forms, depending on the question being asked and the type of research being conducted.

The key feature of all hypotheses is that each one must make a prediction. Remember, a hypothesis is a researcher's attempt to explain the phenomenon being studied, and that explanation must involve a prediction about the variables being studied.

From these explanations, the researcher hypothesizes that :

H_0 : There is no significant difference in pronunciation skills scores for students who are taught using the Speakia App and those who are not taught using the Speakia Application.

H_1 : There is a significant difference in pronunciation skills scores for students who are taught using the Speakia App and those who are not taught using the Speakia Application.



CHAPTER III

RESEARCH METHOD

A. Research Design

This observation design is quasi-experimental. "Quasi-experimental research is a research method that has a control group but cannot fully function to control external variables that affect the implementation of the experiment," according to Sugiyono.¹⁷

This study's design makes use of control groups and experiments. While the control group is left untreated, the experimental group is given treatment. The non-equivalent control group design and the time series design are the two types of quasi-experimental designs.

The experimental group and the control group are two groups in the study that have the same degree of knowledge but employ different treatments or even no treatments at all, according to Hanafi. This is known as the non-equivalent control group design. The experimental group and control group, as well as the pre-test and post-test, are the two tests used in this kind of study, but the subjects are not chosen at random. Before the study began, both groups in this study completed a pre-test.¹⁸

This initial test is done by looking at the students' current abilities before being given treatment. Then, a post-test is given at the end of learning to determine its effectiveness as measured by the difference in students' speaking scores. The results of the pre-test and post-test are used to investigate whether there will be a difference between the experimental group and the control group.

Subjects will be given a pre-test and post-test to determine their pronunciation skills in the between students who use the Speakia Application and the students who

¹⁷Vanny Aditiany and Rani Tania Pratiwi, "Pengaruh Media Pembelajaran Macromedia Flash Terhadap Hasil; Belajar Siswa (Studi Quasi Eksperimen Pada Mata Pelajaran IPS Kelas VIII Di SMP Negeri 3 Kuningan)," *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi* 18, no. 02 (2021): 102–9, <https://doi.org/10.25134/equi.v18i2.4420>.

do not. The researcher used a non-equivalent control group design (pre-test and post-test) for this study. This design includes pre-test and post-test measurements followed by treatment (for the experimental class) and pre-test and post-test for the second group (control class).

Both groups were given a pre-test and a post-test. A pre-test was given to each group before giving the treatment. Experimental research variables are classified into independent and dependent variables. The main approach used in the current study is experimental research.

Independent variable: Speakia Application.

Dependent variable: Pronunciation.

Table 3.1 *pre-test & post-test control group design*

No	Group	Pre-Test	Treatment	Post-Test
1	Experimental	O ¹	X ¹	O ²
2	Control	O ¹	X ²	O ²

Based on the above table, it can be explained as follows :

O¹ : Pre-test

X¹ : Treatment with Speakia Application

O² : Student post-test results

X² : Treatment without Speakia Application

The treatment was carried out in 6 meetings in the experimental class with the treatment of learning to speak using the Speakia Application while the control group was taught without the Speakia Application. The pre-test and post-test were given to the experimental class and the control class.

A. Session 1.

Overview of Speakia and the Foundations of Successful Communication Goal: Students comprehend the fundamentals of Speakia and the significance of elements of

effective communication in the context of pronunciation.

Subject: Overview of Speakia: Key functionality (speech analysis, recording, and pronunciation practice) and interface navigation. Pro-Nuncio Skills: What Are They? A succinct explanation of the significance of confident, convincing, and clear communication in a variety of roles. Eye contact, posture, facial emotions, voice volume, and speech tempo are all fundamental components of effective communication.

Activity for Speakia:

- 1) Practice pronouncing terms that are frequently mispronounced with the "Speech Clarity" exercise.
- 2) An investigation of AI feedback on speed and volume is conducted after a brief "Introduction to Myself" recording (1-2 minutes) using the free recording tool.
- 3) Assignment: Learn more about Speakia's capabilities and attempt to record a challenging sentence several times until you get a good pronunciation score.

B. Session 2.

The goal is for students to be able to control their speaking volume, speed, and pauses in order to maximize the effect of their message.

Subject: the significance of changing volume to emphasize points and keep the audience's interest. Depending on the situation, speak at a pace that is neither too fast nor too slow. The advantages of using deliberate pauses to increase suspense and give the audience time to process information. Examine Speakia's AI comments on speed and volume.

Activity for Speakia:

- 1) Speakia's "Pacing Perfection" exercise or brief speech simulation emphasizes pauses and pace changes.
- 2) Re-recording the previous meeting's "Introduction to Myself" with an emphasis on speed, pauses, and volume management. Examine the outcomes in comparison to the first

recording.

3) As a homework assignment, select a paragraph from a news article or other piece and record it on Speakia, paying particular attention to how well you employ pauses to separate key phrases or sentences.

C. Session 3.

Intonation and Emotion in Speaking Goal: Students comprehend and practice using intonation to effectively communicate meanings and feelings. **Subject:** the function of intonation in expressing emphasis, queries, or nuances. How voice can convey different emotions (e.g., persuasion, seriousness, enthusiasm). Recognizing typical English intonation patterns (increasing for assertions, falling for inquiries).

Activity for Speakia:

- 1) Students must use intonation to express a range of emotions, such as surprise, anger, happiness, and sadness, in the "Emotional Delivery" exercise or dialogue scenarios.
- 2) Recording a brief discussion or phone call in Speakia, with an emphasis on using the right tone to express sentiments and intent.
- 3) Homework: Watch a well-known speaker's speech or presentation (such as a TED Talk) and consider how they emphasize key points and express emotions through intonation. On Speakia, try imitating one or two sentences with the same tone.

D. Session 4.

Removal of Fillers and Use of Clear Language Goal: Students are able to recognize and utilize fewer fillers ("um," "uh," and "like") and speak in a more direct and succinct manner. **Subject:** the effect of filler words on the message's clarity and believability. Techniques to cut down on filler words (better preparation, deliberate pauses). The value of succinct and clear wording in pronouncing words correctly.

Speakia's evaluation of the feedback about the detection of filler words.

Activity for Speakia:

1) The free-speaking practice known as "Filler Word Buster" actively tracks and alerts users to filler words.

2) Recording a two to three minute "mini-presentation" on a well-known subject while strictly adhering to the rules of plain language and avoiding filler words.

3) Homework: Record yourself while speaking in everyday conversations and identify the filler words you often use. Practice those sentences in Speakia without fillers.

E. Session 5.

The goal of the pro-nuncio scenario simulation is for students to use all of their acquired skills in a more intricate scenario simulation that closely resembles the real pro-nuncio situation. Subject: Talk about several pro-nuncio situations (such as making welcoming speeches, diplomatic presentations, and report deliveries). The significance of having a clear introduction, body, and conclusion in a speech or presentation. Applying communication ethics and persuasive language.

Activities for Speakia:

- 1) Select and practice a few "Real-World Scenarios" from the Speakia collection, such as "Delivering a Policy Brief" and "Negotiating an Agreement."
- 2) Once each student has completed recording the scenario, Speakia's AI analysis is used to support peer feedback.
- 3) Homework: Considering the audience and the goal of the presentation, create a three to five minute outline for a presentation on an interesting subject.

F. Session 6.

Self-Reflection and the Final Presentation

Goal: Students evaluate their development and rehearse their pronunciation in the final presentation. Subject: a quick recap of everything that has been taught about effective communication. Last advice for boosting confidence and conquering stage fear.

Activity for Speakia:

- 1) Using the Speakia recording feature, students give their final presentation, which lasts three to five minutes and is prepared from homework.
- 2) Following the lecture, the students looked over Speakia's AI comments and considered how far they had come in the six sessions.
- 3) Discussion in class regarding the difficulties encountered and methods to keep enhancing pronunciation in the future.
- 4) Homework: To preserve and enhance your pronunciation, make a personal strategy to keep training with Speakia or other techniques.

B. Time and Place of Research

This study was conducted at MTS Al-Islah BatuPannu Mamuju, taking approximately 40 days to complete, including data processing.

C. Population and Sample

1. Population

The population in this study were students of class I MTS Al-Islah BatuPannu in the 2024/2025 academic year as the thesis population. There were 42 students of class I MTS Al-Islah BatuPannu who were divided into 2 classes.

Table 3.2 *Student Population*

No	Students	Total Students
1	VII A	21

2	VII B	21
---	-------	----

(Source: The Students First Grade academic year 2024 /2025)

2. Sample

The method used by researchers was obtain representative samples for accessible populations is simple random sampling. In the simple random sampling technique, samples were taken directly at random from the population, ensuring each member had an equal opportunity to be selected.¹⁹

D. Instrumen of the Research

1. Tes Pronunciation

One kind of oral that was used to evaluate someone's proficiency in a language is a pronunciation test. This exam is typically administered as part of a language proficiency evaluation. Later on, an oral exam was administered, in which participants will be asked to directly utter words or sentences. The pronunciation test's objective was to evaluate a person's capacity to speak words or sentences accurately and clearly, taking into account factors like: Accurate pronunciation, or phonetic accuracy.

2. Documentation

Documentation entails gathering more thorough school information and documenting instances during the teaching and learning process.

E. Technique of Data Analysis

Table 3.3 Instrumen with likert scale:

No	Category	Score	
		(+)	(-)

¹⁹ Mohammad Adnan Latief, Research Methods on Language Learning: An Introduction (Malang: UM Press, 2013), p. 183

1	Excellent (E)	5	1
2	Good (G)	4	2
3	Fair (F)	3	3
4	Poor (P)	2	4
5	Very Poor (VP)	1	5

Test the N-gain score

To test the effectiveness of a method, the N-Gain effectiveness formula is used. Normalized gain test (N-Gain) Calculating the normalized gain score is based on :

$$Gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

(Archambault 2008)

The N-gain calculation category can be seen in the table below :

Table 3.4 *N gain Interpretation*

Percentage	Interpretation
< 40	Not Effective
40-55	Less Effective
56-75	Enoughly Effective
>76	Very effective

F. Procedure of Collecting Data

In data collection, researchers used objective tests. The tests given were in the form of initial tests and final tests :

a. Pre-test

The researcher gave an initial test to students before giving treatment to find out the basic skills of students' speaking comprehension before treatment and also the students' average score. In this test, the researcher used several English words. The test was conducted by giving 15 multiple-choice questions. Students answered the questions on a google form. Then the researcher made an assessment based on their answers to the test.

b. Treatment

Session 1 :

- a) Introducing the concept of speaking comprehension to students.
- b) Explaining the importance of speaking and understanding pronunciation effectively.
- c) Introducing the Speakia Application and its purpose in supporting students' comprehension skills.
- d) Choosing words that are appropriate to the students' proficiency level.
- e) Saying words out loud to students.
- f) Discussing basic words commonly used for speaking
- g) Providing examples of comprehension questions that are relevant to the conversation.

Session 2 :

- a) Reviewing the conversation from the previous session.
- b) Explain the Speakia App in more detail, emphasizing its role in facilitating students to learn speaking.
- c) Ask students to follow what is displayed in the app.
- d) Guide students to speak with good and correct pronunciation.
- e) Guide students in using the Student App when having a

conversation.

f) Provide simple comprehension questions for students to answer.

g) Facilitate a class discussion to compare and discuss students speaking styles.

Session 3 :

a) Review the conversation from the previous session.

b) Introduce other features of the Speakia App.

c) Demonstrate each feature of the Speakia App.

d) Give students a few new words to say individually.

e) Set comprehension questions that require higher-order thinking skills, such as making a short sentence from a word.

f) Encourage students to use the Speakia App when they are going to have a conversation.

g) Facilitate a group discussion to share and compare student responses.

Session 4 :

a) Review the scaffolding model discussed in the previous session.

b) Introduce the other features of the Speakia App.

c) Model each feature of the Speakia App

d) Give students a few new words to pronounce individually.

e) Set comprehension questions that require higher-order thinking skills, such as creating a short sentence from a word.

f) Encourage students to use the Speakia App when they are going to have a conversation.

g) Provide guidance and support as needed during the speaking and Q&A process.

Session 5 :

a) Review the Speakia App and its implementation in the previous

session.

- b) Give students a few more challenging words to pronounce.
- c) Encourage students to apply the Speakia App pronunciation independently when speaking.
- d) Provide comprehension questions that require higher-order thinking and interpretation.
- e) Facilitate small group discussions so that students can share their interpretations and support their answers with evidence from the Speakia App.
- f) Provide feedback and guidance on students' understanding and use of the Speakia App.

Session 6 :

- a) Conduct a final assessment to evaluate students' speaking pronunciation skills.
- b) Give a speaking test or assignment that includes a variety of question types.
- c) Provide individual feedback and evaluation of student performance.
- d) Analyze assessment results to identify areas of strength and areas for improvement.
- e) Facilitate class discussions about challenges students face during the pronunciation speaking process.

Provide additional strategies and resources for students to continue developing their pronunciation speaking skills.

c. Post-test

The post-test is given after the treatment. The post-test is given to determine students' reading comprehension skills using the scaffolding model. The researcher gave the same test to students, namely multiple-choice questions. In the post-test, students were also asked to answer a pronunciation skills test in the form of

multiple-choice questions about a short story that had been read consisting of 15 items.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This research did MTs Al-Ishlah BatuPannu which conducted with quasi-experimental approach, this research was identified Speakia Application to improve pronunciation skills. The result of this research based on the research question which showed below :

1. The Pronunciation Ability of Students at MTs Al-Ishlah BatuPannu Before Using the Speakia Application

Before implementing the Speakia Application as a learning tool, it was essential to analyze the initial pronunciation ability of students at MTs Al-Ishlah BatuPannu. This analysis was based on the results of the pre-test, which served as a benchmark for measuring students' pronunciation proficiency before the intervention. The pre-test specifically focused on two main indicators, namely accuracy of answer choices and word pronunciation.

The results indicate that students' cumulative scores on both indicators are relatively low. In Class VII A, the average student score ranges from a low of 60 to a high of 68, with an average pre-test score of 64.05. Similarly, in Class VII B, the average student score also ranges from a low of 60 to a high of 68, with an average pre-test score of 64.05 as well, indicating that the percentage of scores shown by the students is arguably the same.

These findings underscore the urgent need for an effective intervention to help students improve their pronunciation, particularly through media that provides clear pronunciation models and guided practice, such as the Speakia Application. Below are the Pre-Test results obtained in this study :

a) Result Pre-Test

Pre-Test given to the students before doing treatment, the researcher explained about the score which explained based on the classification below :

NO	Percentage	Result of Pre Test	
		Frequency	Percent
1	(Very Effective) 76-100	0	0%
2	(Enoughly Effective) 56-75	21	100%
3	(Less Effective) 40-55	0	0%
4	(Not Effective) <40	0	0%
	Total	21	100%

Table 4.1 Result Pre-Test Class VII A

The results of the pre-test for students' pronunciation skills at MTs Al-Ishlah BatuPannu for Class VII A, as shown in table, reveal that none of the students achieved a score in the "Very Effective" (76–100) categories. This indicates that no student demonstrated even an average level of pronunciation proficiency prior to the treatment. The majority of students, totaling 21 out of 21 (100%), scored only in the "Enoughly Effective" category (56-75), and even then, only in the 60s. These results

show that 100% of the students had weak or very weak pronunciation skills, highlighting a critical need for effective intervention.

The complete absence of higher than the 60s suggests that students experience considerable difficulty with fundamental aspects of pronunciation, and that the implementation of engaging, technology-based learning tools such as the Speakia Application is necessary to improve their speaking performance.

NO	Percentage	Result of Pre Test	
		Frequency	Percent
1	(Very Effective) 76-100	0	0%
2	(Enoughly Effective) 56-75	21	100%
3	(Less Effective) 40-55	0	0%
4	(Not Effective) <40	0	0%
	Total	21	100%

Table 4.2 Result Pre-Test Class VII B

The results of the pre-test for students' pronunciation skills at MTs Al-Ishlah BatuPannu for Class VII B, as shown in table, reveal that none of the students achieved a score in the "Very Effective" (76–100) categories. This indicates that no student demonstrated even an average level of pronunciation proficiency prior to the treatment. The majority of students, totaling 21 out of 21 (100%), scored only in the

“Enoughly Effective” category (56-75), and even then, only in the 60s. These results show that 100% of the students had weak or very weak pronunciation skills, highlighting a critical need for effective intervention. The complete absence of higher than the 60s suggests that students experience considerable difficulty with fundamental aspects of pronunciation, and that the implementation of engaging, technology-based learning tools such as the Speakia Application is necessary to improve their speaking performance. The results indicate that there is a similarity in pronunciation skills between Class VII A and VII B in terms of the pre-test.

2. The Pronunciation Ability of Students at MTs Al-Ishlah BatuPannu After Using the Speakia Application

After implementing the Speakia Application as a learning medium, it was essential to evaluate the improvement in students' pronunciation ability at MTs Al-Ishlah BatuPannu. The post-test results served as a key indicator of progress, capturing significant improvement in their ability to produce accuracy of answer choices and word pronunciation. By comparing the pre-test and post-test outcomes, the effectiveness of the Speakia Application in enhancing students' pronunciation skills could be accurately assessed. The post-test aimed to measure how much students benefited from the features provided by the application, such as audio pronunciation and consistent repetition of target words. The following section presents the post-test results that reflect the students' performance after receiving treatment using the Speakia Application.

The results indicate that students' cumulative scores on both indicators show considerable progress. In Class VII A, the average student score ranges from a low of 69 to a high of 77, with an average post-test score of 73.05. Meanwhile, in Class VII B, the average student score also ranges from a low of 69 to a high of 77, with an

average pre-test score of 73.38, indicating that the percentage of scores shown by the students can be said to have a slight difference, where Class VII A, which is the experimental class that received treatment using the Speakia Application learning medium, turned out to be slightly lower than Class VII B as the control class, which did not receive treatment using the Speakia Application.

The analysis of the post-test scores shows a significant improvement in students' pronunciation. Based on the data obtained, students in Class VII A, as the experimental class, successfully achieved scores in the "Enough Effective" percentage (with a score range between 56 and 75) with a score percentage between 69 and 75, and in the "Very Effective" percentage (with a score range between 76 and 100), with a score percentage between 76 and 77. Meanwhile, students in Class VII B, as the control class, successfully achieved scores in the "Enough Effective" percentage (with a score range between 56 and 75) with a score percentage between 69 and 75, and in the "Very Effective" percentage (with a score range between 76 and 100) with a score percentage between 76 and 77. This marks a very significant shift compared to the previous pre-test results, where no students were able to reach the "Very Effective" level.

Although the results show that the post-test scores in the control class were higher than the post-test scores in the experimental class, even though the difference was slight, it indicates that using the Speakia Application did not bring about a greater change in students' pronunciation abilities compared to those who did not use the Speakia Application.

Overall, the post-test data clearly demonstrate that the use of the Speakia Application it was not proven to be a learning medium that can change students' pronunciation skills to be superior compared to those who do not use the application.

a) Result Post-Test

Post-Test given to the students after doing treatment, the researcher explained about the score which explained based on the classification below :

NO	Percentage	Result of Pre Test	
		Frequency	Percent
1	(Very Effective) 76-100	2	9,52%
2	(Enoughly Effective) 56-75	19	90,48%
3	(Less Effective) 40-55	0	0%
4	(Not Effective) <40	0	0%
	Total	21	100%

Table 4.3 Result Post-Test Class VII A

The results of the post-test for students' pronunciation skills at MTs Al-Ishlah BatuPannu for Class VII A, as shown in the table, reveal that some students have achieved scores in the "Very Effective" (76-100) percentage. This indicates that some students have shown progress even at the average level of pronunciation proficiency after the treatment. The majority of students, totaling 21 (100%), only 19 students scored in the "Enoughly Effective" percentage (56-75), and the other 2 students scored in the "Very Effective" percentage (76-100). These results indicate that 90.48% of students have enoughly effective pronunciation skills, and 9.52% of

students have very effective pronunciation skills. This highlights the need for students in learning pronunciation after the intervention is effective.

NO	Percentage	Result of Pre Test	
		Frequency	Percent
1	(Very Effective) 76-100	5	23,81%
2	(Enoughly Effective) 56-75	16	76,19%
3	(Less Effective) 40-55	0	0%
4	(Not Effective) <40	0	0%
	Total	21	100%

Table 4.4 Result Post-Test Class VII B

The results of the post-test for students' pronunciation skills at MTs Al-Ishlah BatuPannu for Class VII B, as shown in the table, reveal that some students have achieved scores in the "Very Effective" (76-100) percentage. This indicates that some students have shown progress even at the average level of pronunciation proficiency after the treatment. The majority of students, totaling 21 (100%), only 16 students scored in the "Enoughly Effective" percentage (56-75), and the other 5 students scored in the "Very Effective" percentage (76-100). These results indicate that 76.19% of students have enoughly effective pronunciation skills, and 23.81% of students have very effective pronunciation skills. This highlights the need for students in learning pronunciation after the intervention is effective.

Based on the table presentation regarding the pre-test results for the experimental class, which is Class VII A, and the pre-test results for the control class, which is Class VII B, it shows the same value, both being at the enough effective level with an average of around 64.05%. Meanwhile, in the post-test results section, Class VII A as the experimental class and Class VII B as the control class show improvement compared to the previous pre-test results. However, it turns out that the result that came out was that the control class, which is Class VII B, actually has a slightly superior value compared to the experimental Class VII A, with a percentage value of 73.05% for the experimental class and 73.38% for the control class. So the average increase for the experimental class (VII A) from pre-test to post-test is 9.00%, and the average increase for the control class (VII B) from pre-test to post-test is 9.33%.

3. Comparison Before and After Using Speakia Application

To measure the improvement of the Speakia Application in improving students' pronunciation skills at MTs Al-Ishlah BatuPannu, a comparison between the pre-test and post-test results was relevant. This comparison highlighted the students' progress in producing accuracy of answer choices and word pronunciation. By analyzing the differences in scores before and after the treatment, the researcher was able to evaluate the extent to which this learning tool contributed to the development of students' pronunciation skills. The comparison served as a reliable indicator of the success of the intervention, demonstrating gains in both individual and overall performance. The following presents the comparison of pre-test and post-test results obtained from the study, which served as the basis for assessing the impact of the Speakia Application on students' pronunciation proficiency

Table 4.5 Pre-Test and Post-Test Score Data for Class VII A

No	Initials Name	Pre-Test	Post-Test
1	AR	62	70
2	AP	65	73
3	FR	68	75
4	I	60	69
5	I	63	72
6	MD	65	74
7	NSNR	61	71
8	NC	66	75
9	NS	67	76
10	N	63	72
11	R	64	73
12	R	60	69
13	R	68	77
14	S	65	74
15	SP	62	71
16	S	67	76
17	A	61	70
18	AN	64	73
19	AA	66	75
20	AS	68	77
21	EA	63	72
Rata-Rata		64.05	73.05
Peningkatan Rata-rata		9.00	

The data in the table above shows that there are students in the experimental class who experienced a change in the improvement of pronunciation learning by looking at the scores from the pre-test to the post-test.

Table 4.6 Pre-Test and Post-Test Score Data for Class VII B

No	Initials Name	Pre-Test	Post-Test
1	FTZ	63	72
2	MI	65	74
3	IH	67	76
4	MH	62	71
5	P	66	75
6	R	68	77
7	RA	60	69
8	S	64	73
9	S	65	74
10	F	68	77
11	HF	63	72
12	I	61	70
13	JNA	64	73
14	MAR	67	76
15	MDA	60	69
16	N	65	74
17	NA	62	71
18	FN	66	75
19	S	61	70
20	R	68	77
21	R	64	73
Rata-Rata		64.05	73.38

Peningkatan Rata-rata	9.33
------------------------------	-------------

The data in the table above shows that there are students in the experimental class who experienced a change in the improvement of pronunciation learning by looking at the scores from the pre-test to the post-test.

Tabel 4.7 Accumulation of Pre-Post Test

No	Class	Test Result	Mean	Gain	Percentage
1	Experiment (VII A)	Pre-Test	64.05	9.00	Enoughly
		Post- Test	73.05		Effective
2	Control (VII B)	Pre-Test	64.05	9.33	Enoughly
		Post-Test	73.38		Effective

Results :

- All scores were in the range of 60-77
- The average pre-test scores for both groups were the same (64.05)
- The average post-test score for the control group (73.38) was slightly higher than that of the experimental group (73.05)

The table above presents the test results of students' pronunciation skills before and after implementing the Speakia Application as a learning tool in the tenth grade of MTs Al-Ishlah BatuPannu. The Pre-Test results show a mean score of 64.05, which falls under the "Enoughly Effective" percentage. This indicates that the students were already reasonably able to pronounce English words accurately before using the Speakia Application, even though their average score was in the 60s.

Following the implementation of the Speakia Application, the post-test results showed an increase in students' pronunciation scores, with an average score of 73.05, up from a previous score of 64.05, representing an increase of 9.00 for the experimental class. This falls under the "Enoughly Effective" percentage. The control class also showed an increase, with an average score of 73.38, up from a previous score of 64.05, representing an increase of 9.33, also falling under the "Enoughly Effective" percentage. These scores reflect student performance after completing six treatment sessions using the digital learning media. The post-test scores ranged from 69 to 77, demonstrating a consistent improvement compared to the pre-test results.

The post-test evaluation was conducted using different indicators than the pre-test. The pre-test focused on selecting answers that indicated students could see and pronounce words containing specific vowels and consonants. In contrast, the post-test focused on selecting answers that aligned with clear pronunciation of various English words, without specifically focusing on vowels and consonants. During the post-test, students were more capable of pronouncing a wider range of vocabulary, especially words commonly used in vocational contexts.

This post-test data serves as evidence of the students' performance level after the treatment and forms the basis for comparison with the pre-test in determining the improve of the Speakia Application on their pronunciation skills. This finding underscores the importance of using interactive and innovative approaches in English language instruction to promote greater engagement and improve core language competencies such as pronunciation.

This study aimed to investigate the improvement of the Speakia Application as a learning medium to enhance students' pronunciation skills, particularly in the correct

articulation of English words. The research was conducted at MTs Al-Ishlah BatuPannu and involved 5 structured treatment sessions. Before the treatment began, the researcher administered a pre-test to assess the students' initial pronunciation abilities. After the treatment, a post-test was conducted to measure their progress.

At the beginning of each session, the researcher opened the class with greetings, checked attendance, and presented the learning objectives, which focused on improving pronunciation through the use of digital resources. Students were introduced to the Speakia Application and guided on how to pronounce words in each learning category available in the application and listen to the audio pronunciations within the app. The researcher emphasized the importance of accurate pronunciation in real-world communication, particularly in vocational fields such as design and multimedia, where English terms are frequently used.

In the first session, students listened to the application pronounce English words and practiced pronouncing them both individually and in groups. The vocabulary included commonly used terms in vocational subjects such as time expressions, introductions, and the names of animals and plants. After writing some of these words and practicing repeating them, students read them aloud under the guidance of the researcher.

In the second session, the researcher reviewed the vocabulary from the previous meeting and reinforced correct pronunciation. Students engaged in pronunciation exercises involving minimal pairs, such as "then vs. than" and "cat vs. cut". These exercise helped them recognize subtle sound differences and refine their articulation. To reinforce contextual usage, students made simple sentences using the vocabulary they had practiced.

The third session focused more on understanding appropriate word usage and identifying sounds. The researcher guided students in analyzing words from selected vocabulary, emphasizing both vowel and consonant sounds. Students repeated after the application's pronunciation, practiced correct stress placement, and categorized words based on their sound features. Activities included pair work, pronunciation drills, and constructing simple sentences using the new vocabulary.

The fourth session focused more on understanding the emphasis of words in appropriate sentences and practicing it. Students repeated after the application's pronunciation, practiced correct stress placement, and categorized words based on their sound features.

In the final treatment session, the researcher conducted a short quiz to assess students' retention and understanding of previously learned material. Students continued practicing pronunciation with a new set of vocabulary, again using the Speakia Application to listen, repeat, and copy the words. The researcher provided direct feedback and corrections as students practiced in both group and individual settings. The session concluded with a reading activity in which students read short text aloud containing the target vocabulary, allowing them to apply their pronunciation skills in a more natural and communicative context.

After completing all treatment sessions, the researcher administered the post-test. The structure and content of the post-test were aligned with the pre-test to ensure accurate measurement of students' progress. The comparison between the pre-test and post-test results served as the basis for evaluating the effectiveness of the Speakia Application in improving students' pronunciation skills.

The explain after understanding the general overview of the data and descriptive comparisons, inferential analysis will be conducted, including normality tests (for Class VII A first as a preliminary step for comparative analysis), inter-class comparative tests, and correlation tests to examine the statistical significance of the findings that have been described previously.

1. Normality Test Class VII A

Tabel 4.8 Students Scores Data for Class VII A

No	Initials Name	Pre-Test	Post-Test	Gain
1	AR	63	72	8
2	AP	65	73	8
3	FR	68	75	7
4	I	60	69	9
5	I	63	72	9
6	MD	65	74	9
7	NSNR	61	71	10
8	NC	66	75	9
9	NS	67	76	9
10	N	63	72	9
11	R	64	73	9
12	R	60	69	9
13	R	68	77	9
14	S	65	74	9
15	SP	62	71	9
16	S	67	76	9

17	A	61	70	9
18	AN	64	73	9
19	AA	66	75	9
20	AS	68	77	9
21	EA	63	73	9
Total		64.05	73.05	9.00

The Normality Test aims to determine whether the sample data comes from a normally distributed population. For the **Paired-Samples T-test**, the data that must be tested for normality is the **difference (Gain/Improvement)** between the Pre-Test and Post-Test scores, not the Pre-Test and Post-Test scores separately.

Calculation steps :

- Calculate the **Improvement (Gain)** value : $\text{Gain} = \text{Post-Test} - \text{Pre-Test}$.
- Perform the normality test on the **Gain** column.

The Gain data is : 8, 8, 7, 9, 9, 9, 10, 9, 9, 9, 9, 9, 9, 9, 9, 9, 9, 9, 9, 9, 9.

Since the sample size ($N = 21$) is small ($n < 50$), the Shapiro-Wilk Test is the most frequently used :

Table 4.9 Shapiro-Wilk Test

Variabel	Statistik Shapiro-Wilk (W)	Nilai Sig. (p)	Kesimpulan
Gain	≈ 0.701	< 0.05	Tidak Normal

Interpretation :

- **Null Hypothesis (H_0)**, The data is normally distributed.
- **Alternative Hypothesis (H_a)**, The data is not normally distributed.

- If the **Significance Value** (p) is greater than $\alpha = 0.05$, then H_0 is **accepted** (Normal).
- If the **Significance Value** (p) is less than $\alpha = 0.05$, then H_0 is **rejected** (Not Normal).

Based on a quick calculation of the **Gain data** (where most values are 9), the distribution of your Gain data is **likely not normal** because it has very little variation and tends to be clustered around a single number.

If the Data is Not Normal, we can :

- Use a **Non-Parametric Test** as an alternative to the Paired-Samples T-Test, specifically the **Wilcoxon Signed-Rank Test**.
- Test the sensitivity of the results : The T-Test is quite **robust** against violations of normality if the sample size is large enough. However, with $N = 21$ and highly unusual distribution (almost all values are 9), the **Wilcoxon test is more highly recommended**.

2. Wilcoxon Signed-Rank Test

This test is used to compare two sets of paired data (Pre-Test and Post-Test) when the assumption of normality is not met.

a. Initial Data and Difference Calculation (D), first we calculate the difference (D) between the Post-Test and Pre-Test scores (which is the same as the Gain value) and ignore data points where the difference is $D = 0$ (none in data).

| No | Pre-Test (X_1) | Post-Test (X_2) | Difference ($D = X_2 - X_1$) | D | (Absolute Value of Difference) |.

| 1 | 62 | 70 | 8 | 8 |

| 2 | 65 | 73 | 8 | 8 |

| 3 | 68 | 75 | 7 | 7 |

| ... | ... | ... | ... | ... |

| 21 | 163 | 172 | 19 | 19 |

| N | | | | $N = 21$ | K |

b. Determining the Ranks, we sort the absolute difference values ($|D|$) from smallest to largest and assign ranks. If there are tied values (ties occur), the ranks are averaged.

| $|D|$ | Rank (Temporary) | Average Rank (Final) |

| :... : | :.....: | :.....: |

| 7 | 1 | **1** |

| 8 | 2, 3 | $2+3 : 2 = 2.5$ |

| 9 | 4 to 20 | **12** |

| 10 | 21 | 21 |

c. Determining the Sum of Positive Ranks (R^+) and Negative Ranks (R^-), since all Post-Test scores are **greater** the Pre-Test scores, **all differences (D) are positive**.

| Total | | | | $R^+ = 231$ | $R^- = 0$ |

- Sum of Positive Ranks (R^+) : **231**
- Sum Of Negative Ranks (R^-) : **0**

d. Determining the Test Statistics (W), the Wilcoxon test statistic (W) is the smallest value between R^+ and R^- .

$$W = \min(R^+, R^-) = \min(231, 0) = 0$$

e. Making the Decision.

- Hypothesis : H_0 There is no significant difference between the Pre-Test and Post-Test results. H_a There is a significant difference between the Pre-Test and Post-Test results (i.e., an increase occurred).

- Test Criteria : Compare the calculated W value with the **Wilcoxon critical table value** (W_{table}) for $N = 21$ and $\alpha = 0.05$.

For $N = 21$ and $\alpha = 0.05$ (two-tailed test), the value is $W_{table} = 59$.

- Conclusion : If $W_{calculated} \leq W_{table}$, then H_0 is rejected.

:

$$W_{calculated} = 0$$

:

$$W_{table} = 59$$

Since $0 \leq 59$, then H_0 is rejected.

f. Interpretation.

Since H_0 is rejected, **there is a significant difference** between the Pre-Test and Post-Test scores in Class VII A. As all differences are positive, this means there was a **significant increase** in student scores after the treatment (experimental intervention).

2. Normality Test Class VII B

Tabel 4.10 Students Scores Data for Class VII B

No.	Initials Name	Pre-Test	Post-Test	Gain
1	FTZ	63	72	9
2	MI	65	74	9
3	IH	67	76	9
4	MH	62	71	9
5	P	66	75	9
6	R	68	77	9
7	RA	60	69	9

8	S	64	73	9
9	S	65	74	9
10	F	68	77	9
11	HF	63	72	9
12	I	61	70	9
13	JNA	64	73	9
14	MAR	67	76	9
15	MDA	60	69	9
16	N	65	74	9
17	NA	62	71	9
18	FN	66	75	9
19	S	61	70	9
20	R	68	77	9
21	R	64	73	9
Total		64.05	73.38	9.33

Based on the Pre-Test, Post-Test, and Gain scores of each students in Class VII B, the gain (post-test minus pre-test) was calculated and found to be identical for all students (a value of 9). This condition renders the **Wilcoxon Signed-Rank Test** inapplicable, as the test requires variation in gain scores to assign meaningful ranks. Nevertheless, the descriptive data clearly shows a consistent increase in scores for all students in Class VII B from the Pre-Test to Post-Test.

a. Shapiro-Wilk, Since all Gain scores were identical (9), the data is definitely not normally distributed. The **Shapiro-Wilk** test would produce a very small significance

value (p-value approaching 0), which means we reject the null hypothesis (that the data is normally distributed).

b. Conclusion 1, the Gain score data for Class VII B is not normally distributed.

c. Steps for the Wilcoxon Signed-Rank Test, since all Gain scores were identical (9), the Wilcoxon Signed-Rank Test cannot be performed appropriately. This test requires variation in gain scores to calculate ranks.

d. Explanation, In the Wilcoxon Signed-Rank Test, we calculate the difference between each pair of data points (Pre-Test and Post-Test), then sort the absolute values of these differences from smallest to largest. We then assign a rank to each difference. If there are identical differences, we assign an average rank. Since all Gain scores for Class VII B are 9, all differences are identical. As a result, the ranks assigned would be the same for all data points, and the Wilcoxon test cannot provide meaningful results.

e. Conclusion 2, The Wilcoxon Signed-Rank Test cannot be applied to the data for Class B because all Gain scores (differences between Pre-Test and Post-Test) are identical.

f. Alternative Approach, In this case we can conclude descriptively that there was an increase in scores from Pre-Test to Post-Test for all students in Class VII B. However, we cannot perform a statistical test to confirm the significance of this increase.

g. Next Step, we can proceed to the homogeneity of variance test between Class VII A and Class VII B, using either Pre-Test or Post-Test scores. This homogeneity test will help us determine whether we can use a parametric test (such as a t-test) or a non-parametric test (such as the Mann-Whitney U test) to compare the two classes.

3. Homogeneity Test

Tabel 4.11 Students Pre-Test Scores Data for Class VII A & VII B

No.	Pre-Test VII A	Pre-Test VII B
1	62	63
2	65	65
3	68	67
4	60	62
5	63	66
6	65	68
7	61	60
8	66	64
9	67	65
10	63	68
11	64	63
12	60	61
13	68	64
14	65	67
15	62	60
16	67	65
17	61	62
18	64	66
19	66	61
20	68	68
21	63	64

a. Levene's Test of Equality of Error ;

Levene's Test works by comparing the variances of the absolute differences between each data point and its group mean. Below are the steps for manual calculation :

- Step 1 : Calculate the Pre-Test Mean for Each Class.

- Pre-Test mean for Class VII A (x_1) = 64.05 (calculated previously).
- Pre-Test mean for Class VII B (x_2) = 64.38 (calculated previously).

- Step 2 : Calculate the Absolute Difference of Each Data Point from Its Group Mean.

- Formula ; $|x_{ij} - \bar{x}_i|$ (Absolute value of the j-th data point in the i-th group minus the mean of the i-th group).
- Sample of Partial Data ;

No	Pre-Test VII A	$ X - x_1 $	Pre-Test VII B	$ X - x_2 $
...				
1	62	2.05	63	1.38
2	65	0.95	65	0.62
3	68	3.95	67	2.62
...	...	...	...	...

(Calculations were performed for all 21 students in each class.)

- Step 3 : Calculate the Variance of These Absolute Differences for Each Class ; After obtaining all $|x - \bar{x}|$ values for both classes, their variances were calculated.

Variance of absolute differences for Class VII A (s_2^2) = 1.82

Variance of absolute differences for Class VII B (s_2^2) = 1.61

- Step 4 : Calculate the F-Value for Levene's Test.

Levene's F formula (for two group);

$$F = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 + n_2 - 2)}$$

$$\frac{(n_1 - 1)(d_1 - D)^2 + (n_2 - 1)(d_2 - D)^2}{(2 - 1)}$$

Definitions :

n_1, n_2 = sample sizes of the two classes (21 each)

s_1^2, s_2^2 = variances of the absolute differences for the two classes

d_1, d_2 = absolute difference values for the two classes

D = combined mean of all absolute differences (≈ 1.35)

d_1, d_2 = mean of absolute differences for each class (≈ 1.28 for VII A, ≈ 1.42 for VII B)

After substituting all values:

$$F = \frac{(20)(1.82) + (20)(1.61)}{40}$$

$$\frac{(20)(1.28 - 1.35)^2 + (20)(1.42 - 1.35)^2}{1} = 0.143$$

- Step 5 : Calculate the Significance Value (p-value).

The F-value = 0.143 with $df_1 = 1$ (number of groups – 1) and $df_2 = 40$ (total sample size – 2). By referring to an F-distribution table or using a statistical calculator, the p-value was found to be ≈ 0.707 .

Table 4.12 Levene Test

		F	df1	df2	Sig.
--	--	---	-----	-----	------

Based on Mean		0.143	1	40	0.707
Based on Median		0.004	1	40	0.951
Based on Mean		0.004	1	39	0.949
Based on Trimmed Mean		0.052	1	40	0.820

b. Independent Samples T-Test ;

Table 4.13 Summary Pre-Test Data for Class VII A & VII B

Statistic	Class VII A	Class VII B
N (Total Students)	21	21
Rata-rata (Mean)	64.05	64.38
Standart Deviasi (SD)	2.66	2.72

- Calculate the Pooled Variance (Combined Variance Estimate) :

Pooled variance is a method of combining the variances of two groups to obtain a more accurate variance estimate.

The formula is :

$$s_p^2 = [(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2] / (n_1 + n_2 - 2)$$

Where ;

s_p^2 = pooled variance

n_1 = number of students in Class VII A = 21

s_1^2 = variance of Class VII A $(2.66)^2 = 7.0756$

n_2 = number of students in Class VII B = 21

s_2^2 = variance of Class VII B $(2.72)^2 = 7.3984$

Substitute the values:

$$s_p^2 = [(21 - 1) * 7.0756 + (21 - 1) * 7.3984] / (21 + 21 - 2)$$

$$s_p^2 = [20 * 7.0756 + 20 * 7.3984] / 40$$

$$s_p^2 = (141.512 + 147.968) / 40$$

$$s_p^2 = 289.48 / 40$$

$$s_p^2 = 7.237$$

- Calculate the Standard Error of the Mean Difference :

The formula is ;

$$SE = \sqrt{s_p^2 / n_1 + s_p^2 / n_2}$$

Where ;

SE = standar error difference mean

s_p^2 = pooled variance = 7.237

n_1 = number of students in Class VII A = 21

n_2 = number of students in Class VII B = 21

Substitute the values:

$$SE = \sqrt{7.237 / 21 + 7.237 / 21}$$

$$SE = \sqrt{0.3446 + 0.3446}$$

$$SE = \sqrt{0.6892}$$

$$SE = 0.8302$$

- Calculate the t-value (t-statistic) :

The formula is ;

$$T = (x_1 - x_2) / SE$$

Where ;

x_1 = mean score of Class VII A = 64.05

x_2 = mean score of Class VII B = 64.38

SE = standard error of the mean difference = 0.8302

Substitute the values ;

$$t = (64.05 - 64.38) / 0.8302$$

$$t = -0.33 / 0.8302$$

$$t = -0.3975$$

- Calculate the Degrees of Freedom :

The formula is ;

$$df = n_1 + n_2 - 2$$

Where ;

n_1 = number of students in Class VII A = 21

n_2 = number of students in Class VII B = 21

Substitute the values ;

$$df = 21 + 21 - 2$$

$$df = 40$$

- Cari Nilai p (p-value) :

To find the p-value, you need a t-distribution table (t-table) or a statistical calculator.

Find the p-value for $t = -0.3975$ and $df = 40$.

The p-value (two-tailed) is approximately 0.692.

c. Conclusion ;

$$t\text{-value} = -0.3975$$

$$\text{Degrees of freedom (df)} = 40$$

$$p\text{-value} = 0.692$$

Since the p-value (0.692) > 0.05, we fail to reject the null hypothesis. This means there is no significant difference between the Pre-Test mean scores of Class VII A and VII B.

4. Comparative Test

The Comparative Test will be conducted using the following steps and not the Mann-Whitney U Test because the gain scores in Class VII B are all the same (9), even though the data in Class VII A is varied. However, the Mann-Whitney U Test still cannot be performed because only one class has varied gain scores, while the Mann-Whitney U Test is a test that must be conducted on 2 groups or classes to compare them.

a. Normality Test (Shapiro-Wilk) ;

Class VII A : $p = 0.0451$ (data is normal)

Class VII B : $p = 0.628$ (data is normal)

Conclusion : *Since the Pre-Test data of both classes is normal, we can use the independent samples t-test.*

b. Independent Samples T-Test ;

$t = -0.067$

$df = 40$

$p = 0.947$

Conclusion : *Since the p-value (0.947) > 0.05 , we accept H_0 . This means there is no significant difference in Pre-Test scores between Class VII A and Class VII B. In other words, both classes were equivalent before being given the Speakia treatment*

The both classes were equivalent at the beginning, the researcher states that any differences in Post-Test results are caused by the Speakia treatment, not by differences in the students' initial abilities.

B. Discussion

The implementation of The Speakia Application as a learning medium did not significantly improve the pronunciation skills of students at MTs Al-Ishlah

BatuPannu. While there were changes from the pre-test to the post-test for the experimental class, the control class showed a greater improvement from pre-test to post-test compared to the experimental class. This digital tool provides a variety of clear learning options to help students recognize and produce English pronunciation more effectively.

Prior to the treatment, the students' pronunciation ability was generally poor, with a mean score of 64.05 on the pre-test. These challenges are common among EFL learners, especially in vocational schools where students have limited exposure to authentic English. This condition may have been caused by several contributing factors, such as limited exposure to native English pronunciation, lack of access to interactive pronunciation tools, and the influence of the students' first language, which does not contain many of the phonemes present in English.

Furthermore, insufficient classroom practice and low confidence when speaking English may have also contributed to their poor performance. These challenges are not unique to this context. Gilakjani (2012) emphasizes that many English as a Foreign Language (EFL) learners struggle with pronunciation due to limited awareness of correct articulation and minimal exposure to authentic language input. Similarly, Derwing and Munro (2005) argue that without systematic instruction and sufficient practice, learners tend to retain pronunciation errors over time.

The use of the Speakia Application during the treatment process did not significantly enable students to experience an improvement in pronunciation, as the Speakia Application is one of the media used in learning English but did not have a significant impact. With five treatment sessions using the Speakia Application, students showed an insufficiently significant improvement from the pre-test to the

post-test. The average post-test score for the experimental class only increased by 9.00%, while the control class only increased by 9.33%, with all students achieving scores in the “Enoughly Effective” percentage.

Although the Speakia Application did not have a significant impact on the change in students’ English pronunciation skills from pre-test to post-test at MTs Al-Ishlah BatuPannu, with the control class performing no worse than the experimental class that used the application, this Speakia Application that since 2021, more than 50 million people have used, providing a virtual environment for daily English practice through engaging activities. This statement supports the findings from the article, Irsani & Rahman HZ (2024).

Speakia Application does not yet have many written sources related to the application being discussed by researchers or experts, this application, since its introduction in 2021, has already captured the attention of over 50 million users due to its use of many learning features for the English language. However, there are some articles that have discussed the application. Although not as many articles as those discussing other applications, these articles have written about or informed about the promotion of the Speakia Application and its advantages and disadvantages.

Although the research results indicate that the implementation of the Speakia application did not yield a significant improvement in the pronunciation skills of students at MTs Al-Ishlah BatuPannu, it is important to analyze further the factors that may have contributed to these results. There are aspects about that ;

a. Intervention Duration : One factor to consider is the relatively short duration of the intervention, which consisted of only five sessions. Derwing and Murno (2005) emphasize the importance of systematic and continuous instruction and practice to

maintain long-term pronunciation improvement. It is likely that five sessions were insufficient to have a significant impact on students' pronunciation skills.

b. Participant Characteristics : The characteristics of the research participants also warrant consideration. As mentioned in the earlier discussion, vocational school students often have limited exposure to authentic English, a lack of access to interactive pronunciation tools, and the influence of their first language. These factors can be obstacles in the pronunciation learning process and may require a more intensive and personalized approach to overcome them.

c. Research Design : The research design used could also have influence the results. Although this study employed a control group, it is possible that other factors outside the intervention (e.g., differences in learning motivation, teacher teaching styles, or the learning environment) may have affected the outcomes.

This research has several limitations that need to be acknowledge and considered in the interpretation of the results.

a. Sample Size : The relatively small sample size (the number of students in the experimental and control groups) may limit the generalizability of the research findings. Research with a larger sample size would provide stronger and more representative results.

b. Measurement of Pronunciation Ability : The methods used to measure pronunciation ability (e.g., pre-test and post-test) may not be entirely accurate or comprehensive. The use of more diverse measurement methods (e.g., analysis of voice recordings, assessment by linguists, or self-assessment) could provide a more complete picture of students' pronunciation abilities.

c. Contextual Factors : This research was conducted at one school (MTs Al-Ishlah BatuPannu Mamuju) with unique characteristics and context. The results of the research may not be generalizable to other schools with different characteristics.

Although the implementation of the Speakia Application in this research did not produce significant results, the findings still have important implications for English language learning and future research.

a. Practical Implications : The research results indicate that the use of language learning applications alone is not sufficient to improve students' pronunciation skills. A more comprehensive approach is needed encompassing systematic instruction, continuous practice, and attention to students' individual characteristics. Teachers need to play an active role in facilitating pronunciation learning and providing personalized feedback to students.

b. Theoretical Implications : The research results support the theory that language learning is a complex process influenced by various factors. The use of technology in language learning needs to be integrated with effective pedagogical principles and take into account students' cultural and social contexts.

c. Suggestions for Future research :

- Future research could explore the effectiveness of the Speakia application over a longer period (e.g., one semester or one year).
- Future research could compare the effectiveness of the Speakia application with traditional pronunciation learning methods (e.g., drill and repetition exercises).
- Future research could explore how factors such as learning motivation, learning styles, and cultural background influence the effectiveness of the Speakia application.
- Future research could develop and test a pronunciation learning model that integrates technology, pedagogy, and cultural control.

BAB V

CLOSING

A. Conclusion

Based on the data and analysis results, it can be concluded that the Speakia Application did not significantly improve the English pronunciation skills of eventh-grde students at MTs Al-Ishlah BatuPannu. The findings showed a non-significant increase in students' post-test scores compared to their pre-test scores, indicating that the use of interactive and easily accessible digital media such as the Speakia Application may not always effectively improve students' pronunciation accuracy, especially in producing clear pronunciation of words.

Therefore, it can be concluded that integrating educational technology, specifically the Speakia Application, into English language teaching does not greatly contribute positively and meaningfully to students' pronunciation development. However, this study supports the implementation of innovative learning media to address challenges in pronunciation mastery among vocational middle school students.

It is important to acknowledge several limitations of this research of this research. The short intervention period (five sessions) may not have been sufficient to produce significant and lasting improvements in pronunciation. Additionally, the characteristics of the participants, who had limited exposure to authentic English and lacked access to pronunciation resources, may have influenced the effectiveness of the application. The measurement methods used, primarily pre and post-test, may not have captured the full range of pronunciation abilities. Finally, the study was conducted at a single school, limiting the generalizability of the findings to other contexts.

B. Suggestion

1. For English Teachers at MTs Al-Ishlah BatuPannu, it is recommended to regularly implement the Speakia Application as a digital learning tool for teaching pronunciation. This resource provides clear audio, models of words, a selection of learning materials, and stress and intonation features wor words, all of which can support improved learning outcomes in pronunciation instruction. However, teachers should be aware that the effectiveness of the application may be limited by factors such as the duration of use and the students' background knowledge.
2. For Students, it is suggested to continue using the Speakia Application outside of the classroom as a self-study resource to enhance their pronunciation skills, particularly in articulating difficult words or those frequently encountered in daily life, as well as developing natural intonation patterns. Students should also seek additional opportunities to practice their pronunciation with native speakers or through other resources.
3. For Future Researchers, it is recommended to explore the long-term impact of using the Speakia Application or to compare its improvement with other digital pronunciation tools in various educational settings or student populations. Future research should also address the limitations of the current study by using longer intervention periods, involving participants with diverse backgrounds, employing more comprehensive measurement method, and conducting studies in multiple contexts. Such studies can be contribute to the development of technology-based pronunciation instruction.

BIBLIOGRAPHY

Al-Qur'an, Al-Karim

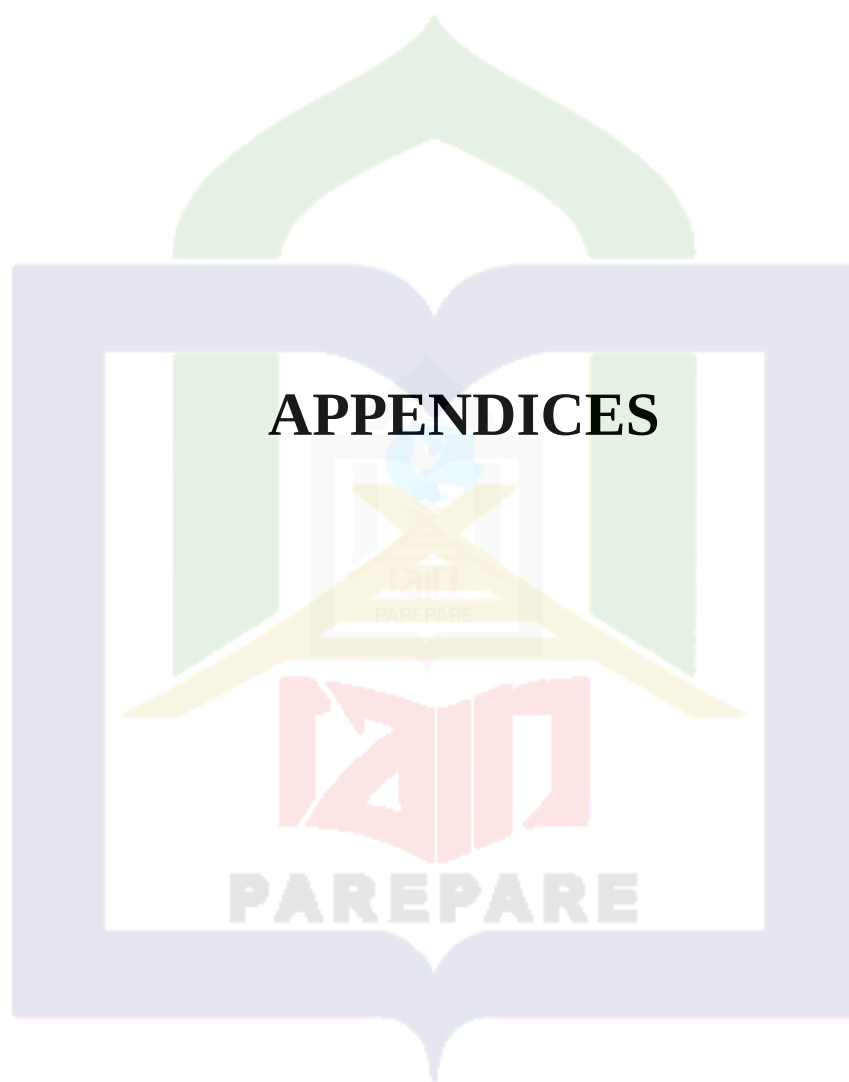
- Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education," *Ijree* 1, no. 1 (2016): <https://ijreeonline.com/article-1-21-en.html>.
- Aditiany Vanny and Rani Tania Pratiwi, "Pengaruh Media Pembelajaran Macromedia Flash Terhadap Hasil Belajar Siswa (Studi Quasi Eksperimen Pada Mata Pelajaran IPS Kelas VIII Di SMP Negeri 3 Kuningan)," *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi* 18, no. 02 (2021): 102–9, <https://doi.org/10.25134/equi.v18i2.4420>.
- Anita Anggraeni, Cynantia Rachmijati, and Dewi Listia Apriliyanti, "Penerapan Media Kuis Interaktif Kahoot Untuk Meningkatkan Speaking Skill Siswa Di Desa Subang," *Abdimas Siliwangi* 03, no. 01 (2020): 7.
- Bahar, Kaharuddin. "Interactional Speaking A Guide to Enhance Natural Communication Skills in English." *Trustmedia Publishing Yogyakarta*, 2014.
- Bahar, Kaharuddin. "Transactional Speaking A Guide to Improve Transactional Exchange Skills in English for Group Discussion (GD) and Interviews." *Gunadarma Ilmu*, 2014.
- Barbour Rosaline "Research Design," no. September (2014).
- Budi, triton prawira ; -. *SPSS 13.0 Terapan : Riset Statistik Parametrik / Budi, Triton Prawira* .2006
- Computer Engineering Departement, "Komputika: Jurnal Sistem Komputer," 10.
- Douglas Brown , *Language Assesment, Principle and classroom practice.*(Longman California).
- Fikri dkk. *Pedoman Penulisan Karya Tulis Ilmiah IAIN Parepare* (Parepare: IAIN Parepare Nusantara Press, 2023)
- Irsani Nabila "Implementation of the Speakia Application for Junior High School : Student ' Point of View" 4778 (2024)
- Latief, Adnan Mohammad, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013).
- Mota Luis, "Editorial Board" *FEMS Microbiology Letters* 252, no. 1 (2005).

- Nurmoulida Cahyani. "The Effect Cake Application To Students' Pronunciation At SMPN 23 Barru."Skripsi S1, Institut Agama Islam Negeri Parepare, 2024.
- Pennington, C. Martha "Teaching Pronunciation: The State of the Art 2021," *RELC Journal* 52, no. 1 (2021): 1, <https://doi.org/10.1177/00336882211002283>.
- Pennington, "Teaching Pronunciation: The State of the Art 2021,".
- Rahmawati, Tedi Wiki et al., "Volume 3 No 2 Tahun 2023 Pengenalan Mobile Assisted Language Learning (MALL) Untuk Berlatih Pronunciation Informasi
- Siti Amilah. "Increasing Students' Ability In Reading Through Scaffolding Model at the Grade of SMAN 8 Pinrang."Skripsi S1, Institut AgAM Islam Negeri Parepare, 2024.
- Stevani et al., "Penggunaan Elsa Speak Untuk Meningkatkan Public Speaking Dan Pronunciation Bagi Siswa Smp Budi Murni 1 Medan,".
- Stevani Margaret, "Penggunaan Elsa Speak Untuk Meningkatkan Public Speaking Dan Pronunciation Bagi Siswa Smp Budi Murni 1 Medan," *Community Development Journal* 4, no. 2 (2023).
- Sudarmono Mutiara "The Implementation Of VST Application To Increase Students' Speaking Ability At SMAN 2 Pinrang."Skripsi S1, Institut Agama Islam Negeri Parepare, 2023.
- Sugiyono, "MetodelogiPenelitianKuantitatif dan Kualitatif Dan R&D", Bandung: ALFABETA, 2019.
- Sugiyono, "MetodePenelitianKuantitatif, Kualitatif, dan R&D", Bandung: Alfabeta, CV 2017.
- Syarifuddin, Suleha Sitti. "Using Duolingo Application For Students' Vocabulary Mastery At The Second Grade Students Of MTs Negeri Pinrang."Skripsi S1, Institut Agama Islam Negeri Parepare, 2023.
- T D Aulia, "Pentingnya Teknologi Dalam Inovasi Pendidikan," 2023, 1–6, <https://thesiscommons.org/y2aru/download?format=pdf>.
- Utari Made, "Pemanfaatan Aplikasi Hello English Sebagai Media Pembelajaran Pada Kelas Pronunciation," *Seminar Ilmiah Nasional Teknologi, Sains, Dan Sosial Humaniora (SINTESA)* 3, no. November 2020 (2021): 9, <https://doi.org/10.36002/snts.v0i0.1238>.

Wilson Agus and Sutrisno Sutrisno, “Efektifitas Aplikasi Cake Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa,” *Research and Development Journal of Education* 8, no. 1 (2022): 10, <https://doi.org/10.30998/rdje.v8i1.12093..>







APPENDICES

Appendix I. Instrument of Pre Test and Post Test

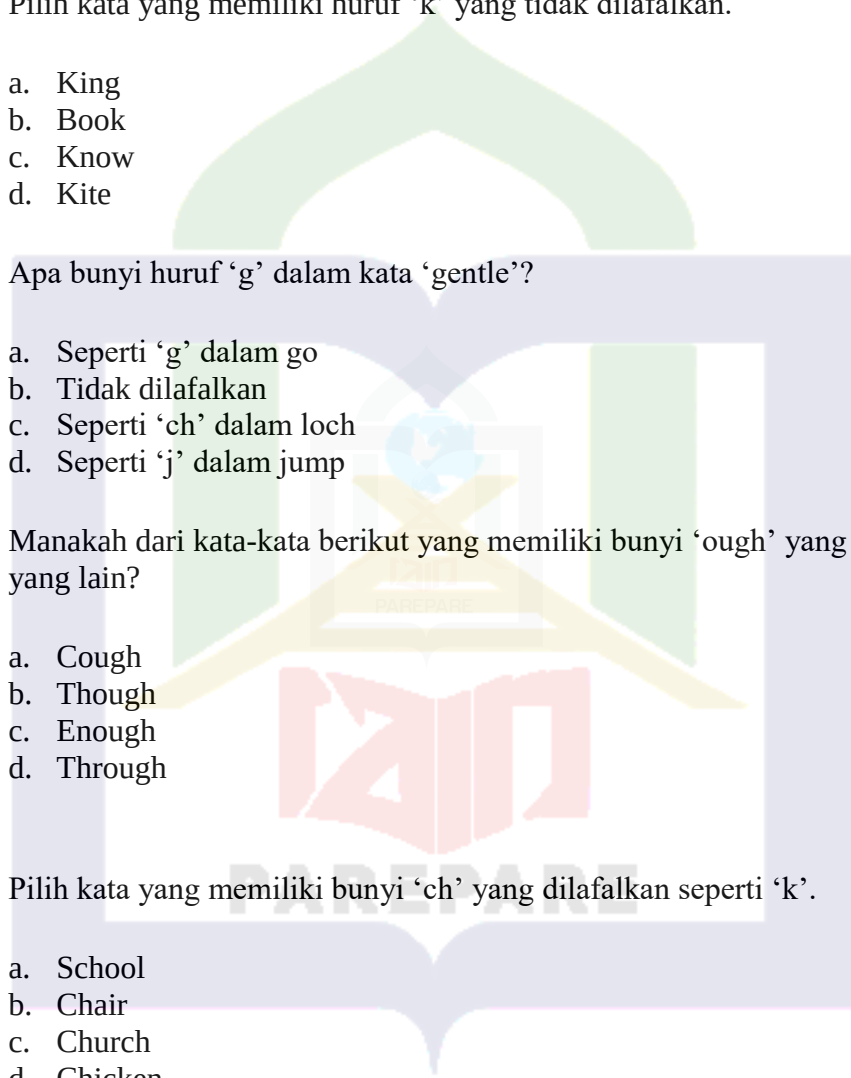
	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id INSTRUMEN PENELITIAN PENULISAN SKRIPSI
---	---

PRE-TEST

Instruction :

The students were given a paper containing the pre-test and selected the correct answer, and pronounced the selected word as a form of assessment!

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.
 - a. Cut
 - b. Hat
 - c. Kit
 - d. Coat
2. Bagaimana cara melafalkan huruf 'c' dalam kata 'city'?
 - a. Seperti 's' dalam snake
 - b. Seperti 'ch' dalam chair
 - c. Seperti 'k' dalam 'cat'
 - d. Tidak dilafalkan
3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.
 - a. Three
 - b. They
 - c. This
 - d. Mother
4. Bagaimana pelafalan 'ea' dalam kata 'bread'?

- 
- a. Seperti 'I' dalam bike
b. Seperti 'a' dalam car
c. Seperti 'e' dalam bed
d. Seperti 'ee' dalam tree
5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.
- a. King
b. Book
c. Know
d. Kite
6. Apa bunyi huruf 'g' dalam kata 'gentle'?
- a. Seperti 'g' dalam go
b. Tidak dilafalkan
c. Seperti 'ch' dalam loch
d. Seperti 'j' dalam jump
7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?
- a. Cough
b. Though
c. Enough
d. Through
8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.
- a. School
b. Chair
c. Church
d. Chicken
9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?
- a. Dilafalkan dengan jelas
b. Seperti 'f'
c. Seperti 'b'

d. Tidak dilafalkan

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai)/

- a. Fill
- b. Bike
- c. Pig
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through
- d. Enough

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- b. Seperti 'sh' dalam 'ship'
- c. Tidak dilafalkan
- d. Seperti 's' dalam 'snake'

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- a. Phone
- b. Shepherd
- c. Happen
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th'
- b. Dilafalkan dengan jelas
- c. Tidak dilafalkan
- d. Seperti 'd'

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- a. Dilafalkan seperti 'ee' dalam 'tree'

- b. Tidak dilafalkan (silent e)
- c. Selalu dilafalkan dengan jelas
- d. Dilafalkan seperti 'e' dalam 'bed'

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

- a. Write
- b. Window
- c. Away
- d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

- a. First
- b. Beard
- c. Born
- d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

- a. Dilafalkan dengan jelas
- b. Seperti 'p'
- c. Seperti 'd'
- d. Tidak dilafalkan



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

Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

INSTRUMEN PENELITIAN PENULISAN SKRIPSI

POST-TEST

Instruction :

The students were given a paper containing the pre-test and selected the correct answer, and pronounced the selected word as a form of assessment!

1. Bagaimana pelafalan kata "Wednesday" yang benar?
 - a. /'wenzdeɪ/
 - b. /'wednesdeɪ/
 - c. /'wedɪzdeɪ/
 - d. /'wʌnzdeɪ/
2. Kapan huruf mana yang tidak dibunyikan dalam kata "honest"?
 - a. h
 - b. o
 - c. n
 - d. s
3. Perbedaan pelafalan antara "flower" dan "flour" adalah...
 - a. Tidak ada perbedaan sama sekali
 - b. "Flower" /'flaʊər/, "flour" /'fluːər/
 - c. "Flower" /'flɔːr/, "flour" /'flʌr/

- d. "Flower" /'flaɪər/, "flour" /'fleər/
4. Pelafalan akhiran "-ed" pada kata "walked" adalah...
- a. /ɪd/
 - b. /d/
 - c. /t/
 - d. /əd/
5. Letak penekanan (stress) pada kata "photograph" berada di suku kata...
- a. Yang pertama (/ˈfəʊtəɡrɑ:f/)
 - b. Yang kedua (/fəˈtəɡrɑ:f/)
 - c. Yang ketiga (/fəʊtəˈɡrɑ:f/)
 - d. Semua suku kata ditekan sama
6. Pelafalan kata "queue" yang benar adalah...
- a. /kju:/
 - b. /kwei/
 - c. /kju:z/
 - d. /kwɪ/
7. Intonasi kalimat pernyataan umumnya berakhir dengan...
- a. Intonasi naik
 - b. Intonasi turun
 - c. Intonasi tetap
 - d. Intonasi naik-turun
8. Huruf mana yang tidak dibunyikan dalam kata "receipt"?
- a. r

- b. c
- c. e (akhiran)
- d. p
9. Pelafalan akhiran "-s" pada kata "boxes" adalah...
- a. /s/
- b. /z/
- c. /ɪz/
- d. /əz/
10. Letak penekanan pada kata "information" berada di suku kata...
- a. Yang pertama (/ˌɪnfəˈmeɪʃn/)
- b. Yang kedua (/ɪnˈfəmeɪʃn/)
- c. Yang ketiga (/ɪnfəˈmeɪʃn/)
- d. Yang keempat (/ɪnfəmeɪˈʃn/)
11. Pelafalan kata "colonel" yang benar adalah...
- a. /ˈkɒlənəl/
- b. /ˈkɔːnl/
- c. /kəˈləʊnl/
- d. /ˈkɒləʊnɪl/
12. Perbedaan pelafalan antara "bare" dan "bear" adalah...
- a. Tidak ada perbedaan sama sekali
- b. "Bare" /beər/, "bear" /bɛər/
- c. "Bare" /bɑːr/, "bear" /bɔːr/
- d. "Bare" /beɪr/, "bear" /bɪr/

13. Huruf mana yang tidak dibunyikan dalam kata "debt"?

- a. d
- b. e
- c. b
- d. t

14. Pelafalan kata "schedule" dalam Bahasa Inggris Amerika adalah...

- a. /'ʃedju:l/
- b. /'skedʒu:l/
- c. /'ʃedʒəl/
- d. /'skedju:l/

15. Letak penekanan pada kata "university" berada di suku kata...

- a. Yang pertama (/ju:nɪ'vɜ:səti/)
- b. Yang kedua (/ju:'nɪvɜ:səti/)
- c. Yang ketiga (/ju:nɪ'vɜ:səti/)
- d. Yang keempat (/ju:nɪvɜ:'səti/)

16. Pelafalan akhiran "-ough" pada kata "through" adalah...

- a. /ʌf/
- b. /əʊ/
- c. /u:/
- d. /ɔ:f/

17. Intonasi kalimat tanya pilihan umumnya berakhir dengan...

- a. Intonasi naik pada pilihan terakhir

- b. Intonasi turun pada pilihan terakhir
- c. Intonasi naik pada semua pilihan
- d. Intonasi turun pada semua pilihan

18. Pelafalan kata "choir" yang benar adalah...

- a. /'kwaɪər/
- b. /'tʃɔɪər/
- c. /'kəɪər/
- d. /'tʃwaɪər/



Appendix II. Test Worksheet for Students

PRE-TEST

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.

- a. Cut
- ☒ b. Hat ✓
- c. Kit
- d. Coat

2. Bagaimana cara melafalkan huruf 'c' dalam kata 'city'?

- ☒ a. Seperti 's' dalam snake ✓
- b. Seperti 'ch' dalam chair
- c. Seperti 'k' dalam 'cat'
- d. Tidak dilafalkan

3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.

- a. Three
- ☒ b. They ✗
- c. This
- d. Mother

4. Bagaimana pelafalan 'ea' dalam kata 'bread'?

- a. Seperti 'I' dalam bike
- ☒ b. Seperti 'a' dalam car ✗
- c. Seperti 'e' dalam bed
- d. Seperti 'ee' dalam tree

5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.

- a. King
- ☒ b. Book ✗
- c. Know
- d. Kite

6. Apa bunyi huruf 'g' dalam kata 'gentle'?

- a. Seperti 'g' dalam go
- ☒ b. Tidak dilafalkan ✗
- c. Seperti 'ch' dalam loch
- d. Seperti 'j' dalam jump

7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?

- a. Cough
- ☒ b. Though ✓
- c. Enough
- d. Through

8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.

- a. School
- b. Chair ✓
- c. Church
- d. Chicken

9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?

- a. Dilafalkan dengan jelas
- b. Seperti 'f'
- c. Seperti 'b'
- d. Tidak dilafalkan ✓

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai)/

- a. Fill
- b. Bike ✓
- c. Pig
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through ✗
- d. Enough

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- b. Seperti 'sh' dalam 'ship' ✓
- c. Tidak dilafalkan
- d. Seperti 's' dalam 'snake'

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- a. Phone
- b. Shepherd ✓
- c. Happen
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th' ✗
- b. Dilafalkan dengan jelas
- c. Tidak dilafalkan
- d. Seperti 'd'

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- ~~a. Dilafalkan seperti 'ee' dalam 'tree'~~ ✗

(d) Dilafalkan seperti 'e' dalam 'bed' ✕

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

- (a) Write
- b. Window ✓
- c. Away
- d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

- a. First
- b. Beard
- (c) Born ✕
- d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

- a. Dilafalkan dengan jelas
- (b) Seperti 'p' ✕
- c. Seperti 'd'
- d. Tidak dilafalkan

POST-TEST

1. Sapaan apa yang paling umum dalam Bahasa Inggris ? dan praktikkan cara pengucapannya !
 - a. Goodnight
 - ☒ b. Hello ✓
 - c. Goodbye
 - d. See you later
2. Kapan waktu yang tepat untuk mengatakan "Good morning" ? dan praktikkan cara pengucapannya !
 - a. Any time of the day
 - ☒ b. Before noon ✓
 - c. After noon
 - d. Only at night
3. Mana diantara berikut ini yang merupakan sapaan formal? dan praktikkan cara pengucapannya !
 - a. Hey
 - b. Hi
 - ☒ c. Hello ✓
 - d. What's up?
4. Apa yang biasanya Anda katakan Ketika Anda meninggalkan seseorang ? dan praktikkan cara pengucapannya !
 - a. Good morning
 - b. Good afternoon
 - ☒ c. Goodbye ✓
 - d. Good evening
5. Jika seseorang bertanya, "Apa kabar/How are you doing?" apa respons yang sopan ? dan praktikkan cara pengucapannya !
 - a. I don't know
 - ☒ b. Fine, thank you. And you? ✓
 - c. None of your business
 - d. Just okay
6. Kapan waktu yang tepat untuk menggunakan selamat malam/Good evening ? dan praktikkan cara pengucapannya !
 - a. Before sunset
 - ☒ b. After sunset ✓
 - c. Any time of the day
 - d. Only in the morning
7. Mana di antara berikut ini yang merupakan sapaan informal ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you
 c. What's up
 d. Good afternoon

8. Apa cara formal untuk menyapa seseorang yang baru pertama kali Anda temui ? dan praktikkan cara pengucapannya !

- a. Hi
 b. Hello
 c. How do you do?
☒ d. Hey

9. Jika seseorang mengatakan "Senang bertemu denganmu/Good to see you, apa respons yang tepat ? dan praktikkan cara pengucapannya !

- a. Goodbye
☒ b. Good to see you too
 c. I don't care
 d. Okay

10. Mana di antara berikut ini adalah cara untuk menanyakan kabar seseorang ? dan praktikkan cara pengucapannya !

- a. What time is it?
 b. How's it going?
 c. Where are you going?
☒ d. What are you doing?

11. Kapan Anda harus menggunakan "Selamat siang/Good afternoon ? dan praktikkan cara pengucapannya !

- ☒ a. Before sunrise
 b. From noon to sunset
 c. After sunset
 d. Any time of the day

12. Apa acara sopan untuk mengakhiri percakapan ? dan praktikkan cara pengucapannya !

- a. Okay, bye
 b. See you later
 c. I'm leaving
☒ d. Goota go

13. Mana di antara sapaan ini yang sangat informal dan digunakan terutama di antara teman-teman ? dan praktikkan cara pengucapannya !

- a. Good morning
 b. How do you do
☒ c. Yo!
 d. Good evening

14. Jika seseorang mengatakan, "Senang bertemu denganmu/Pleased to meet you, Apa yang harus Anda jawab ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you too
- c. I don't care
- d. Okay

15. Apa cara lain untuk mengatakan "Selamat tinggal/Goodbye dengan cara santai ? dan praktikkan cara pengucapannya !

- a. Farewall
- b. Adieu
- ☒ c. Bye
- d. Good day

16. Kapan waktu yang paling tepat untuk mengatakan "Selamat malam/Good night ? dan praktikkan cara pengucapannya !

- a. When you arrive somewhere in the evening
- ☒ b. When you are about to go to sleep
- c. When you greet someone in the afternoon
- d. Any time after sunset

17. Mana dari berikut ini yang BUKAN sapaan ? dan praktikkan cara pengucapannya !

- a. Hello
- b. Goodbye
- ☒ c. Thank you
- d. Good morning

18. Apa sapaan umum yang digunakan di sore atau malam hari ? dan praktikkan cara pengucapannya !

- a. Good morning
- b. Good day
- ☒ c. Good evening
- d. Good night

PRE-TEST

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.
 - ☒ a. Cut
 - ☐ b. Hat
 - ☐ c. Kit ✓
 - ☐ d. Coat
2. Bagaimana cara melafalkan huruf 'c' dalam kata 'city'?
 - ☐ a. Seperti 's' dalam snake
 - ☐ b. Seperti 'ch' dalam chair
 - ☐ c. Seperti 'k' dalam 'cat' ✗
 - ☐ d. Tidak dilafalkan
3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.
 - ☐ a. Three
 - ☐ b. They
 - ☐ c. This ✓
 - ☐ d. Mother
4. Bagaimana pelafalan 'ea' dalam kata 'bread'?
 - ☐ a. Seperti 'I' dalam bike
 - ☐ b. Seperti 'a' dalam car
 - ☐ c. Seperti 'e' dalam bed ✗
 - ☐ d. Seperti 'ee' dalam tree
5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.
 - ☐ a. King
 - ☐ b. Book
 - ☐ c. Know ✓
 - ☐ d. Kite
6. Apa bunyi huruf 'g' dalam kata 'gentle'?
 - ☐ a. Seperti 'g' dalam go
 - ☐ b. Tidak dilafalkan ✗
 - ☐ c. Seperti 'ch' dalam loch
 - ☐ d. Seperti 'j' dalam jump
7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?
 - ☐ a. Cough
 - ☐ b. Though
 - ☐ c. Enough
 - ☐ d. Through ✗

8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.

- a. School
- b. Chair ✓
- c. Church
- d. Chicken

9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?

- a. Dilafalkan dengan jelas
- b. Seperti 'f'
- c. Seperti 'b' ✗
- d. Tidak dilafalkan

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai/)

- a. Fill
- b. Bike ✓
- c. Pig
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through
- d. Enough ✓

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- b. Seperti 'sh' dalam 'ship' ✓
- c. Tidak dilafalkan
- d. Seperti 's' dalam 'snake'

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- a. Phone ✓
- b. Shepherd
- c. Happen
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th'
- b. Dilafalkan dengan jelas ✗
- c. Tidak dilafalkan
- d. Seperti 'd'

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- a. Dilafalkan seperti 'ee' dalam 'tree'

☒ b. Tidak dilafalkan (silent e)

d. Dilafalkan seperti 'e' dalam 'bed' ✓

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

☒ a. Write

b. Window ✓

c. Away

d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

a. First

☒ b. Beard ✗

c. Born

d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

a. Dilafalkan dengan jelas

b. Seperti 'p'

c. Seperti 'd'

☒ d. Tidak dilafalkan ✓

POST-TEST

1. Sapaan apa yang paling umum dalam Bahasa Inggris ? dan praktikkan cara pengucapannya !
 - ~~a.~~ Goodnight
 - ☒ b. Hello ✓
 - c. Goodbye
 - d. See you later
2. Kapan waktu yang tepat untuk mengatakan "Good morning" ? dan praktikkan cara pengucapannya !
 - a. Any time of the day
 - ☒ b. Before noon ✓
 - c. After noon
 - d. Only at night
3. Mana diantara berikut ini yang merupakan sapaan formal? dan praktikkan cara pengucapannya !
 - a. Hey
 - b. Hi
 - ☒ c. Hello ✓
 - d. What's up?
4. Apa yang biasanya Anda katakan Ketika Anda meninggalkan seseorang ? dan praktikkan cara pengucapannya !
 - a. Good morning
 - b. Good afternoon
 - ☒ c. Goodbye ✓
 - d. Good evening
5. Jika seseorang bertanya, "Apa kabar/How are you doing?" apa respons yang sopan ? dan parktikkan cara pengucapannya !
 - a. I don't know
 - b. Fine, thank you. And you?
 - c. None pf your business
 - ☒ d. Just okay ✗
6. Kapan waktu yang tepat untuk menggunakan selamat malam/Good evening ? dan parktikkan cara pengucapannya !
 - a. Before sunset
 - ☒ b. After sunset ✓
 - c. Any time of the day
 - d. Only in the morning
7. Mana di antara berikut ini yang merupakan sapaan informal ? dan praktikkan cara pengucapannya !

☒ a. How do you do? ✗

- c. What's up
d. Good afternoon
8. Apa cara formal untuk menyapa seseorang yang baru pertama kali Anda temui ? dan praktikkan cara pengucapannya !
- a. Hi
b. Hello
c. How do you do? ✓
d. Hey
9. Jika seseorang mengatakan "Senang bertemu denganmu/Good to see you, apa respons yang tepat ? dan praktikkan cara pengucapannya !
- a. Goodbye
b. Good to see you too ✓
c. I don't care
d. Okay
10. Mana di antara berikut ini adalah cara untuk menanyakan kabar seseorang ? dan praktikkan cara pengucapannya !
- a. What time is it?
b. How's it going?
c. Where are you going?
d. What are you doing? ✗
11. Kapan Anda harus menggunakan "Selamat siang/Good afternoon ? dan praktikkan cara pengucapannya !
- a. Before sunrise
b. From noon to sunset ✓
c. After sunset
d. Any time of the day
12. Apa acara sopan untuk mengakhiri percakapan ? dan praktikkan cara pengucapannya !
- a. Okay, bye
b. See you later ✓
c. I'm leaving
d. Goota go
13. Mana di antara sapaan ini yang sangat informal dan digunakan terutama di antara teman-teman ? dan praktikkan cara pengucapannya !
- a. Good morning
b. How do you do
c. Yo! ✓
d. Good evening
14. Jika seseorang mengatakan, "Senang bertemu denganmu/Pleased to meet you, Apa yang harus Anda jawab ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you too
- c. I don't care
- d. Okay

15. Apa cara lain untuk mengatakan "Selamat tinggal/Goodbye dengan cara santai ? dan praktikkan cara pengucapannya !

- ☐ a. Farewall
- b. Adieu
- c. Bye
- d. Good day

16. Kapan waktu yang paling tepat untuk mengatakan "Selamat malam/Good night ? dan praktikkan cara pengucapannya !

- a. When you arrive somewhere in the evening
- ☒ b. When you are about to go to sleep
- c. When you greet someone in the afternoon
- d. Any time after sunset

17. Mana dari berikut ini yang BUKAN sapaan ? dan praktikkan cara pengucapannya !

- a. Hello
- b. Goodbye
- ☒ c. Thank you
- d. Good morning

18. Apa sapaan umum yang digunakan di sore atau malam hari ? dan praktikkan cara pengucapannya !

- a. Good morning
- b. Good day
- ☒ c. Good evening
- d. Good night

PRE-TEST

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.

- a. Cut
- b. Hat
- c. Kit
- d. Coat

X

2. Bagaimana cara melafalkan huruf 'e' dalam kata 'city'?

- a. Seperti 's' dalam snake
- b. Seperti 'ch' dalam chair
- c. Seperti 'k' dalam 'cat'
- d. Tidak dilafalkan

✓

3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.

- a. Three
- b. They
- c. This
- d. Mother

✓

4. Bagaimana pelafalan 'ea' dalam kata 'bread'?

- a. Seperti 'I' dalam bike
- b. Seperti 'a' dalam car
- c. Seperti 'e' dalam bed
- d. Seperti 'ee' dalam tree

✓

5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.

- a. King
- b. Book
- c. Know
- d. Kite

X

6. Apa bunyi huruf 'g' dalam kata 'gentle'?

- a. Seperti 'g' dalam go
- b. Tidak dilafalkan
- c. Seperti 'ch' dalam loch
- d. Seperti 'j' dalam jump

X

7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?

- a. Cough
- b. Though
- c. Enough
- d. Through

✓

8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.

- a. School
- b. Chair
- c. Church ✓
- d. Chicken

9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?

- a. Dilafalkan dengan jelas
- b. Seperti 'f'
- c. Seperti 'b'
- d. Tidak dilafalkan ✓

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai/)

- a. Fill
- b. Bike ✓
- c. Pig ✓
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through
- d. Enough ✓

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- b. Seperti 'sh' dalam 'ship' ✓
- c. Tidak dilafalkan
- d. Seperti 's' dalam 'snake'

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- a. Phone
- b. Shepherd
- c. Happen ✗
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th'
- b. Dilafalkan dengan jelas
- c. Tidak dilafalkan ✓
- d. Seperti 'd'

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- a. Dilafalkan seperti 'ee' dalam 'tree'
- b. Tidak dilafalkan. ✓

d. Dilafalkan seperti 'e' dalam 'bed'

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

- a. Write
- b. Window ✓
- c. Away
- d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

- a. First
- b. Beard ✓
- c. Born
- d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

- a. Dilafalkan dengan jelas
- b. Seperti 'p'
- c. Seperti 'd' ✗
- d. Tidak dilafalkan

POST-TEST

1. Sapaan apa yang paling umum dalam Bahasa Inggris ? dan praktikkan cara pengucapannya !
 - a. Goodnight
 - ☒ b. Hello ✓
 - c. Goodbye
 - d. See you later
2. Kapan waktu yang tepat untuk mengatakan "Good morning" ? dan praktikkan cara pengucapannya !
 - a. Any time of the day
 - ☒ b. Before noon ✓
 - c. After noon
 - d. Only at night
3. Mana diantara berikut ini yang merupakan sapaan formal? dan praktikkan cara pengucapannya !
 - a. Hey
 - ☒ b. Hi ✗
 - c. Hello
 - d. What's up?
4. Apa yang biasanya Anda katakan Ketika Anda meninggalkan seseorang ? dan praktikkan cara pengucapannya !
 - a. Good morning
 - b. Good afternoon
 - ☒ c. Goodbye ✓
 - d. Good evening
5. Jika seseorang bertanya, "Apa kabar/How are you doing?" apa respons yang sopan ? dan praktikkan cara pengucapannya !
 - a. I don't know
 - ☒ b. Fine, thank you. And you? ✓
 - c. None of your business
 - d. Just okay
6. Kapan waktu yang tepat untuk menggunakan selamat malam/Good evening ? dan praktikkan cara pengucapannya !
 - ☒ a. Before sunset ✗
 - b. After sunset
 - c. Any time of the day
 - d. Only in the morning
7. Mana di antara berikut ini yang merupakan sapaan informal ? dan praktikkan cara pengucapannya !
 - ☒ a. How do you do ✗

- c. What's up
d. Good afternoon
8. Apa cara formal untuk menyapa seseorang yang baru pertama kali Anda temui ? dan praktikkan cara pengucapannya !
- a. Hi
b. Hello
c. How do you do? ✓
d. Hey
9. Jika seseorang mengatakan "Senang bertemu denganmu/Good to see you, apa respons yang tepat ? dan praktikkan cara pengucapannya !
- a. Goodbye
b. Good to see you too ✓
c. I don't care
d. Okay
10. Mana di antara berikut ini adalah cara untuk menanyakan kabar seseorang ? dan praktikkan cara pengucapannya !
- a. What time is it?
b. How's it going?
c. Where are you going? X
d. What are you doing?
11. Kapan Anda harus menggunakan "Selamat siang/Good afternoon ? dan praktikkan cara pengucapannya !
- a. Before sunrise
b. From noon to sunset ✓
c. After sunset
d. Any time of the day
12. Apa acara sopan untuk mengakhiri percakapan ? dan praktikkan cara pengucapannya !
- a. Okay, bye
b. See you later X
c. I'm leaving
d. Goota go
13. Mana di antara sapaan ini yang sangat informal dan digunakan terutama di antara teman-teman ? dan praktikkan cara pengucapannya !
- a. Good morning
b. How do you do
c. Yo! ✓
d. Good evening
14. Jika seseorang mengatakan, "Senang bertemu denganmu/Pleased to meet you, Apa yang harus Anda jawab ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you too ✓
c. I don't care
d. Okay
15. Apa cara lain untuk mengatakan "Selamat tinggal/Goodbye dengan cara santai ? dan praktikkan cara pengucapannya !
- a. Farewall
b. Adieu
☒ c. Bye ✓
d. Good day
16. Kapan waktu yang paling tepat untuk mengatakan "Selamat malam/Good night ? dan praktikkan cara pengucapannya !
- a. When you arrive somewhere in the evening
b. When you are about to go to sleep
☒ c. When you greet someone in the afternoon ✕
d. Any time after sunset
17. Mana dari berikut ini yang BUKAN sapaan ? dan praktikkan cara pengucapannya !
- a. Hello
b. Goodbye
☒ c. Thank you ✓
d. Good morning
18. Apa sapaan umum yang digunakan di sore atau malam hari ? dan praktikkan cara pengucapannya !
- a. Good morning
b. Good day
☒ c. Good evening ✓
d. Good night

PRE-TEST

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.
 - a. Cut
 - b. Hat X
 - c. Kit
 - d. Coat
2. Bagaimana cara melafalkan huruf 'c' dalam kata 'city'?
 - a. Seperti 's' dalam snake
 - b. Seperti 'ch' dalam chair
 - c. Seperti 'k' dalam 'cat' ✓
 - d. Tidak dilafalkan
3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.
 - a. Three
 - b. They
 - c. This ✓
 - d. Mother
4. Bagaimana pelafalan 'ea' dalam kata 'bread'?
 - a. Seperti 'I' dalam bike
 - b. Seperti 'a' dalam car
 - c. Seperti 'e' dalam bed ✓
 - d. Seperti 'ee' dalam tree
5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.
 - a. King
 - b. Book
 - c. Know ✓
 - d. Kite
6. Apa bunyi huruf 'g' dalam kata 'gentle'?
 - a. Seperti 'g' dalam go
 - b. Tidak dilafalkan
 - c. Seperti 'ch' dalam loch
 - d. Seperti 'j' dalam jump ✓
7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?
 - a. Cough
 - b. Though
 - c. Enough X
 - d. Through

8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.

- a. School
- b. Chair ✓
- c. Church
- d. Chicken

9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?

- a. Dilafalkan dengan jelas
- b. Seperti 'f'
- c. Seperti 'b'
- d. Tidak dilafalkan ✓

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai)/

- a. Fill ✗
- b. Bike ✗
- c. Pig
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through
- d. Enough ✓

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- b. Seperti 'sh' dalam 'ship'
- c. Tidak dilafalkan ✗
- d. Seperti 's' dalam 'snake' ✓

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- a. Phone
- b. Shepherd ✗
- c. Happen ✗
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th'
- b. Dilafalkan dengan jelas
- c. Tidak dilafalkan ✓
- d. Seperti 'd'

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- a. Dilafalkan seperti 'ee' dalam 'tree'

- c. Selalu dilafalkan dengan jelas. ✗
 d. Dilafalkan seperti 'e' dalam 'bed' ✗

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

- a. Write
 b. Window ✓
 c. Away
 d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

- a. First
 b. Beard ✗
 c. Born ✗
 d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

- a. Dilafalkan dengan jelas
 b. Seperti 'p'
 c. Seperti 'd'
 d. Tidak dilafalkan ✓

POST-TEST

1. Sapaan apa yang paling umum dalam Bahasa Inggris ? dan praktikkan cara pengucapannya !
 - a. Goodnight
 - ☒ b. Hello ✓
 - c. Goodbye
 - d. See you later
2. Kapan waktu yang tepat untuk mengatakan "Good morning" ? dan praktikkan cara pengucapannya !
 - ☐ a. Any time of the day
 - b. Before noon
 - c. After noon ✗
 - d. Only at night
3. Mana diantara berikut ini yang merupakan sapaan formal? dan praktikkan cara pengucapannya !
 - a. Hey
 - b. Hi
 - ☒ c. Hello ✓
 - d. What's up?
4. Apa yang biasanya Anda katakan Ketika Anda meninggalkan seseorang ? dan praktikkan cara pengucapannya !
 - a. Good morning
 - b. Good afternoon
 - ☒ c. Goodbye ✓
 - d. Good evening
5. Jika seseorang bertanya, "Apa kabar/How are you doing?" apa respons yang sopan ? dan praktikkan cara pengucapannya !
 - a. I don't know
 - ☒ b. Fine, thank you. And you? ✓
 - c. None of your business
 - d. Just okay
6. Kapan waktu yang tepat untuk menggunakan selamat malam/Good evening ? dan praktikkan cara pengucapannya !
 - a. Before sunset
 - b. After sunset
 - c. Any time of the day
 - ☒ d. Only in the morning ✗
7. Mana di antara berikut ini yang merupakan sapaan informal ? dan praktikkan cara pengucapannya !

- c. What's up ✓
d. Good afternoon

8. Apa cara formal untuk menyapa seseorang yang baru pertama kali Anda temui ? dan praktikkan cara pengucapannya !

- a. Hi
b. Hello
c. How do you do? ✗
d. Hey

9. Jika seseorang mengaakan "Senang bertemu denganmu/Good to see you, apa respons yang tepat ? dan praktikkan cara pengucapannya !

- a. Goodbye
b. Good to see you too ✓
c. I don't care
d. Okay

10. Mana di antara berikut ini adalah cara untuk menanyakan kabar seseorang ? dan praktikkan cara pengucapannya !

- a. What time is it?
b. How's it going?
c. Where are you going? ✗
d. What are you doing?

11. Kapan Anda harus menggunakan "Selamat siang/Good afternoon ? dan praktikkan cara pengucapannya !

- a. Before sunrise
b. From noon to sunset
c. After sunset
d. Any time of the day ✗

12. Ap acara sopan untuk mengakhiri percakapan ? dan praktikkan cara pengucapannya !

- a. Okay, bye
b. See you later ✓
c. I'm leaving
d. Goota go

13. Mana di antara sapaan ini yang sangat informal dan digunakan terutama di antara teman-teman ? dan praktikkan cara pengucapannya !

- a. Good morning
b. How do you do
c. Yo! ✓
d. Good evening

14. Jika seseorang mengatakan, "Senang bertemu denganmu/Pleased to meet you, Apa yang harus Anda jawab ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you too
- c. I don't care
- d. Okay

15. Apa cara lain untuk mengatakan "Selamat tinggal/Goodbye dengan cara santai ?
dan praktikkan cara pengucapannya !

- a. Farewall
- b. Adieu
- ☒ c. Bye
- d. Good day

16. Kapan waktu yang paling tepat untuk mengatakan "Selamat malam/Good night ?
dan praktikkan cara pengucapannya !

- a. When you arrive somewhere in the evening
- b. When you are about to go to sleep
- c. When you greet someone in the afternoon
- ☒ d. Any time after sunset

17. Mana dari berikut ini yang BUKAN sapaan ? dan praktikkan cara pengucapannya !

- a. Hello
- b. Goodbye
- ☒ c. Thank you
- d. Good morning

18. Apa sapaan umum yang digunakan di sore atau malam hari ? dan praktikkan cara
pengucapannya !

- a. Good morning
- b. Good day
- ☒ c. Good evening
- d. Good night

6
α

PAREPARE

PRE-TEST

1. Pilih kata yang memiliki bunyi vocal yang sama dengan 'cat'.

- ☒ a. Cut
- ☐ b. Hat
- ☐ c. Kit
- ☐ d. Coat

2. Bagaimana cara melafalkan huruf 'c' dalam kata 'city'?

- ☒ a. Seperti 's' dalam snake
- ☐ b. Seperti 'ch' dalam chair
- ☐ c. Seperti 'k' dalam 'cat'
- ☐ d. Tidak dilafalkan

3. Pilih kata yang memiliki bunyi 'th' yang sama dengan 'think'.

- ☐ a. Three
- ☐ b. They
- ☒ c. This
- ☐ d. Mother

4. Bagaimana pelafalan 'ea' dalam kata 'bread'?

- ☒ a. Seperti 'i' dalam bike
- ☐ b. Seperti 'a' dalam car
- ☐ c. Seperti 'e' dalam bed
- ☐ d. Seperti 'ee' dalam tree

5. Pilih kata yang memiliki huruf 'k' yang tidak dilafalkan.

- ☐ a. King
- ☐ b. Book
- ☒ c. Know
- ☐ d. Kite

6. Apa bunyi huruf 'g' dalam kata 'gentle'?

- ☒ a. Seperti 'g' dalam go
- ☐ b. Tidak dilafalkan
- ☐ c. Seperti 'ch' dalam loch
- ☐ d. Seperti 'j' dalam jump

7. Manakah dari kata-kata berikut yang memiliki bunyi 'ough' yang berbeda dari yang lain?

- ☐ a. Cough
- ☒ b. Though
- ☐ c. Enough
- ☐ d. Through

8. Pilih kata yang memiliki bunyi 'ch' yang dilafalkan seperti 'k'.

- a. School
- ☒ b. Chair ✕
- c. Church
- d. Chicken

9. Bagaimana pelafalan huruf 'p' dalam kata 'pneumonia'?

- ☒ a. Dilafalkan dengan jelas
- b. Seperti 'f'
- c. Seperti 'b' ✕
- d. Tidak dilafalkan

10. Pilih kata yang memiliki bunyi vocal panjang 'I' (ai)/

- ☒ a. Fill
- b. Bike ✕
- c. Pig
- d. Sit

11. Manakah dari kata-kata berikut yang memiliki 'gh' yang dilafalkan sebagai 'f'?

- a. Sigh
- b. Light
- c. Through
- ☒ d. Enough ✓

12. Bagaimana pelafalan huruf 's' dalam kata 'sugar'?

- a. Seperti 'z' dalam 'zoo'
- ☒ b. Seperti 'sh' dalam 'ship' ✓
- c. Tidak dilafalkan
- d. Seperti 's' dalam 'snake'

13. Pilih kata yang memiliki bunyi 'ph' yang dilafalkan seperti 'f'?

- ☒ a. Phone ✓
- b. Shepherd
- c. Happen
- d. Top

14. Apa bunyi huruf 't' dalam kata 'listen'?

- a. Seperti 'th'
- b. Dilafalkan dengan jelas
- c. Tidak dilafalkan
- ☒ d. Seperti 'd' ✕

15. Bagaimana pelafalan huruf 'e' pada akhir kata seperti 'take'?

- ☒ b. Tidak dilafalkan (silent) ✓
 d. Dilafalkan seperti 'e' dalam 'bed'

16. Manakah dari kata-kata berikut yang memiliki 'w' yang tidak dilafalkan?

- ☒ a. Write
 b. Window ✓
 c. Away
 d. Water

17. Pilih kata yang memiliki bunyi vocal yang sama dengan 'bird'.

- ☒ a. First
 b. Beard ✓
 c. Born
 d. Ride

18. Bagaimana pelafalan huruf 'b' dalam kata 'doubt'?

- a. Dilafalkan dengan jelas
 b. Seperti 'p'
 c. Seperti 'd'
☒ d. Tidak dilafalkan ✓

b
 α

POST-TEST

1. Sapaan apa yang paling umum dalam Bahasa Inggris ? dan praktikkan cara pengucapannya !
 - a. Goodnight
 - ☒ b. Hello
 - c. Goodbye ✓
 - d. See you later
2. Kapan waktu yang tepat untuk mengatakan "Good morning" ? dan praktikkan cara pengucapannya !
 - a. Any time of the day
 - ☒ b. Before noon
 - c. After noon ✓
 - d. Only at night
3. Mana diantara berikut ini yang merupakan sapaan formal? dan praktikkan cara pengucapannya !
 - a. Hey
 - ☒ b. Hi ✕
 - c. Hello
 - d. What's up?
4. Apa yang biasanya Anda katakan Ketika Anda meninggalkan seseorang ? dan praktikkan cara pengucapannya !
 - a. Good morning
 - b. Good afternoon
 - ☒ c. Goodbye ✓
 - d. Good evening
5. Jika seseorang bertanya, "Apa kabar/How are you doing?" apa respons yang sopan ? dan praktikkan cara pengucapannya !
 - a. I don't know
 - ☒ b. Fine, thank you. And you? ✓
 - c. None of your business
 - d. Just okay
6. Kapan waktu yang tepat untuk menggunakan selamat malam/Good evening ? dan praktikkan cara pengucapannya !
 - a. Before sunset
 - b. After sunset
 - ☒ c. Any time of the day ✕
 - d. Only in the morning
7. Mana di antara berikut ini yang merupakan sapaan informal ? dan praktikkan cara pengucapannya !

- ☒ b. Pleased to meet you.
 c. What's up
 d. Good afternoon ✓

8. Apa cara formal untuk menyapa seseorang yang baru pertama kali Anda temui ? dan praktikkan cara pengucapannya !

- a. Hi
 b. Hello
☒ c. How do you do?
 d. Hey ✓

9. Jika seseorang mengatakan "Senang bertemu denganmu/Good to see you, apa respons yang tepat ? dan praktikkan cara pengucapannya !

- a. Goodbye
☒ b. Good to see you too ✓
 c. I don't care
 d. Okay

10. Mana di antara berikut ini adalah cara untuk menanyakan kabar seseorang ? dan praktikkan cara pengucapannya !

- a. What time is it?
☒ b. How's it going? ✓
 c. Where are you going?
 d. What are you doing?

11. Kapan Anda harus menggunakan "Selamat siang/Good afternoon ? dan praktikkan cara pengucapannya !

- a. Before sunrise
 b. From noon to sunset
☒ c. After sunset ✗
 d. Any time of the day

12. Apa acara sopan untuk mengakhiri percakapan ? dan praktikkan cara pengucapannya !

- a. Okay, bye
☒ b. See you later ✓
 c. I'm leaving
 d. Goota go

13. Mana di antara sapaan ini yang sangat informal dan digunakan terutama di antara teman-teman ? dan praktikkan cara pengucapannya !

- a. Good morning
 b. How do you do
☒ c. Yo! ✓
 d. Good evening

14. Jika seseorang mengatakan, "Senang bertemu denganmu/Pleased to meet you, Apa yang harus Anda jawab ? dan praktikkan cara pengucapannya !

- (b). Pleased to meet you too
c. I don't care ✓
d. Okay

15. Apa cara lain untuk mengatakan "Selamat tinggal/Goodbye dengan cara santai ?
dan praktikkan cara pengucapannya !

- a. Farewall
b. Adieu
(c). Bye ✓
d. Good day

16. Kapan waktu yang paling tepat untuk mengatakan "Selamat malam/Good night ?
dan praktikkan cara pengucapannya !

- a. When you arrive somewhere in the evening
b. When you are about to go to sleep
c. When you greet someone in the afternoon
(d). Any time after sunset ✕

17. Mana dari berikut ini yang BUKAN sapaan ? dan praktikkan cara pengucapannya !

- a. Hello
b. Goodbye
(c). Thank you ✓
d. Good morning

18. Apa sapaan umum yang digunakan di sore atau malam hari ? dan praktikkan cara
pengucapannya !

- a. Good morning
b. Good day
(c). Good evening ✓
d. Good night

4
2

PAREPARE

Appendix III. Student Attendance List

Class : VII A

No.	Initials Name	Gender	MT1	MT2	MT3	MT4	MT5	MT6
1	AR	M	-	OK	OK	OK	OK	-
2	AP	F	OK	-	-	OK	OK	OK
3	FR	F	OK	OK	OK	-	-	OK
4	I	M	OK	-	OK	-	OK	OK
5	I	M	OK	-	-	-	OK	OK
6	MD	F	-	-	-	-	OK	OK
7	NSNR	F	-	-	-	OK	OK	OK
8	NC	F	OK	OK	OK	-	-	-
9	NS	F	-	OK	-	OK	-	OK
10	N	F	OK	OK	OK	OK	OK	OK
11	R	F	OK	OK	OK	OK	OK	OK
12	R	M	OK	OK	OK	OK	OK	OK
13	R	M	-	-	-	-	OK	OK
14	S	M	OK	OK	OK	OK	OK	-
15	SP	F	-	OK	OK	OK	OK	OK
16	S	M	OK	OK	OK	OK	OK	-
17	A	M	OK	OK	OK	OK	-	-
18	AN	M	OK	OK	OK	OK	OK	OK
19	AA	F	OK	OK	OK	OK	OK	OK
20	AS	F	OK	OK	OK	OK	OK	OK
21	EA	M	OK	OK	OK	-	OK	-

Class : VII B

No.	Initials Name	Gender	MT1	MT2	MT3	MT4	MT5	MT6
1	FTZ	F	OK	OK	OK	OK	OK	OK
2	MI	M	OK	OK	OK	OK	OK	OK
3	IH	M	OK	OK	OK	OK	OK	OK
4	MH	M	OK	OK	OK	-	-	-
5	P	M	OK	-	-	OK	OK	OK
6	R	F	OK	OK	OK	OK	OK	OK
7	RA	F	OK	OK	-	OK	OK	OK
8	S	M	OK	OK	OK	OK	OK	OK
9	S	F	OK	OK	OK	OK	OK	OK
10	F	M	-	-	-	OK	OK	OK
11	HF	M	-	-	OK	OK	OK	-
12	I	F	-	OK	OK	-	OK	-
13	JNA	F	OK	-	-	-	-	OK
14	MAR	M	-	-	-	OK	OK	-
15	MDAF	M	-	-	OK	OK	OK	-
16	N	M	-	-	-	OK	OK	OK
17	NA	F	OK	OK	OK	OK	-	OK
18	FN	F	-	-	OK	OK	-	OK
19	S	F	OK	OK	OK	OK	OK	OK
20	R	M	OK	-	-	OK	OK	-
21	R	M	OK	OK	OK	-	OK	OK

Appendix IV. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Al-Ishlah BatuPannu
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / 1 (Ganjil)
Alokasi Waktu	: 6 x 40 menit (6 pertemuan)
Materi Pokok	: Pembelajaran keterampilan pelafalan Bahasa Inggris menggunakan media Speakia Application.

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan faktual, konseptual, dan prosedural terkait pronunciation dan teknologi

KI 4: Mengolah, mempraktikkan, dan menyajikan pelafalan Bahasa Inggris secara tepat melalui penggunaan Speakia Application sebagai media pembelajaran, untuk meningkatkan keterampilan berbicara siswa dalam konteks akademik dan profesional.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- Kompetensi Dasar

1.1 Meningkatkan pemahaman tentang pengucapan kata secara efektif dengan

menggunakan Speakia Application untuk memperbaiki kemampuan pelafalan siswa.

- 1.2 Menganalisis cara penggunaan Speakia Application dalam memperbaiki pengucapan siswa dan mengevaluasi dampaknya terhadap keterampilan berbicara mereka.

- **Indikator Pencapaian Kompetensi**

1. Siswa dapat melihat kata-kata yang terkadang sulit diucapkan dan menggunakan Speakia Application untuk memperbaiki pengucapannya.
2. Siswa dapat memahami fitur-fitur yang ada dalam Speakia Application yang mendukung peningkatan pengucapan.
3. Siswa dapat menganalisis dan menilai perubahan pengucapan kata sebelum dan sesudah menggunakan Speakia Application.

- **B. Tujuan Pembelajaran**

1. Siswa dapat memahami cara menggunakan fitur pembelajaran di Speakia Application untuk memperbaiki pengucapan kata dalam bahasa Inggris, baik dalam konteks pembelajaran maupun komunikasi sehari-hari..
2. Siswa dapat melihat dan mengoreksi pengucapan kata yang sulit dengan memanfaatkan fitur pengucapan yang tersedia pada Speakia Application.
3. Siswa dapat mengukur perubahan dan peningkatan kemampuan pelafalan mereka setelah menggunakan Speakia Application secara rutin dalam praktik pengucapan kata-kata bahasa Inggris.
4. Siswa dapat meningkatkan kefasihan berbicara bahasa Inggris melalui latihan pengucapan yang efektif menggunakan Speakia Application sebagai alat bantu utama.
5. Siswa dapat menilai dan mengevaluasi kemajuan mereka dalam pengucapan kata dengan membandingkan kemampuan pengucapan mereka

sebelum dan sesudah menggunakan Speakia Application.

C. Materi Pembelajaran

- Topic:

1. Students in Middle School

D. Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Metode
 - Discovery Learning
 - Drill Method
3. Teknik
 - Recording Technique
 - Class Discussion
 - Drill and Feedback

E. Media, alat dan sumber pembelajaran

1. Media dan Alat Pembelajaran
 - Speakia Application
 - Smartphone
 - Laptop
 - Koneksi Internet
2. Sumber Pembelajaran:
 - Aplikasi Speakia

F. Langkah- langkah Pembelajaran

Pertemuan	Ice Breaking	Kegiatan Awal	Kegiatan Inti	Penutup
Pertemuan 1 – Pre-Test	Guru mengajak siswa bernyanyi lagu Bahasa Inggris yang biasanya mudah diucapkan.	Salam, apersepsi, tujuan pre-test, pentingnya pronunciation.	Siswa membaca teks pre-test, guru merekam dan mencatat pelafalan siswa.	Umpan balik awal dan preview treatment berikutnya.
Pertemuan 2 – Treatment 1: Fitur Aplikasi	Siswa belajar tentang “keterangan waktu” misalnya dari pilihan fitur di Aplikasi.	Review pre-test, menjelaskan tujuan treatment.	Membaca kata yang ada di aplikasi bagian fitur “keterangan waktu”.	Umpan balik dan tugas latihan mandiri 5 kata yang berkaitan dengan “keterangan waktu”.
Pertemuan 3 – Treatment 2: Greetings	Siswa belajar tentang greetings mengenai perkenalan diri.	Menyambut siswa, review hasil tugas rumah.	Melakukan praktek perkenalan diri menggunakan Bahasa Inggris.	Ringkasan dan refleksi
Pertemuan 4 – Treatment 3: Dialog	Guru mengajak siswa berdialog.	Review treatment sebelumnya, motivasi pentingnya intonasi.	Meminta siswa secara berpasangan untuk berdialog didepan kelas.	PR latihan kalimat dengan fokus intonation.
Pertemuan 5 – Post-Test	Siswa diminta menjawab soal yang ada dan langsung menyebutkan jawabannya dan Guru merekam.	Pengantar post-test dan teknis pelaksanaan	Siswa membaca teks post-test, diucapkan, direkam satu per satu, dinilai langsung dengan indicator yang ada.	Perbandingan hasil pre & post, apresiasi usaha siswa.
Pertemuan 6 –	Guru mengajak	Menyampaikan	Bersalam-	Mengucapkan

Closing	siswa untuk bergerak bersuka ria sebagai bentuk ice breaking penutup.	ucapan terima kasih, permintaan maaf, dan bercerita ria dengan santai dengan siswa.	salaman dan mengambil gambar sebagai kenang-kenangan.	kalimat perpisahan.
---------	---	---	---	---------------------

a. Penilaian

- Teknik Penilaian : unjuk kerja
- Bentuk : Oral Test
- Instrument : Terlampir



Appendix V. Documentation

Students tests pronunciation



Students accesses the Speakia app



Students Studies/Students Learn



Students Studies/Students Learn





Appendix VI. Virtue of Consultant Degree


DEKAN FAKULTAS TARBIYAH
NOMOR : B-3956/In.39/FTAR.01/PP.00.9/10/2024
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 2024

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk disertai 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 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 TAHUN 2024 Tahun 2024, tanggal 22 Januari 2024 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2024

b. Menunjuk saudara: **Hj. Nanning, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa : RIANI

NIM : 212020388203021

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Use Of Speaking Application To Improve Pronunciation at MTs al-Islah Batupannu, Mamuju

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 04 November 2024
Dekan,

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

Appendix VII. Research Permit Recommendation



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

Alamat : J.L. 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-3129/In.39/FTAR.01/PP.00.9/09/2025
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

16 September 2025

Yth. BUPATI MAMUJU
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. MAMUJU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : RIANI
Tempat/Tgl. Lahir : BAYOR-BAYOR, 18 Mei 2003
NIM : 2120203888203021
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : BAYOR-BAYOR, BATUPANNU

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

THE USE OF SPEAKIA APPLICATION TO IMPROVE PRONUNCIATION SKILLS AT MTS AL-ISLAH
BATUPANNU MAMUJU

Pelaksanaan penelitian ini direncanakan pada tanggal 16 September 2025 sampai dengan tanggal 16 Oktober 2025.

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

Wassalamu Alaikum Wr. Wb.

Dekan,



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

Tembusan :

1. Rektor IAIN Parepare

Appendix VIII. Permission Research



**PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jl. H. Abd. Malik Pattana Endeng Kompleks Perkantoran Gubernur Sulawesi Barat
Mamuju 91512, Telp/Fax : 0426-2325152, email : ptsp.sulawesibarat@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 00721/76.RP.PTSP.B/X/2025

1. Dasar : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
2. Peraturan Daerah Provinsi Sulawesi Barat Nomor 4 Tahun 2019 Tentang Perubahan Atas Peraturan Daerah Provinsi Sulawesi Barat Nomor 6 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Provinsi Sulawesi Barat.
3. Peraturan Gubernur Sulawesi Barat Nomor 4 Tahun 2022 tentang Kedudukan, Susunan Organisasi Tugas Dan Fungsi Serta Tata Kerja Perangkat Daerah.
4. Peraturan Gubernur Sulawesi Barat Nomor : 27 Tahun 2022 Tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan Berusaha, Perizinan dan Non Perizinan

2. Menimbang: Surat Institut Agama Islam Negeri Parepare Nomor : B-3129/In.39/FTAR.01/PP.00.9/09/2025 16 September 2025 Perihal Permohonan Izin Penelitian.

MEMBERITAHUKAN BAHWA:

- a. Nama : **RIANI**
b. NIM : 2120203888203021
c. Alamat : Bayor - Bayor
d. No.HP : 081354668878
e. Untuk : 1). Melakukan Penelitian/Pengumpulan Data
f.

**“ THE USE OF SPEAKIA APPLICATION TO IMPROVE
PRONUNCIATION SKILLS AT MTS AL-ISLAH
BATUPANNU MAMUJU ”**

- 2). Lokasi Penelitian : MTS Al-Islah Batupannu

- 3). Waktu/Lama Penelitian : **16 September s/d 16
Oktober 2025**

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

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada Gubernur Sulawesi Barat, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Barat.
2. Penelitian tidak Menyimpang dari izin yang diberikan .
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian Kepada Gubernur Sulawesi Barat, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Barat.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian rekomendasi ini dibuat untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Mamuju
Pada Tanggal : 06 Oktober 2025

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



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

Tembusan disampaikan kepada Yth:

1. Dirjen Kesbang dan Politik Kementerian Dalam Negeri di Jakarta
2. Bupati Mamuju di Mamuju;
3. Kepala Badan Kesbangpol Provinsi Sulawesi Barat di Mamuju;
4. Kepala Badan Kesbangpol Kabupaten Mamuju di Mamuju;
5. Kepala Madrasah Tsanawiyah Al-Islah Batupannu di Batupannu;
6. Rektor Institut Agama Islam Negeri Parepare di Parepare;
7. Peringgal;

Appendix IX. Letter of Research Completion



YAYASAN ISHLAHUL UMMAT MAMUJU
MADRASAHTSANAWIAH AL-ISHLAH BATUPANNU
 Jl. Poros Desa Batu Pannu, Desa Batu Pannu, Kec. Mamuju, Kab. Mamuju
 Email: al.ishlah.batupannu@gmail.com

SURAT KETERANGAN
 Nomor : 001/MTs/2025

Yang bertanda tangan di bawah ini :

N a m a : Nadiman, S. Pd. I
Jabatan : Kepala Sekolah MTs Al-Ishlah BatuPannu

Menerangkan bahwa :

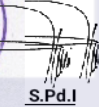
Nama	: Riani
NIM	: 2120203888203021
Program Studi	: Pendidikan Bahasa Inggris
Lembaga	: Institut Agama Islam Negeri Parepare

Benar yang bersangkutan telah melakukan penelitian di MTs Al-Ishlah BatuPannu dengan judul penelitian " *The Use of Speakia Application to Improve the Pronunciation Skills at MTs Al-Ishlah BatuPannu Mamuju* " , sebagai syarat penyelesaian Pendidikan Program Sarjana di Fakultas Tarbiyah Institut Agama Islam Negeri Parepare.

Demikian surat ini di buat untuk dipergunakan sebagaimana mestinya.

BatuPannu, 16 Oktober 2025

Irarah,
 alah Batu Pannu



S.Pd.I

Nip:-



CURRICULUM VITAE



RIANI, the writer was born in Bayor-Bayor, West Sulawesi, on May 18th 2003. She is the fourth of four siblings. Her father's name is Muh. Ramli Rajamali, and her mother's name is Jirah. She is currently a student majoring in English Language Education at the Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. Regarding her educational background, she began her education in 2008-2009 at Kasih Ibu Kindergarten and continued her elementary schooling at SDN Bayor-Bayor from 2010 to 2015. She then attended

SMPN 3 Mamuju, where she completed her education in 2018. Following this, she pursued her education at SMAN 1 Mamuju, graduating between 2019 and 2021. She decided to further her studies at the State Islamic Institute (IAIN) Parepare. Finally She completed her thesis with the title “ The Use of Speakia Application to Improve Pronunciation Skills at MTs Al-Ishlah BatuPannu, Mamuju”.

