

A THESIS
ENHANCING THE STUDENTS' PRONUNCIATION BY USING
ENGLISH VOCABULARY APPLICATION
AT SMAN 4 PAREPARE



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

2026 M / 1447 H

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REG. NUM. 2120203888203049

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

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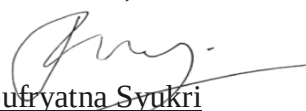
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DECLARATION OF THE RESEARCH AUTHENTICITY

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

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ABSTRACT

Sufryatna Syukri. *Enhancing the students' pronunciation by Using English Vocabulary application at SMAN 4 Parepare. (Supervised by Dr. Magdhalena M.Hum)*

This study examines the effectiveness of the English Vocabulary Application in improving the pronunciation skills of class X students at SMAN 4 Parepare. A pre-experimental design using a quantitative approach was implemented, involving a pre-test and post-test administered to 36 students selected through purposive sampling. An oral pronunciation test served as the primary instrument.

The findings show a substantial improvement in students' pronunciation performance, with the mean score increasing from 36.13 (Poor) to 80.47 (Good). Statistical analysis using the paired sample t-test revealed a t-value of 46.57, surpassing the t-table value of 2.052 at the 0.05 significance level, indicating a significant effect of the application. These results demonstrate that the English Vocabulary Application is an effective digital medium for enhancing students' pronunciation for sound, intonation, stress and overall performance.

Keyword: *Pronunciation, Sound, Intonation, Stress, English Vocabulary Application, SMAN 4 Parepare.*

TABLE OF CONTENT

	Pages
COVER	i
DISMISSION PAGE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
ACKNOWLEDGEMENT	vi
DECLARATION OF THE RESEARCH AUTHENTICITY	viii
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABEL	xii
LIST OF PICTURES	xv
LIST OF APPENDICES	xvi
TRANSLITERATION AND ABBREVIATIONS	xvii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	7
C. The Objective of the Research	7
D. Significance of the Research	7
CHAPTER II RIVIEW OF RELATED LITERATURE	8
A. Previous Research Findings	8
B. Some Pertinent Ideas	11
1. Concept of Pronunciation	11
2. Concept of Techonology	22
2. Concept of Media	24
C. Conceptual framework	33
D. Hypothesis	34
CHAPTER III RESEARCH METHOD	35
A. Research Design	35

B. Location and Duration of the Research	35
C. Population and Sample of the Research	35
D. Instrument of the Research.....	37
E. Technique of Collecting Data	37
F. Technique of Data Analysis	39
BAB IV FINDING AND DISCUSSION.....	44
A. Findings	44
B. Discussion	59
CHAPTER V CLOSING	67
A. Conclusion.....	67
B. Suggestion.....	67
BIBLIOGRAPHY.....	I
APPENDICES	V
CURRICULUM VITAE	XIX

LIST OF TABLE

Number of Tables	The Title of Tables	Pages
3.1	Population of Research	34
3.2	Descriptive Analysis	39
4.1	Result of Pre Test	43
4.2	Result of Indicator Pre Test	45
4.3	Descriptive of Pre Test	47
4.4	Result of Post Test	52
4.5	Result of Indicator Post Test	53
4.6	Descriptive of Post Test	55
4.7	Accumulation of Pre-Post Test	56
4.8	T- Test Paired Samples Test	57

LIST OF PICTURES

Number of Pictures	The Title of Pictures	Pages
2.1	English Vocabulary Logo	27
2.2	English Vocabulary App on Play store.	28
2.3	How to download English Vocabulary.	29
2.4	English Vocabulary App Menu.	29
2.5	Game English Vocabulary App.	30
2.6	Conceptual Framework	32
3.2	Analysis SPSS	41

LIST OF APPEDINCE

Number of Appendices	The Title of Appendices
01	Research Instrument
02	Research Output Data
03	SPSS output
04	T-Table
05	Documentation
06	Virtue of Consultant Degree
07	Research Permit Recommendation
08	Permission Research
09	Letter of Research Completion
10	Curriculum Vitae

TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

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

Hamzah (ء) which begins a word 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 (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
َ	Fathah	A	A
ِ	Kasrah	I	I
ُ	Dhommah	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
َئِ	Fathah and Ya	Ai	a and i
َؤِ	Fathah and Wau	Au	a and u

Example :

كَأَيِّف: Kaifa

أَحُول: Haula

3. Maddah

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

Harkat and Latters	Name	Letters and Marks	Name
نِي/اَ	Fathah and Alif or ya	Ā	a and line above
يُ	Kasrah and Ya	Ī	i and line above
يُ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

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

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

Example:

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahatau rauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

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

رَبَّنَا	: <i>Rabbanā</i>
نَجِّنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجَّ	: <i>al-hajj</i>
نُعَمُّ	: <i>nu‘ima</i>
عُدُو	: <i>‘aduwwun</i>

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

Example:

عَرَبِيٌّ : Arabi (not ‘Arabiyyor ‘Araby)
 عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

1. Article

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

Example:

الشَّمْسُ : *al-syamsu* (notasy- syamsu)

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādh*

7. Hamzah

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

Example:

تَأْمُرُونَ : *ta’murūna*

النَّوع : *al-nau’*

شَيْء : *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 standardized 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, then they must be transliterated as a whole.

Example:

Fīzilālal-qur’an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafẓlābikhusus al-sabab

10. Lafẓal-Jalalah (الله)

The word "Allah" which is 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:

دِينِ َالله : *Dīnullah*

بِا َالله : *billah*

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

هُمُ فِي رَحْمَةِ َالله : *Humfīrahmatillāh*

11. Capital Letters

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

Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnās ilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-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- Walid Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

12. Abbreviations

Some of the standardized abbreviations are:

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

Some abbreviations in Arabic:

صفحة	=
ص بدون	=
دم	
صلى الله عليه وسلم	=
صلعم طبعة	=
ط	
ال= إلى آخره /	بن إلى آخرها=بدون ناشر
جزء	=
ج	

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

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, 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 numbers of periodical scientific works such as journals, magazine



CHAPTER I

INTRODUCTION

A. Background

The development of digital technology has brought about significant changes in many aspects of life, including education. Teaching technology is one of the most essential tools that can improve the quality of education. This development has significantly impacted one area of education, which is English language instruction. Speaking English has become essential in the global community as an international language, whether for academic, professional, or social purposes.

Educational technology became a subject of study that attracted much attention among education experts in the 1960s. Initially, educational technology continued studies on using audiovisuals and learning programs in implementing education. The study is essentially an attempt to solve the problem of human learning. The solution taken through the study of educational technology is that solving learning problems needs to use the right approaches with many functions of utilizing learning resources. The current perception states that educational technology is the same as the media, even though the position of the press serves as a means to facilitate the delivery of information or learning materials.¹

The result of the subsequent technological development is media; media is everything that is used as an intermediary or connector from the information provider, namely the teacher to the recipient of information or students, which aims to stimulate students to be motivated and able to follow the learning process in a complete and meaningful way. This means that there are five components in the definition of learning

¹ Masfi Sya'fiatul Ummah, "Inovasi Teknologi Pembelajaran," Sustainability (Switzerland) 11, no. 1 (2020).

media. First, it is an intermediary for messages or materials in the learning process. Second, as a learning resource. Third, as a tool to stimulate student motivation in learning. Fourth, as an effective tool to achieve complete and meaningful learning outcomes. Fifth, as a tool to acquire and improve skills. The five components collaborate well and will have implications for the achievement of learning by the expected targets.²

M. Sahib Saleh dan Muh. Syahrul Saleh said media is a service that combines the needs of technology and communication, as well as the need for something that is sophisticated nature, because the media has a big role. One of them is in the world of education, namely learning activities. Learning is now starting to adopt methods resulting from combination of various learning media and managed to make this conventional this conventional activity into something modern. What for sure, you will need internet service.³

Applications then became the development of media; Digital learning applications are software programs or online platforms designed to facilitate and enhance the teaching and learning process through digital technology. These applications can be accessed via various devices, such as smartphones, tablets, laptops, or desktop computers, and they aim to provide an interactive, flexible, and personalized learning experience.

One of the digital applications based on education and gamification is the English Language Vocabulary Application, a technology-based software specifically designed to help users improve vocabulary mastery in English. This app can be accessed through digital devices such as smartphones, tablets, or computers, making it

² Muhammad Hasan, et al., *Media Pembelajaran, Tahta Media Group*, (2021).

³ Saleh, et al., *Media Pembelajaran*, (2023), 1–77.

easier for users to learn anywhere and anytime. In today's digital age, English Language Vocabulary apps have become a popular tool to help English learners expand their vocabulary. This app has various advantages that make the learning process more manageable, but it is not free from drawbacks that must be considered. That said, there are interesting things that make this app worth exploring.

One of the main advantages of using English vocabulary application media is its flexibility. Users can learn anytime and anywhere using digital devices such as mobile phones or tablets. There are no time and place restrictions, so the user's schedule makes learning more efficient. Another advantage is the interactive features available. These apps have games, quizzes and animation features that make learning fun and less tedious. Some apps even use artificial intelligence technology to adapt the material to the user's ability level, thus providing a more personalized learning experience. In addition, these apps provide access to a wide range of vocabulary, from the most basic to the most advanced, with pictures to match the language. The progress tracking feature also helps users monitor how well they have learned, providing a motivating sense of accomplishment.

English language vocabulary apps are interesting because of the creativity in the design and teaching methods offered. For example, some apps use word games, such as crossword puzzles or matching games, which are entertaining and compelling for learning. The voice feature that allows users to hear the pronunciation of words by native speakers is also attractive. This way, users learn new words and how to pronounce them correctly. Another interesting feature is the daily reminders or learning challenges that encourage users to continue learning consistently. Some apps even offer incentives such as virtual awards or certificates that add to the motivation.

The English Language Vocabulary app has great potential to help English learners improve their vocabulary acquisition in a flexible, interactive and fun way. While there are some drawbacks, the benefits and uniqueness of the app make it a worthy option to explore. With wise use and integration with other learning methods, this app can effectively support the English learning journey.

Pronunciation is an integral part of a language, as the nature of language is to be spoken. However, most English language learners in the environment where this study was conducted face problems in English pronunciation. The importance of pronunciation as one of the subcomponents of language skills is one of several serious problems faced by learners of English as a foreign language.⁴ According to explanation above, in relevantes with Q. S Al- alaq 96:1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Translation :

*“Bacalah dengan nama Tuhanmu yang menciptakan. Allah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmu adalah Yang Maha Pengasih. Dia mengajarkan (manusia) dengan perantara kata-kata. Allah mengajarkan manusia apa yang tidak dia ketahui.” (Q. S Al-Alaq 96:1-5)”*⁵

According to the verse above, Imam Ibn Kathir (w. 1373) - In Tafsir al-Qur'an al-Azim, he also emphasizes that those who sacrifice their wealth and souls for Allah be rewarded accordingly. This thought can be used to encourage educators to be

⁴ Ralph Adolph, “Students’ Ability In Pronunciation At State Junior High School 8 Padangsidempuan,” (2020).

⁵ Ministry of Religious Affairs of the Republic of Indonesia, Al-Qur’an and Translation, (Jakarta: Lajnah Pentashihan Mushaf Al-Qur’an, 2019) p. 96.

committed with full sincerity in conveying knowledge to students, because sacrifice in education produce beneficial results, both for students and for society.

Why is learning and comprehending pronunciation so crucial? Learners may more effectively communicate their ideas through clear pronunciation, which lowers the likelihood of miscommunication between speakers and listeners. Additionally, pupils who pronounce words correctly will speak more confidently and be more open to conversation. As pupils better understand proper English intonation and sounds, their listening abilities also improve. Furthermore, pronunciation mastery adds to overall language ability because it enhances other language skills like word recognition and speaking fluency. As a result, pronunciation is crucial for language acquisition and clear communication.

Muhlisin and Widyanto, as cited in Agus Salim, define pronunciation in English as a foreign language learning activity as encompassing all aspects of speech that contribute to producing an understandable flow of speech, including segmental articulation, rhythm, and intonation.⁶

According to the researcher's first observations at SMAN 4 Parepare, students' English is problematic, especially their pronunciation, which is still deficient, and their lack of enthusiasm in learning, which is brought on by dull teaching strategies. Teachers solely offer traditional pronunciation-related resources; they don't use any media or attention-grabbing strategy. As a result, students' enthusiasm for learning English remains low, negatively impacting the learning process, particularly improving their pronunciation skills.

⁶ Agus Salim, et al., "Enhancing the Students' Pronunciation Using Shadowing Technique At Senior High School Students," *Journal of Languages and Language Teaching* 8, no. 1 (2020).

According to the above statement, the English teacher supported the observation results said that First grade students at SMAN 4 Parepare lack pronunciation skills because the motivation and enthusiasm for learning that students have is still very low. Students are less interested in learning English because teachers' methods are unsuitable for them or still use traditional methods. Teachers also rarely use physical media such as technology or application media to support the learning process in the classroom.

Based on the researcher's observations at SMAN 4 Parepare, students frequently struggle pronouncing English vocabulary. Their lack of interest in learning the language is often caused by repetitive teaching strategies that reduce engagement and negatively impact language comprehension. Additionally, students' understanding of vocabulary is weak, and the teaching materials provided are insufficient to improve their pronunciation skills. As a result, this study recommends using English Vocabulary media to enhance pronunciation, as the problem lies in the lack of interactive and engaging learning methods. Integrating technology into vocabulary-based learning can help address these challenges by providing digital tools such as mobile applications and web-based platforms that offer interactive exercises, pronunciation guides, and real-time feedback.

By the explanation that has been presented above, the researcher conducted a study entitled 'Enhancing the Students' Pronunciation by Using English Vocabulary Application at SMAN 4 Parepare'.

B. Research Questions

Considering the background above, the research problem is outlined as follows:
Is there a significant change in students' pronunciation skills after using the English Vocabulary application at SMAN 4 Parepare?

C. Objective of the Research

From the problem statement above, the researcher defines the purpose of this study: To find out whether there is a significant change in students pronunciation skills after using the English Vocabulary application at SMAN 4 Parepare.

D. Significances of the Research

1. Teachers

This research is expected to provide valuable insights for English teachers regarding effective strategies in honing pronunciation skills and adding vocabulary, primarily through technology such as English Vocabulary applications.

2. Student

This research is beneficial to students as it has the potential to improve their pronunciation skills. By exploring the impact of technology-based learning, students become more engaged in improving their pronunciation accuracy using the English language vocabulary app, leading to better communication skills and a more enjoyable learning experience.

3. For Future Researches

For future researchers, this research is expected to provide new insights into improving students' pronunciation skills through an innovative strategy utilizing the English Vocabulary application.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The results of previous research are used to support and strengthen the argument for the assessment to be carried out. On the one hand, it is also a comparison material that exists in previous studies. So, in this case, the author takes research related to the theme raised.

1. Hermawati, S., Abdul, N. B., and St. Asmayanti, A. M. conducted a study titled *"The Effectiveness of Using the Cake Application on Students' Pronunciation Skills at SMP Unismuh Makassar."* This research focused on students' pronunciation skills and was carried out at Muhammadiyah Junior High School Makassar. The study involved a total of thirty ninth-grade students from class 9A. Using an experimental quantitative approach, the researchers aimed to analyze the impact of the Cake mobile app on pronunciation improvement. The findings revealed that after incorporating the Cake App into pronunciation lessons, students achieved higher scores in the post-test compared to the pre-test. Therefore, it can be concluded that the Cake App is an effective tool for enhancing pronunciation skills among ninth-grade students at Muhammadiyah Junior High School Makassar.⁷
2. Klimova and Polakova conducted a study titled *"Students' Perceptions of an EFL Vocabulary Learning Mobile Application,"* which focused on vocabulary acquisition in an EFL (English as a Foreign Language) context. The research

⁷ Sri Hermawati, et al., "Effectiveness of Using Cake Application on Students' Pronunciation Skills At Smp Unismuh Makassar," *English Language Teaching Methodology* 3, no. 3 (2023).

was carried out among third-year students in the Tourism Management study program, with a total population of twenty participants. Using a quantitative approach, the study employed a questionnaire as the primary research instrument. The findings revealed valuable insights into students' perceptions, particularly regarding their learning interests. While the application contributed to vocabulary development, students found it less effective in enhancing their communication skills. Additionally, they did not perceive notifications from lecturers as motivational and rarely utilized the pronunciation support feature. These limitations were attributed to factors such as the presentation of vocabulary and phrases without context and the absence of comprehensive assessment covering all test items in the final exam.⁸

3. Wongsuriya conducted a study titled *"Improving Thai Students' Ability in English Pronunciation Through a Mobile Application,"* focusing on enhancing pronunciation skills. The research was carried out at Rajamangala University, involving twenty-four students from the English for International Communication program. Using an experimental quantitative approach, the study examined the effectiveness of the Google Translate mobile application in improving English pronunciation. The findings revealed that participants showed significant progress in their pronunciation after using the application, supporting the hypothesis that it can help students pronounce difficult words more accurately. Furthermore, these results align with previous research, which

⁸ Blanka Klimova and Petra Polakova, "Students' Perceptions of an EFL Vocabulary Learning Mobile Application," *Education Sciences* 10, no. 2 (2020).

highlights the positive impact of Google Translate on language learning and its role in enhancing language proficiency.⁹

4. Shafwati D., in her study titled *"The Effect of Using Pronunciation Applications on Students' Pronunciation Abilities,"* examined the impact of pronunciation application technology on students' pronunciation skills. Conducted at the University of Lampung, the research involved a population of thirty students and employed a quantitative pre-experimental approach. Using pre-test and post-test scores as assessment instruments, the study found that while there was no significant difference in students' pronunciation abilities before and after using the application, there was still a slight improvement. The average pre-test score was 74%, which increased to 76% in the post-test, indicating some progress in students' pronunciation performance.¹⁰
5. A. Anggraini, in her study titled *"Improving Students' Pronunciation Skills Using the ELSA Speak Application,"* explored the effectiveness of the ELSA Speak Application as a tool for enhancing English pronunciation. Conducted using an experimental quantitative approach, the research involved 30 students from the Easy English Course (EEC) Elementary class. The findings revealed that the application significantly improved students' pronunciation skills and learning motivation, as reflected in their academic performance and test scores. Additionally, the study highlighted that ELSA Speak provides a flexible, effective, and efficient learning experience, offering various features that help

⁹ Penkhae Wongsuriya, "Improving the Thai Students' Ability in English Pronunciation through Mobile Application," *Academic Journal* 15, no. 4 (2020).

¹⁰ Dian Shafwati, "The Effect of Using Pronunciation Applications on Students' Pronunciation Abilities," *U-Jet: Unila Journal of English Language Teaching* 11, no. 1 (2022).

students refine their pronunciation while making learning materials more accessible.¹¹

Based on the description above, the researcher highlights similarities with the previous research, especially using the same pre-experiment method. However, this study has a more specific focus, which is on the pronunciation ability of high school students and the use of a different app than the previous study. In addition, this study included thirty-six more students than the earlier study, thus having the advantage of a larger sample size. The app was designed to improve pronunciation skills by featuring engaging elements to motivate students to learn. As such, this study contributes to a deeper understanding of the effectiveness of technology in teaching English pronunciation to intermediate students, a topic that is still under-researched. However, some differences exist with previous studies, such as the research location and sample selection.

B. Some Pertinent ideas

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the most essential elements in learning English, especially when it comes to speaking and listening skills. Without clear pronunciation, even the most well-structured sentences can fail to be understood.¹² This shows that pronunciation is not just about saying words, but about making meaning clear in communication. When someone mispronounces a word, it can lead to confusion,

¹¹ Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022).

¹² A. J. Madrid Valencia, "Error Analysis of English Consonant Pronunciation in EFL Learners" (Doctoral dissertation, Universidad Técnica de Cotopaxi (UTC), Pujilí, Ecuador, 2024).

misinterpretation, or even breakdown in conversation. Therefore, pronunciation plays a key role in the success of everyday communication.

In learning English as a foreign language, pronunciation helps learners become more confident in speaking. Many students may already know a lot of vocabulary or grammar, but they hesitate to speak because they are unsure how to pronounce the words correctly. This insecurity often becomes a barrier to fluency. By improving pronunciation, learners can reduce their anxiety and participate more actively in speaking activities, both inside and outside the classroom.

Pronunciation covers several aspects, including the sounds of consonants and vowels, word stress, sentence stress, rhythm, and intonation.¹³ These elements work together to make speech sound natural and understandable. For example, stressing the wrong syllable in a word can change its meaning or make it hard for others to understand. Similarly, incorrect intonation can make a sentence sound like a question when it's supposed to be a statement. That is why pronunciation is more than just sound; it also involves the patterns and melody of speech.

In general, pronunciation refers to how words are spoken and understood. It involves the physical production of sounds through the mouth, tongue, lips, and vocal cords. However, it also includes listening and perception of how others hear and interpret what is said. So, pronunciation is not only a speaking skill, but also a listening skill. This dual function makes it a complex and dynamic part of language learning.¹⁴

Pronunciation is the way we produce the sounds of a language to be understood. This shows that the goal is not to sound like a native speaker, but to be clear and

¹³ F. Lasi, "A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (2020).

¹⁴ A. R. Khualid and Y. Lubis, "Analysis of the Correct Pronunciation of Phonetic Symbols in English," *Cemara Education and Science* 2, no. 1 (2024).

understandable. Pronunciation includes stress and intonation, which are important to convey meaning accurately. These perspectives highlight that pronunciation is not only about how we say something, but also how that speech is perceived by others.

An important reason pronunciation must be emphasized in language learning is that good pronunciation increases intelligibility. Intelligibility means how easily a speaker can be understood by a listener. Learners with good pronunciation are often more successful in conversations and are better able to connect with others in real-life situations.¹⁵ Even with limited vocabulary, clear pronunciation can make a speaker more effective in communication than someone with a wide vocabulary but unclear speech.

On the other hand, poor pronunciation can affect not only understanding but also the impression that listeners have of the speaker. In some cases, mispronunciation can lead to negative stereotypes, especially if it causes someone to sound confused, uncertain, or “foreign” in a way that affects social interaction. This is why improving pronunciation is not just about learning English correctly, but also about building a positive self-image and confidence when using the language.

Despite its importance, pronunciation is often underemphasized in classroom instruction. Many teachers may lack the training or confidence to teach pronunciation effectively.¹⁶ Some believe it is too difficult or too time-consuming to teach, especially in large classes. As a result, learners are often left to figure it out on their own, which can lead to fossilized errors mistakes that become permanent. To avoid this, learners need access to clear models, regular feedback, and opportunities to practice.

¹⁵ H. P. Tiwari, “Challenges in Teaching Pronunciation: Secondary Level English Teachers’ Perspectives,” *Journal of Linguistics and Language in Education* 17, no. 2 (2023).

¹⁶ M. C. Pennington, “Teaching Pronunciation: The State of the Art 2021,” *RELC Journal* 52, no. 1 (2021).

In the modern learning context, pronunciation practice is becoming more accessible through digital tools and mobile applications. These apps often provide pronunciation models, audio examples, and speech recognition to help learners compare their speech with native speakers. This technology can offer consistent and individual practice, especially for students who may be shy or lack speaking opportunities in the classroom. It also allows for more flexible and engaging learning experiences.

In conclusion, pronunciation is a crucial part of mastering English and should not be overlooked in language learning. It involves not only producing sounds, but also delivering meaning through stress, rhythm, and intonation. With clear pronunciation, learners can express themselves more effectively, participate in conversations confidently, and avoid misunderstandings. Whether through classroom instruction or modern technology, pronunciation deserves a central place in English language education.

b. Types of Pronunciation

Paying attention to pronunciation in communication is crucial in language learning. The study of pronunciation seems easy to be taught by repeating the word sounds. However, some students still ignore the function because actually, the repeat of sounds needs correction (Lepore, 2014). Besides, the purpose of pronunciation class is not concerned to make the students should be like native speakers of English but it is associated with good communication. There are several types in Pronunciation:

- 1) Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it. This

technique has been enhanced by the use of tape recorders, language labs, and video recorders.

- 2) **Phonetic training:** Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).
- 3) **Minimal pair drills:** A technique introduced during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to the sentence-level drills (both paradigmatic and syntagmatic drills).
- 4) **Contextualized minimal pairs:** In the technique, the teacher establishes the setting (e.g., a blacksmith shoeing a horse) and presents key vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response (a or b); Sentence stem: The blacksmith (a. hits / b. heats) the horseshoe. Cued student's response: a. with the hammer / b. in the fire.
- 5) **Visual Aids:** Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. These devices are also used to cue production of the target sounds.
- 6) **Tongue twisters:** A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")

- 7) Developmental approximation drills: A technique suggested by first language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language. These just as children learning English follow as they acquire /w/ before /r/ or /y/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively:

1. /w/	2. >	3. /r/	4. /y/	5. >	6. /l/
7. Wed	8. >	9. red	10. yet	11. >	12. let
13. Wag	14. >	15. rag	16. yes	17. >	18. less
19. witch	20. >	21. rich	22. you	23. >	24. lou

- 8) Practice of vowel shifts and stress shifts related by affixation: A technique based on rules of generative phonology used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral practice material: Vowel shift: street (long i) mimic (short i) Sentence context: Street mimes often mimic the gestures of passerby. Stress shift: photography Sentence context: I can tell from these photographs that you are very good at photography.
- 9) Reading aloud/recitation: Passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs

with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues.

- 10) Recording of learners' production: Audio and videotapes of rehearsed and spontaneous speeches, free conversation, and role plays. Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation.¹⁷

c. Important of Pronunciation

Pronunciation is essential to learning English as it affects how the interlocutor conveys and understands messages. Proper pronunciation helps improve the clarity of communication, thereby reducing the risk of misunderstandings in conversations. In a professional context, pronouncing words correctly can enhance credibility and professionalism, especially when speaking in public or with native speakers. As a result, honing pronunciation is crucial for improving language proficiency and bolstering general communication abilities.

Pronunciation is an important that it helps adult learners to become more confident in using the language. Pronunciation errors can make students feel self-conscious and hesitant to speak. However, when they are taught the correct pronunciation of words, they will feel more confident to speak and interact with others. This can lead to increased participation in class and a greater willingness to take risks in using the language.¹⁸ And also importance of English pronunciation techniques in the language learning process of students is analyzed. Correct pronunciation not only

¹⁷ Andri Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices," *Scope : Journal of English Language Teaching* 3, no. 2 (2021).

¹⁸ A. Purwanto, "Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Islamic University Lecturers' Performance," *Journal of Industrial Engineering & Management Research* 1, no. 1 (2020).

improves pronunciation, but also helps to build self-confidence and success in international communication. Correct and accurate pronunciation will increase the student's motivation to learn the language and will contribute to his future professional success.¹⁹

Proper pronunciation is a vital aspect of learning English as it ensures clear communication and significantly impacts learners' confidence and motivation. Mispronunciation can hinder effective interactions, leading to misunderstandings and hesitancy in speaking. However, mastering correct pronunciation boosts self-assurance, enabling learners to engage actively in conversations and take risks in language use. Effective pronunciation training not only improves clarity but also increases learners' willingness to communicate, which is essential for language fluency and confidence. Furthermore, proper pronunciation techniques enhance learners' motivation, fostering participation and contributing to their success in both academic and professional settings. By improving clarity, credibility, and self-confidence, pronunciation plays a pivotal role in achieving proficiency and effective international communication.²⁰

From the discussion above, good pronunciation is essential in learning English as it affects the clarity of communication and one's confidence. Errors in pronunciation can cause misunderstanding and make learners hesitant to speak. Conversely, with correct pronunciation, one will be more confident in communicating, whether in academic, social or professional settings. Good pronunciation mastery can also increase learning motivation and open up more significant opportunities in

¹⁹ Gerald Kelly, *"How to Teach Pronunciation"* (2020).

²⁰ John Thompson and Jack C. Richards, *The Role of Pronunciation in Second Language Learning: Theory and Practice* (New York: Cambridge University Press, 2020).

international communication. Therefore, practice correct pronunciation helps one speak more clearly and contributes to one's success in using English effectively.

d. Indicator of Pronunciation

1. Sounds

Sounds is the idea or impression that you get from what says or what you read.²¹ Pronunciation sounds of language are important to differentiate words and it is one organ of the speech to get good pronunciation. According to roach that sounds are divided into vowels and consonant.²²

a) Vowel

Vowel sounds are sounds produced by the flow of air from the lungs through the vocal cords without any significant obstruction in the vocal tract. In phonetics, vowel sounds are very important because they are the core of syllables in most languages in the world. Vowel sounds can be differentiated based on three main aspects: tongue position (high, middle, low), horizontal tongue position (front, middle, back), and lip shape (round or not round).²³

There are two main types of vowel sound in English, namely monophthongs and diphthongs. Monophthongs are single stable vowel sounds, such as /ɪ/ in the word sit or /ɑ:/ in the word car. Meanwhile, diphthongs are a combination of two vowel sounds in one syllable, such as /aɪ/

²¹ Oxford University Press, *Oxford Learner's Pocket Dictionary*, 4th ed. (Oxford: Oxford University Press, 2020).

²² Peter. *English Phonetics and Phonology*, Second Edition: *A Practical Course*. Cambridge: Cambridge University Press, 2020.

²³ Philip Roach, *English Phonetics and Phonology: A Practical Course*, 4th ed. (Cambridge: Cambridge University Press, 2020).

in the word buy or /eɪ/ in the word say. The uniqueness of diphthongs lies in the smooth transition from one vowel sound to another.²⁴

(1) Simple Vowels

Close Vowels: For the close vowels the tongue is quite high in the mouth.

Starts from /i:/ to /u:/. The tongue position, /i:/ is a front vowel and /u:/ is a back vowel.

Mid Vowels; The tongue is neither high nor low in the mouth.

Moving from /e/ to /ɔ:/. From the tongue position, /e/ is a front vowel and /ɔ:/ is a back vowel.

Open vowels; The tongue is quite low in the mouth.

Moving from /æ/ which is a front vowel, through /ɒ/, which is a back vowel.

b) Consonant

Consonant is a sound or letter (letter on-off) that is produced when there are difficulties with the smooth passage of air through the mouth and throat. Consonants can be categorized based on the site of articulation and the manner in which they are spoken. English consonants can be classified based on various articulatory and acoustic characteristics. One common classification system is the manner of articulation, which categorizes consonants according to how airflow is obstructed or modified during production.²⁵

²⁴ Peter Ladefoged and Keith Johnson, *A Course in Phonetics*, 7th ed. (Boston: Cengage Learning, (2021).

²⁵ Aisyah Rizqa, et al., "The Exploration of English Consonant: A Literature Review," *Jurnal Pendidikan Dan Sastra Inggris* 3, no. 2 (2023).

To produce any consonant, an active articulator, typically found somewhere down the vocal tract, moves toward a passive articulator, typically found somewhere at the top. The consonant's point of articulation depends on the location of those articulators, as we'll see in the following section. The way of articulation depends on how near the active and passive articulators are to one another.

2. Stress

The word stress means "loudness." Stress is a term that we apply to words in isolation which have more than one syllable.²⁶ Stress is important in individual words, in phrase and in sentence. By shifting it around in a phrase or a sentence can change emphasis or meaning.²⁷

The author concludes that the melody of spoken English is composed of word and sentence stress based on the criteria given above. Put another way, stress is the most secure method of reducing speech fuzziness. They are so accustomed to stress that they are unaware they are using it. Because native English speakers babble, they are difficult for non-native English speakers to understand when they speak English to them without using word or sentence stress.

3. Intonation

Intonation is how the voice goes up and down in pitch when speaking. It is a fundamental part of the way we express our thoughts. It enables us to

²⁶ Salmani, Mohammad Ali, *An Introduction to Phonetics* (Taheran: Zabankadeh Publication, (2020).

²⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (New York: Longman, (2021).

understand those of others.²⁸ As well as helping to determine what to mean, intonation gives us clues about the speaker's attitude, how the speaker feels what he is saying, or how he feels at the moment. Even if you pronounce each word clearly, and your intonation patterns are standard, your meaning will probably be apparent. Also, in terms of comprehension, you will get great information.

2. Technology in Language Learning

Technology is introduced into the learning of knowledge, which not only reduces the transfer ability of learners, but also can be better applied to English teaching.²⁹ Technology has been used to both assist and enhance language learning in recent years. The use of technology provides learners with many opportunities to practice English and involve themselves in authentic environments of language use.³⁰

Therefore, although technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning environments, English language teaching is especially true because it provides many potential opportunities to enhance the content and delivery of pedagogical methods that are often compared with traditional English.³¹

Technology enables personalized learning through digital tools like apps, interactive websites, and online assessments, allowing self-paced study with instant

²⁸ Peter, *English Phonetics and Phonology*, Second Edition: *A Practical Course*. Cambridge: Cambridge University Press, (2022).

²⁹ Sujanta, "Distributed System Integrating Virtual Reality Technology in English Teaching," *Journey: Distributed Processing System*, no. 3 (2022).

³⁰ Duong, "Non-English Majored Students' Use of English Vocabulary Learning Strategies with Technology-Enhanced Language Learning Tools." *Journey: Asian Journal of University Education*, no. 4 (2021).

³¹ Rizky Andra Hakiki, "The Use of Technology in English Teaching & Learning Process," *Journey: Jurnal Riset dan Inovasi Pembelajaran*, no. 2 (2021).

feedback. This adaptability keeps students motivated and enhances learning efficiency. The rapid progress in technology has revolutionized conventional approaches to language learning, providing learners with novel opportunities to enhance their speaking skills. Technology-Enhanced Language Learning (TELL) provides learners with a diverse array of resources that support interactive, immersive speaking practice. These resources include speech recognition software, voice recording tools, video conferencing platforms, and online language courses.³²

Technology plays a crucial role in fostering collaboration and communication among language learners by providing access to virtual classrooms, discussion forums, and multimedia resources. These digital platforms enable students to interact with native speakers, participate in real-time discussions, and engage in authentic language practice. Technology-enhanced learning environments significantly improve students' speaking proficiency by offering interactive and immersive experiences that traditional methods often lack. Furthermore, such platforms facilitate meaningful communication, allowing learners to develop fluency and confidence in using the target language in real-world contexts. As a result, technology not only enhances language comprehension but also equips students with essential communication skills needed in today's globalized society.³³

Based on the previous discussion, the researcher concludes that technology has a significant role in language learning, especially in mastering speaking skills, providing a more flexible learning experience and allowing students to learn

³² Ainun Naqia. D, "Investigating The Impact Of Technology-Enhanced Language Learning (Tell) On Speaking Proficiency (A Study At The Second Grade Students Of Upt Smp Negeri 1 Batang)",(2024).

³³ Li Wang and Jian Sun, "The Impact of Technology-Enhanced Learning on Speaking Proficiency: A Meta-Analysis," *Journal of Language and Education* 8, no. 2 (2022).

independently. With a more flexible and interactive approach, technology helps improve language fluency and builds confidence in its use in various situations. Therefore, using technology in English language learning is an innovative step supporting more effective and up-to-date teaching methods.

3. Media in Language Learning

Learning media is a material or tool deliberately used as a medium of messages between teachers and students in implementing instruction and facilitating students' attainment of teaching and learning educational purposes.³⁴ Teaching media is a substantial part of teaching and learning process. It is important for teacher to know the use of the teaching media in increasing students' English skill.³⁵ In this sense, media technology plays an important role in language education in the new context of media learning since using technology offers unlimited opportunities for language learners to interact with media. Thus, learners need to learn how to manage media and related technologies, and many studies have shown that technology and media have a strong relationship as new media and communication technologies.³⁶

Media in language learning serves as a bridge between theoretical knowledge and practical application, allowing students to engage with the language in more dynamic and interactive ways. Various forms of media, such as videos, podcasts, e-books, and digital games, provide exposure to authentic language use, helping learners develop listening, speaking, reading, and writing skills in a more engaging manner. By

³⁴ M Maulina, "Conceptualizing Research Methods Used in Teaching Listening Skill Studies Using Social Media and Technological Tools," *Journey: Journal of Education and Teaching (JET)* no.1 (2022).

³⁵ L Ardaningsih, "Use of Powtoon as the Learning Media in Teaching English in Elementary School," *Journey: Journal of Educational Study* no.1 (2022).

³⁶ Wisnu Istanto, et al., "Exploring media literacy: Enhancing English oral proficiency and autonomy using media technology," *Journey: Studies in English Education*, no.2 (2021).

integrating multimedia content into language instruction, teachers can create immersive learning experiences that cater to different learning styles, making the process more enjoyable and effective.

Moreover, the use of media in language learning encourages self-directed learning, as students have access to a wide range of resources that they can explore at their own pace. Online platforms, educational applications, and digital libraries provide learners with the flexibility to practice language skills beyond the classroom, reinforcing their learning and allowing for continuous improvement. According to Smith and Johnson, digital tools enhance language acquisition by offering interactive exercises and real-time feedback, which help students track their progress and adjust their learning strategies accordingly. Additionally, interactive features such as quizzes, discussion boards, and virtual simulations enable students to test their comprehension and receive immediate feedback, fostering a more active and student-centered approach to learning.³⁷

Media not only enhances language acquisition but also prepares learners for real-world communication in a technology-driven society. Through exposure to authentic language contexts such as watching news reports, reading online articles, or participating in social media discussions, students develop a deeper understanding of cultural and linguistic nuances. Digital media allows learners to practice language in meaningful contexts, improving both comprehension and fluency. This practical application of language through media ensures that learners are not only acquiring

³⁷ Andrew Smith and Emily Johnson, "The Role of Digital Media in Self-Directed Language Learning," *International Journal of Educational Technology in Language Learning* 15, no. 3 (2021).

theoretical knowledge but also developing the skills necessary for effective communication in various real-life situations³⁸.

Based on the previous discussion on media in English learning, the researcher concludes that learning media plays a vital role in improving students' language skills, including theory and practice. Forms of media, such as videos, movies and podcasts, make learning more interactive and can also increase students' interest in learning according to learning styles. Thus, the integration of media in language learning not only improves comprehension but also makes communication skills more effective.

4. English Vocabulary Application

a. Definition of English Vocabulary Application

English Vocabulary Application is a digital tool designed to assist learners in acquiring, practicing, and retaining English vocabulary efficiently. These applications typically combine various technological features such as interactive exercises, gamification, real-time feedback, and multimedia elements like images, audio, and video to enhance learning.

Vocabulary learning is a fundamental aspect of language acquisition. Applications for vocabulary learning leverage digital platforms to provide personalized and flexible learning experiences. They enable learners to expand their vocabulary range by focusing on essential aspects such as word meanings, pronunciation, spelling, and usage in context.³⁹

Using English Vocabulary Applications revolutionizes how learners acquire and master vocabulary, offering a more engaging and efficient alternative

³⁸ David Brown and Sarah Taylor, *Digital Media and Language Learning: Bridging Theory and Practice* (New York: Routledge, 2020).

³⁹ Nation "Learning Vocabulary in Another Language", (2021).

to traditional methods. By integrating interactive exercises, gamification, and real-time feedback, these applications make learning enjoyable and cater to individual learning needs through personalized experiences. Furthermore, multimedia elements such as images, audio, and video reinforce word meanings, pronunciation, and contextual usage, ensuring a holistic approach to vocabulary acquisition. Since vocabulary is a cornerstone of language proficiency, leveraging digital platforms for vocabulary learning empowers learners to build a strong linguistic foundation with greater flexibility and effectiveness.

b. Advantage and disadvantage English Vocabulary Application

English Vocabulary Application is a modern learning tool designed to effectively improve the user's English vocabulary. One of its strengths is its interactive approach to learning. These apps often provide features such as quizzes, word games and context-based exercises, which make the learning process more engaging and fun. This interactivity helps improve vocabulary retention compared to conventional learning methods.⁴⁰

Another advantage is flexibility and accessibility. These apps allow users to learn anytime and anywhere using only a mobile device or computer. Many English Vocabulary apps also support offline use, so users can still learn even without internet access. In addition, the pronunciation and audio features available on the apps help users understand the accurate pronunciation of vocabulary, which is essential for speaking and listening skills.⁴¹

⁴⁰ James Burston, "The Potential of Vocabulary Learning Apps: Current Practices and Future Directions," *Educational Technology Research and Development* 62, no. 4 (2021)

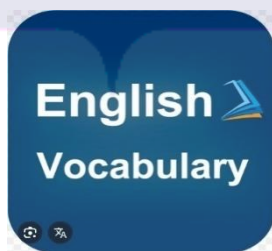
⁴¹ Richard Godwin-Jones, "Emerging Technologies: Mobile Apps for Language Learning," *Language Learning & Technology* 15, no. 2 (2021).

Even though the English Vocabulary Application has many good features, one big problem is that it needs an internet connection. This can be difficult for people who live in places with a weak internet signal or those who don't always have Wi-Fi or mobile data. Unlike books or other learning methods that don't need the internet, this app may not be easy for everyone to use all the time. Because of this, students who depend on the app might have trouble learning if they cannot connect to the internet.

The English Vocabulary Application remains a valuable tool for language learners due to its ability to track progress and provide personalized learning experiences. Many of these apps use artificial intelligence to adapt to the user's learning pace, offering tailored exercises and recommendations based on their strengths and weaknesses. This personalized approach ensures that learners focus on areas where they need improvement, making their study time more efficient.

Additionally, some apps include social features, allowing users to connect with other learners worldwide, participate in discussions, and engage in collaborative learning. These features not only enhance motivation but also create a more immersive learning environment.

c. How to use English Vocabulary Application



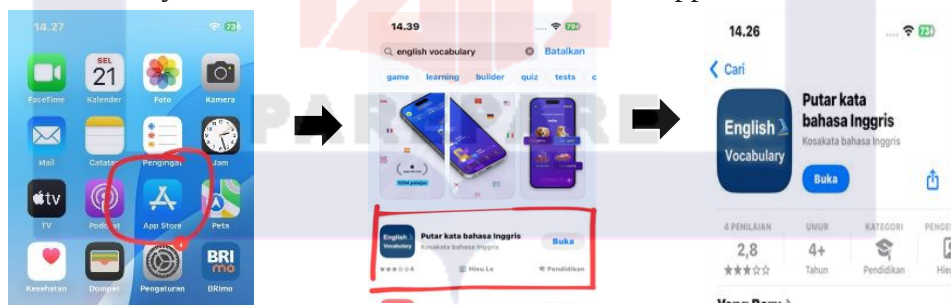
Picture 2.1 English Vocabulary App Logo

Learning English using the game and electronic dictionary can quickly improve student English skills, especially pronunciation. We can use the application, such as the application of English language vocabulary (Pronunciation), to support the learning strategy.

Mobile learning technology is more helpful in conducting activities outside the classroom and inside the school. Such activities allow learning to be more directly connected to real-world experiments. In addition, mobile learning outside the school as well as inside the school makes better use of learners' free time; even students who are traveling can improve their learning ability.

Learning with the help of information and communication technology tools such as mobile phones accompanied by wireless networks or the internet can facilitate students' learning process. Below will explain how to use the English Language Vocabulary App for pronunciation.

Firstly, open the app store or Play store on your phone and write the name of the application you want to access. the name of the application is English Vocabulary in the search field. Then click on the application and install it.



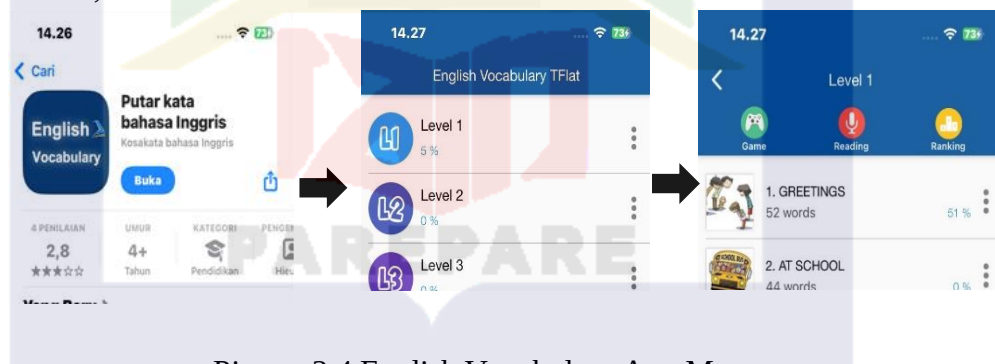
Picture 2.2 English Vocabulary App on Play store.

Secondly, click to continue the download process of the English language application. After that, we can wait for a while for the following process: the application installation.



Picture 2.3 How to download English Vocabulary.

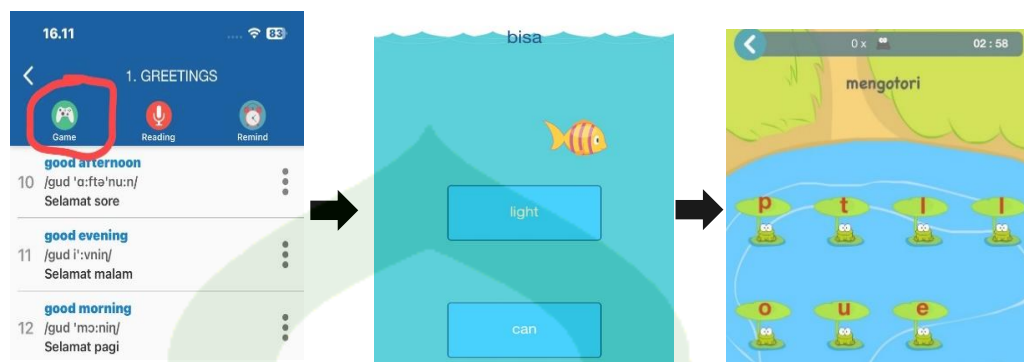
After the application is downloaded, the next step is to click open, and then we can choose the level that suits our abilities. There are levels 1-5; it is better to start at the earlier level, which contains greeting exercises at school, home, and others.



Picture 2.4 English Vocabulary App Menu.

Finally, after we click on the level, we can directly access the features, such as the vocabulary in the level 1 option, which consists of the activities we usually say daily. We can click the top left corner for games, for example,

composing and guessing a vocabulary by paying attention to the pronunciation.



Picture 2.5 Game English Vocabulary App.

d. How to teach students using English vocabulary app

English Vocabulary application is a digital learning media designed to assist users in improving their mastery of English vocabulary. The app is equipped with various interactive features such as quizzes, word games, pronunciation practice, and vocabulary tests. Mobile learning is a simple tool for supporting vocabulary learning. It can be used anywhere and anytime. A simple application built in the android or cell phones, the users can learn the vocabulary either in specific or general terminology of many cases.⁴²

The use of English Vocabulary application to enhance vocabulary learning, there are structured steps for optimal use:

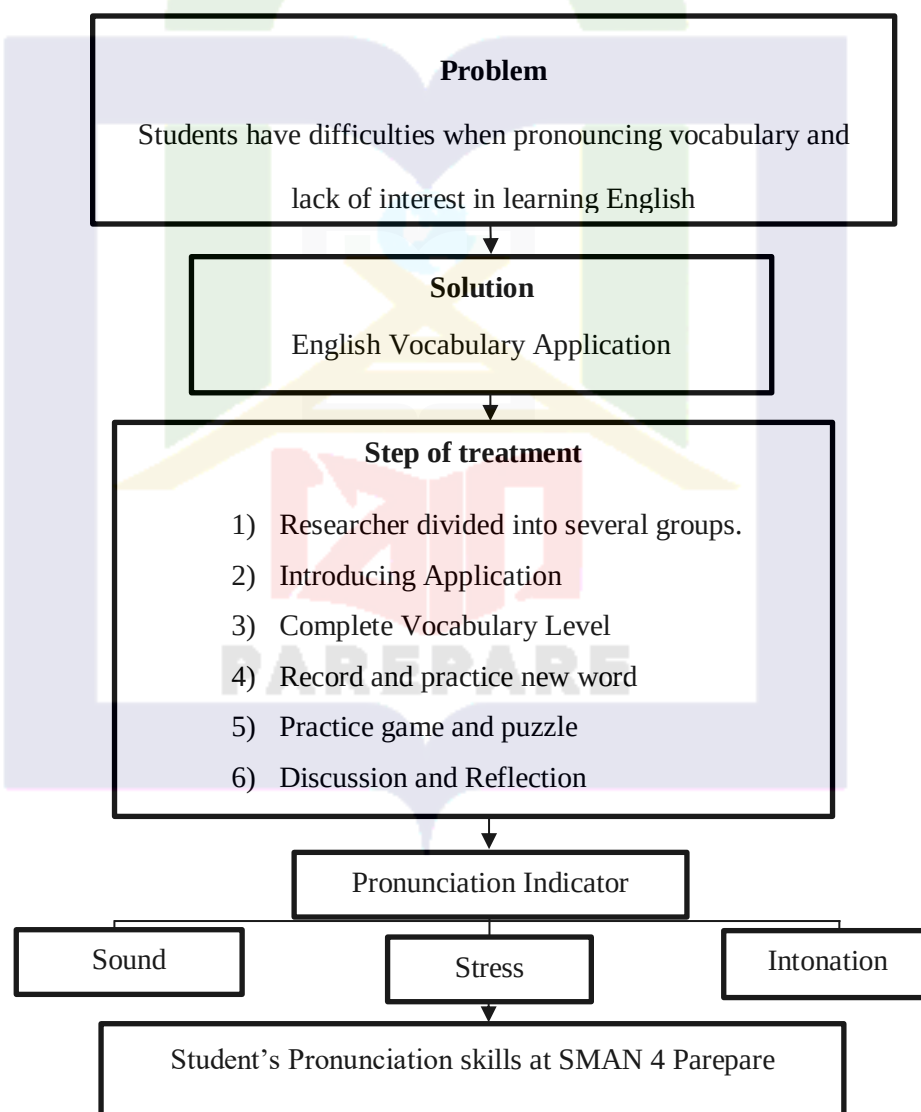
- 1) The researcher divided the students into six groups, each consisting of 4-5 members.

⁴² H. Alzahrani, "Examining the Effectiveness of Utilizing Mobile Technology in Vocabulary Development for Language Learners," *Arab World English Journal* 1, no. 3 (2021).

- 2) Each student was asked to download and install the English Vocabulary application on their device.
- 3) The researcher explained the learning objectives and the benefits of using the app in enriching vocabulary.
- 4) The researcher demonstrated how to use the features in the app, such as matching games and word puzzles.
- 5) Each group was directed to complete a certain level in the app according to a predetermined vocabulary theme.
- 6) Students were asked to record and mark new vocabulary found in the app.
- 7) The researcher supervises and provides assistance if students experience difficulties when using the app.
- 8) After completing the challenge, each group discussed the meaning and usage of the new vocabulary.
- 9) The researcher facilitated the discussion and provided example sentences relevant to the vocabulary.
- 10) The researcher gave a short quiz on the app to evaluate students' understanding.
- 11) The researcher gave follow-up assignments for students to continue practicing on the app at home and make sentences using the new vocabulary.
- 12) The researcher monitored students' progress through the progress tracker feature in the app and gave awards for the best students.

C. Conceptual Framework

English Vocabulary is a significant aspect of improving English language skills, particularly in enhancing students' pronunciation. One of the common challenges students faces is mastering the correct pronunciation of words. At SMAN 4 Parepare, vocabulary application through interactive methods can efficiently address this issue. By using games and practical vocabulary exercises. The conceptual framework underlying the researcher will be given in the following diagram:



Picture 2. 6 Conceptual Framework

D. Hypothesis

The researcher hypothesis that will be conducted in this study Enhancing the Students' pronunciation By Using English Vocabulary. There are two kinds of hypothesis, they are;

H_1 : English Vocabulary is significantly Enhance students Pronunciation skills at SMA Negeri 4 Parepare.

H_0 : English Vocabulary does not significantly Enhance students Pronunciation skills at SMA Negeri 4 Parepare.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a pre-experimental design, employing a pre-test and post-test with a quantitative approach, with one group of students. The researcher aimed to determine whether the dependent and independent variables could increase. The researcher intended to determine whether the vocabulary application enhanced students' pronunciation after it was implemented at SMAN 4 Parepare.

The research design that applied in this research can be illustrated as follows:

Design	Experiment Class
Pre- Test	✓
Treatment	✓
Post- Test	✓

B. Location and Duration of The Research

The researcher conducted the research at SMAN 4 Parepare, which is located on Jln. Lasiming No. 22, Kel. Ujung Bulu, Kec. Ujung, Kota Parepare, South Sulawesi. The study was planned for about 2 months, including data analysis. This location was selected based on the observation results and its relevance to the research concept.

C. Population and Sample

1. Population

The population on SMAN 4 Parepare is in the following table

Table 3.1 Population of Research

No	Class	Total Students
1	X Macca 1	36
2	X Macca 2	33
3	X Macca 3	36
4	X Macca 4	36
5	X Macca 5	35
6	X Macca 6	35
7	X Macca 7	36
	Total	247

Sources: Staff administration SMAN 4 Parepare

The population in this study consisted of students from SMAN 4 Parepare in the academic year 2024. The total population comprised 247 students, distributed as follows: 36 students in class X Macca 1, 33 students in class X Macca 2, 36 students in class X Macca 3, 36 students in class X Macca 4, 35 students in class X Macca 5, 35 students in class X Macca 6, and 36 students in class X Macca 7.

2. Sample

The researcher used Class X Macca 4, consisting of 36 students, as the sample for this study. This class was chosen based on the researcher's preliminary observation, during which the English teacher recommended Class X Macca 4 as the appropriate sample. According to the teacher, the students in this class had limited knowledge of pronunciation and showed little interest in learning English. The sampling method used was purposive, selecting

participants based on specific characteristics relevant to the research objectives. This technique ensured that the chosen sample was suitable for the study and could yield representative, meaningful data.⁴³

D. Instrument of Research

A research instrument was the tool or method used by researchers to collect data for their study. These instruments were essential for gathering information, analyzing phenomena, and answering research questions or testing hypotheses. This research instrument used an oral pronunciation test.

E. Technique of Collecting Data

1. Data Collection

The procedure for collecting data in this research is as follows:

a. Test

1) Pre- Test

The pre-test was administered before the treatment. The test consisted of 20 questions divided into four sections: Minimal Pair for Sound (5 questions), Sentence Reading for Intonation (5 questions), Word Emphasis, and Reading for Rhythm (5 sentences). The researcher explained the purpose of the pre-test and outlined what would be assessed to ensure that the students understood what was expected of them. The pre-test was designed to measure students' pronunciation knowledge before the intervention began.

2) Treatment

⁴³ Shagofah Noor and Omid Tajik, "Simple Random Sampling," *Sampling of Populations: Methods and Applications*: Fourth Edition 1, (2021).

In the first meeting, students were introduced to the pronunciation app. The researcher explained the importance of good pronunciation and how technology can aid improvement. Students learned to download, install, and use the app, practicing its voice recognition feature with simple words like "are," "you," and "good morning." The session ended with an independent task: selecting and practicing 10 words until the next meeting.

The second meeting, students are invited to focus on the pronunciation of common vocabulary words that are often used in daily life. Researcher provides a list of vocabulary words from the application which includes verbs, adjectives, and nouns that are often mispronounced, such as listen, choose, or exercise book. Students use the app to practice the pronunciation of the words and get a score or evaluation from the app. In addition, students are taught how to listen and imitate the correct audio examples from the app. At the end of the meeting, students are asked to record their pronunciation through the app or provide a voice note (VN) and share it for the teacher to evaluate as additional feedback.

The third meeting, attention is drawn to intonation and stress in sentences. Researcher guides students to understand how intonation affects meaning in conversation, by giving examples of short dialogs from the app. Students practice making sentences from the app, such as “they exchanged greetings and sat down ‘or’ hello, my name is John”, by paying attention to the right tone and emphasis. After individual practice, students are asked to practice in pairs, by dialoguing 2-3 sentences in specific situations such as dialogues in daily life, thus researcher provides additional feedback.

The last meeting, students did a live speaking simulation using the app to test their pronunciation skills. Researcher prepared some simple topics, such as introducing yourself, telling the daily routine. Students use the app to practice those topics first, then do a short presentation in front of the class or through the app recording. After the simulation, the teacher and students evaluate their progress based on the scores or feedback provided by the app and the teacher. The meeting was closed with a reflection, where students were asked to share their experiences using the app and the benefits felt over the four meetings. Researcher also gave suggestions to continue practicing independently to strengthen their skills.

3) Post- Test

The posttest format resembled that of the pretest but focused on the pronunciation aspects taught during the treatment period. The posttest consisted of 20 questions divided into four sections: Minimal Pairs for Sounds (5 questions), Sentence Reading for Intonation (5 questions), Word Stress, and Reading Passage for Rhythm (5 questions).

F. Technique of Data Analysis

Data analysis techniques are the data used to be analyzed and directed to answer the problem formulation that has been determined, then analyze the data using available statistical methods.

The method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions; this analysis focused on mean, and standard deviation, which focused on students improving vocabulary mastery after the use of

English Language Vocabulary application at SMAN 4 Parepare and some of any test before conducting inferential analysis.

1) Scoring Item

The data analysis explained about descriptive data which follow some step below:

$$X = \frac{f + v + p}{N} \times 100\%$$

Where:

X : Students Score

F : Frequency

Y : Score of All Aspect

N : Total

2) Descriptive Analysis

The data classification can be explained below:

Interval Score	Category Level
80-100	Very Good
66-79	Good
56-65	Average
40-55	Poor
0-39	Very Poor

Sources : Arikunto, *Learning Evaluation*

3) Assessment Rubric

Scoring Criteria.

Score	Sound (Pronunciation)	Stress (Word Emphasis)	Intonation (Pitch Variation)
4 (Excellent)	Clear and accurate pronunciation with no sound errors.	Correct word stress, following natural English patterns.	Good intonation variation, matching sentence context.
3 (Good)	Mostly correct pronunciation, with minor errors that do not affect understanding.	Mostly correct word stress, with a few minor mistakes.	Fair intonation, but some parts sound flat.
2 (Fair)	Several pronunciation errors that may cause misunderstanding.	Frequent word stress mistakes, making meaning less clear.	Limited intonation variation, sounding monotonous.
1 (Poor)	Many pronunciation errors that make speech hard to understand.	Incorrect word stress, affecting comprehension.	Intonation is flat or unnatural.

Sources: Celce-Murcia, Marianne; Brinton, Donna M.; Goodwin, Janet; Griner, Pam (eds.). *Teaching Pronunciation: A Course Book and Reference Guide*.

if the maximum score =

- **Sound** : 100
- **Stress** : 100
- **Intonation** : 100

$$\frac{100 + 100 + 100}{3} = \frac{300}{3} = 100$$

Then the calculation of the final score is:

So, the final score is = 100

If Minimum Limit Score (KKM):

- **Sound : 60**
- **Stress : 60**
- **Intonation : 60**

Then the calculation of the final score is:

$$\frac{60 + 60 + 60}{3} = \frac{180}{3} = 60$$

So, the final score is = 60

4) T-Test

a) Automatic Calculate by Windows SPSS 24

The step of using SPSS 24 below:

- 1) Open the Windows SPSS 24 Version
- 2) Input the data Pre and Post-test into Column
- 3) Click Analyze > Compare Mean > Paired -Samples T Test

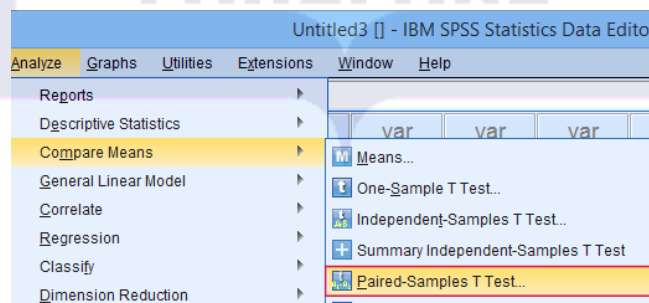


Figure 3.2 Analysis SPSS

- 4) Choose option Variable
- 5) Choose Grouping Variable
- 6) Define Group of Post and Pre-Test
- 7) Click OK, and the Result Appear on “Output”

The interpretation will be T test become very essential test for comparing the two-result data which has different category of sample and average result. The interpretation of the data if the $T \text{ test} > T \text{ table}$, it sums that, the hypothesis H_0 is accepted.⁴⁴



⁴⁴ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at SMAN 4 Parepare using a pre-experimental design and aimed to investigate the effectiveness of an English vocabulary application in improving students' pronunciation skills. The results of this study were based on the research question presented below:

1. Does the use of English Vocabulary Application improve students' Pronunciation at SMAN 4 Parepare

This section presents findings on the use of the English Vocabulary application in improving students' pronunciation skills at SMAN 4 Parepare. The assessment focused on three main aspects of pronunciation mastery: sound, intonation, and stress. Data were collected through initial and final tests to measure improvements in students' pronunciation skills. The initial test results showed that most students scored in the "Very Poor" and "Poor" categories, indicating limited pronunciation skills before the treatment. However, after using the English Vocabulary application, the final test results showed a significant improvement, with more students achieving higher scores.

The following are the pre-test results obtained from the study:

a) Result of Pre Test Before Using English Vocabulary App

Table 4.1 Result of Pre Test

No	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good)	0	0%

	80-100		
2	(Good) 66-79	0	0%
3	(Fair) 56-65	0	0%
4	(Poor) 40-55	14	52%
5	(Very Poor) <39	14	48%
Total		28	100%

The results of the pre-test on students' pronunciation skills at SMAN 4 Parepare, as shown in Table 4.1, indicate that none of the students achieved scores in the *Excellent* (80–100), *Good* (66–79), or even *Fair* (56–65) categories. This finding suggests that no students demonstrated above-average pronunciation ability. Most of the students faced significant challenges in English pronunciation, with 14 students (52%) falling into the *Poor* category (40–55) and the remaining 14 students (48%) categorized as *Very Poor* (below 39). Thus, 100% of the students exhibited weak or very weak pronunciation skills. The absence of high-performing students highlights an urgent need for more engaging and effective learning strategies. Therefore, these results strongly support the implementation of interactive learning methods, such as the use of *oral test pronunciation*, to enhance students' abilities in distinguishing sounds (*minimal pairs*), applying proper *word stress*, performing *sentence reading*, and improving overall English pronunciation proficiency.

Tabel 4. 2 Pre-Test Achievement Levels in Pronunciation Components

No	Interval Score	Indicator (F)		
		Sound	Intonation	Stress
1.	(Very Good) 80-100	0 students	0 students	0 students
2.	(Good) 66-79	0 students	0 students	0 students
3.	(Fair) 56-65	1 student	2 students	1 student
4	(Poor) 40-55	18 students	14 students	9 students
5	(Very Poor) <39	9 students	12 students	18 students

The data in Table 4.2 evaluates students' pronunciation performance based on three key indicators: Sound, Intonation, and Stress. These indicators collectively reflect students' overall ability to produce accurate English pronunciation, including their capacity to articulate sounds clearly, apply appropriate pitch variation, and emphasize the correct syllables in words. The findings serve as an essential diagnostic tool to identify the specific aspects of pronunciation that require further improvement among students.

For the Sound indicator, the results show that most students are in the lower achievement levels. Of the 28 participants, 18 students (64%) fall into the Poor category (scores ranging from 40–55), while 9 students (32%) are categorized as Very

Poor (scores below 39). Only one student (4%) reached the Fair category (56–65), and none achieved Good (66–79) or Very Good (80–100). This clearly indicates that most students encounter substantial difficulties in producing English sounds accurately. The low performance in this aspect suggests that students struggle to distinguish and articulate specific English phonemes, particularly those that differ significantly from sounds in their native language.

Regarding Intonation, a similar pattern is observed. The data reveal that 14 students (50%) belong to the Poor category, 12 (43%) to the Very Poor category, and only two (7%) to the Fair level. Once again, no students attained Good or Very Good scores. This finding highlights that most students have not yet developed sufficient control over pitch movement when speaking English. They tend to use monotonous or incorrect tone patterns, which can make their speech sound unnatural and lead to misunderstandings. Intonation plays a vital role in conveying meaning, emotion, and sentence type; therefore, the inability to use appropriate rising and falling tones reflects a serious gap in their spoken English competence.

In terms of Stress, the results also reveal weak performance. A total of 18 students (64%) are classified as Very Poor, 9 (32%) as Poor, and 1 (4%) as Fair. Similar to the previous indicators, no students reached the Good or Very Good categories. These results indicate that students face considerable challenges in identifying and applying correct word stress patterns. Improper stress placement can distort word meaning and reduce speech intelligibility, making it difficult for listeners to understand. This issue reflects students' limited awareness of English syllable structure and stress rules.

Overall, the findings reveal that students' pronunciation skills remain low across all three indicators—sound, intonation, and stress. The absence of students in the Good

and Very Good categories indicates that pronunciation remains a significant challenge in their English proficiency. The consistent pattern of low achievement suggests that students need more targeted, systematic pronunciation training. Therefore, implementing innovative, interactive learning media, such as the Falling Word application, is expected to enhance students' motivation and engagement in pronunciation learning. Through regular practice using such digital tools, students may improve their ability to distinguish sounds, apply correct intonation, and use appropriate word stress, ultimately leading to more transparent and more effective English communication.

According to the data above, the researcher conducted descriptive statistics. The SPSS results are explained below:

Tabel 4. 3 Descriptive Statistics of Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	28	30.00	60.00	36.13	6.204
Valid N (listwise)	28				

The table presents descriptive statistics on the pre-test scores of 28 tenth-grade students at SMAN 4 Parepare, focusing on their pronunciation ability before the implementation of interactive learning methods, such as digital applications. The minimum score recorded was 30.00, representing the lowest performance level among the students, while the maximum score reached only 60.00, indicating that none of the students achieved a high performance level. The mean score was 36.13, placing the group's overall pronunciation ability in the "Very Poor" category according to the established assessment scale. The standard deviation of 6.20 indicates relatively low

variation in student performance, suggesting that most students scored within a narrow range and had consistently low pronunciation skills. These findings highlight that, before any intervention, students generally faced significant challenges with pronunciation tasks, reinforcing the need for innovative, interactive approaches such as the English Vocabulary application to improve their accuracy and confidence in pronunciation.

b) Treatment

Meeting 1: Introducing Pronunciation

The first meeting focused on introducing students to a pronunciation app as a tool to support their learning process. The session began with an explanation of the importance of accurate pronunciation and how technology can help students improve their speaking skills. Students were guided through downloading, installing, and operating the app, including practicing the voice recognition feature with simple words such as “are,” “you,” and “good morning.” At the end of the session, students were given an independent assignment to select and practice ten words for the next meeting.

The assessment results showed that most students remained in the low-score range. In terms of sound, students scored 30, often producing the correct vowel and consonant sounds inaccurately, making some words unclear and difficult for listeners to recognize. In terms of intonation, the average score was 25, indicating that many students spoke with a flat or inconsistent tone, which affected the natural flow of their speech. Meanwhile, in terms of stress, students scored 30, indicating difficulty placing stress on syllables, resulting in words that sounded unnatural or incorrectly stressed.

Meeting 2: Taking Vocabulary in Application

The second session focused on improving students' pronunciation of commonly used everyday vocabulary. Researchers provided a list of words taken from the app, including verbs, adjectives, and nouns that students often mispronounce, such as "listen," "choose," and "exercise book." Students practiced these words using the pronunciation app, which generated scores and immediate feedback for each attempt. They were also instructed to listen carefully to the audio examples provided by the app and imitate the correct pronunciation to reinforce their learning. At the end of the session, students were asked to record their pronunciation through the app or submit voice notes as part of an additional evaluation task.

The assessment results show that most students still fall within the 40-55 score range in all pronunciation indicators. In the sound aspect, students scored 55, indicating that many still have difficulty producing accurate vowel and consonant sounds, resulting in unclear articulation of some words. In the intonation aspect, students scored 50, showing that many still read with unstable or monotonous tone patterns. Similarly, in the stress aspect, students achieved a low score of 53, indicating challenges in placing the correct stress on syllables, which affected the natural rhythm of their speech.

Meeting 3: Exercise for Sentence

The third session focused on developing students' understanding of intonation and stress in spoken English. The researcher guided students to recognize how intonation affects meaning in communication by presenting several short dialogues from the application. Students practiced producing sentences such as "They greeted each other and sat down" or "Hello, my name is John," while paying attention to the correct tone and stress. After individual practice, students continued with paired activities,

conducting 2–3-sentence dialogues based on everyday situations. During these activities, the researcher provided additional feedback to help improve their speaking skills

The assessment results show that most students still scored in the 60-79 across all pronunciation indicators. In terms of voice, students scored 65, indicating that they continued to have difficulty pronouncing some syllables clearly, resulting in inconsistent or inaccurate sound production. In terms of intonation, students still received a low score of 60, indicating that many had difficulty using appropriate rising and falling intonation patterns in their sentences. Similarly, in terms of stress, students scored 67, reflecting challenges in placing appropriate stress on key words, which affected the clarity and natural rhythm of their speech.

Meeting 4: Pronunciation Progress Across Four Learning Meetings

The fourth meeting focused on live speaking simulations to measure students' pronunciation progress after using the app during learning sessions. Researchers prepared simple topics such as self-introductions and daily routines. Students first practiced these topics using the pronunciation app before presenting them in front of the class or by submitting recordings on the app. After the simulation, both researchers and students reviewed their progress based on feedback and scores provided by the application as well as additional comments from teachers. The session ended with a reflection activity, where students shared their learning experiences and the benefits they gained from using the application during the four meetings. Researchers also encouraged students to continue practicing independently to strengthen their pronunciation skills.

The assessment results show that student performance is still in the 70-90 score range on the pronunciation indicator. In terms of sound, students scored 75, meaning that they began to produce good vowel and consonant sounds, resulting in clearer pronunciation. In terms of intonation, students scored 70, meaning that they began to apply natural rising and falling tone patterns during their short presentations. Meanwhile, in the aspect of stress, students scored 73, indicating that they are beginning to understand the correct stress placement on key words.

Across the four meetings, students showed steady improvement in pronunciation, as indicated by sound, intonation, and stress. In Meeting 1, scores were still low—sound (30), intonation (25), and stress (30)—showing limited accuracy. In Meeting 2, scores increased to sound (55), intonation (50), and stress (53), indicating progress in word-level pronunciation. By Meeting 3, students reached sound (65), intonation (60), and stress (67), reflecting better sentence-level production. In the final meeting, students achieved higher scores in sound (75), intonation (70), and stress (73), showing more precise pronunciation and more natural delivery. These values were obtained from the app's star-based assessment and converted to numerical scores through collaboration between the teacher and researcher, with five stars (excellent) corresponding to 80–100 and 1 star (poor) corresponding to 0–40.

After implementing the English Vocabulary application as a learning tool, it is essential to evaluate improvements in students' pronunciation skills at SMAN 4 Parepare. The posttest results serve as a critical indicator of progress, highlighting significant changes in pronunciation accuracy, fluency, and the ability to distinguish similar sounds. By comparing the pre-test and posttest results, we can determine the

effectiveness of the English Vocabulary application in improving students' pronunciation skills. Below are the posttest results from the study:

c) Result of Post Test After Using English Vocabulary App

The table below presents the post-test results of 28 students after the implementation of the instructional treatment. The data are categorized into five performance levels, ranging from Very Good to Very Poor, based on the students' score distribution. This table provides a clear overview of students' achievement levels and serves as supporting evidence for evaluating the effectiveness of the applied learning intervention.

Table 4.4 Result of Post Test

No.	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	26	95,5%
2	(Good) 66-79	2	4,5%
3	(Fair) 56-65	0	0%
4	(Poor) 40-55	0	0%
5	(Very Poor) <39	0	0%
Total		28	100%

The results of the initial test of students' pronunciation skills in Minimal Pairs at SMAN 4 Parepare, as shown in the table, indicate an unexpectedly high level of performance before the intervention was implemented. Of the 28 students, the majority 26 students (95.5%) scored in the "Very Good" category (80–100), while the remaining two students (4.5%) were categorized as "Good" (66–79). No students fell into the Fair (56–65), Poor (40–55), or Very Poor (<39) categories.

This distribution, in which all students obtained high scores, is uncommon in pre-intervention assessments, as such tests typically reveal initial weaknesses before treatment. The powerful results raise concerns regarding the difficulty level of the test items, the scoring procedures, or the extent to which the instrument accurately measured students' initial pronunciation ability in Minimal Pairs. These findings suggest the need for a careful review of the pre-test design to ensure its validity as a baseline measure before implementing instructional techniques or intervention strategies.

Tabel 4.5 Post-Test Results by Score Interval and Pronunciation Indicators

No	Interval Score	Indicator (F)		
		Sound	Intonation	Setress
1.	(Very Good) 80-100	26 students	26 students	26 students
2.	(Good) 66-79	2 students	2 students	2 students
3.	(Fair) 56-65	0 student	0 student	0 student

4	(Poor) 40-55	0 student	0 student	0 student
5	(Very Poor) <39	0 student	0 student	0 student

The data presented in Table 4.5: Results of Indicator Pronunciation Skill posttest (Sound, Intonation, and Stress) shows the distribution of students' scores across three pronunciation indicators after the intervention was implemented. The findings reveal a highly consistent pattern across all indicators. A total of 26 students scored in the "Very Good" category (80–100) for Sound, Intonation, and Stress, demonstrating strong mastery of these pronunciation components. In addition, two students (66–79) were classified in the "Good" category for all indicators. Notably, no students fell into the Fair (56–65), Poor (40–55), or Very Poor (<39) categories across any of the three pronunciation aspects.

This uniform distribution of high scores suggests that the intervention positively influenced students' overall pronunciation performance. However, the minimal variation in the results may also indicate that the posttest instrument was not sufficiently sensitive to distinguish between different levels of proficiency. This raises the possibility that the test items were too easy or lacked the complexity needed to capture more nuanced differences in students' pronunciation abilities. Therefore, reviewing the design and difficulty level of the posttest is recommended to ensure that it accurately reflects students' true proficiency following the intervention.

According to the data above, the researcher conducted the data in descriptive statistics, posttest, and the results of SPSS can be explained below:

Table 4.6 Descriptive of Post Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	28	76.67	90.00	80.47	3.817
Valid N (listwise)	28				

This table presents the descriptive statistics for the posttest scores of 28 students at SMAN 4 Parepare, offering a comprehensive overview of their pronunciation skills after the implementation of the English Vocabulary Application as a learning media strategy. The minimum score was 76.67, representing the lowest performance in the group, while the maximum score was 90.00, reflecting the highest level of achievement. This range of scores indicates that even the lowest-performing student achieved a relatively high level of proficiency after the intervention. The overall mean score was 80.47, which falls within the “Very Good” category according to the established assessment criteria. This suggests that most students demonstrated strong, competent pronunciation after using the digital learning application.

Furthermore, the standard deviation of 3.817 reveals a relatively small variation in student performance, indicating that most students scored within a narrow range and consistently demonstrated high levels of pronunciation skill. Such uniformity in the results may suggest that the intervention was effective in elevating the pronunciation abilities of all learners, minimizing disparities between individuals with initially different levels of proficiency. The consistency of the scores also implies that the English Vocabulary Application provided equitable learning support, enabling both high-achieving and lower-achieving students to improve their pronunciation skills

significantly. Overall, these findings reinforce the value of integrating digital tools into pronunciation instruction to enhance accuracy, fluency, and learner engagement.

These results show a significant improvement in students' pronunciation skills compared to the initial test, highlighting the effectiveness of using the English Vocabulary app as an engaging and impactful learning method.

To measure the effectiveness of using the English Vocabulary application in improving students' pronunciation skills at SMAN 4 Parepare, it is essential to compare the pre-test and post-test results. This comparison highlights the progress students have made in terms of pronunciation accuracy, including sound distinction, intonation patterns, and word stress. These aspects help determine students' ability to differentiate similar sounds, produce appropriate rising and falling tones, and place correct emphasis on syllables. By analyzing the differences in scores before and after the implementation of the English Vocabulary application, we can determine the extent to which this learning method has contributed to the development of students' pronunciation skills. The following section presents a comparison of the pre-test and post-test results from the study.

Tabel 4. 7 Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1.	Pre Test	36,13	Poor
2.	Post Test	80,47	Very Good

The table above presents the results of students' pronunciation skills before and after the implementation of the English Vocabulary application as a learning medium in the tenth grade of SMAN 4 Parepare. The Pre-Test shows a mean score of 36.13, which falls under the "Very Poor" category. This indicates that students initially

experienced significant difficulties in producing accurate pronunciation, particularly in distinguishing similar sounds, applying correct intonation patterns, and placing appropriate word stress. In contrast, the posttest results show a mean score of 80.47, which is categorized as “Very Good.” This demonstrates a remarkable improvement in students’ pronunciation performance after using the English Vocabulary application during the learning process. The considerable increase between the pre-test and posttest scores suggests that the application’s implementation was highly effective in enhancing student engagement and improving their overall pronunciation skills.

Based on the pre- and posttest data above, the researcher used a T-test to identify differences in the data and the increase from pre- to posttest. The data can be shown below:

Paired Samples Test									
		Paired Differences						t	df
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	44.34	5.037	.95207	46.29	42.39	46.57	27	

The results of the paired-samples test indicate a statistically significant difference between the pre-test and posttest scores for students’ pronunciation skills at SMAN 4 Parepare. The mean difference between the two tests was 44.34, with a standard deviation of 5.037 and a standard error mean of 0.95207. The 95% confidence interval for the difference ranged from 42.39 to 46.29, suggesting high confidence that

the improvement was not due to chance. The t-value was 46.57 with 27 degrees of freedom, indicating a strong statistical significance in the difference between the pre-test and posttest scores.

Based on the data above, the researcher concludes that the T-test score of 46.57 exceeds the critical value of 2.052 ($df = 27$), indicating that the null hypothesis is rejected and the alternative hypothesis is accepted. This result confirms that students' pronunciation skills significantly improved after implementing the English Vocabulary application as a learning medium.

B. Discussion

This chapter provides a structured discussion of the findings regarding the implementation of the English Vocabulary application to improve students' pronunciation skills at SMAN 4 Parepare. The analysis focuses on interpreting the pre-test and post-test results, examining the performance across pronunciation indicators sound, intonation, and stress and evaluating the effectiveness of the application as a digital learning tool. The interpretation is based on empirical data and aims to explain how the intervention contributed to students' pronunciation development.

The pre-test results showed that students began the study with very low pronunciation proficiency. All 28 students fell into the Poor (52%) and Very Poor (48%) categories, and none reached the Fair, Good, or Very Good levels. Students struggled with segmental features such as differentiating English phonemes, as well as suprasegmental features including intonation and stress placement. The mean pre-test score of 36.13, categorized as Very Poor, along with a narrow standard deviation, indicated that pronunciation difficulties were experienced uniformly across the class.

These findings suggest that traditional teaching methods alone were insufficient and that students lacked exposure to interactive pronunciation-focused practice.

A further examination of the three pronunciation indicators reinforced these observations. Sound was dominated by Poor and Very Poor results (96% combined), showing difficulty in recognizing minimal pairs. Intonation followed closely, with 93% of students in the lower categories, indicating limited control of pitch variation. Stress was the weakest indicator, with 64% of students in the Very Poor category, highlighting major challenges in placing stress accurately. These results show that students were not only weak in individual sounds but also lacked mastery of rhythm, emphasis, and prosody essential components of effective spoken communication.

The post-test results revealed a dramatic improvement after using the English Vocabulary application. A total of 26 students (95.5%) achieved Very Good scores, and two students (4.5%) reached the Good category, with none remaining in the lower levels. Improvements were consistent across indicators: sound, intonation, and stress all showed substantial increases, with most students performing at the Very Good level. The post-test mean score increased to 80.47, accompanied by a low standard deviation of 3.817, demonstrating both high performance and consistent progress among students. This indicates that the application successfully supported students with different initial abilities by offering equitable, interactive learning opportunities.

Statistical analysis further confirmed the effectiveness of the application. The mean difference of 44.34 points between pre-test and post-test results showed a significant enhancement in pronunciation skills. The paired-samples t-test produced a t-value of 46.57, far exceeding the critical value of 2.052, and the 95% confidence interval did not cross zero, indicating strong statistical significance. These findings lead

to the rejection of the null hypothesis and acceptance of the alternative hypothesis, confirming that the English Vocabulary application had a substantial positive impact on students' pronunciation development.



Figure 4.8 Progress Students Learning English Vocabulary App

As shown in Figure 4.8, students demonstrated noticeable improvement in their pronunciation performance, particularly after engaging in repeated practice using the application. The star ratings indicate that students were able to pronounce a variety of vocabulary items with increasing accuracy, especially common words such as say, square, still, and what. This improvement suggests that continuous exposure to correct pronunciation models and immediate feedback helped students recognize and correct their pronunciation errors.



Figure 4.9 Last Progress Students Learning English Vocabulary App

Based on the Figure 4.9, students' pronunciation skills showed significant improvement after using the English Vocabulary app. Almost all vocabulary words received a maximum rating of five stars, indicating that students were able to pronounce words accurately and consistently according to the available pronunciation models. Repetitive exercises supported by audio features and immediate feedback helped students correct their pronunciation errors and improve their mastery of segmental and suprasegmental aspects. Thus, the English Vocabulary app proved to be effective in improving the pronunciation skills of students at SMAN 4 Parepare and is suitable for use as a technology-based learning medium.

Based on these results, it is recommended that teachers integrate the English Vocabulary app into pronunciation lessons. This app can reinforce traditional methods by providing interactive exercises, clear audio models, and instant feedback that supports students' accuracy in pronunciation, intonation, and stress. Its features also greatly help students become more active and confident in improving their pronunciation independently. Further research is recommended to examine the long-term impact of this application, its effectiveness in various school environments, and its potential when combined with other learning strategies or digital tools.

According to Chen, C.-M., Chen, L.-C., and Yang, S.-M., the significant improvement in students' pronunciation performance demonstrates the effectiveness of the English Vocabulary Application in enhancing pronunciation skills through repeated, independent practice and automated feedback. The findings of this study align closely with prior research by Chen et al. (2020), who emphasized that mobile-

based English learning tools strengthen language proficiency by offering instant review, analysis, and interactive learning features.⁴⁵

Overall, the findings demonstrate that the English Vocabulary application played a crucial role in improving students' pronunciation skills at SMAN 4 Parepare. The intervention effectively enhanced their ability to distinguish sounds, apply appropriate intonation patterns, and place correct word stress. The application's interactive features provided students with opportunities for consistent practice, immediate feedback, and increased engagement factors essential for language learning success. Based on these results, it can be concluded that incorporating digital learning tools into pronunciation instruction can significantly improve learning outcomes and support students in developing clearer, more confident English communication.

These findings are further supported by previous studies that highlight the positive impact of mobile-assisted learning tools on pronunciation development. Prior research consistently shows that digital applications offering interactive practice, clear audio models, and instant feedback can strengthen learners' pronunciation accuracy and boost their confidence. This alignment between the present study and earlier research emphasizes that technology-based pronunciation tools provide meaningful learning opportunities and effectively address learners' difficulties in both segmental and suprasegmental features.

Hermawati et al. State that the Cake application effectively enhances students' pronunciation skills by providing engaging audio models, pronunciation drills, and interactive practice that increase learners' confidence. Through its accessible and flexible features, the Cake app offers students repeated opportunities to practice

⁴⁵ J.-J. Lin and H. Lin, "Mobile-assisted EFL vocabulary learning: A systematic review and meta-analysis," *Computer Assisted Language Learning*, 2021.

pronunciation independently, resulting in higher post-test performance. Therefore, integrating mobile applications like Cake fosters students' motivation, supports consistent pronunciation practice, and contributes to better learning outcomes in English pronunciation.⁴⁶

Klimova and Polakova state that the research highlighted that a mobile vocabulary learning application can improve students' vocabulary acquisition; however, its impact on communication and pronunciation skills remains limited. Although the app provides accessible vocabulary practice, students reported low motivation because it lacks meaningful context, minimal pronunciation guidance, and insufficient assessment coverage. Thus, while mobile vocabulary apps can enhance lexical learning, their effectiveness in pronunciation development depends on the availability of contextualized practice and supportive feedback features.

Wongsuriya states that the study demonstrated that using the Google Translate mobile app significantly improves Thai students' English pronunciation. Its features, such as audio playback, speech recognition, and instant pronunciation modeling, help learners identify errors and refine their articulation of difficult words. The findings also align with previous research showing that mobile-assisted pronunciation tools increase students' accuracy and confidence. Therefore, incorporating applications like Google Translate promotes independent learning, provides immediate feedback, and strengthens learners' overall pronunciation proficiency.⁴⁷

⁴⁶ Sri Hermawati, et al., "Effectiveness of Using Cake Application on Students' Pronunciation Skills At Smp Unismuh Makassar," *English Language Teaching Methodology* 3, no. 3 (2023).

⁴⁷ Penkhae Wongsuriya, "Improving the Thai Students' Ability in English Pronunciation through Mobile Application," *Academic Journal* 15, no. 4 (2020).

Shafwati states that the study revealed that pronunciation applications provide a positive yet modest improvement in students' pronunciation abilities. Although the increase from pre-test to post-test scores was not statistically significant, the use of digital pronunciation tools still supported learners' practice through accessible audio models and guided repetition. These results suggest that while pronunciation applications may not always produce significant gains, they remain beneficial as supplementary tools that encourage independent learning and gradual skill development.⁴⁸

Anggraini states that the study highlighted that the ELSA Speak application significantly enhances students' pronunciation accuracy and learning motivation. With features such as real-time feedback, phonetic analysis, and personalized pronunciation exercises, ELSA Speak allows learners to practice effectively and independently. The flexible and interactive design of the application increases students' engagement and improves their performance in pronunciation tasks. Thus, integrating digital applications like ELSA Speak into English learning promotes consistent practice, boosts students' confidence, and leads to more effective mastery of pronunciation skills.⁴⁹

In conclusion, the English Vocabulary application proved to be effective in enhancing students' pronunciation skills at SMAN 4 Parepare. The significant improvement from pre-test to post-test supported by the high mean increase and strong t-test results shows that the application positively influenced students' sound accuracy, intonation, and stress placement. Most students shifted from Poor categories to Very

⁴⁸ Dian Shafwati, "The Effect of Using Pronunciation Applications on Students' Pronunciation Abilities," *U-Jet: Unila Journal of English Language Teaching* 11, no. 1 (2022).

⁴⁹ Anggraini, "Improving Students' Pronunciation Skill Using Elsa Speak Application," *Journey: Journal of English Language and Pedagogy* 5, no. 1 (2022).

Good performance, indicating substantial progress. Therefore, the English Vocabulary application can be considered a valuable digital tool for strengthening pronunciation and helping students achieve clearer, more confident English communication.



CHAPTER V

CLOSING

A. Conclusion

Based on findings from the implementation of the English Vocabulary Application at SMAN 4 Parepare proved effective in enhancing the pronunciation skills of Class X students. This application offers interactive pronunciation exercises, automatic feedback, audio models from native speakers, and repeated practice opportunities that support mastery of both segmental and suprasegmental features, such as sound distinctions, intonation patterns, and word stress. These elements enable students to refine their spoken English in a structured yet flexible manner.

The digital features of the application make pronunciation learning more engaging, accessible, and enjoyable, empowering students to practice independently and build confidence. As a result, there was a clear improvement in overall pronunciation accuracy and speaking performance. This approach not only addresses key challenges in language acquisition but also fosters a positive attitude toward English learning, with potential for wider adoption in similar educational settings.

B. Suggestion

Based on the conclusions above, the researcher would like to give several suggestions:

1. For Teachers

Teachers are encouraged to integrate digital tools such as the English Vocabulary Application into pronunciation instruction to enhance students' pronunciation skills through interactive practice, audio modeling, and immediate corrective feedback.

Using this application in the classroom can help students engage more actively in improving sound accuracy, intonation, and word stress.

2. For Students

Students are encouraged to use the English Vocabulary Application independently outside the classroom to continue practicing pronunciation. Consistent use of this application will help students strengthen their articulation, improve their intonation patterns, and develop better pronunciation habits.

3. For Future Researchers

Future researchers are recommended to investigate the long-term impact of using the English Vocabulary Application or similar digital pronunciation tools on students' speaking performance and overall communicative competence. They may also explore the application's effectiveness with different grade levels, language skills, or learning contexts.

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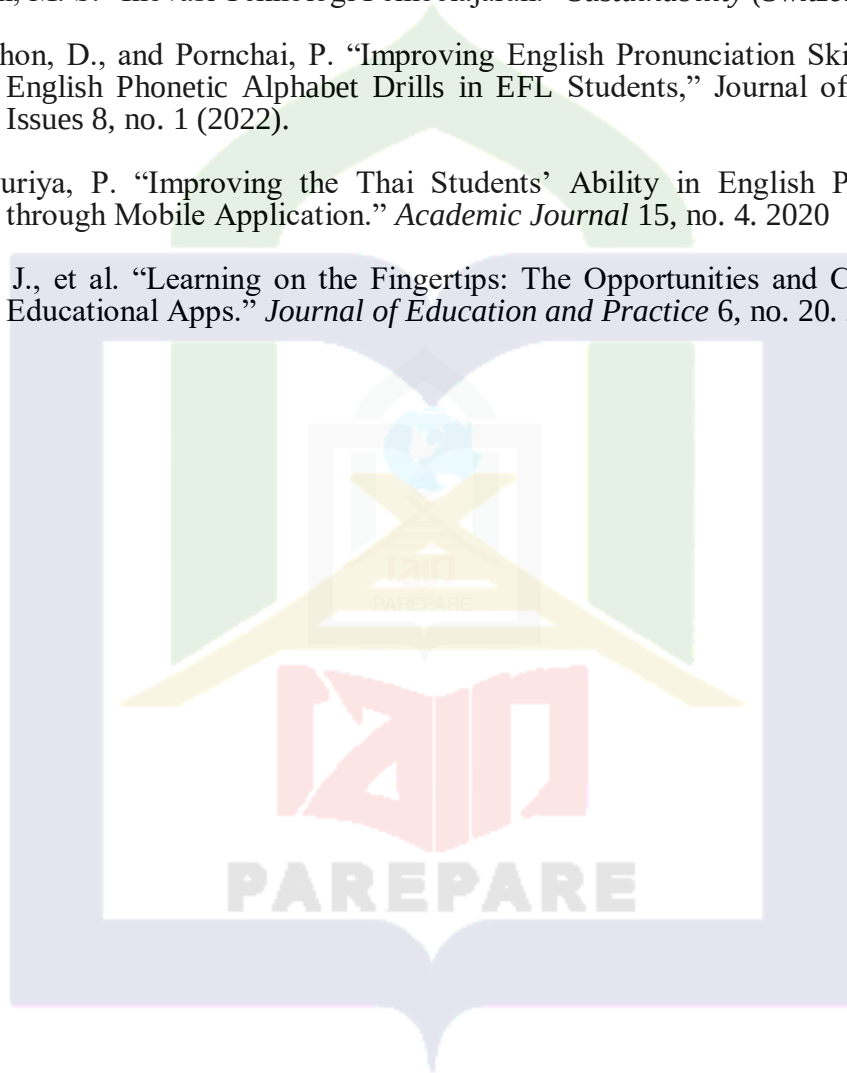
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APPENDICES



Appendix I : Instrument of Research

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>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</p> <p style="text-align: center;">INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
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Oral Test: Pronunciation Skills

A. Pre-Test

1. Minimal Pairs (Sound Distinction) – 5 test

Class – Glass	Ship – Sheep
Read – Rid	Bit – Beat
Teach – Touch	Cat – Cut
School – Stool	Fan – Van
Pen – Pan	Pool – Pull

2. Sentence Reading (Intonation) – 5 test

1. Can you help me with my homework?
2. We have a science test tomorrow!
3. I didn't forget my book, I left it at home.
4. Our teacher said, 'Please keep quiet in the library.'
5. Are you ready for the school trip?

3. Word Stress – 5 Soal

Recess	Computer
Homework	Photography
Library	Edu'cation
Science	De'velopment
Assignment	Ex'amination

A. Post-Test

1. Minimal Pairs (Sound Distinction) – 5 test

Leave – Live	Beer – Bear
Full – Fool	Word – World
Bed – Bad	Full – Fool
Hat – Heart	Thing – Think
Piece – Peace	Leave – Leaf

2. Sentence Reading (Intonation) – 5 test

1. I can't find my notebook anywhere!
2. She always forgets to bring her English book.
3. Why didn't you tell me you were going to be late?
4. It's amazing how quickly she finished her presentation.
5. If you study harder, you'll get much better results.

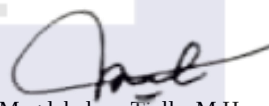
3. Word Stress – 5 Soal

Al ternative	Res ponsibly
Com petition	Develo pm ental
Environ mentally	Inter na tional
Quali fi cation	His tor ical
Techno log ical	Possib ility

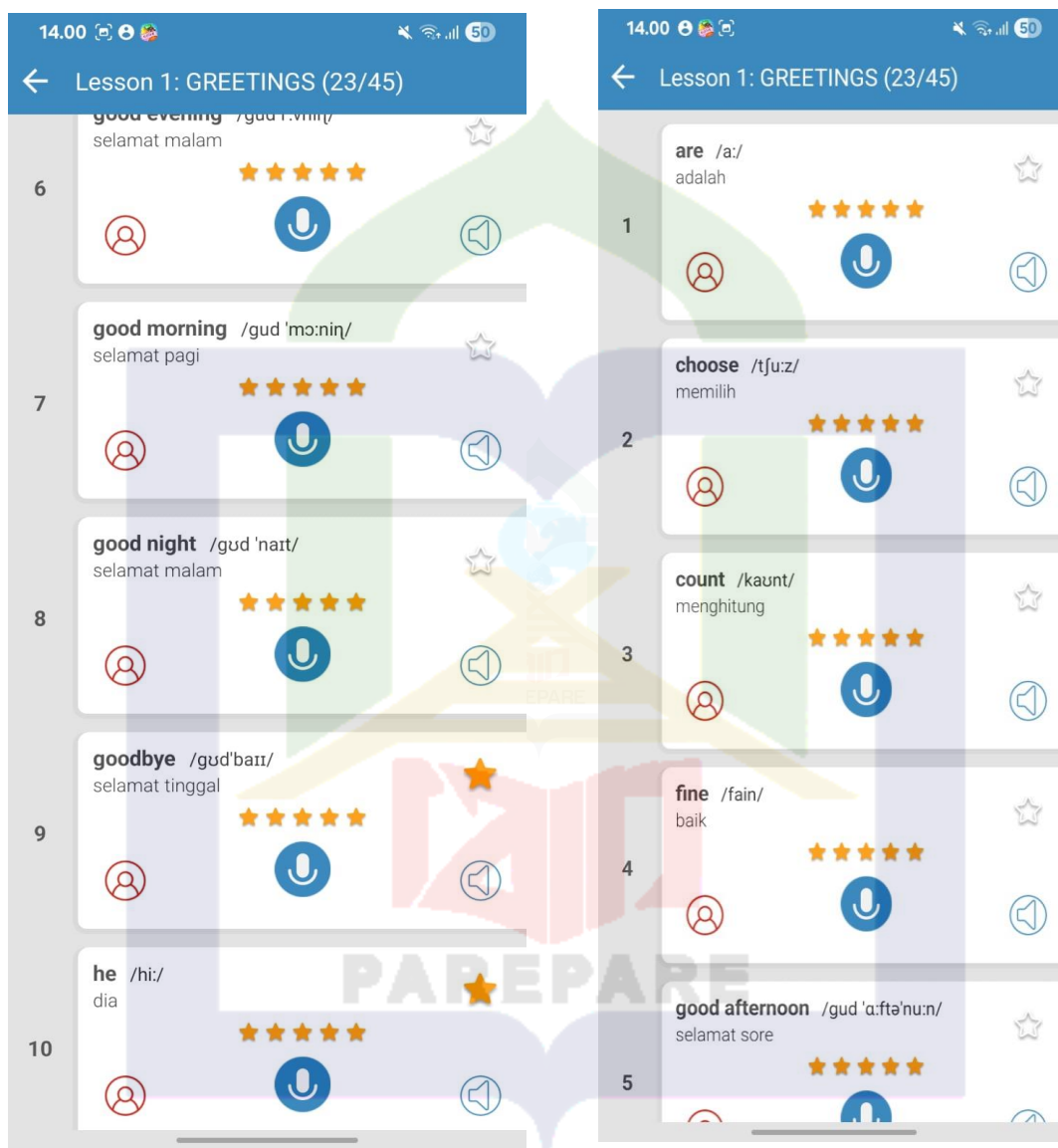
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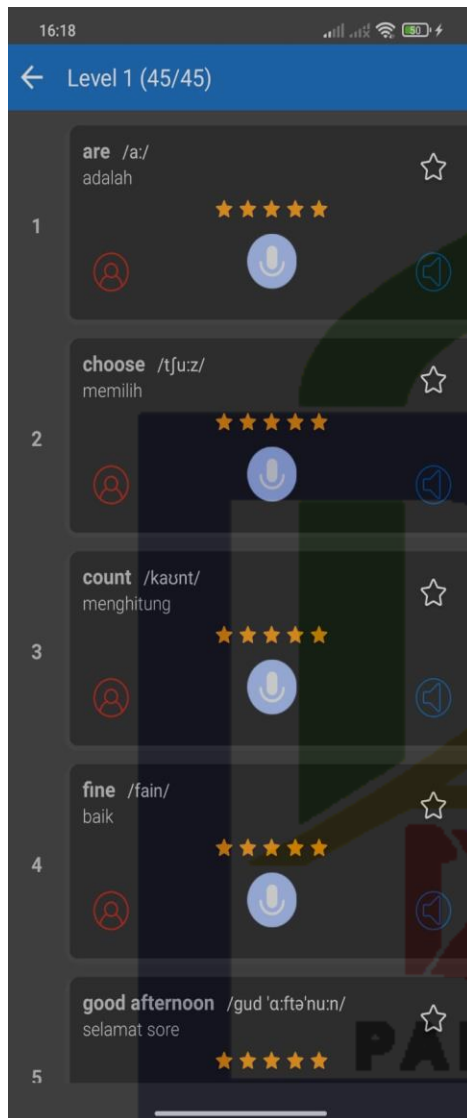
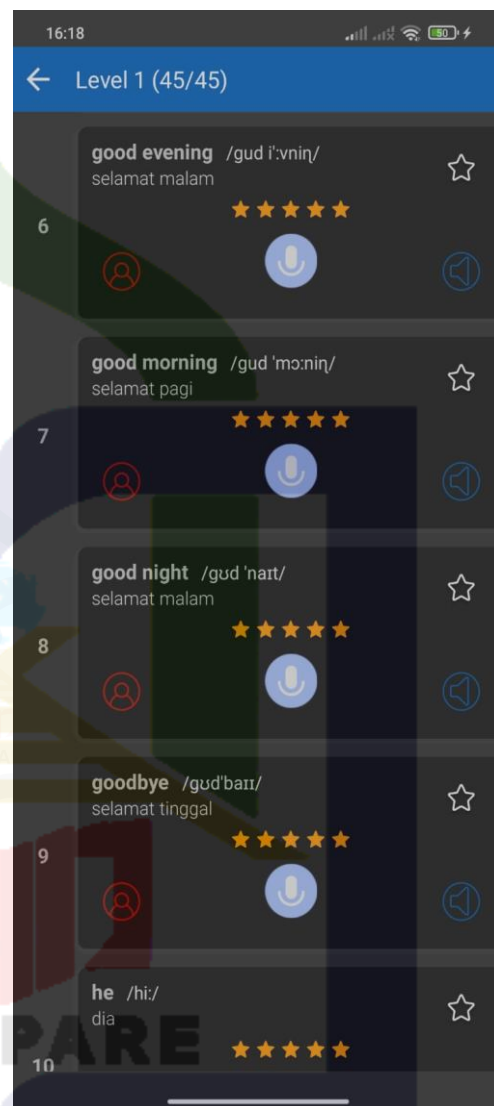
Knowing:

Principal Supervisor


Dr. Magdahelena Tjalla. M.Hum
 EIN. 19700320 200501 2 006

TREATMENT





Appendix II: The result of data Excel

NO	NAMA	Hasil	
		Pre-test	Post-test
1	Ajeng Dwi Prasetya	40.00	80.00
2	Fahimah	33.33	80.00
3	Ardiansyah	36.67	80.00
4	Arjuna Hutama Putra	40.00	76.67
5	Cintyah Naura	30.00	76.67
6	Desti Natalia Yusuf	41.67	80.00
7	Fatimah Zakirah	33.33	80.00
8	Fiqih Amoz	36.67	76.67
9	Grace Lolo Allo	36.67	90.00
10	Ibnu Achmad Fahrezi	30.00	76.67
11	Muhammad Arsyillah	33.33	80.00
12	Muhammad Aswad Ramadhanul	33.33	80.00
13	Muhammad Farhan	30.00	80.00
14	Muhammad Ikram	40.00	80.00
15	Muhammad Syafa'at	40.00	83.33
16	Mutakhratun Nisa	40.00	80.00
17	Nita	40.00	80.00
18	Nur rahma	40.00	90.00
19	Nurhudayah Rustam	60.00	90.00
20	Olymvian Sinitia Sari	33.33	76.67
21	Panca Budi Wibowo	30.00	76.67
22	Putri Angreni	33.33	80.00
23	Rahmat Hidayat Asnawi	33.33	80.00
24	Regina Alfatunnisa	30.00	76.67
25	Revaline Aurel Lovely Irwansyah	30.00	80.00
26	Syabreni Cheche Kireni	30.00	80.00
27	Titi Fatirah	36.67	83.33
28	Zaskiah Putri Damra	40.00	80.00
	RATA-RATA	36.13	80.48

Appendix III : SPSS Output

Descriptive Statistics Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	28	30.00	60.00	36.13	6.204
Valid N (listwise)	28				

Descriptive Statistics Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	28	76.67	90.00	80.47	3.817
Valid N (listwise)	28				

Paired Samples Test								
		Paired Differences					t	df
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PreTest - PostTest	44.34	5.037	.95207	46.29	42.39	46.57	27

Appendix IV : T-Table

df	One-Tail 0.10	One-Tail 0.05	Two-Tail 0.10	Two-Tail 0.05
1	3.078	6.314	6.314	12.706
2	1.886	2.920	2.920	4.303
3	1.638	2.353	2.353	3.182
4	1.533	2.132	2.132	2.776
5	1.476	2.015	2.015	2.571
6	1.440	1.943	1.943	2.447
7	1.415	1.895	1.895	2.365
8	1.397	1.860	1.860	2.306
9	1.383	1.833	1.833	2.262
10	1.372	1.812	1.812	2.228
11	1.363	1.796	1.796	2.201
12	1.356	1.782	1.782	2.179
13	1.350	1.771	1.771	2.160
14	1.345	1.761	1.761	2.145
15	1.341	1.753	1.753	2.131
16	1.337	1.746	1.746	2.120
17	1.333	1.740	1.740	2.110
18	1.330	1.734	1.734	2.101
19	1.328	1.729	1.729	2.093
20	1.325	1.725	1.725	2.086
21	1.323	1.721	1.721	2.080
22	1.321	1.717	1.717	2.074
23	1.319	1.714	1.714	2.069
24	1.318	1.711	1.711	2.064
25	1.316	1.708	1.708	2.060
26	1.315	1.706	1.706	2.056
27	1.314	1.703	1.703	2.052
28	1.313	1.701	1.701	2.048
29	1.311	1.699	1.699	2.045
30	1.310	1.697	1.697	2.042
31	1.309	1.695	1.695	2.040
32	1.309	1.694	1.694	2.037
33	1.308	1.692	1.692	2.035
34	1.307	1.690	1.690	2.032
35	1.306	1.689	1.689	2.030
36	1.306	1.688	1.688	2.028
37	1.305	1.687	1.687	2.026
38	1.304	1.686	1.686	2.024
39	1.304	1.685	1.685	2.023
40	1.303	1.684	1.684	2.021

Appendix V : Documentation





Appendix VI : Virtue of Consultant Degree



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3952/in.39/FTAR.01/PP.00.9/10/2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang	<p>a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2024</p> <p>b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.</p>
Mengingat	<ol style="list-style-type: none"> 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 :	<ol style="list-style-type: none"> 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;
Menetapkan	<p style="text-align: center;">MEMUTUSKAN</p> <ol style="list-style-type: none"> a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2024 b. Menunjuk saudara: Dr. Magdhalena Tjalla, M.Hum. sebagai pembimbing skripsi/tugas akhir bagi mahasiswa : Nama Mahasiswa : SUFRYATNA SYUKRI NIM : 2120203888203049 Program Studi : Pendidikan Bahasa Inggris Judul Penelitian : Enhancing The Students' Pronunciation By Using Elvocabulary Application at MTsN Parepare 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 : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-3248/In.39/FTAR.01/PP.00.9/10/2025
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

02 Oktober 2025

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: SUFRYATNA SYUKRI
Tempat/Tgl. Lahir	: PAREPARE, 18 September 2001
NIM	: 2120203888203049
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: KOMPLEK PERUMAHAN PDAM BLOK A/7

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

ENHANCING THE STUDENTS' PRONUNCIATION BY USING ENGLISH VOCABULARY APPLICATION AT SMAN 4 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 02 Oktober 2025 sampai dengan tanggal 02 November 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

SRN IP0000816


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

IZIN PENELITIAN
Nomor : 816/IP/DPM-PTSP/10/2025

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

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

M E N G I Z I N K A N

KEPADA
NAMA : **SUFRYATNA SYUKRI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **KOMPLEK PERUMAHAN PDAM BLOK A/7 PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ENHANCING THE STUDENTS' PRONUNCIATION BY USING ENGLISH VOCABULARY APPLICATION AT SMAN 4 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 4 PAREPARE)**

LAMA PENELITIAN : **13 Oktober 2025 s.d 13 November 2025**

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

Dikeluarkan di: **Parepare**
Pada Tanggal : **06 Oktober 2025**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE


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

PAREPARE

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



Appendix IX : Letter of Research Completion



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE
Website : sman4parepare.sch.id E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp./Fax (0421) 2918936, Kota Parepare 91113

SURAT TELAH MELAKUKAN PENELITIAN Nomor : 400.3.8/459/SMAN04/PARE/DISDIK

Berdasarkan Surat dari Institut Agama Islam Negeri Parepare (IAIN Parepare) Nomor : B-3248/In.39/FTAR.01/PP.00.9/10/2025 Perihal Izin Penelitian . Sehubungan dengan hal tersebut, maka yang bertanda tangan di bawah ini Kepala UPT SMAN 4 Parepare menerangkan bahwa :

Nama	: Sufryatna Syukri
Universitas/Lembaga	: IAIN Parepare
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Komplek Perumahan PDAM Blok A/7

Telah melakukan penelitian di UPT SMAN 4 Parepare dengan judul penelitian **"Enchancing The Students' Pronunciation By Using English Vocabulary Application at SMAN 4 Parepare "**. Dengan lama penelitian 1 bulan terhitung sejak mulai Tgl 13 Oktober s/d 13 November 2025 .

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 12 November 2025
Kepala UPT SMA Negeri 4 Parepare



Pemerintah Provinsi
Sulawesi Selatan
Dokumen ini ditandatangani secara digital

HAMZAH WAKKANG, S.Pd., M.Pd
Pangkat : Pembina Tk. I
NIP. 19680506 199512 1 006

Tembusan Kepada Yth :
1. Kepala Cabang Dinas Wilayah VIII Parepare di Parepare
2. Arsip/File



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

CURRICULUM VITAE



SUFRYATNA SYUKRI, the writer was born in Parepare, South Sulawesi, on September 18, 2001. He is the youngest of three siblings. His father's name is H. Muhammad Syukri, S.E., M.Si, and his mother's name is Hj. Hasnawati. He is a student in the English Language Education Program at the Faculty of Tarbiyah of the State Islamic University (IAIN) Parepare. His educational history began in 2007 at SD Negeri 11 Parepare. He continued his studies at SMP Negeri 2 Parepare and completed his education there in 2017. He then continued his education at SMA Negeri 4 Parepare and graduated in 2017-2020. He decided to continue his higher education at the State Islamic Institute (IAIN) Parepare. Finally, he completed his thesis entitled "Enhancing the Students' Pronunciation by Using English Vocabulary Application at SMAN 4 Parepare".