A THESIS

THE EFFECT OF ROSETTA STONE APPLICATION ON STUDENT PRONUNCIATION AT SMPN 8 PINRANG

BY

SITTI AISYAH

REG.NUM.2120203888203037

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE

PAREPARE

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

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SITTI AISYAH
REG NUM. 2120203888203037

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

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SUPERVISORY COMMISSION APPROVAL

The Title of Thesis	:	The Effect Of Rosetta Stone Application On Student Pronunciation At Smpn 8 Pinrang
Name of the Student	:	Sitti Aisyah
Student Reg. Number	:	2120203888203037
Study Program	:	English Education Program
Faculty	:	Tarbiyah
By Virtue of Consultant Degree	:	Dean of the Faculty of Tarbiyah decree number 157 years 2025

Approved by:

Consultant : Dr. Zulfah, M.Pd.

EIN : 19830420 2000801 2 010 (.....)

Knowing:

Dean of Faculty of Tarbiyah

Dr. Zulfah, M.Pd.

EIN. 19830420 2000801 2 010

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APPROVAL OF THE EXAMINING COMMISSION

The Title of Article	: The Effect of Rosetta Stone Application on Student's Pronunciation at Smpn 8 Pinrang
Name of Student	: Sitti Aisyah
Student Reg. Number	: 2120203888203037
Study program	: English Education
Faculty	: Tarbiyah
Basis for Assigning Examiners	: B-3954/In.39/FTAR.01/PP.00.9/10/2024
Date of Graduation	: January 15th, 2026

Approved By:

Dr. Zulfah, M.Pd	: (Chair)	(.....)
Hj. Nurhamdah, S. Ag., M.Pd.	: (Member)	(.....)
Nur Asiza, M. Pd.	: (Member)	(.....)

Knowing:

Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd

NIP. 198304202008012010

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Parepare, 04th December 2025
13 Jumadil Akhir 1447H

The writer



Sitti Aisyah

Reg Num. 2120203888203037

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DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name	: Sitti Aisyah
NIM	: 2120203888203037
Birthday date and place	: 04 January 2003
Study program	: English Education Program
Faculty	: Tarbiyah Faculty
Thesis Title	: The Effect Of Rosetta Stone Application On Student Pronunciation At Smpn 8 Pinrang

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ABSTRACT

SITTI AISYAH. *The Effect Of Rosetta Stone Application On Students' Pronunciation At Smpn 8 Pinrang (Supervised by Zulfah)*

Rosetta Stone is a digital language learning application designed to support pronunciation learning through interactive activities and speech-recognition features. This study aimed to investigate the effectiveness of the Rosetta Stone application in improving students' English pronunciation at SMPN 8 Pinrang, particularly in terms of clarity, stress, and intonation.

This research employed a quantitative approach using a pre-experimental design with a one-group pre-test and post-test model. The sample consisted of 20 ninth-grade students selected through purposive sampling. An oral pronunciation test was used as the research instrument and administered as both a pre-test and a post-test to assess students' pronunciation performance based on clarity (vowel, consonant, and diphthong), word and sentence stress, and rising and falling intonation.

The findings indicate that students' pronunciation ability before the treatment was at a *Very Poor* level, with a mean pre-test score of 36.79. After the implementation of the Rosetta Stone application, students' pronunciation significantly improved, as shown by the mean post-test score of 73.48, which fell into the *Good* category. The result of the paired sample t-test revealed a significance value of 0.000 (< 0.05), indicating a statistically significant difference between the pre-test and post-test scores. Therefore, it can be concluded that the Rosetta Stone application is effective in improving students' English pronunciation at SMPN 8 Pinrang, particularly in terms of clarity, stress, and intonation, although some sounds such as /θ/, /ð/, and complex diphthongs remained challenging for some students.

Keywords: *Rosetta Stone Application, English Pronunciation, Pre-Experimental Research*

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CHAPTER I

INTRODUCTION

A. Background

One of the essential aspects of learning English is pronunciation. Good pronunciation plays a crucial role in effective communication, as it ensures that the speaker's message is conveyed clearly and accurately. The main goal of pronunciation learning is to help learners develop correct pronunciation patterns, appropriate intonation, and natural speech rhythm. When pronunciation is accurate, communication becomes more effective, reducing the risk of misunderstandings.[1] Additionally, mastering pronunciation boosts confidence, allowing learners to speak more fluently in both academic and real-life settings. Therefore, pronunciation should be introduced and practiced consistently from an early stage to enhance overall speaking skills.

At the junior high school level, pronunciation learning is aimed at helping students develop better speaking abilities so they can communicate effectively in English.[2] However, pronunciation is often overlooked in the curriculum, as greater emphasis is placed on grammar, reading, and writing. In reality, pronunciation is just as important because it enables students to understand spoken English better and express themselves more confidently. When students are exposed to correct pronunciation from an early stage, they will be able to acquire and apply the language more naturally. Thus, integrating pronunciation exercises into the English curriculum

[1] Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education," *Ijree* (2019).

[2] Nasser Omer M. Al-Tamimi and Rais Ahmed Attamimi, "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English," *International Journal of Linguistics* (2019).

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at the junior high school level is essential to improving students' overall language skills.

Despite its importance, many students in Indonesia face difficulties in learning pronunciation. One of the primary challenges is the phonetic differences between English and Indonesian.[3] Several English sounds do not exist in the Indonesian language, making it hard for students to pronounce them accurately. For example, the /θ/ sound in "think" does not exist in Indonesian, leading many students to pronounce it as /t/ or /s/. Additionally, pronunciation learning in schools often lacks proper exposure and practice.[4] Traditional teaching methods tend to focus on reading texts and memorizing vocabulary, with minimal emphasis on pronunciation drills. Furthermore, limited access to audio-visual resources and interaction with native speakers makes it even more challenging for students to develop correct pronunciation habits. As a result, many students lack confidence in speaking English and struggle with fluency.

To address these challenges, the integration of technology-based language learning applications has emerged as an innovative solution. These applications allow students to practice pronunciation more interactively and flexibly. Many language learning apps incorporate speech recognition technology, real-time feedback, and context-based exercises, enabling students to correct their pronunciation errors independently. By utilizing these technological tools, students can receive continuous

[3] Wiwiek Sundari, "The Difficulties of Learning English for the Beginner English Learners," *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies* (2018).

[4] Abbas Pourhosein Gilakjani, "A Study of Factors Affecting Efl Learners' English Pronunciation Learning and the Strategies for Instruction," *International Journal of Humanities and Social Science* (2021)

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exposure to correct pronunciation, practice regularly outside the classroom, and improve their speaking confidence.

One of the well-known language learning applications that supports pronunciation improvement is Rosetta Stone. This application is specifically designed to help learners master foreign languages through an engaging and interactive approach. It offers speech recognition features that provide instant feedback on users' pronunciation. Moreover, Rosetta Stone applies a context-based learning method, allowing students to associate words and phrases with visual and audio elements, making pronunciation practice more natural and meaningful. Another key advantage of Rosetta Stone is its flexibility, which enables students to learn at their own pace without being restricted by classroom schedules.

Using Rosetta Stone as an alternative pronunciation learning tool presents several benefits. Firstly, its flexibility allows students to practice pronunciation anytime and anywhere, making it easier to integrate into their daily learning routine. Secondly, the speech recognition feature helps students identify and correct their mistakes immediately, something that is often difficult to achieve through conventional teaching methods. Thirdly, the context-based approach ensures that students learn pronunciation in a natural way, reinforcing their understanding of how words and phrases are spoken in real-life situations. With these advantages, Rosetta Stone can serve as an effective tool for helping junior high school students enhance their pronunciation skills.

Beyond pronunciation training, the incorporation of technology in English learning also contributes to higher student engagement and motivation. Traditional learning methods often feel monotonous, making it difficult for students to stay

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motivated. However, interactive applications like Rosetta Stone make learning more enjoyable, encouraging students to actively participate in their own learning process. Additionally, technology provides students with self-paced learning opportunities, allowing them to practice privately without the fear of making mistakes in front of their peers. This aspect is particularly beneficial for students who may be hesitant to speak in class due to a lack of confidence.

Although Rosetta Stone has been widely used in various countries for English learning, its effectiveness in helping junior high school students in Indonesia improve pronunciation has not been extensively studied. Most previous research has focused on vocabulary acquisition or grammar learning, leaving a gap in the study of pronunciation improvement through digital tools. For this reason, this research aims to explore the impact of Rosetta Stone on the pronunciation development of students at SMPN 8 Pinrang. The findings of this study are expected to provide valuable insights for educators and schools in integrating technology into English learning more effectively. Additionally, the research will contribute to the development of more engaging and innovative learning strategies, ensuring that pronunciation receives the attention it deserves in the classroom.

B. Research Questions

Based on the background above, the formulation of the problem in this research as that:

1. How Is The Students' Pronunciation Before Using Rosetta Stone Application?
2. How Is The Students' Pronunciation After Using Rosetta Stone Application?
3. Is there a significant difference in students' pronunciation performance before and after using the Rosetta Stone application?

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C. Objective of the Research

Considering of the problem statement above, the researcher formulates the objective of the research:

1. To describe the students' pronunciation ability before using the Rosetta Stone application.
2. To describe the students' pronunciation ability after using the Rosetta Stone application.
3. To determine whether there is a significant difference in students' pronunciation performance before and after using the Rosetta Stone application.

D. Significances of the Research

This research is expected to provide both theoretical and practical contributions related to the use of the Rosetta Stone application in improving students' pronunciation skills at SMPN 8 Pinrang.

1. Theoretical Significance

This study contributes to the understanding of how technology-based learning applications can be utilized to improve English pronunciation among junior high school students. It examines the effectiveness of Rosetta Stone in pronunciation learning, particularly in the context of Indonesian students who face challenges in acquiring accurate English pronunciation. The findings from this study will add to the body of knowledge in English language education by exploring the role of speech recognition technology and interactive learning methods in pronunciation practice. Furthermore, this research can serve as a reference for future studies that aim to integrate technology-assisted learning into English pronunciation instruction.

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2. Practical Significance

This research provides practical benefits for several stakeholders in the teaching and learning process, including:

a. Teachers

The results of this study can help English teachers explore new teaching strategies by incorporating technology based learning tools like Rosetta Stone into pronunciation instruction. It provides insights into how speech recognition and context-based learning can complement traditional teaching methods, allowing students to receive instant feedback on their pronunciation errors. This research can encourage teachers to integrate digital learning applications as a way to enhance students' independent learning and speaking confidence.

b. Students

For students, this research highlights the potential benefits of using Rosetta Stone as an effective self-learning tool to improve pronunciation. The application provides a flexible and interactive learning experience, enabling students to practice pronunciation independently, anytime and anywhere. Through continuous speech recognition feedback, students can gradually develop better pronunciation accuracy and fluency. This study encourages students to take a more active role in their learning process, helping them gain confidence in speaking English.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted studies related to the use of digital applications in pronunciation learning. Several relevant research findings are presented as follows.

A study conducted by Hardianti (2024) explored the effectiveness of Rosetta Stone in improving word stress and intonation accuracy among Grade 8 students at MTSN 6 Bulukumba. The study employed a qualitative descriptive method, with observations and interviews as data collection techniques. A total of 22 students participated in the research. The findings showed that Rosetta Stone helped students develop better word stress and intonation patterns, making their pronunciation more natural and accurate. Furthermore, students expressed increased interest and engagement in pronunciation learning due to Rosetta Stone's interactive learning features.[5] The study also emphasized that the combination of audio-visual materials and real-time pronunciation feedback contributed to better pronunciation retention. The research concluded that Rosetta Stone is highly effective in supporting pronunciation learning, particularly in helping students master word stress and intonation more effectively than traditional methods.

Another study by Rani Syahda Hanifa (2022) focused on improving junior high school students' pronunciation through the use of Rosetta Stone and analyzing students' perspectives on its effectiveness. This study adopted an action research approach and was conducted in two learning cycles with Grade 7 students at SMP Muhammadiyah 8 Tanggulangin. The study integrated CALL (Computer-Assisted

[5]Hardianti, "Effectiveness Of The Resotta Stone App For English Pronunciation Skills," (2025).

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Language Learning) methodology and gathered data through interviews and observation. Before using Rosetta Stone, only 20% of students met the minimum pronunciation proficiency standard.[6] However, after using Rosetta Stone, 100% of students successfully met the required pronunciation criteria. Additionally, students expressed positive attitudes toward the application, stating that it was easy to use and effective in improving their pronunciation. The study concluded that Rosetta Stone significantly enhances pronunciation skills, demonstrating that digital learning tools play a crucial role in pronunciation learning and student motivation.

A related study by Sri Yuliani (2023) investigated how Rosetta Stone affects students' motivation in pronunciation learning based on self-determination theory. This theory examines students' autonomy, competence, and relatedness in language learning. The study utilized a quasi-experimental pre-test and post-test design, involving 30 students who were divided into two groups: the experimental group, which used Rosetta Stone for face-to-face pronunciation training, and the control group, which practiced pronunciation through traditional drilling techniques.[7] The findings showed that students in the experimental group exhibited higher levels of motivation and engagement in pronunciation practice compared to those in the control group. Students also reported an increase in self-confidence, as the speech recognition feature helped them monitor and correct their pronunciation mistakes. The study concluded that Rosetta Stone not only improves pronunciation skills but

[6] Rani Syahda Hanifa and Dian Rahma Santoso, "The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation Corresponding Email Article's History The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation," *Ethical Lingua* (2022).

[7] Sri Yuliani, et.al, "Investigating Students' Motivation on the Use of Rosetta Stone in Learning English Pronunciation," *AL-ISHLAH: Jurnal Pendidikan* 15, (2023).

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also enhances student motivation, making it a valuable digital tool for pronunciation learning.

In another study, Rifqi Naufal Hermana (2023) aimed to investigate the impact of Rosetta Stone on students' pronunciation skills compared to PowerPoint-based learning media. This research specifically focused on diphthong pronunciation accuracy. The study employed a quasi-experimental design with two groups: the experimental group, which used Rosetta Stone for pronunciation practice, and the control group, which used PowerPoint-based materials. Data were collected using pre-tests and post-tests, in which students were assessed through 20 oral pronunciation questions. The findings showed that the experimental group achieved higher pronunciation scores than the control group. The t-test analysis revealed a significant difference (t-count = 2.100 > t-table = 1.9954), confirming that Rosetta Stone significantly improved pronunciation skills, particularly in diphthong pronunciation.[8] The study concluded that Rosetta Stone is more effective in enhancing students' pronunciation compared to conventional methods, primarily due to its interactive speech recognition feature that provides real-time feedback.

A study by Fatmawati Latifah Firdaus (2019) investigated the effectiveness of Rosetta Stone software in improving pronunciation development among eighth-grade students at SMP IT PAPB Semarang. The research used a quasi-experimental design with two groups: the experimental group, which learned pronunciation using Rosetta Stone, and the control group, which relied on traditional teaching methods. Data were collected through pre-tests, post-tests, and student questionnaires.[9] The findings

[8] Rifqi Naufal Hermana, "Rosetta Stone Application on Students' Pronunciation," *Journal of English Teaching and Linguistics Studies (JET Li)* (2023).

[9] Fatmawati Latifah Firdaus, "The Effectiveness Of Rosetta Stone Software Usage On Students' Pronunciation Development At The Eighth Grade Of Smp It Papb Semarang," (2022)

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revealed that the experimental group had significantly higher pronunciation scores than the control group. The t-test analysis indicated a significant difference in pronunciation improvement (t-test value: 2.300 > t-table: 2.002), confirming the effectiveness of Rosetta Stone. Students reported that the application made pronunciation learning easier and more enjoyable, while teachers acknowledged its potential as an effective pronunciation learning tool. The study concluded that Rosetta Stone is an effective digital pronunciation tool, as its interactive exercises and speech recognition features provided students with a structured and engaging learning experience.

Based on a careful review of previous research, it can be concluded that most research on the use of the Rosetta Stone application has primarily focused on particular aspects of pronunciation or students' learning attitudes, such as diphthong accuracy, learning motivation, or students' perceptions of the application. Although these research have demonstrated the effectiveness of Rosetta Stone in improving pronunciation, they have not yet provided a comprehensive analysis of the suprasegmental aspects of pronunciation. Therefore, the present study was purposefully designed to address this research gap by focusing on both segmental and suprasegmental features as the main indicators of students' pronunciation performance. In this study, clarity is categorized as a segmental feature, reflecting the accuracy of consonant and vowel production, while stress and intonation are classified as suprasegmental features**.** Furthermore, this research was conducted within a different educational context, thereby expanding the scope of previous findings and offering new empirical evidence regarding the effectiveness of Rosetta Stone in enhancing students' pronunciation ability. This research is expected to

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provide a more holistic understanding of how Rosetta Stone contributes to pronunciation learning at both the segmental and suprasegmental levels.

B. Some Pertinent Ideas

1. Pronunciation

Pronunciation is a study of how to produce words. This study it self talks about the process of how growing organs create words. According to Bygate, the producing organ included lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity, and breath. Yule also states whether the bilabials, labiodentals, dental, alveolar, palatals, velars, and glottals are included in the producing organs, and if so, where the consonant alphabets are formed. After producing the words, the mouth raises the terms, making a sound. Each word has a distinct sound. In language, the different sounds are called phonemes.

Pronunciation is the way in which language or particular word or sound is spoken and pronunciation is the act or manner of pronouncing articulate utterance. One of the most important elements is pronunciation because learning and performing proper pronunciation is a necessary skill for effective communication. Pronunciation is one part of speaking skill that will be directly and clearly observable and knowable.[10] Pronouncing words correctly allows us to communicate our thoughts, feelings and desires clearly. However, it is important to recognize the difference between phonetic and pronunciation. Alongside other language learning exercises, pronunciation instruction is also given. For example, students often practice pronouncing new words correctly before doing speaking or conversation exercises.

[10] Agus Sholeh And Uun Muhaji, "Pronunciation Difficulties Encountered By EFL Students In Indonesia," *Jurnal Inspiraasi Pendidikan*, (2020).

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According to Fraser, states that pronunciation is a very important part of English language teaching. However, Fraser further states that despite this of teaching pronunciation still receives little attention from teachers. The main reason is uncertainty of how best to teach pronunciation and also because usually do not have enough time to pay attention to it and it is difficult to detect what difficulties faced by their students.[11]

According to Lado, Pronunciation is the use of a sound system in speaking and listening. n this case, pronunciation is only treated as an action that occurs in speaking and listening, Lado did not mention how the sound is produced. From this definition it can be concluded that pronunciation is a way of pronouncing a particular word or phrase that is generally accepted or understood (intelligible).[12]

According to the Oxford Learner's Dictionaries, Pronunciation means to say something to produce word or letter sounds in a certain way. pronouncing something means to produce word or letter sounds in a certain way, which includes aspects such as articulation, intonation and rhythm. This process involves the use of speech organs such as the tongue, lips and vocal cords to form correct and intelligible sounds. In the context of language learning, the ability to pronounce correctly is essential to ensure effective communication and avoid misunderstandings. So, Pronunciation something is not just about the sound, but also about how we use our speech organs to convey meaning clearly and precisely.

[11] Helen Fraser, "ESL Pronunciation Teaching: Could It Be More Effective," *Australian Language Matters* (2020).

[12] Rizdki Elang Gumelar And Riandi Riandi, "Pengaruh Tekhnik Drama Voice Terhadap Penguasaan Pronunciation Pada Mahasiswa Semester Satu Pendidikan Bahasa Inggris Universitas Mathla'ul Anwar Banten Tahun Akademik 2019/2020," *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* (2021).

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Pronunciation includes not only the articulation of individual sounds but also the patterns of stress, rhythm, and intonation that constitute the spoken form of a language. According to Webster, pronunciation involves the way in which a language or a particular word or sound is spoken. It includes the totality of sounds and their patterns within a language.

Based on the definition above, Researcher can conclude that pronunciation is the process of producing word or letter sounds in a certain way that involves aspects of articulation, intonation, and rhythm. Good pronunciation involves the use of speech organs such as the tongue, lips, and vocal cords to form correct and understandable sounds. In the context of language learning, proper pronunciation is essential to ensure effective communication and avoid misunderstandings. Therefore, pronunciation is one of the key components in mastering a language and improving students' communication skills.

2. Types of Pronunciation

In modern linguistics, the term types of pronunciation refers to the two interrelated dimensions of how spoken language is realized: segmental and suprasegmental pronunciation. Segmental features encompass individual phonemes vowels and consonants tshat distinguish lexical meaning, while suprasegmental features range over larger units like syllables or phrases and include stress, intonation, rhythm, pitch, and duration.[13] Recent studies emphasize that, although segmental accuracy helps listeners identify specific words, suprasegmental elements often play a

[13] Sukma Nur Ardini, "The Use of Artificial Intelligence to Promote Autonomous Pronunciation Learning Indonesian," *Journal of English Language Teaching and Applied Linguistics*, (2023).

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more critical role in overall comprehensibility, as they signal meaning, emotion, and sentence structure.

Furthermore, research in English as a Foreign Language (EFL) contexts has demonstrated that integrating both segmental and suprasegmental training yields the best results in learners' speech intelligibility and fluency. A controlled study found that students taught suprasegmental features such as intonation and word stress showed significantly greater improvement in comprehensibility compared to those receiving only segmental training, and the combined approach produced even stronger outcomes in fluency and listening comprehension[14]. These findings underscore that understanding the types of pronunciation holistically recognizing how both individual phonemes and prosody contribute is essential before delving into each category in detail.

a. Segmental Features

1) Vocal (vowel)

Vowels are one of the important components of the English sound system. They form the basis of almost all spoken words in the language. Understanding and understanding vowel sounds in English is an important first step in learning English. Vowels are speech sounds produced without any significant constriction or blockage of airflow in the vocal tract. The air flows freely, and the sound is usually voiced, meaning the vocal cords vibrate. Vowels are essential in English pronunciation, as they help distinguish meanings between words. Vowels are classified based on tongue height (high to low), tongue position (front to back), and lip rounding.[15]

[14] Qing Ma, et.al, "Exploring EFL Students' Pronunciation Learning Supported by Corpus-Based Language Pedagogy," *Computer Assisted Language Learning* (2024).

[15] Nurul Oktari Nasution and Training Faculty, "Theory of Phonology,Vowel,and Consonant," (2019).

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In English phonology, Vowel sounds are divided into monophthongs, diphthongs, and triphthongs. monophthongs are vowel sounds that are produced with a steady articulation. The twelve (12) monophthongs can be divided into short and long. There are seven (7) short and five (5) long vowels in all.

a) English Short Vowel

There are many different vowel sounds in English, but short vowels will be the focus of this analysis. These short vowels are represented by the letters **I, e, V, Q, and U.** Small vowels are simply comparatively brief; as we'll see later, vowels can have a wide range of lengths depending on the situation. [16]

I (example words: „bit", „pin", „fish") In comparison to cardinal vowel no. [i] this vowel is closer to the center and in the close front area. The lips are spread slightly.

E (example words: „bet", „men", „yes") this is a front between cardinal vowel no. [e] and no. [ɛ]. The lips are slightly spread.

Æ (example words: „bat", „man", „gas") although not nearly as open as the cardinal vowel [a], this vowel is front. The lips are spread slightly.

Λ (example words: „cut", „come", „rush") this is a central vowel, and the diagram shows that its tongue height is higher than the open-mid range. The lip is in a neutral position.

ɒ (example words: „pot, „gone", „cross") the tongue height of this vowel is between open-mid and open, and it is not quite totally back. The lips have a softly rounded shape.

[16] H Hisasmaria, "An Analysis of English Vowels Pronunciation by The Third Semester Students of Pohuwato University," *Madani Jurnal Politik Dan Sosial*, (2023),

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ʊ (example words: „put", „pull", „push") the closest cardinal vowel is [u], although u is more open and closer to the center. Round lips are present.

ə (Example words: „about'', „sofa'') The schwa, central, very short and always unstressed.

b) English Long Vowels

Long vowels are produced for a longer duration than their short counterparts. They often occur in open syllables (ending with a vowel) or before voiced consonants.[17] These vowels are transcribed with a colon symbol (ː) to show length.

iː (example words: „seat", „tree", „peace") A high front unrounded vowel, long version of /ɪ/.

ɜː (example words: „bird", „form", „purse") A mid-central vowel, often r-colored in AmE (/ɝ/).

ɑː (example words: „car", „father", „pass") A low back unrounded vowel.

ɔː (example words: „ *law*", „ *saw*", „horse") A mid back rounded vowel.

uː (example words; „ *food*", „*blue*", „loose") A high back rounded vowel, long version of /ʊ/.

2) Dipthongs

Diphthong as a part of vowels. Diphthong is a kind of vowel sound with a special feature, that is there is deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable.[18]

Diphthongs are identical to the long vowels mentioned above in length. The first portion of every diphthong is usually probably longer and stronger than the

[17] Gbadegesin Michael Olayinka, "Introduction to Phonetics and Phonology," *Экономика Региона* (2023)

[18] Ninik Suryatiningsih, "A Study On The Students Ability In Pronouncing Diphthongs At Stkip Pgri Pasuruan," *Jurnal Dimensi Pendidikan Dan Pembelajaran* (2023).

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second; for instance, the majority of the diphthong at (as in the words "eye" and "I") is made up of the vowel, and the glide to I only becomes clear in the last quarter of the diphthong. The sound gets softer as the guide to I progresses. The segment is consequently shorter and quieter. So, foreign students should always keep in mind that the final sound of English diphthongs shouldn't be made too firmly. There are eight diphthongs in all, though the letter is becoming less common.

Centering diphthongs

ɪə (example words: „beard‟, „weird‟, „fierce‟)

eə (example words; „aired‟, cairn‟, „scarce‟)

ʊə (example words: „moored‟, „tour‟, „lure‟)

Centering Dipthongs

eɪ (example words: „paid‟, „pain‟, „face‟)

aɪ (example words: „tide‟, „time‟, „nice‟)

ɔɪ (example words: „void‟, „loin‟, „voice‟)

3) 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 (1) the site of articulation and (2) 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. [19]

[19] Aisyah Rizqa Fitri Siregar, et.al, "The Exploration Of English Consonant: A Literature Review," *Jurnal Pendidikan Dan Sastra Inggris* (2023).

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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.

b. Supra Segmental

1) Stress

Stress in English refers to the emphasis placed on certain syllables within words or on particular words within sentences. In spoken language, a stressed syllable or word is typically longer**,** louder, and higher in pitch, making it more prominent.[20] Stress is a crucial prosodic feature because it can determine meaning (e.g., *REcord* vs. *reCORD*) and convey important information like focus, contrast, or emotion. There are two main types of stress:

a) Word Stress (Lexical Stress)

Primary stress is the strongest stress in a multi-syllable word (e.g., ’PREsent vs. pre’SENT). Secondary stress occurs in longer words and is weaker than primary stress but still marked (e.g., ’ORGaniZAtioN, where “or-” carries secondary stress) Differences in stress placement can change meaning and word class (e.g., ’record [noun] vs. re’cord [verb]).

Examples of Primary vs. Secondary (Word Stress)**:**

organization is pronounced /ˌɔːgənaɪˈzeɪʃən/, with primary stress on “zeɪ” and secondary on “or”

b) Sentence (Prosodic) Stress

[20] Rohani Margareth, Sri, *An Analysis of Word Stress Pronounced By the Seventh Semester*, (2020).

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In sentences, content words (nouns, main verbs, adjectives, adverbs) carry stress, while function words (articles, prepositions, auxiliary verbs) are mostly unstressed or reduced (e.g., "I WANT coffee," stressing WANT and COFFEE).

Examples of Sentence Stress (Content vs. Function Words)

"I went to the park today." Content words *went* and *park* are stressed; function words (I, to, the, today) remain unstressed.

English listeners perceive stress through pitch**,** loudness**,** duration, and vowel clarity. Linguists distinguish. Word stress (with primary and secondary levels), which can change meaning or word class, and Sentence stress (prosodic stress), used to structure information and manage emphasis within speech.[21]

2) Intonation

Intonation refers to the variation in pitch across spoken utterances, and it plays a crucial role in conveying not only grammatical information but also speaker attitudes, emphasis, and emotions. As defined by Xu and Prom on Intonation is a prosodic element that governs the flow of spoken communication by signaling sentence types, such as distinguishing statements from yes-no questions. It typically comprises three components: the onset (initial pitch), the nucleus (the central stressed element), and the tail (the final contour). Common intonation patterns include rising (used often in yes-no questions), falling (typical in declarative statements), and rising-falling contours, each with distinct communicative purposes. For example, "You're coming?" with rising intonation indicates a question, while "You're coming." with falling intonation signals a confirmation. Intonation also serves to mark information

[21] Hanna Kuusirati And Hanna Kuusirati, "Introducing Stress And Rhythm : A Material Package For Teaching English Word Stress , Sentence Stress , And Speech Rhythm To Finnish Comprehensive School Pupils Of Jyväskylä," No. November (2022).

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structure, such as focus or contrast; for instance, stressing “bought” in “She bought a book” emphasizes the action rather than the object.[22] Furthermore, intonation expresses emotions through pitch, duration, and intensity high, rapid rises may convey excitement or anger, while slow, flat tones often indicate sadness or indifference. Intonation is a multi-dimensional feature of spoken language that interfaces phonetics, syntax, pragmatics, emotion, and speech technology, and understanding its components and functions is essential in both linguistic theory and real-world applications such as speech synthesis.

3) Rhythm

Rhythm can be defined as the arrangement of duration between short and long and long, stressed and unstressed musical sounds according to a certain pattern.[23] A heartbeat, a flashing light, or a piece of music can all be said to have rhythm since they are perceptible events that occur at predictable times. It is frequently believed that English speech has a rhythm, which can be recognized by the regular frequency of stressed syllables. Naturally, it is not indicated that the timing is as predictable as a clock because occurrence regularity is simply a relative concept. According to the theory that English has stress-timed rhythm, whether or not there are unstressed syllables in between, and stressed syllables tend to occur at generally regular intervals; this would not be the case with "mechanical speech."

3. Important of Pronunciation

The ability to understand and say good and correct pronunciation is an

[22] Yi Xu, “Prosody, Tone and Intonation,” in the routledge handbook of phonetics. m. f. (2019).

[23] Try Wahyu Purnomo, “Rhythm And Tempo Learning Through The Use Of Recorder With Behavioristic Approach (A Case Study In Class V-C At YWKA Bandung Elementary School),” (2017).

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important part of learning English because it will help you become easier to understand and be understood and facilitate communication with other people who also speak English. English Pronunciation is a science that studies the techniques / procedures for pronouncing English vocabulary. English vocabulary, one of the more complicated points, compared to grammar and vocabularies. According to Botley English pronunciation is important where many sounds and words in English are difficult to pronounce correctly. English that are difficult to pronounce correctly. Having good pronunciation can make our communication with interlocutors or native speakers more understandable easier to understand. For our society, which is from elementary high school to college, learning English is just a formality, so English pronunciation is considered trivial so pronunciation in English is considered trivial. Whereas with understanding and having the correct English pronunciation, it can make us superior in winning the competition and does not cause misunderstanding when speaking with native speakers when speaking with native speakers. [24]

Therefore, we must maintain correct pronunciation because it can help us master English faster and become more fluent. If we often do English pronunciation correctly, besides we can distinguish the pronunciation and sound of similar words, we can also increase our confidence when communicating with others.

As for some important things Pronunciation to use in English, the first is Pronunciation can give a good impression, meaning, pronunciation is one of the first impressions that will be captured by the interlocutor when starting a conversation in English. The second is to avoid misunderstandings when communicating, meaning

[24] D Suryam Dora, *"سالم افراد,"* Studies On Variation In Milk Production And It's Constituents During Different Season, Stage Of Lactation And Parity In Gir Cows M.V.Sc D Suryam Dora Livestock, (2017)

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that if we master how to pronounce a word correctly, this will avoid misunderstandings in the interpretation of the spoken word. The third is maintaining good relationships with others, meaning that when we have good pronunciation, then we can maintain good communication with the interlocutor. With this, having a good and correct pronunciation can also improve the ability to speak effectively and be easily understood by others who also speak English.

a. Strategies in Pronunciation Teaching

According to Kelly, there are some strategies in pronunciation teaching:

a) Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item. Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally use prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

b) Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

(1) Back chain

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Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length. Students' mistake in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example :

.....would've told.

.....if I'd seen him.

(2) Front chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually adding to its length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him....

I would've.....

I would've told him.

(3) Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items into the sentence being dealt with, as follow:

Teacher : it's in the corner

Student 1: it's in the corner

Teacher : it's on the table

Student 2 : it's on the table.

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(4). Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter Q and a big letter A written on cards. Teachers will invite students to question each other and respond in turn across the class.

Student 1: have you ever been to Paris?

Student 4: yes. I have

Student 5: have you ever been to New York?

Student 2: no I haven't.

(5) Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice rising and falling of their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

b. The importance of Pronunciation teaching

The importance of pronunciation in communication is multifaceted and impacts various aspects of both language learning and everyday interaction. Here's a detailed exploration of why pronunciation is crucial:

1. Clarity and Comprehensibility

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Pronunciation affects how clearly one can be understood. Correct pronunciation ensures that listeners can comprehend the intended message without confusion.

Example: Mispronouncing words like “ship” and “sheep” can lead to misunderstandings in conversations.[25]

2. Effective Communication

Clear pronunciation contributes to effective communication by helping speakers convey their messages accurately. It prevents misinterpretations and ensures that the message is received as intended.

Example: In professional settings, correct pronunciation is essential for conveying instructions, delivering presentations, or participating in meetings.

3. Professional and Academic Success

In academic and professional environments, clear pronunciation can influence one’s credibility and perceived competence. It affects how others perceive and respond to the speaker.

Example: A clear speaker is more likely to be understood and taken seriously during academic presentations or job interviews.

4. Social Perception and Confidence

Pronunciation can affect social interactions and the speaker’s confidence.[26] Good pronunciation can enhance social acceptance, while poor pronunciation might lead to embarrassment or social challenges.

[25] Martha C. Pennington, “Teaching Pronunciation: The State Of The Art 2021,” *RELC Journal* 52, No. 1 (2021).

[26] Zumala Fajriyyatul Husna, “The Influence Of Students’ Pronunciation And Selfconfidence On Their Speaking Ability,” *Uin Walisongo Semarang*, (2021).

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Example: Non-native speakers with clear pronunciation might feel more confident in social situations and be better integrated into new environments.

5. Language Learning and Teaching

Pronunciation is a key component of language instruction. Effective teaching strategies include pronunciation practice to improve learners' speaking and listening skills.

Example: Language teachers use pronunciation drills and corrective feedback to help students develop clear and accurate pronunciation.

6. Accent and Identity

Pronunciation is linked to accent and can reflect a speaker's regional or cultural background. It plays a role in shaping personal and cultural identity.

Example: An accent might indicate a speaker's country of origin, which can influence how they are perceived by others.

7. Listening Skills

Good pronunciation aids in developing listening skills. Recognizing accurately pronounced words helps learners understand spoken language better and improve their listening comprehension.

Example: Effective pronunciation practice can help learners better understand native speakers and differentiate between similar-sounding words.

8. Cross-Cultural Communication

In a globalized world, clear pronunciation helps in cross-cultural communication. It facilitates better understanding between speakers from different linguistic backgrounds.

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Example: Clear pronunciation in English can aid in effective communication with international colleagues or clients.

9. Reducing Communication Barriers

Proper pronunciation helps in reducing communication barriers that arise from linguistic differences. It ensures smoother interactions and fewer misunderstandings.

Example: In international business, clear pronunciation can prevent errors and miscommunications in important discussions.

10. Academic and Professional Opportunities

For non-native speakers, good pronunciation can open up academic and professional opportunities by making them more competitive in their fields.

Example: Students with good pronunciation may perform better in language proficiency tests and have greater opportunities for scholarships or jobs that require strong communication skills.

4. Rosetta Stone Aplication

Rosetta Stone is one of the pioneering digital language learning software platforms known internationally. The application was first developed by Allen Stoltzfus, an American entrepreneur who was inspired after learning German through the immersion method while living in Europe. This experience convinced him that learning directly, without relying on translation, was much more effective than conventional methods.

The name “Rosetta Stone” was inspired by the ancient Egyptian Rosetta Stone artifact, which became the key to deciphering hieroglyphics and symbolized a bridge between languages and cultures. Rosetta Stone is a language learning medium that

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uses images, text, and sounds to teach vocabulary. In 1992, language company Rosetta Stone implemented all kinds of solutions to help all types of learners read, write and speak more than 30 languages, including English. This media is programmed systematically. The title and logo of the Rosetta Stone are taken from an ancient Egyptian stone slab called Rosetta. The focus of the current study was on the two platforms of the Rosetta Stone application, i.e., Mobile-based and PC-based for teaching American English.

As a mobile-based platform of Rosetta Stone application, the mobile version of Rosetta Stone's application is featured with characteristics like multi-device capability, phrasebook, audio companion, stories, and live tutoring. The application was released in both IOS and Android mobile operating systems. Meanwhile as the PC-based platform of the Rosetta Stone application includes five different levels related to learning English with 250 hours of instructional content. Level one, which is named "language basics", is concerned with language fundamentals. This application is introduced as a useful media or tool for teachers and students in the process of teaching and learning English. The Rosetta Stone application can be used as an aid to teach vocabulary for students.[27] The app also consists of a combination of images, text and sound, with increasing difficulty as the student progresses in learning, to teach various vocabulary terms and grammatical functions intuitively, without practice or translation. According to Bowden, Rosetta Stone helps the students become familiar with everyday topics and vocabulary.[28] It offers lots of

[27] Nurul L Mauliddiyah, "The Effect of Rosetta Stone Application on Students' Vocabulary Mastery In The Eleventh Grade At Sman 1 Barusjahe," (2021).

[28] Mutiara Haliza, "The Influence Of Using Rosetta Stone Application Towards Students' Vocabulary Mastery At The Eighth Grade Of Smp Al-Azhar 3 Bandar Lampung," *Raden Intan State Islamic University Lampung,* (2023)

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practice for hearing the language. Rosetta Stone allows students to hear native speakers, and this helps students learn how to better pronounce the language. By using Rosetta Stone in classroom, it will help the teacher to provide more active, interesting and effective learning activity especially for vocabulary improvement. Olsen says the study of vocabulary should be enjoyable because students benefit greatly from increased word power. By using Rosetta Stone, the students will get the new enjoyable experience in their vocabulary learning. If previously the students learn vocabulary by using the textbook only, now the students can add their learning experience by seeing the real-life images, not only illustration, and supported by clear native speaker voice that will help the students to practice their pronunciation.

5. Teaching Pronunciation Using Rosetta Stone

The process of teaching pronunciation often presents challenges for students, such as difficulties in mastering correct sounds, stress, and intonation. These issues can reduce students' motivation to practice. Teachers must adopt appropriate methods, techniques, and strategies tailored to the students' learning styles. By doing so, teachers can create an engaging and supportive learning environment for teaching pronunciation effectively.

Rosetta Stone uses a dynamic immersion method to teach pronunciation naturally, similar to how individuals acquire their first language.[29] The application avoids translation and rote drills, instead offering interactive exercises that integrate vocabulary, grammar, and pronunciation. Learners are exposed to real-life contexts, practicing correct sounds and patterns through dialogues and vocabulary activities. This approach supports active learning and provides personalized feedback, helping

[29] M ŞANVERDİ, "The Use of Rosetta Stone Application for Vocabulary Improvement in English: A Review Study," *A General Perspective on Foreign Language.* no. December (2021).

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students refine their pronunciation.

According to Prasetyo, the application accelerates the learning process by combining useful techniques and practices, enhancing both receptive and productive language skills.[30] Hanif highlights that Rosetta Stone's innovative technology offers enjoyable and effective instruction. The app's dynamic immersion method ensures that pronunciation practice is seamlessly integrated, allowing students to actively engage in speaking exercises and track their progress.

By using the Rosetta Stone application, teachers can foster a creative and interactive learning environment. This not only motivates students to improve their pronunciation but also encourages them to explore their full potential as language learners. In conclusion, Rosetta Stone is an effective tool for teaching pronunciation, empowering learners with the skills and confidence to communicate effectively in English.

6. Procedure of Using Rosetta Stone

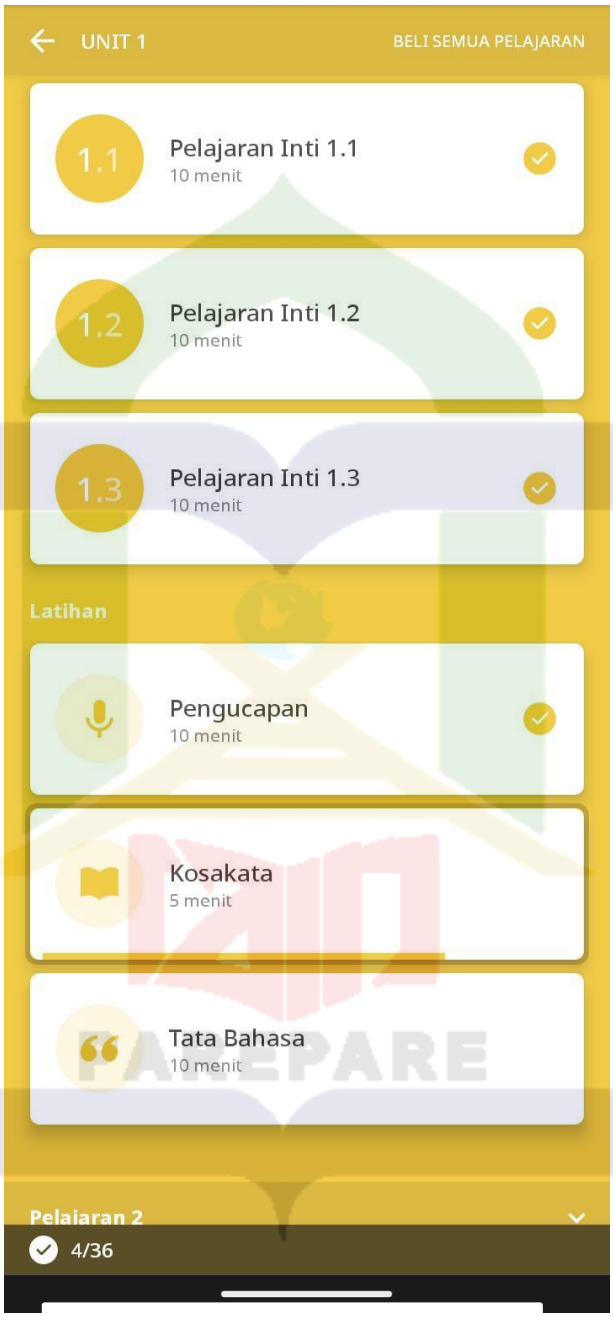
For using the application, of course we must first have the application on our phone. For that, follow the steps for using the Rosetta Stone application below

[30] Gigih Aji Prasetyo, et.al,, "The Use of Rosetta Stone® as Teaching Media to Improve Students' Vocabulary Mastery," *English Education* (2018).

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1) The first thing you have to do is install the Rosetta Stone app on Play store or App store on your smartphone.
2) Then open the application on your smartphone and select the desired language (English) which will then enter the account creation page.
3) Create an account by selecting the "create account" menu option.
4) Then fill in each step as requested
5) such as nas me, email, password and country. Then check the box that is empty. Then click the "create account" button.
6) After that it will go to the home page, and the application is ready to use.

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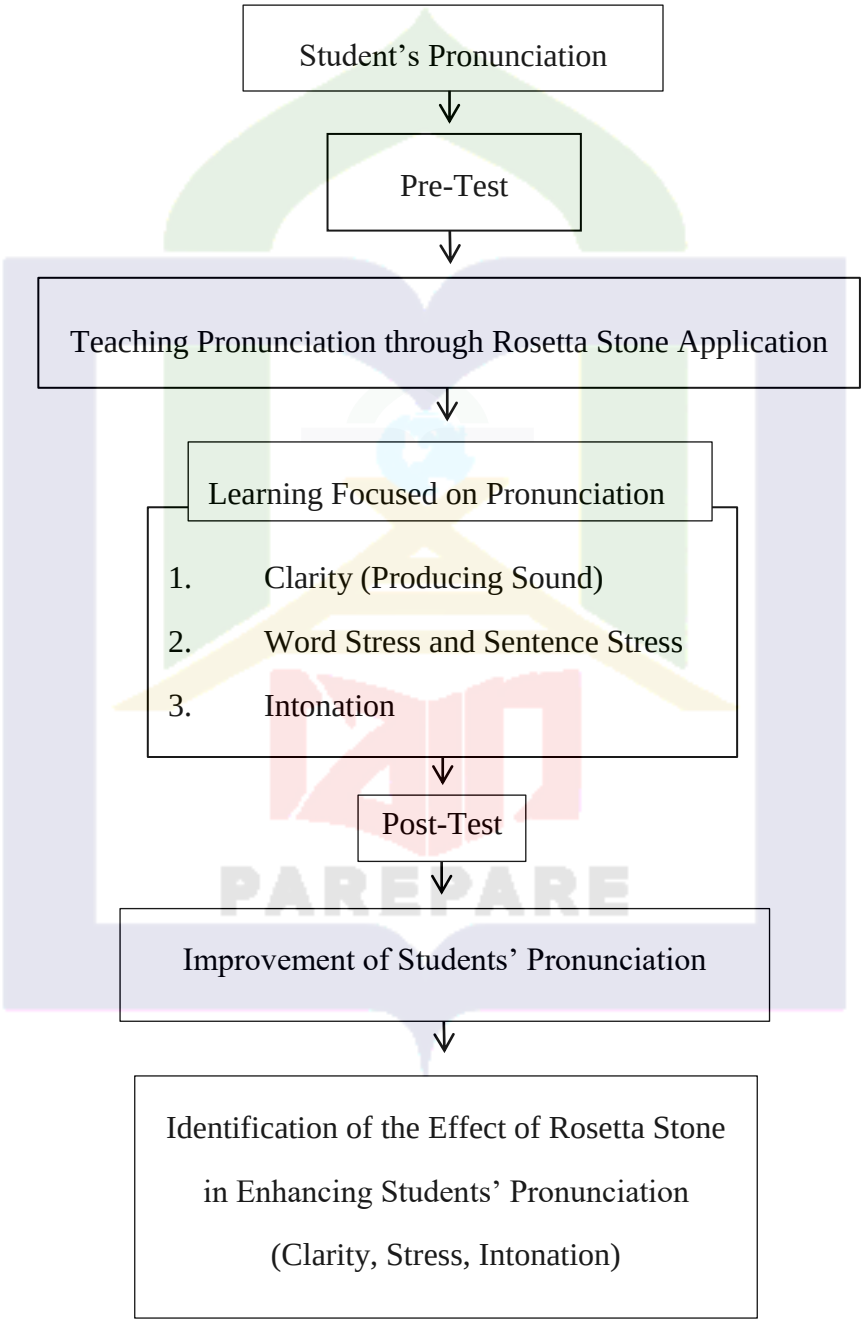


Picture 2.1 Rosetta Stone

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C. Conceptual Framework

This research will be explain with using the Rosetta stone application in improving the pronunciation of students at SMPN 8 Pinrang, the concept can be draw below:



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This research employs a pre-experimental design using a one-group pre-test and post-test model to examine the effect of the Rosetta Stone application on students' English pronunciation at SMPN 8 Pinrang. In this framework, students are first given a pre-test to identify their initial pronunciation ability before the treatment. The treatment is then conducted through the use of the Rosetta Stone application, which provides pronunciation practice focusing on clarity, word and sentence stress, and intonation. After the treatment, a post-test is administered to measure students' pronunciation ability after using the application. The results of the pre-test and post-test are analyzed to determine the effectiveness of the Rosetta Stone application in improving students' pronunciation.

D. Hypothesis

The hypothesis proposed in this study, which focuses on the use of the Rosetta Stone application to improve students' pronunciation at SMPN 8 Pinrang, is divided into two:

H_o : Rosetta Stone application is not effective in improving students' English pronunciation at SMPN 8 Pinrang.

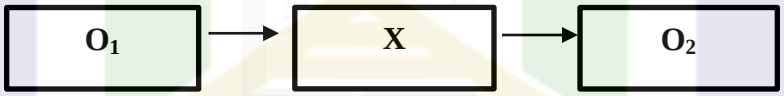
H1 : Rosetta Stone application is effective in improving students' English pronunciation at SMPN 8 Pinrang.

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CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

In this study, the researcher employed a pre-experimental research design using a one-group pre-test and post-test framework, adopting a quantitative approach. The purpose was to examine the potential improvement in the relationship between the independent and dependent variables. Specifically, the study aimed to assess the effect of the Rosetta Stone application on students' pronunciation at SMPN 8 Pinrang. The treatment was implemented between the pre-test and post-test to determine whether the use of Rosetta Stone could lead to an improvement in students' pronunciation performance. The applied research design can be illustrated as follows:



Description :

O_1 = Pre Test

X = Treatment

O_2 = Post Test

B. Location and Duration of the Research

This research will be conducted at SMPN 8 Pinrang, located at BTN Sekkang Mas, Pinrang, South Sulawesi. The research will span approximately one months, including time for data collection and analysis. The location is chosen based on its

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alignment with the research objectives and recommendations from the school administration.

C. Population and Sample

1. Population

The population on SMPN 8 Pinrang is in the following table

Table 3.1 : Population of Research

No	Class	Total Students
1	IX-1	20
2	IX-2	20
3	IX-3	25
Total		65

Source: School administration of SMPN 8 Pinrang.

2. Sample

The sample of this study was selected using purposive sampling. From the existing population, Class IX-1 consisting of 20 students was chosen as the research sample based on the recommendation of the English teacher, who indicated that this class demonstrated stable learning behavior and was suitable for the implementation of the treatment. This study employed a pre-experimental design with a one-group pre-test and post-test structure, only one class was required to receive the intervention. Therefore, Class IX-1 served as the group that underwent both the pre-test and post-test, as well as the treatment using the Rosetta Stone application. This sampling approach enabled the researcher to accurately measure students' pronunciation improvement specifically in clarity, stress, and intonation after being taught through the Rosetta Stone application.

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D. Instrument of Research

The instrument used in this research will be a pronunciation test comprising Pre-test & Post-Test designed to evaluate specific aspects of students' pronunciation, including clarity, stress and intonation.

Table 3.2 Pronunciation Scoring Rubric

Criteria	Very Good (5)	Good (4)	Fair (3)	Lack (2)	Very Lack (1)
Clarity (Producing Sound)	Voice is very clear and accurate; pronunciation of vowels and consonants is precise and natural.	Clear voice with few pronunciation errors; mostly understandable.	Pronunciation is understandable, but several phoneme errors occur	Voice is unclear; many pronunciation errors affect meaning.	Difficult to understand; many mispronounced sounds; lacks clarity.
Word and Sentence Stress	Stress is correctly placed on all important syllables and content words, enhancing meaning.	Mostly correct stress placement with minor inconsistencies.	Some correct stress, but often misplaced; partial clarity.	Rarely applies correct stress; lacks distinction between stressed and unstressed syllables.	No clear stress pattern; speech sounds flat and monotonous.
Intonation	Excellent intonation variation; appropriately uses rising and falling tones to express meaning.	Good intonation with slight inconsistencies; meaning mostly clear.	Some variation in intonation, but sometimes inappropriate.	Little variation; hard to identify sentence type or emotion.	Monotonous tone; no control or awareness of intonation.

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1. Scoring Procedure for Clarity

The clarity indicator in this study was assessed based on students' accuracy in pronouncing segmental features, which include vowels, consonants, and diphthongs. The pronunciation test was designed to contain a total of 46 target sounds, consisting of 17 vowels, 21 consonants, and 8 diphthongs. Each student's performance was evaluated by counting the number of target sounds pronounced correctly. To ensure objectivity and transparency in scoring, the number of correctly pronounced sounds was converted into a percentage score and then transformed into a final score using the Conversion Score Table**.**

a. Example of Clarity Score Calculation

Table X presents an illustrative example of how the clarity score was calculated. The values shown in the table are not actual research data, but are provided solely to explain the scoring procedure used in this study.

Table 3.3 Clarity Score Calculation Based on Segmental Features

No	Segmental Aspect	Total Target Sounds
1	Vowels	17
2	Consonants	21
3	Diphthongs	8
Total		**46**

Based on the Table above, the student correctly pronounced out of 46 target sounds.

b. Score Calculation

The percentage of correct pronunciation was calculated using the following formula:

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$$\text{Accuracy Percentage} = \frac{\text{Number Of Correct Sounds}}{\text{Total Target Sounds}} \times 100$$

$$\text{Accuracy Percentage} = \frac{31}{46} \times 100 = 67\%$$

c. Score Conversion

According to the Conversion Score Table, an accuracy of 67% falls within the 55–69% range, which corresponds to:

1) Scale Value: 3
2) Category: Fair
3) Tens Value (Final Score) : 50

Table 3.4 Conversion Score

Scale Value	Tens Value
5	100
4	75
3	50
2	25
1	0

Therefore, based on this example, the student's clarity score would be 50.

2. Scoring Procedure for Stress

a. Word Stress and Sentence Stress

The stress indicator in this study was assessed based on students' ability to apply correct stress patterns in English, which include word stress and sentence

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stress. The assessment focused on whether students placed stress on the correct syllable in words and on appropriate content words in sentences.

The stress indicator consisted of 15 test items, divided into:

1) 10 items for word stress
2) 5 items for sentence stress

Each item was scored dichotomously:

1) 1 point if the stress placement was correct
2) 0 point if the stress placement was incorrect

b. Combined Stress Score Calculation

The values presented below are illustrative examples only and do not represent actual research data.

Table 3.5 Stress Score Calculation

Stress Component	**Total Items**
Word Stress	10
Sentence Stress	5
Total	**15**

c. Percentage Calculation

$$\text{Stress Accuracy} = \frac{\text{Correct Items}}{\text{Total Items}} \text{ X } 100$$

$$\text{Stress Accuracy} = \frac{9}{15} \text{ X } 100 = 60\%$$

d. Score Conversion

Because 60% falls within the 55–69% range, the student's stress score is:

1) Scale Value = 3

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2) Category = Fair

3) Final Score = 50

Conversion Score

Scale Value	Tens Value
5	100
4	75
3	50
2	25
1	0

Based on the calculation above, the student correctly applied stress in 9 out of 15 items, resulting in a stress accuracy of 60%. According to the conversion score table, this score falls into the Fair category with a final stress score of 50.

3. Scoring Procedure for Intonation

a. Intonation (Rising and Falling Intonation)

The intonation indicator was assessed through five sentences consisting of rising and falling intonation patterns. Each item was scored dichotomously, where 1 point was given for correct intonation and 0 for incorrect intonation**.** Therefore, the maximum possible score for this indicator was 5 points.

The students' intonation score was calculated by dividing the total number of correct responses by the total number of intonation items, then multiplying the result by 100 to obtain a percentage score. The percentage score was subsequently converted into a Scale Value (1–5) based on the conversion score table.

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b. Example of Intonation Score Calculation

A student produced correct intonation in 3 out of 5 sentences, while the remaining items were pronounced with incorrect intonation patterns.

$$\text{Intonation Accuracy} = \frac{\text{Correct Items}}{\text{Total Items}} \text{ X } 100$$

$$\text{Intonation Accuracy} = \frac{3}{5} \text{ X } 100 = 60\%$$

Based on the conversion score table, presents an illustrative example of how the Intonation score was calculated a score of 60% corresponds is:

1) Scale Value = 3
2) Category = Fair
3) Tens Value = 50.

Thus, the student's intonation score was 50.

Conversion Score

Scale Value	Tens Value
5	100
4	75
3	50
2	25
1	0

The conversion score presented in Table was used to determine students' pronunciation performance across three main indicators, namely clarity, stress, and intonation. Each indicator was assessed using a five-scale value system ranging from 1 to 5, which represents Very Poor, Poor, Fair, Good, and Very

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Good levels of pronunciation ability. The clarity indicator was evaluated based on students' overall ability to pronounce vowels, consonants, and diphthongs clearly and accurately. The stress indicator was assessed by observing students' accuracy in applying word stress and sentence stress, while the intonation indicator focused on students' use of rising and falling intonation in interrogative and declarative sentences. The performance of each indicator was determined by considering students' overall mastery of the relevant sub-aspects, and then classified into one of the five scale values. Each scale value was subsequently converted into a numerical score using the conversion table, where scale value 5 was converted to 100, scale value 4 to 75, scale value 3 to 50, scale value 2 to 25, and scale value 1 to 0. This scoring system allowed the researcher to objectively quantify students' pronunciation ability and ensured consistency in evaluating all pronunciation indicators.

Table 3.6 Descriptive Analysis

Interval Score	Category Level
85 – 100	Very Good
70 – 84	Good
55– 69	Fair
40 – 54	Poor
0 – 39	Very Poor

ssThe scoring rubric was adapted and modified from Celce-Murcia, Brinton, and Goodwin to evaluate students' pronunciation performance. The rubric consists of tree main criteria: clarity (producing sound), word and sentence stress, intonation. Each criterion was assessed on a five-point scale ranging from 1 (very

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Poor) to 5 (very good). The obtained scores were then converted into tens values, and the final results were classified according to the descriptive analysis scale to determine students' pronunciation performance levels before and after using the Rosetta Stone application.

E. Technique of Collecting Data

1. Data Collection

a. Pre-Test

The pre-test was administered before the treatment to assess the students' initial pronunciation ability. At this stage, the students were asked to perform an oral pronunciation test consisting of several word and sentences that required them to produce spoken English naturally. The items in the test were selected to represent the three suprasegmental aspects being measured, namely clarity, stress, and intonation. During the test, each student was instructed to read the provided materials aloud while the researcher recorded their voice individually using a mobile recording device to ensure sound accuracy and evaluative reliability.

The purpose of the pre-test was to obtain baseline data that represented the students' pronunciation skills before receiving any intervention. By analyzing the recordings, the researcher could identify the students' strengths and weaknesses in pronouncing English words and sentences. This stage was essential because it provided a point of comparison for determining the extent of improvement following the treatment. All students completed the pre-test under the same classroom conditions to ensure fairness, consistency, and objectivity of the results.

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b. Treatment

The treatment phase was conducted over several meetings using the Rosetta Stone application as the primary learning tool. During this stage, the students engaged in various pronunciation-focused learning activities provided by the application, including listening to native speaker models, repeating target sentences, practicing stress and intonation patterns, and receiving immediate feedback through the application's speech recognition feature. These interactive exercises allowed students to receive real-time evaluation of their pronunciation accuracy, which encouraged them to correct mistakes promptly and improve through continuous practice.

Throughout the treatment process, the researcher acted as a facilitator who guided the students in accessing and operating the Rosetta Stone application. The researcher also monitored students' engagement and ensured that each learner participated actively in the activities. In every session, students were encouraged to repeat the provided phrases several times until their pronunciation aligned with the model given in the application. The treatment was designed not only to enhance students' pronunciation but also to build their confidence in producing spoken English. This stage played a crucial role in developing students' pronunciation in terms of clarity, appropriate word stress, and natural intonation patterns.

c. Post-Test

After the completion of the treatment, a post-test was administered to the same group of students to measure the effectiveness of the Rosetta Stone application in improving their pronunciation. The post-test used the same set of words and

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sentences as the pre-test to maintain consistency and allow for accurate comparison. As with the pre-test, students' performances were recorded individually. Each recording was later evaluated using the same analytic scoring rubric to ensure reliability in assessing the aspects of clarity, stress, and intonation. The primary purpose of the post-test was to determine whether there was a significant improvement in students' pronunciation after receiving the treatment. By comparing the pre-test and post-test results, the researcher could identify specific areas of progress and evaluate the overall impact of the Rosetta Stone application. The post-test also helped measure how effectively students adopted pronunciation features modeled in the application, such as improved articulation, more accurate stress placement, and more natural intonation patterns. This final stage provided the necessary data to conclude the effectiveness of the treatment in enhancing students' pronunciation ability.

F. Technique of Data Analysis

The data analysis technique referred to the data that was analyzed and directed to answer the previously determined research questions. The researcher analyzed the data using available statical methods.

The method served to describe or provide an overview of the object under based on the data or samples that have been collected, without conducting hypothesis testing or drawing broader conclusions. This analysis focused on mean and standard deviation to examine students improving pronunciation after the use Rosetta Stone at SMPN 8 Pinrang, as well as several premilinary tests prior to conducting inferential analysis.

1) Scoring Item

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

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

Where:

X : Students Score

F : Frequency

Y : Score of All Aspect

N : Total

1) Descriptive Analysis

The data classification can be explained below:

Table 3.7 Descriptive Analysis

Interval Score	Category Level
85-100	Very Good
70-84	Good
55-69	Fair
40-54	Poor
0-39	Very Poor

Sources : Arikunto, Evaluasi Pembelajaran

2) T-Test

a) Automatic Calculate by Windows SPSS 26

The step of using SPSS 26 below:

1) Open the Windows SPSS 26 Version

2) Input the data Pre and Post test into Column

3) Click Analyze > Compare Mean > Paired- Samples T Test

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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 was 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 test > T table, it sums that, the hypothesis Ho is accepted.[31]

[31] Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009)

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CHAPTER IV
FINDINGS AND DISSCUSSION

A. Findings

This research was conducted at SMPN 8 Pinrang using a pre-experimental design (one-group pre-test and post-test). The main purpose of the study was to examine students' initial pronunciation ability before the implementation of the Rosetta Stone application, particularly in relation to three suprasegmental indicators: clarity, stress, and intonation. The results of the pre-test provide the following description of the students' oral communication abilities. The findings are presented in the form of students' scores, score classifications, pronunciation improvement, and hypothesis testing.

1. Students' Pronunciation Before Using Rosetta Stone Application

Before the implementation of the Rosetta Stone application, students demonstrated very limited pronunciation ability across the three indicators assessed in this study, namely clarity, stress, and intonation. In terms of clarity, which includes the pronunciation of consonants, vowels, and diphthongs, students experienced serious difficulties in producing several English sounds accurately. Consonant sounds such as /θ/ and /ð/ in words like thin, thief, those, and three were frequently mispronounced or replaced with more familiar sounds. Similar problems occurred with affricate and fricative consonants such as /ʃ/, /ʒ/, /tʃ/, and /dʒ/ in words including she, measure, cheap, chair, joyfully, and jungle, which resulted in unclear and unnatural pronunciation.

In addition to consonant errors, students also showed weak control over vowel and diphthong pronunciation. Vowel sounds such as /ɪ/ in thief, /æ/ in family and jungle,

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/ʌ/ in mother, /ɜː/ in church, and /ə/ in over were often pronounced inaccurately or inconsistently. Diphthongs including /ɔɪ/ in boy and toy, /aɪ/ in outside and ice, /aʊ/ in house, /eɪ/ in play and rainy, and /əʊ/ in goat and road were commonly simplified into single vowel sounds. These patterns indicate that students lacked awareness of English vowel movement and phonemic contrasts prior to the treatment.

Furthermore, students' pronunciation difficulties were also evident in the application of stress and intonation. In terms of word stress, students tended to pronounce multisyllabic words such as usually, pleasure, and carefully with equal stress on each syllable, showing little awareness of correct stress placement. At the sentence level, students rarely emphasized key content words, resulting in flat and unnatural speech. Regarding intonation, most students failed to apply appropriate rising intonation in questions and falling intonation in statements, producing utterances with monotonous pitch patterns. Overall, the pre-test results indicate that students' pronunciation ability before using the Rosetta Stone application was at a low level, particularly in clarity, stress, and intonation.

a. Pre-Test Scores

The pre-test was administered before the treatment to identify the students' initial pronunciation ability. In this test, students were asked to pronounce several English words and sentences, and their performance was assessed based on clarity, word and sentence stress, and intonation.

Table 4.1 Pre-test Score

Name	Clarity (0-100)	Stress (0-100)	Intonation (0-100)	Total Score	Proficiency Level
Andi Fitriani	23	45	46	38.00	Very poor
Fitriani	32	46	46	41.33	Poor
Gita Aulia	31	43	47	40.33	Poor

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Hilya Najwa Azis	33	32	48	37.67	Very Poor
Kamila	42	43	40	41.67	Poor
Nur Faradiba	45	23	50	39.33	Very Poor
Nur Afika	46	32	32	36.67	Very Poor
Nur Atifa	43	31	40	38.00	Very Poor
Reski Rahim	32	33	44	36.33	Very Poor
Octavianingsih	42	34	20	32.00	Very Poor
Shiril Firman	24	33	23	26.67	Very Poor
Sitti Nuraisyah	42	34	32	36.00	Very Poor
Siti Nur Hasana	32	44	43	39.67	Very Poor
Qaela Balqis	33	41	31	35.00	Very Poor
Ahmad Yusuf	42	42	40	41.33	Very Poor
Dimas Al Khalik	32	24	20	25.33	Very Poor
Muh. Fathul Akbar	46	24	45	44.33	Poor
Muh. Febriyanto	43	32	43	39.33	Very Poor
Muh Jumardi	31	32	44	35.67	Very Poor
Rustan	33	31	30	31.33	Very Poor

According to the data above, researcher conducted the data in descriptive statistics Pre Test, the result of SPSS can be explained below:

Tabel 4.2 Descriptive Statistics of Pre Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	25.33	44.33	36.79	4.872
Valid N (listwise)	20	(Very Poor)	(Poor)	(Very Poor)	

The descriptive statistics of the pre-test results provide an overview of students' initial performance before the treatment was implemented. Based on the data obtained from 20 students, the minimum score achieved was 25.33, while the

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maximum score reached 44.33. The mean score was 36.79, indicating that, on average, students' performance in the pre-test was at a low level. In addition, the standard deviation was 4.872, which suggests that the scores were relatively clustered around the mean, showing little variation among students' pre-test results. Overall, these findings indicate that most students had similar and generally low initial abilities prior to the implementation of the treatment.

b. Classification of Pre-test

To obtain a clearer picture of the students' initial English pronunciation ability, the pre-test scores were further classified into several categories based on predetermined score intervals, namely Very Good, Good, Fair, Poor and Very Poor. This classification was conducted to identify the distribution of students' pronunciation ability levels before the treatment was implemented. By classifying the pre-test scores, it is possible to determine the proportion of students in each category and to describe the overall level of students' initial pronunciation ability prior to the use of the Rosetta Stone application. Pre Test given to the students before doing treatment, the researcher explained about the score which explained based on the classification below:

Table 4.3 Result of Pre Test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 85-100	0	0%
2	(Good) 70-84	0	0%

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3	(Fair) 55-69	0	0%
4	(Poor) 40-54	6	30%
5	(Very Poor) <39	14	70%
Total		**20**	**100%**

The results of the pre-test on students' English pronunciation ability, as presented in the table above, show that the students' initial pronunciation ability was generally low. Out of 20 students who participated in the pre-test, none of the students achieved scores in the Very Good (85–100), Good (70–84), or Fair (55–69) categories. Most of the students were classified into the Very Poor category, with 14 students (70%) obtaining scores below 39. Meanwhile, 6 students (30%) were categorized as Poor, with scores ranging from 40 to 54. These findings indicate that the majority of students experienced difficulties in English pronunciation before the treatment was implemented. Therefore, it can be concluded that students required an effective learning strategy or instructional media to improve their English pronunciation.

Tabel 4.4 Result of Indicator Pre Test

No	Interval Score	Category	Indicator (F)		
			Clarity	Stress	Intonation
1.	85 – 100	Very Good	0 student	0 student	0 student

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2.	70 – 84	Good	0 student	0 student	0 student
3.	55 – 69	Fair	0 students	0 students	0 student
4.	40 – 54	Poor	8 students	7 students	10 student
5.	<39	Very Poor	12 students	13 students	10 student
Total			**20**	**20**	**20**

The data presented in the table evaluate students' pronunciation ability based on three key indicators: clarity, stress, and intonation. These indicators represent important aspects of pronunciation mastery and provide an overview of students' initial performance before the treatment was implemented.

Clarity refers to how clearly students pronounce English words so that they can be easily understood. The data show that most students experienced difficulties in this aspect. Out of 20 students, 12 students were categorized as "Very Poor" (Score Range: 39), while only 8 students reached the Poor category (Score Range: 40 – 54). No students achieved scores in the Fair, Good, or Very Good categories. This indicates that students' pronunciation clarity was generally weak, and many students were unable to articulate words clearly.

Stress relates to the correct emphasis placed on syllables within words. This indicator appears to be the most problematic for students. The results reveal that 13 students were classified as Very Poor (Scopre Range: 39), while only 7 students fell

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into the Poor category (Score Range: 40 – 54). Similar to clarity, none of the students reached higher categories. These findings suggest that students had limited awareness of correct word stress patterns, which may affect the naturalness and intelligibility of their speech.

Intonation refers to the rise and fall of voice when pronouncing words or short expressions. Compared to clarity and stress, intonation shows slightly better results. The data indicate that 10 students were categorized as Poor (Score Range: 40 – 54) and 10 students as Very Poor (Score Range: 39). Although the distribution is more balanced, the absence of students in the Fair, Good, and Very Good categories suggests that intonation were still inadequate overall.

Overall, the findings indicate that students' pronunciation ability before the treatment was at a low level across all indicators. Stress emerged as the weakest aspect, followed by clarity and intonation. These results imply that students required focused pronunciation instruction supported by appropriate media, particularly those emphasizing listening and repetition, to help them improve clarity, stress, and intonation in English pronunciation.

2. How is the students' pronunciation after using the Rosetta Stone application?

After the use of the Rosetta Stone application, students' pronunciation ability showed improvement across the three indicators examined in this study, namely clarity, stress, and intonation. In general, students were able to produce English sounds more clearly than before the treatment. In terms of clarity, which includes the pronunciation of consonants, vowels, and diphthongs, students demonstrated better articulation of several English sounds that had previously caused difficulty. Consonant sounds such as /θ/ and /ð/ in words like thin, those, and three, as well as

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affricates /tʃ/ and /dʒ/ in words such as cheap, chair, joyfully, and jungle, were pronounced more clearly in the post-test, although minor inaccuracies were still found among some students.

Regarding vowel and diphthong pronunciation, students showed increased accuracy in producing vowel sounds and vowel combinations. Vowels such as /æ/ in family and jungle, /ʌ/ in mother, and /ɜː/ in church were articulated more distinctly than in the pre-test. In addition, diphthongs including /aɪ/ in ice and outside, /eɪ/ in play and rainy, /aʊ/ in house, /ɔɪ/ in boy and toy, and /əʊ/ in goat and road were generally produced with clearer vowel movement. Nevertheless, in longer sentences, some students still showed hesitation or reduced clarity, indicating that pronunciation accuracy was not yet fully consistent.

Improvements were also observed in stress and intonation. In terms of word stress, students began to place stress more appropriately on multisyllabic words such as usually, pleasure, and carefully. At the sentence level, students showed better awareness of stressing key content words, although the application of sentence stress varied among individuals. With regard to intonation, students demonstrated greater control of rising intonation in questions and falling intonation in statements, even though several students still tended to use relatively flat intonation patterns. Overall, the post-test results indicate that students' pronunciation ability improved to a better level than before the treatment, with observable progress in clarity, stress, and intonation.

a. Post-test Scores

The post-test was administered after the students received the treatment using the Rosetta Stone application in order to measure their pronunciation ability after the

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treatment. The post-test results indicate that students' pronunciation ability improved across all pronunciation indicators, namely clarity, stress, and intonation. These findings indicate that the treatment had a positive effect on students' pronunciation ability before further analysis using descriptive statistics.

Table 4.5 Post-Test Score

Name	Clarity (0-100)	Stress (0-100)	Intonation (0-100)	Total Score	Proficiency Level
Andi Fitriani	75	76	70	73.67	Good
Fitriani	77	76	70	74.33	Good
Gita Aulia	65	67	70	67.33	Fair
Hilya Najwa Azis	66	68	70	68.00	Fair
Kamila	63	70	69	67.33	Fair
Nur Faradiba	76	78	77	77.00	Good
Nur Afika	70	78	78	75.33	Good
Nur Atifa	77	78	78	77.67	Good
Reski Rahim	79	87	78	81.33	Good
Octavianingsih	74	67	77	72.67	Good
Shiril Firman	65	78	76	73.00	Good
Sitti Nuraisyah	73	77	75	75.00	Good
Siti Nur Hasana	72	69	74	71.67	Good
Qaela Balqis	65	79	74	72.67	Good
Ahmad Yusuf	67	77	73	72.33	Good
Dimas Al Khalik	76	76	77	76.33	Good
Muh. Fathul Akbar	75	67	76	72.67	Good
Muh. Febriyanto	75	77	76	76.00	Good
Muh Jumardi	76	65	78	73.00	Good
Rustan	65	76	76	72.33	Good

According to the data above, researcher conducted the data in descriptive statistics Post-Test, the result of SPSS can be explained below:

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Table 4.6 Descriptive of Post Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	20	67.33	81.33	73.48	3.453
Valid N (listwise)	20	(Fair)	(Good)	(Good)	

The descriptive statistics of the post-test results provide an overview of students' performance after the treatment was implemented. Based on the data obtained from 20 students, the minimum score achieved in the post-test was 67.33, while the maximum score reached 81.33. The mean score was 73.48, indicating that, on average, students demonstrated a good level of performance after the treatment. In addition, the standard deviation was 3.453, which suggests that the post-test scores were closely clustered around the mean, showing relatively low variability among students' results. Overall, these findings indicate a clear improvement in students' performance compared to the pre-test results.

b. Classification of Post-Test

To examine the students' English pronunciation ability after receiving the treatment, the post-test scores were classified into several categories based on predetermined score intervals, namely Very Good, Good, Fair, Poor and Very Poor. This classification was conducted to identify changes in the distribution of students' pronunciation ability levels after the implementation of the Rosetta Stone application. By classifying the post-test scores, it is possible to observe the improvement in

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students' pronunciation ability and to compare their performance after the treatment with their initial ability measured in the pre-test.

Table 4.7 Result of Post-Test

N0	Category	Result of Post Test	
		Frequency	**Percent**
1	(Very Good) 85-100	1	5%
2	(Good) 70-84	19	95%
3	(Fair) 55-69	0	0%
4	(Poor) 40-54	0	0%
5	(Very Poor) <39	0	0%
Total		**20**	**100%**

The results of the post-test on students' English pronunciation ability, as presented in the table above, show a clear improvement in students' performance after the treatment was implemented. Out of 20 students who participated in the post-test, 1 student (5%) achieved a score in the Very Good category, while the majority of the students, 19 students (95%)**,** were classified into the Good category. Meanwhile, no students were categorized as Fair, Poor, or Very Poor in the post-test. These findings indicate that students' pronunciation ability improved after the treatment, as

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all students moved into higher achievement categories. Therefore, it can be concluded that the treatment using the Rosetta Stone application was effective in improving students' English pronunciation.

Table 4.8 Result indicator of Post Test

No	Interval Score	Category	Indicator (F)		
			Clarity	**Stress**	**Intonation**
1	85-100	(Very Good)	0 student	1 student	0 student
2	70-84	(Good)	14 student	18 student	19 student
3	55-69	(Fair)	6 student	1 student	1 student
4	40-54	(Poor)	0 student	0 student	0 student
5	<39	(Very Poor)	0 student	0 student	0 student
Total			**20**	**20**	**20**

The data presented in the table evaluate students' pronunciation ability after the treatment based on three key indicators: clarity, stress, and intonation. The results show a clear improvement in all aspects of pronunciation compared to the pre-test results.

Clarity refers to how clearly students pronounce English words. The post-test data indicate that students' clarity improved substantially. Most students, 14 students, were classified in the Good category (Scoew Range: 70 – 84), while 6 students

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reached the Fair category (Score Range: 55 – 69). No students were categorized as Poor or Very Poor. This finding suggests that students were able to pronounce words more clearly after receiving the treatment.

Stress relates to the correct emphasis placed on syllables in words. The results show that stress became the strongest indicator in the post-test. 18 students were classified in the Good category (Score Range: 70 – 84), and 1 student achieved the Very Good category (85 – 100). Only 1 student remained in the Fair category (Score Range: 30-37). The absence of students in the lower categories indicates a significant improvement in students' understanding of word stress.

Intonation refers to the rise and fall of voice during pronunciation. The data reveal that 19 students were categorized as Good (Score Range: 70 – 84), while 1 student was classified as Fair (Score Range: 55 – 69). Similar to the other indicators, no students were found in the Poor or Very Poor categories. This result indicates that students' intonation improved and became more stable after the treatment.

Overall, the post-test results indicate that students' pronunciation ability improved across all indicators after the treatment was implemented. The elimination of Poor and Very Poor categories demonstrates the effectiveness of the treatment in enhancing students' clarity, stress, and intonation in English pronunciation.

3. The Significant Difference Between Students' Pre-Test and Post-Test Scores

To determine whether there was a significant difference in students' pronunciation performance before and after using the Rosetta Stone application, a paired sample t-test was conducted. This statistical analysis was chosen because the data were obtained from the same group of students who participated in both the pre-test and the post-test. The paired sample t-test was used to compare the mean scores

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of students' pronunciation performance prior to the treatment and after the implementation of the Rosetta Stone application, covering the three pronunciation indicators, namely clarity, stress, and intonation.

According to the data between Pre and Post Test above, resercher conducted the data using T-test Independent to identify the different data and incrase of Pre and Post Test. The data can show below:

Tabel 4.9 T- Test Paired Samples Test Tabel

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Posttest	36.68	6.554	1.465	39.75	33.61	25.02	19	.000

The results of the paired sample t-test presented in Table 4.7 demonstrate a statistically significant difference between students' pronunciation performance before and after the use of the Rosetta Stone application at SMPN 8 Pinrang. The analysis revealed a mean difference of 36.68 between the pre-test and post-test scores, indicating a substantial improvement in students' pronunciation ability following the treatment. This improvement reflects a meaningful change in students' overall pronunciation performance rather than a minor or incidental increase. The

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standard deviation of 6.554 and the standard error mean of 1.465 further indicate that the improvement was relatively consistent among the students.

The 95% confidence interval of the mean difference, ranging from 33.61 to 39.75, confirms that the increase in pronunciation scores was reliable and did not occur by chance. In addition, the obtained t-value of 25.02 with 19 degrees of freedom supports the strength of the difference between the two sets of scores. The significance value (Sig. 2-tailed) of .000, which is lower than the significance level of 0.05, provides strong statistical evidence that students' pronunciation performance after the treatment was significantly better than before the treatment.

Based on these statistical findings, the null hypothesis (H_0), which states that there is no significant difference between students' pronunciation performance before and after using the Rosetta Stone application, was rejected. Conversely, the alternative hypothesis (H_1) was accepted. This result indicates that the improvement observed in the post-test scores was statistically significant and aligns with the descriptive findings of the pre-test and post-test results. Therefore, it can be concluded that the Rosetta Stone application had a significant effect on improving students' pronunciation performance, particularly across the three indicators assessed in this study, namely clarity, stress, and intonation.

B. Discussion

The discussion of this study is based on the comparison of students' pronunciation ability before and after the use of the Rosetta Stone application and is supported by statistical analysis. The pre-test results revealed that students' pronunciation ability was at a low level, with a mean score of 36.79, which falls into the Very Poor category. Most students were classified as Poor and Very Poor,

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indicating serious difficulties across the three pronunciation indicators: clarity, stress, and intonation. In terms of clarity, students experienced major problems in producing English consonant sounds that are uncommon in their first language, such as /θ/ and /ð/ in words like thin, thief, those, and three, as well as affricate sounds /tʃ/ and /dʒ/ in cheap, chair, joyfully, and jungle. Additionally, vowel sounds such as /ɪ/, /æ/, /ʌ/, and /ɜː/ and diphthongs including /aɪ/, /eɪ/, /aʊ/, /ɔɪ/, and /əʊ/ were frequently mispronounced or simplified into single vowel sounds. These pronunciation difficulties were compounded by weak control of word stress, sentence stress, and intonation, resulting in speech that was unclear and monotonous.

After the implementation of the Rosetta Stone application, the post-test results showed a significant improvement in students' pronunciation ability. The mean post-test score increased to 73.48, which is categorized as Good, and all students moved out of the Poor and Very Poor categories. Qualitatively, students demonstrated clearer articulation of several previously problematic sounds, particularly consonants such as /θ/, /ð/, /tʃ/, and /dʒ/, as well as more accurate production of commonly practiced diphthongs in words like play, boy, house, goat, and road. Improvements were also observed in the application of word stress and intonation, as students began to place stress more appropriately on certain syllables and differentiate rising and falling intonation patterns according to sentence types.

However, the post-test findings also indicate that the improvement did not occur equally across all pronunciation indicators. Among the three indicators, stress remained the most challenging aspect, particularly in the consistent application of sentence stress in longer utterances. In terms of clarity, some students continued to experience difficulty producing /θ/ and /ð/ accurately in spontaneous speech.

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Similarly, the pronunciation of complex diphthongs such as /aʊ/ and /ɔɪ/ was still unstable for several students. With regard to intonation, although students showed greater awareness of rising and falling patterns, some still tended to use relatively flat intonation. These qualitative findings are supported by the quantitative analysis, as the paired samples t-test revealed a statistically significant difference between pre-test and post-test scores (Sig. < 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, confirming that the use of the Rosetta Stone application had a significant effect on improving students' pronunciation ability at SMPN 8 Pinrang.

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CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the findings of the study, the implementation of the Rosetta Stone application at SMPN 8 Pinrang was effective in improving students' pronunciation ability. This is evidenced by the increase in the mean score from the pre-test (36.79), which was categorized as Poor, to the post-test (73.48), which fell into the Good category. In addition, the result of the paired samples t-test revealed a statistically significant difference between the pre-test and post-test scores, with a significance value (Sig. 2-tailed) of .000. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

The improvement in students' pronunciation was observed across all indicators, namely clarity, stress, and intonation. The use of the Rosetta Stone application, which provides native-like pronunciation models and repetitive listening practice, assisted students in pronouncing words more clearly, applying correct stress, and using appropriate intonation. Based on these findings, it can be concluded that the Rosetta Stone application is an effective digital learning tool for enhancing students' English pronunciation.

B. Suggestion

1. For SMPN 8 Pinrang is suggested to integrate the Rosetta Stone application or similar digital pronunciation tools into English learning to support students' pronunciation development, particularly in clarity, stress, and intonation.
2. For Students are encouraged to use the Rosetta Stone application independently to practice pronunciation, especially in improving clarity, stress, and intonation.

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3. For Future Researchers are suggested to conduct further studies focusing on specific pronunciation indicators, such as clarity (vowels, diphthongs, and consonants), stress, or intonation, or by applying different research designs to gain deeper insights into pronunciation learning.

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APPENDICES

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Appendix I : Instrument of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of The Student	:	Sitti Aisyah
The Title of Thesis	:	The Effect Of Rosetta Stone Application On Student Pronunciation At Smpn 8 Pinrang
Student Reg. Number	:	2120203888203037
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Oral Test

PRE-TEST

Name :

Class :

Section A – Reading (Clarity)

Instruction :

Read aloud the following sentences clearly. Pay attention to the vowel, consonant and dipthong sounds.

1. The thin thief thought about those three things.

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2. She usually measures the treasure with pleasure.

3. Jim and Jane jumped joyfully near the giant jungle.

4. Charlie chose a cheap chair in the cheerful church.

5. The boy enjoys playing with toys outside the house.

6. Peter bought a black bag and carried it carefully.

7. The queen quickly asked questions about the square.

8. We went west when the wind was warm and wild.

9. Father and mother make many meals for the family.

10. The goat goes slowly over the open road.

11. The boy found a new toy near the old house.

12. She will play the game outside after school.

13. The goat goes home by the open road.

14. I like rice and ice cream in the afternoon.

15. We waited for the train near the rainy station.

Section B – Word and Sentence Stress

Part 1 – Word Stress

Instructions:

Read the words with correct stress.

No	**Word**
1	Classroom
2	Teacher
3	Student
4	Lesson

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5	Homework
6	Organization
7	Communication
8	Information
9	Presentation
10	Examination

Part 2 – Sentence Stress

Instructions: Read aloud. Stress the content words (nouns, verbs, adjectives, adverbs).

1. I ˈlove Playing ˈfootball.
2. She’s ˈnot Going To The ˈmarket.
3. My ˈbest Friend Is ˈvery Funny.
4. We’re ˈwatching A ˈnew Movie Tonight.
5. He ˈalways Plays Guiˈtar After School.

Section C – Sentence Reading (Intonation)

Instructions:

Read each sentence with the correct intonation.

(Falling intonation for statements, rising for questions.)

1. Where is your classroom? *(rising)*
2. She is my teacher. *(falling)*
3. Can you help me? *(rising)*

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4. He likes to play badminton. *(falling)*
5. What is your name? *(rising)*

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PAREPARE

FAKULTAS TARBIYAH

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Student Reg. Number	:	2120203888203037
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Oral Test

POST-TEST

Name :

Class :

Instruction :

Section A – Reading (Clarity)

Read aloud the following sentences clearly. Pay attention to the vowel, dipthong and consonant sounds.

1. The thin thief thought about those three things.
2. She usually measures the treasure with pleasure.
3. Jim and Jane jumped joyfully near the giant jungle.
4. Charlie chose a cheap chair in the cheerful church.

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5. The boy enjoys playing with toys outside the house.

6. Peter bought a black bag and carried it carefully.

7. The queen quickly asked questions about the square.

8. We went west when the wind was warm and wild.

9. Father and mother make many meals for the family.

10. The goat goes slowly over the open road.

11. The boy found a new toy near the old house.

12. She will play the game outside after school.

13. The goat goes home by the open road.

14. I like rice and ice cream in the afternoon.

15. We waited for the train near the rainy station.

Section B – Word and Sentence Stress

Part 1 – Word Stress

Instructions:

Read the words with correct stress.

No	Word
1	classroom
2	teacher
3	lesson
4	uniform
5	Library
6	Subject

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No	Word
7	Notebook
8	Student
9	Pencil
10	Holiday

Part 2 – Sentence Stress

Instructions:

Read each sentence aloud. Stress the content words (shown in CAPITALS).

1. My ˈBROther plays ˈBASketball every ˈDAY.
2. She ˈLIKES reading ˈSTORies at ˈNIGHT.
3. We're ˈGOing to the ˈLIBrary this ˈAFternoon.
4. I ˈBOUGHT a ˈNEW phone last ˈWEEK.
5. They ˈWERE so ˈHAPpy to see their ˈFRIends.

Section C – Sentence Reading (Intonatin)

Instructions

Read each sentence. Use falling intonation for statements and rising intonation for questions.

1. What is your favorite subject? *(rising)*
2. I have a blue school bag. *(falling)*
3. Do you like your classroom? *(rising)*
4. He is doing his homework. *(falling)*

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5. Can you help me, please? *(rising)*

APPENDICES

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Appendix II : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah **:** SMPN 8 PINRANG

Mata pelajaran **:** Bahasa Inggris

Kelas/ Semester **:** IX / Ganjil

Alokasi Waktu **:** 16 x 40 menit (8 pertemuan)

Materi Pokok **:** Pronunciation Practice (Clarity, Stress, Intonation)

B. Kompetensi Inti

KI1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, santun, percaya diri, dan peduli dalam berinteraksi.

KI3: Memahami pengetahuan faktual dan konseptual tentang bahasa Inggris terkait kosakata dan pengucapan.

KI4: Mencoba dan mempraktikkan pengucapan kata dan kalimat dengan benar.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD):

3.7 Mengidentifikasi unsur kebahasaan teks lisan berupa kosakata pengucapan kata yang sesuai.

4.7 Mempraktikkan pengucapan kata dan kalimat sederhana dengan jelas dan tepat.

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Indikator:

Siswa dapat mengucapkan kosakata dengan jelas (clarity).

Siswa dapat menekankan suku kata yang tepat (word stress).

Siswa dapat menggunakan intonasi yang sesuai dalam kalimat sederhana.

D. Tujuan Pembelajaran

1. Peserta didik mampu melafalkan kata dengan jelas.
2. Peserta didik mampu menekankan suku kata dengan benar.
3. Peserta didik mampu menggunakan intonasi naik turun dalam kalimat sederhana.

E. Materi Pembelajaran

1. Kosakata sederhana: greetings, daily activities, school objects.
2. Teknik pelafalan: clarity, Stress, intonation.

F. Latihan berbicara menggunakan aplikasi Rosetta Stone

G. Metode Pembelajaran

1. **Pendekatan**: Scientific Approach
2. **Metode**: Demonstrasi, Latihan, Diskusi
3. **Teknik**: Penggunaan aplikasi Rosetta Stone

H. Media dan Sumber Belajar

Media:

1. Aplikasi Rosetta Stone
2. Laptop / HP

Sumber:

1. Materi digital Rosetta Stone

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I. Langkah-langkah Pembelajaran

Pertemuan	kegiatan	Deskripsi kegiatan	Alokasi waktu
1	Pre-test	- Peneliti menjelaskan tujuan pre-test dan prosedur penelitian. - Siswa membaca 10 kata dan 5 kalimat yang ditampilkan melalui Rosetta Stone (speech recognition mode) tanpa latihan sebelumnya. - Pengucapan siswa direkam sebagai baseline pronunciation ability (clarity, stress, intonation).	2 x 40 menit
2	Orientation & Core Lesson: Greetings	- Peneliti memperkenalkan penggunaan Rosetta Stone sebagai media utama pembelajaran. - Siswa login dan mengerjakan Core Lesson: Greetings. - Seluruh latihan listening dan speaking dilakukan melalui speech recognition feature. - Fokus pada peningkatan clarity berdasarkan umpan balik aplikasi.	2 x 40 menit

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3	Core Lesson: Daily Activities (Word Stress)	- Siswa mengerjakan Core Lesson: Daily Activities pada Rosetta Stone. - Latihan pengucapan kata dan kalimat dilakukan melalui repetition and matching activities di aplikasi. - Fokus latihan pada word stress menggunakan evaluasi otomatis dari aplikasi.	2 x 40 menit
4	Core Lesson: School Objects (Clarity Focus)	- Siswa mengikuti Core Lesson: School Objects Vocabulary. - Seluruh aktivitas pengucapan dilakukan melalui speech recognition tasks. - Peneliti memantau hasil latihan clarity berdasarkan skor dan feedback aplikasi.	2 x 40 menit
5	Pronunciation Practice: Word Stress	- Siswa mengerjakan Pronunciation Practice – Word Stress di Rosetta Stone. - Latihan intensif pengucapan suku kata dan kata dilakukan secara individual melalui aplikasi.	2 x 40 menit

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		- Penilaian berbasis hasil accuracy feedback dari Rosetta Stone.	
6	Sentence Practice: Intonation	- Siswa mengerjakan Sentence Practice / Intonation Module di Rosetta Stone. - Latihan pengucapan kalimat pernyataan dan pertanyaan dilakukan melalui fitur speech recognition. - Fokus pada pola intonation berdasarkan koreksi otomatis aplikasi.	2 x 40 menit
7	Review & Integrated Practice	- Siswa mengerjakan Review Session yang tersedia di Rosetta Stone (Greetings, Daily Activities, dan School Objects). - Latihan membaca kalimat dan paragraf pendek dilakukan melalui integrated speaking tasks dalam aplikasi. - Evaluasi terintegrasi terhadap clarity, stress, dan intonation.	2 x 40 menit
	Post-test	- Siswa membaca 10 kata dan 5 kalimat yang sama dengan pre-test	2 x 40 menit

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8		melalui Rosetta Stone speech recognition feature. - Pengucapan direkam sebagai data post-test. - Peneliti membandingkan hasil pre-test dan post-test berdasarkan skor pronunciation.	

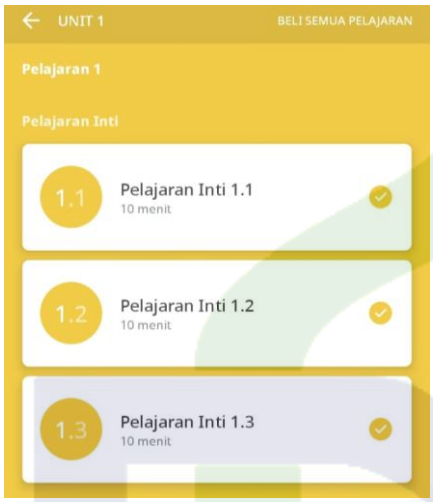
J. PENILAIAN

1. Teknik Penilaian : unjuk kerja
2. Bentuk : Oral Test
3. Instrument : Terlampir

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Appendix III. Treatment

1. First Meeting



2. Second Meeting

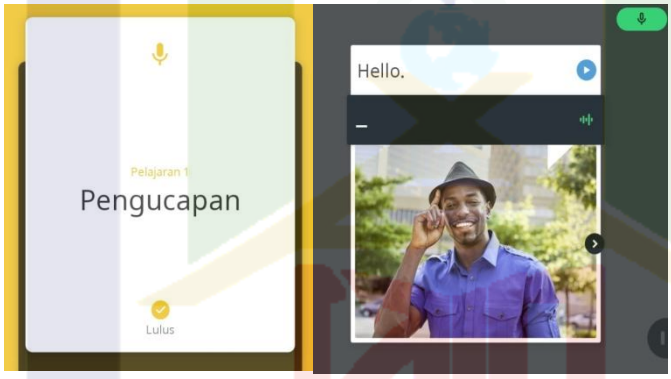


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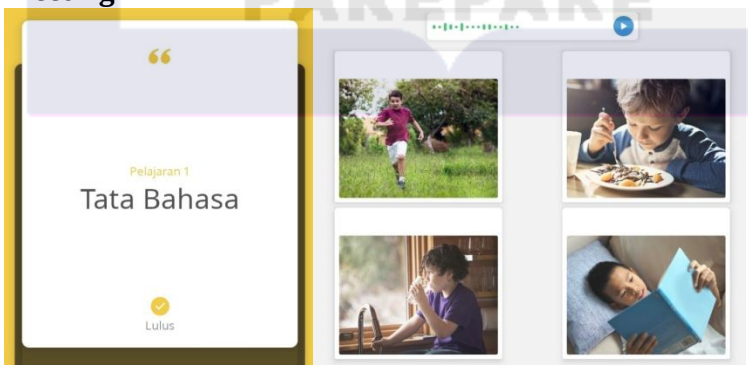
3. **Third Meeting**



4. **Fourth Meeting**



5. **Fifth Meeting**



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Appendix IV: The result of data excel

No	Nama	PRE-TEST			Total	Post-TEST			Total
		clarity	stress	intination		clarity	stress	intination	
1	Andi Fitriani	23	45	46	38.00	75	76	70	73.67
2	Fitriani	32	46	46	41.33	77	76	70	74.33
3	Gita Aulia	31	43	47	40.33	65	67	70	67.33
4	Hilya Najwa Azis	33	32	48	37.67	66	68	70	68.00
5	Kamila	42	43	40	41.67	63	70	69	67.33
6	Nur Faradiba	45	23	50	39.33	76	78	77	77.00
7	Nur Afika	46	32	32	36.67	70	78	78	75.33
8	Nur Atifa	43	31	40	38.00	77	78	78	77.67
9	Reski Rahim	32	33	44	36.33	79	87	78	81.33
10	Octavianingsih	42	34	20	32.00	74	67	77	72.67
11	Shiril Firman	24	33	23	26.67	65	78	76	73.00
12	Sitti Nuraisyah	42	34	32	36.00	73	77	75	75.00
13	Siti Nur Hasana	32	44	43	39.67	72	69	74	71.67
14	Qaela Balqis	33	41	31	35.00	65	79	74	72.67
15	Ahmad Yusuf	42	42	40	41.33	67	77	73	72.33
16	Dimas Al Khalik	32	24	20	25.33	76	76	77	76.33
17	Muh. Fathul Akbar	46	42	45	44.33	75	67	76	72.67
18	Muh. Febriyanto	43	32	43	39.33	75	77	76	76.00
19	Muh Jumardi	31	32	44	35.67	76	65	78	73.00
20	Rustan	33	31	30	31.33	65	76	76	72.33
Rata-rata		36.35	35.85	38.20	36.80	71.55	74.300	74.6	73.48

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Appendix V: SPPS Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	25.33	44.33	36.79	4.872
Valid N (listwise)	20				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	20	67.33	81.33	73.48	3.453
Valid N (listwise)	20				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	36.7995	20	4.872	1.089
	PostTest	73.4830	20	3.453	.77214

Paired Samples Test

		Paired Differences					
				95% Confidence Interval of the Difference			
		Std. Deviation	Std. Error Mean	Lower	t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	6.554	1.465	39.751	25.02	19	.000

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Appendix VI: T-Table

dk	α untuk Uji Satu Pihak (*one tail test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (*two tail test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

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Appendix VII: Pronunciation-Adjusted Transcript Pre-Post Test

Pronunciation-Adjusted Transcript Pre-Test

Score Interval: **< 39**

Category: **Very Poor**

Students' Pronunciation (Reading Transcript)	**Target Reading (Standard Pronunciation)**
Section A. Reading Clarity 1. De ten-te-tiv tok a-bout dose tri tings. 2. Sii yu-zua-li me-jer de tre-jer wid ple-jer. 3. Jim an Jen jump-jet joy-fo-li niar de jai-en jan-gel. 4. Car-li choos a chip cher in de chir-fo-l cherch. 5. De boi en-joys plei-ing wid toiz aut-said de haus. 6. Pi-ter bot a blak bag an ke-rid it ker-ful-li. 7. De kwiin kwi-kli ask kwes-chen a-bout de skwer. 8. When de wind was worm an wil.	**Section A – Reading (Clarity)** 1. The **th**in **th**ief **th**ought about **tho**se three things Konsonan: /θ, ð/ Vokal: /əʊ/ (*those*), /ɪ/ (*thief*) 2. **Sh**e u**su**ally mea**su**res the trea**su**re with plea**su**re. Konsonan: /ʃ, ʒ/ Vokal: /ʊə/ (*usually*), /ə/ (*measure*) 3. Jim and Jane **ju**mped **joy**fully near the giant **ju**ngle. Konsonan: /dʒ/ Vokal: /ɔɪ/ (*joyfully*), /æ/ (*jungle*) 4. **Cha**rlie **cho**se a **chea**p **chai**r in the **chee**rful **chu**rch. Konsonan: /tʃ/ Vokal: /eə/ (*chair*), /ɜː/ (*church*)

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9. Fa-der an mo-der mek me-ni mils for de fa-mi-li. 10. De got gos slo-li o-ver de o-pen rod. 11. De bo faun a niu to niar de ol haus. 12. Si wil ple de gem ot-said after skul. 13. De got gos hom bai de open rod. 14. Ai lik ris end is krim in de afternun. 15. Wi wetid for de tren niar de reni stesen. • Bunyi konsonan & vokal kabur • Banyak dsistorsi bunyi, tapi kata tidak hilang • Pembacaan terputus-putus dan tidak natural *(Semua kata ada, tetapi bunyi sangat tidak jelas & terputus)*	5. The **boy** enjoys playing with **toy**s **out**side the **hou**se. Vokal: /ɔɪ/ (*boy*), /aɪ/ (*outside*), /aʊ/ (*house*) 6. **Pe**ter **bou**ght a **bla**ck **ba**g and **ca**rried it **ca**refully. Konsonan: /p, b, k, g/ Vokal: /æ, ɑː, e/ 7**.** The **quee**n **qui**ckly asked **que**stions about the **squa**re. Konsonan: /kw/ cluster Vokal: /eə/ (*square*), /iː/ (*queen*) 8. **We** went **we**st **whe**n the wind was **war**m and **wi**ld. Konsonan: /w/ cluster Vokal: /ɔː/ (*warm*), /aɪ/ (*wild*) 9. **Fa**ther and **mo**ther make **ma**ny meals for the **fa**mily. Konsonan: /f, m, n/ Vokal: /ʌ/ (*mother*), /æ/ (*family*) 10. The **goa**t **goe**s slowly **o**ver the **o**pen **roa**d. Konsonan: /g/ Vokal: /əʊ/ (*goat, goes, road*), /ə/ (*over*)

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	11. The **boy** found a new **toy** near the **old house**. *Dipthong*: (/ɔɪ/, /əʊ/) 12. She will **play** the game **outside** after school. *Dipthong*: (/eɪ/, /aʊ/) 13. The goat goes **home** by the **open road**. *Dipthong*: (/əʊ/) 14. I **like** rice and **ice cream** in the afternoon. *Dipthong*: (/aɪ/) 15. waited for the **train** near the **rainy** station. *Dipthong*: (/eɪ/)
Section B. Word and Sentence Stress **Part One. Word Stress** *(Semua suku kata ada, tapi bunyi & tekanan sangat kacau)* 1. klaa-srum 2**.** tii-cer 3. stu-den 4. le-son 5. houm-work	**Section B – Word and Sentence Stress** **Part 1 – Word Stress** **No** **Stress Example** 1 **CLASS**-room 2 **TEA**-cher 3 **STU**-dent 4 **LES**-son 5 **HOME**-work 6 **OR**-ga-*ni*-ZA-tion

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6. or-ga-ni-za-sen 7. ko-myu-ni-ke-sen 8. in-for-ma-sen 9. pre-sen-ta-sen 10. ek-sa-mi-na-sen • Vokal memanjang tidak wajar • Akhiran berubah bunyi • Stress tidak konsisten & tidak bisa ditentukan		7 **COM**-mu-*ni*-CA-tion 8 **IN**-for-*MA*-tion 9 **PRE**-sen-*TA*-tion 10 **EX**-a-*mi*-NA-tion
Part 2. Sentence Stress *(Kalimat lengkap, tapi pelafalan kabur dan ritme rusak)* 1. Ai loov plei-ing fut-bol. 2. Sii iz not goo-ing tuu de mar-ket. 3. Mai bes fren iz ve-ri fun-ni. 4. Wii ar wach-ing a niu mo-vii to-nait. 5. Hii al-wez pleiz gi-tar af-ter skul. • Semua kata ada • Bunyi vokal & konsonan tidak tepat • Stress jatuh acak, tidak		**Part 2 – Sentence Stress** 1. I ˈ**LOVE** playing ˈ**FOOTball**. 2. She's ˈ**NOT** going to the ˈ**MARket**. 3. My ˈ**BEST** friend is ˈ**VERy** funny. 4. We're ˈ**WATCHing** a ˈ**NEW** movie tonight. 5. He ˈ**ALways** plays **gui**ˈ**TAR** after school.

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mengikuti pola bahasa Inggris		
Section C Sentence Reading Intonation (Intonation sangat salah + bunyi tidak jelas, tetapi lengkap) 1. Wer iz yor klaa-srum ↓ 2. Sii iz mai tii-cer ↑ 3. Ken yuu help mii ↓ 4. Hii laikz tuu plei bad-min-ton ↑ 5. Wot iz yor neim ↓ • Kalimat tanya, intonasi turun • Kalimat pernyataan, naik • Pengucapan kabur meski kata lengkap		**Section C Sentence Reading (Intonation)** 1. Where is your classroom? *(rising)* 2. She is my teacher. *(falling)* 3. Can you help me? *(rising)* 4. He likes to play badminton. *(falling)* . 5. What is your name? *(rising)*

Score Interval: (**40-54)**

Category: **Poor**

Students' Pronunciation (Reading Transcript)	**Target Reading (Standard Pronunciation)**
Section A. Reading Clarity	**Section A – Reading (Clarity)**

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1. De tentatif tok about dose tree tings. 2. Shi usuali mejer de trejer wid pleser. 3. Jim an Jen jump joyfoli nir de jayan jangel. 4. Carli chus a chip cher in de chirfol cherch. 5. De boy enjoy playing wid toys autsaid de haus. 6. Piter bot a blak bag an kerid it kerfoli. 7. De kwin kwikli ask kwestion about de skwer. 8. When de win was worm an wil. 9. Fader an moder mek meni mils for de famili. 10. De got gos slowli over de open rod. 11. De boi faun a niu toi niar de ould haus. 12. Si wil plei de geim autsaid after skul. 13. De gout gous hom bai de open roud. 14. Ai laik rais end ais krim in de afternun. 15. Wi weitid for de trein niar de reini stesen.	1. The **th**in **th**ief **th**ought about **tho**se three things Konsonan: /θ, ð/ Vokal: /əʊ/ (*those*), /ɪ/ (*thief*) 2. **Sh**e u**su**ally mea**su**res the trea**su**re with plea**su**re. Konsonan: /ʃ, ʒ/ Vokal: /ʊə/ (*usually*), /ə/ (*measure*) 3. Jim and Jane **ju**mped **joy**fully near the giant **ju**ngle. Konsonan: /dʒ/ Vokal: /ɔɪ/ (*joyfully*), /æ/ (*jungle*) 4. **Cha**rlie **cho**se a **chea**p **chai**r in the **chee**rful **chu**rch. Konsonan: /tʃ/ Vokal: /eə/ (*chair*), /ɜː/ (*church*) 5. The **boy** enjoys playing with **toy**s **out**side the **hou**se. Vokal: /ɔɪ/ (*boy*), /aɪ/ (*outside*), /aʊ/ (*house*) 6. **Pe**ter **bou**ght a **bla**ck **ba**g and **ca**rried it **ca**refully. Konsonan: /p, b, k, g/ Vokal: /æ, ɑː, e/ 7. The **quee**n **qui**ckly asked **que**stions about the **squa**re. Konsonan: /kw/ cluster

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Banyak kesalahan bunyi konsonan dan vokal (clarity rendah).	Vokal: /eə/ (*square*), /iː/ (*queen*) 8. **We** went **we**st **whe**n the **wi**nd was **war**m and **wi**ld. Konsonan: /w/ cluster Vokal: /ɔː/ (*warm*), /aɪ/ (*wild*) 9. **Fa**ther and **mo**ther make **ma**ny meals for the **fa**mily. Konsonan: /f, m, n/ Vokal: /ʌ/ (*mother*), /æ/ (*family*) 10. The **goa**t **goe**s slowly **o**ver the **o**pen **roa**d. Konsonan: /g/ Vokal: /əʊ/ (*goat, goes, road*), /ə/ (*over*) 11. The **boy** found a new **toy** near the **old house**. *Dipthong*: (/ɔɪ/, /əʊ/) 12. She will **play** the game **outside** after school. *Dipthong*: (/eɪ/, /aʊ/) 13. The goat goes **home** by the **open road**. *Dipthong*: (/əʊ/) 14. I like rice and **ice cream** in the afternoon. *Dipthong*: (/aɪ/)

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	15. waited for the **train** near the **rainy** station. *Dipthong*: (/eɪ/)
Section B. Word and Sentence Stress **Part One. Word Stress** *(Word stress sangat tidak tepat dan bunyi kata tidak akurat)* 1. klas-RUM 2**.** ti-CER 3. stu-DEN 4. le-SON 5. hom-WOK 6. or-gani-ZEI-syen 7. ko-mu-ni-KE-syen 8. in-for-ME-syen 9. pre-zen-TEI-syen 10. ek-SA-mi-NEI-syen • Salah tekanan • Vokal berubah • Bunyi akhir sering tidak jelas	**Section B – Word and Sentence Stress** **Part 1 – Word Stress** **No** **Stress Example** 1 **CLASS**-room 2 **TEA**-cher 3 **STU**-dent 4 **LES**-son 5 **HOME**-work 6 **OR**-ga-*ni*-ZA-tion 7 **COM**-mu-*ni*-CA-tion 8 **IN**-for-*MA*-tion s9 **PRE**-sen-*TA*-tion 10 **EX**-a-*mi*-NA-tion
Part 2. Sentence Stress *(Sentence stress kacau + bunyi kata tidak jelas)*	**Part 2 – Sentence Stress** . 1. I ˈ**LOVE** playing ˈ**FOOTball**. . 2. She's ˈ**NOT** going to the ˈ**MARket**.

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1. Ai lov PLE-ing fut-BOL. 2. Si not GO-ing tu de MAR-ket. 3. Mai bes fren is ve-RI fun-NI**.** 4. Wir WAT-ing a niu MO-vi tu-NAIT. 5. Hi AL-wes plei gi-TAR af-ter skul. • Kata fungsi & kata penting tercampur tekanannya • Banyak penghilangan bunyi (/g/, /th/, /s/) • Ritme kalimat tidak alami	3. My ˈ**BEST** friend is ˈ**VERy** funny. 4. We're ˈ**WATCHing** a ˈ**NEW** movie tonight. 5. He ˈ**ALways** plays **gui**ˈ**TAR** after school.
Section C Sentence Reading Intonation *(Intonation salah + pelafalan kata tidak akurat)* 1. Wer is yor klas-RUM ↓ 2. Si is mai ti-CER ↑ 3. Ken yu help mi ↓ 4. Hi laik tu plei bad-MIN-ten ↑ 5. Wat yor NEIM ↓ Kalimat tanya, intonasi turun Kalimat pernyataan, naik Banyak bunyi vokal & konsonan menyimpang	**Section C Sentence Reading (Intonation)** . 1. Where is your classroom? *(rising)* . 2. She is my teacher. *(falling)* . 3. Can you help me? *(rising)* . 4. He likes to play badminton. *(falling)* . 5. What is your name? *(rising)*

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Pronunciation-Adjusted Transcript Post-Test

Score Interval: (**55-69)**

Category: **Fair**

Students' Pronunciation (Reading Transcript)	**Target Reading (Standard Pronunciation)**
Section A – Reading (Clarity) *(Sebagian besar jelas, sedikit kesalahan bunyi)* 1.De thin thief tought about those three things. 2. She usually mejer the treasure with pleasure. 3. Jim and Jane jumped joyfully near the giant jungle. 4. Charlie chose a cheap chair in the cheerful church. 5. The boy enjoys playing with toys outside the house. 6. Peter bought a black bag and carid it carefully. 7. The queen quickly asked questions	**Section A – Reading (Clarity)** 1. The **th**in **th**ief **th**ought about **tho**se three things Konsonan: /θ, ð/ Vokal: /əʊ/ (*those*), /ɪ/ (*thief*) 2. **Sh**e u**su**ally mea**su**res the trea**su**re with plea**su**re. Konsonan: /ʃ, ʒ/ Vokal: /ʊə/ (*usually*), /ə/ (*measure*) 3. Jim and Jane **ju**mped **joy**fully near the giant **ju**ngle. Konsonan: /dʒ/ Vokal: /ɔɪ/ (*joyfully*), /æ/ (*jungle*) 4. **Cha**rlie **cho**se a **chea**p **chai**r in the **chee**rful **chu**rch. Konsonan: /tʃ/ Vokal: /eə/ (*chair*), /ɜː/ (*church*)

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about the square. 8. We went west when the wind was warm and waild. 9. Father and mother make many meals for the family. 10. The goat goes slowly over the open road. 11. De boy fa-und a nyu toy ni-ar de old haus. 12. Shi wil plei de geim aut-said after skul. 13. De gout gous hom bai de open roud. 14. Ai laik rais end ais krim in de after-nun. 15. Wi weit-id for de trein ni-ar de reini steisen. • /th/ kadang → /d/ (*the* → *de*) • Beberapa vokal kurang stabil • Makna tetap jelas dan dapat dipahami	5. The **boy** enjoys playing with **toy**s **out**side the **hou**se. Vokal: /ɔɪ/ (*boy*), /aɪ/ (*outside*), /aʊ/ (*house*) 6. **Pe**ter **bou**ght a **bla**ck **ba**g and **ca**rried it **ca**refully. Konsonan: /p, b, k, g/ Vokal: /æ, ɑː, e/ 7**.** The **quee**n **qui**ckly asked **que**stions about the **squa**re. Konsonan: /kw/ cluster Vokal: /eə/ (*square*), /iː/ (*queen*) 8. **We** went **we**st **wh**en the **wi**nd was **war**m and **wi**ld. Konsonan: /w/ cluster Vokal: /ɔː/ (*warm*), /aɪ/ (*wild*) 9. **Fa**ther and **mo**ther make **ma**ny meals for the **fa**mily. Konsonan: /f, m, n/ Vokal: /ʌ/ (*mother*), /æ/ (*family*) 10. The **goa**t **goe**s slowly **o**ver the **o**pen **roa**d. Konsonan: /g/ Vokal: /əʊ/ (*goat, goes, road*), /ə/

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	(*over*) 11. The boy found a new **toy** near the **old house**. *Dipthong*: (/ɔɪ/, /əʊ/) 12. She will **play** the game **outside** after school. *Dipthong*: (/eɪ/, /aʊ/) 13. The goat goes **home** by the **open road**. *Dipthong*: (/əʊ/) 14. I like rice and **ice cream** in the afternoon. *Dipthong*: (/aɪ/) 15. waited for the **train** near the **rainy** station. *Dipthong*: (/eɪ/)
Section B. Word and Sentence Stress **Part One. Word Stress** 1.CLASSroom 2. TEAcher 3. LESson 4. UUni-form *(ritme agak kaku)* 5. LIbrary (Semua kata benar, tapi intonasi kata	**Section B – Word and Sentence Stress** **Part 1 – Word Stress** **Stress Example** 1. **CLASS**-room 2. **TEA**-cher 3. **LES**-son 4. **U**-ni-form

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masih datar & kaku.)	5. **LI**-bra-ry
Part 2. Sentence Stress 1.My ˈBROther plays ˈBASketball every ˈDAY. 2. She ˈLIKES reading ˈSTORies at ˈNIGHT. 3. We're ˈGOing to the ˈLIBrary this ˈAFternoon. 4. I 'BOUGHT a ˈNEW phone last ˈWEEK. 5. They ˈWERE so ˈHAPpy to see their ˈFRIends. (Stress tepat, tapi ritme belum alami.)	**Part 2 – Sentence Stress** **Instructions:** Read each sentence aloud. Stress the content words (shown in CAPITALS). 1. My ˈ**BROther** plays ˈ**BASketball** every ˈ**DAY**. 2. She ˈ**LIKES** reading ˈ**STORies** at ˈ**NIGHT**. 3. We're ˈ**GOing** to the ˈ**LIBrary** this ˈ**AFternoon**. 4. I ˈ**BOUGHT** a ˈ**NEW** phone last ˈ**WEEK**. 5.They ˈ**WERE** so ˈ**HAPpy** to see their ˈ**FRIends**.
Section C Sentence Reading (Intonation) 1.What is your favorite subject ↑ 2. I have a blue school bag ↓ 3. Do you like your classroom ↑ 4. He is doing his homework ↓ 5. Can you help me, please ↑	**Section C Sentence Reading (Intonation)** 1. What is your favorite subject? *(rising)* 2. I have a blue school bag. *(falling)* 3. Do you like your classroom? *(rising)*

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(Pola benar**,** tapi transisi naik–turun kurang tegas.)	4. He is doing his homework. *(falling)* . 5. Can you help me, please? *(rising)*

Score Interval: **(70-84)**

Category: **Good**

Students' Pronunciation (Reading Transcript)	**Target Reading (Standard Pronunciation)**
Section A – Reading (Clarity) *(Hampir seluruhnya jelas, kesalahan sangat minimal)* 1.The thin thief thought about those three things. 2. She usually measures the treasure with pleasure. 3. Jim and Jane jumped joyfully near the giant jungle. 4. Charlie chose a cheap chair in the cheerful church. 5. The boy enjoys playing with toys outside the house. 6. Peter bought a black bag and carried it carefully.	**Section A – Reading (Clarity)** 1. The **th**in **th**ief **th**ought about **tho**se three things Konsonan: /θ, ð/ Vokal: /əʊ/ (*those*), /ɪ/ (*thief*) 2. **Sh**e u**su**ally mea**su**res the trea**su**re with plea**su**re. Konsonan: /ʃ, ʒ/ Vokal: /ʊə/ (*usually*), /ə/ (*measure*) 3. Jim and Jane **ju**mped **joy**fully near the giant **ju**ngle. Konsonan: /dʒ/ Vokal: /ɔɪ/ (*joyfully*), /æ/ (*jungle*) 4. **Cha**rlie **cho**se a **chea**p **chai**r in the **chee**rful **chu**rch. Konsonan: /tʃ/

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7. The queen quickly asked questions about the square. 8. We went west when the wind was warm and wild. 9. Father and mother make many meals for the family. 10. The goat goes slowly over the open road. 11. De boy fa-und a nyu toy niar de old haus. 12. Shi wil plei de geim autsaid after skul. 13. De gout gous hom bai de open roud. 14. Ai laik rais end ais krim in de after-nun. 15. Wi weitid for de trein niar de reini steisen. (Clarity sangat baik, tidak ada distorsi bunyi berarti) (Stress jelas dan alami, meskipun ritme masih sedikit akademis)	Vokal: /eə/ (*chair*), /ɜː/ (*church*) 5. The **boy** enjoys playing with **toy**s **out**side the **hou**se. Vokal: /ɔɪ/ (*boy*), /aɪ/ (*outside*), /aʊ/ (*house*) 6. **Pe**ter **bou**ght a **bla**ck **ba**g and **ca**rried it **ca**refully. Konsonan: /p, b, k, g/ Vokal: /æ, ɑː, e/ 7**.** The **quee**n **qui**ckly asked **que**stions about the **squa**re. Konsonan: /kw/ cluster Vokal: /eə/ (*square*), /iː/ (*queen*) 8. **We** went **we**st **whe**n the **wi**nd was **war**m and **wi**ld. Konsonan: /w/ cluster Vokal: /ɔː/ (*warm*), /aɪ/ (*wild*) 9. **Fa**ther and **mo**ther make **ma**ny meals for the **fa**mily. Konsonan: /f, m, n/ Vokal: /ʌ/ (*mother*), /æ/ (*family*) 10. The **goa**t **goe**s slowly **o**ver the **o**pen **roa**d. Konsonan: /g/ Vokal: /əʊ/ (*goat, goes, road*), /ə/

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	(*over*) 11. The **boy** found a new **toy** near the **old house**. *Dipthong*: (/ɔɪ/, /əʊ/) 12. She will **play** the game **outside** after school. *Dipthong*: (/eɪ/, /aʊ/) 13. The goat goes **home** by the **open road**. *Dipthong*: (/əʊ/) 14. I like rice and **ice cream** in the afternoon. *Dipthong*: (/aɪ/) 15. waited for the **train** near the **rainy** station. *Dipthong*: (/eɪ/)
Section B – Word and Sentence Stress **Part 1 – Word Stress (Good)** 1. ˈCLASSroom 2. ˈTEAcher 3. ˈLESson 4. ˈUUni-form 5. ˈLIbrary	**Section B – Word and Sentence Stress** **Part 1 – Word Stress** **Stress Example** 1. **CLASS**-room 2. **TEA**-cher 3. **LES**-son 4. **U**-ni-form 5. **LI**-bra-ry

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(Tekanan tepat dan konsisten)	
Part 2 – Sentence Stress (Good) 1.My ˈBROther plays ˈBASketball every ˈDAY. 2. She ˈLIKES reading ˈSTORies at ˈNIGHT. 3. We're ˈGOing to the ˈLIBrary this ˈAFternoon. 4. I ˈBOUGHT a ˈNEW phone last ˈWEEK. 5. They ˈWERE so ˈHAPpy to see their ˈFRIends.	**Part 2 – Sentence Stress** **Instructions:** Read each sentence aloud. Stress the content words (shown in CAPITALS). 1. My ˈ**BROther** plays ˈ**BASketball** every ˈ**DAY**. 2. She ˈ**LIKES** reading ˈ**STORies** at ˈ**NIGHT**. 3. We're ˈ**GOing** to the ˈ**LIBrary** this ˈ**AFternoon**. 4. I ˈ**BOUGHT** a ˈ**NEW** phone last ˈ**WEEK**. 5.They ˈ**WERE** so ˈ**HAPpy** to see their ˈ**FRIends**.
Section C Sentence Reading (Intonation) *(Tepat dan stabil)* 1. What is your favorite subject ↑ 2. I have a blue school bag ↓ 3. Do you like your classroom ↑ 4. He is doing his homework ↓ 5. Can you help me, please ↑	**Section C Sentence Reading (Intonation)** 1. What is your favorite subject? *(rising)* 2. I have a blue school bag. *(falling)* 3. Do you like your classroom? *(rising)* 4. He is doing his homework. *(falling)* 5. Can you help me, please? *(rising)*

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(Intonation benar dan konsisten**)**	

Score Interval: (**85-100)**

Category: **Very Good**

Students' Pronunciation (Reading Transcript)	**Target Reading (Standard Pronunciation)**
Section A – Reading (Clarity) *(Sangat jelas dan natural)* 1.The thin thief thought about those three things. 2. She usually measures the treasure with pleasure. 3. Jim and Jane jumped joyfully near the giant jungle. 4. Charlie chose a cheap chair in the cheerful church. 5. The boy enjoys playing with toys outside the house. 6. Peter bought a black bag and carried it carefully. 7. The queen quickly asked questions about the square.	**Section A – Reading (Clarity)** 1. The **th**in **th**ief **th**ought about **tho**se three things Konsonan: /θ, ð/ Vokal: /əʊ/ (*those*), /ɪ/ (*thief*) 2. **Sh**e u**su**ally mea**su**res the trea**su**re with plea**su**re. Konsonan: /ʃ, ʒ/ Vokal: /ʊə/ (*usually*), /ə/ (*measure*) 3. Jim and Jane **ju**mped **joy**fully near the giant **ju**ngle. Konsonan: /dʒ/ Vokal: /ɔɪ/ (*joyfully*), /æ/ (*jungle*) 4. **Cha**rlie **cho**se a **chea**p **chai**r in the **chee**rful **chu**rch. Konsonan: /tʃ/ Vokal: /eə/ (*chair*), /ɜː/ (*church*)

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8. We went west when the wind was warm and wild. 9. Father and mother make many meals for the family. 10. The goat goes slowly over the open road. 11. The boy found a new toy near the old house. 12. She will play the game outside after school. 13. The goat goes home by the open road. 14. I like rice and ice cream in the afternoon. 15. We waited for the train near the rainy station. (Bunyi bersih, stabil, dan natural)	5. The **boy** enjoys playing with **toy**s **out**side the **hou**se. Vokal: /ɔɪ/ (*boy*), /aɪ/ (*outside*), /aʊ/ (*house*) 6. **Pe**ter **bou**ght a **bla**ck **ba**g and **ca**rried it **ca**refully. Konsonan: /p, b, k, g/ Vokal: /æ, ɑː, e/ 7**.** The **quee**n **qui**ckly asked **que**stions about the **squa**re. Konsonan: /kw/ cluster Vokal: /eə/ (*square*), /iː/ (*queen*) 8. **We** went **we**st **whe**n the **wi**nd was **war**m and **wi**ld. Konsonan: /w/ cluster Vokal: /ɔː/ (*warm*), /aɪ/ (*wild*) 9. **Fa**ther and **mo**ther make **ma**ny meals for the **fa**mily. Konsonan: /f, m, n/ Vokal: /ʌ/ (*mother*), /æ/ (*family*) 10. The **goa**t **goe**s slowly **o**ver the **o**pen **roa**d. Konsonan: /g/ Vokal: /əʊ/ (*goat, goes, road*), /ə/

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	(*over*) 11. The **boy** found a new **toy** near the **old house**. *Dipthong*: (/ɔɪ/, /əʊ/) 12. She will **play** the game **outside** after school. *Dipthong*: (/eɪ/, /aʊ/) 13. The goat goes **home** by the **open road**. *Dipthong*: (/əʊ/) 14. I like rice and **ice cream** in the afternoon. *Dipthong*: (/aɪ/) 15. waited for the **train** near the **rainy** station. *Dipthong*: (/eɪ/)
Section B – Word and Sentence Stress **Part 1 – Word Stress** 1.ˈCLASSroom 2. ˈTEAcher 3. ˈLESson 4. ˈUUni-form 5. ˈLIbrary	**Section B – Word and Sentence Stress** **Part 1 – Word Stress** **Stress Example** 1. **CLASS**-room 2. **TEA**-cher 3. **LES**-son 4. **U**-ni-form

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(Stress alami, tanpa keraguan)	5. **LI**-bra-ry
Part 2 – Sentence Stress 1.My ˈBROther plays ˈBASketball every ˈDAY. 2. She ˈLIKES reading ˈSTORies at ˈNIGHT. 3. We're ˈGOing to the ˈLIBrary this ˈAFternoon. 4. I ˈBOUGHT a ˈNEW phone last ˈWEEK. 5. They ˈWERE so ˈHAPpy to see their ˈFRIends. (Stress natural, ritme komunikatif, tidak seperti membaca teks)	**Part 2 – Sentence Stress** **Instructions:** Read each sentence aloud. Stress the content words (shown in CAPITALS). 1. My ˈ**BROther** plays ˈ**BASketball** every ˈ**DAY**. 2. She ˈ**LIKES** reading ˈ**STORies** at ˈ**NIGHT**. 3. We're ˈ**GOing** to the ˈ**LIBrary** this ˈ**AFternoon**. 4. I ˈ**BOUGHT** a ˈ**NEW** phone last ˈ**WEEK**. 5.They ˈ**WERE** so ˈ**HAPpy** to see their ˈ**FRIends**.
Section C Sentence Reading (Intonation) *(Sangat natural dan komunikatif)* What is your favorite subject ↑ I have a blue school bag ↓ Do you like your classroom ↑ He is doing his homework ↓	**Section C Sentence Reading (Intonation)** 1. What is your favorite subject? *(rising)* 2. I have a blue school bag. *(falling)* 3. Do you like your classroom? *(rising)*

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Can you help me, please ↑ Intonation halus, tepat, dan meyakinkan.	. 4. He is doing his homework. *(falling)* 5. Can you help me, please? *(rising)*

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Appendix VIII: Documentation







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Appendix IX: Virtue of Consultant Degree

DEKAN FAKULTAS TARBIYAH
NOMOR : B-3954/In.39/FTAR.01/PP.00.9/10/2024

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang
a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2024
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2024, tanggal 22 Januari 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2024
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 TAHUN 2024 Tahun 2024, tanggal 22 Januari 2024 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2024
b. Menunjuk saudara: **Dr. Zulfah, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa	: SITTI AISYAH
NIM	: 2120203888203037
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Effectiveness Of Using Rosetta Stone Application To Improve The Pronounciation Skill Of SMPN 8 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

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix X: Research Permit Reccomendation

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-3539/In.39/FTAR.01/PP.00.9/11/2025 — 03 November 2025
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

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

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: SITTI AISYAH
Tempat/Tgl. Lahir	: PINRANG, SULAWESI SELATAN, 04 Januari 2003
NIM	: 2120203888203037
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: BTN SEKKANG MAS,DUSUN SEKKANG,KELURAHAN BENTENGNGE,KECAMATAN WATANG SAWITTO,KABUPATEN PINRANG

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

THE EFFECT OF ROSETTA STONE APPLICATION ON STUDENT'S PRONUNCIATION AT SMPN 8 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 03 November 2025 sampai dengan tanggal 03 Desember 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

Page : 1 of 1, Copyright©afs 2015-2025 - (muhlis) — Dicetak pada Tgl : 04 Nov 2025 Jam : 15:04:33

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Appendix XI: Permission Research



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0557/PENELITIAN/DPMPTSP/11/2025

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 07-11-2025 atas nama SITTI AISYAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0883/RT.Teknis/DPMPTSP/11/2025, Tanggal : 10-11-2025
2. Berita Acara Pemeriksaan (BAP) Nomor : 0557/BAP/PENELITIAN/DPMPTSP/11/2025, Tanggal : 10-11-2025

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Surat Keterangan Penelitian kepada :

1.	Nama Lembaga	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2.	Alamat Lembaga	: JL. AMAL BAKTI NO. 8 SOREANG, PAREPARE
3.	Nama Peneliti	: SITTI AISYAH
4.	Judul Penelitian	: THE EFFECT OF ROSETTA STONE APPLICATION ON STUDENT'S PRONUCIATION AT SMPN 8 PINRANG
5.	Jangka waktu Penelitian	: 1 Bulan
6.	Sasaran/target Penelitian	: SISWA DI SMPN 8 PINRANG
7.	Lokasi Penelitian	: Kecamatan Watang Sawitto

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 10-05-2026.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 10 November 2025

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

DPMPTSP

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix XSII: Letter of Research Completion

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 8 PINRANG
Alamat : Sekkang, Kel. Bentengnge, Kec. Watang Sawitto, Kab. Pinrang

SURAT KETERANGAN PENELITIAN
Nomor : 420/174 /UPT.SMPN.34/2025

Yang bertanda tangan dibawah ini :

Nama	: ISMAIL, S.Pd.I
NIP	: 19960607 199003 1 011
Pangkat/Gol.Ruang	: Pembina Tk.1 / VI.b
Jabatan	: UPT SMP NEGERI 8 PINRANG

menerangkan bahwa :

Nama	: SITTI AISYAH
Tempat/Tgl Lahir	: Pinrang, 04 Januari 2003
NIM	: 2120203888203037
Jurusan / Prodi	: Tarbiyah /Pendidikan Bahasa Inggris
Alamat	: BTN SEKKANG MAS, Dusun Sekkang , Kelurahan Bentengnge Kecamatan Watang Sawitto Kabupaten Pinrang.

Benar telah mengadakan penelitian di UPT SMP NEGERI 8 PINRANG dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECT OF ROSETTA STONE APPLICATION ON STUDENT'S PRONUNCIATION AT UPT SMP Negeri 8 Pinrang"

dari tanggal 10 November s.d 06 Desember 2025

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pinrang, 02 Desember 2025
UPT SMPN 8 Pinrang

ISMAIL, S.Pd.I
NIP. 19690607 199303 1 011

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE



SITTI AISYAH. The writer was born on january 1st, 2003, in Pinrang. She is the second child of Mr. Saripuddin and Mrs. Rasdiana. She began her formal education at SDN 212 Pinrang, where she graduated in 2015. In the same year, she continued her studies at SMPN 8 Pinrang and completed junior high school in 2018. She then pursued her senior high school education at SMAN 7 Pinrang and graduated in 2021. In 2021, she continued her academic journey by enrolling at the State Islamic Institute (IAIN) Parepare. She completed her undergraduate thesis in 2026 entitled: "The effect rosetta stone application on students' pronunciation at SMPN 8 Pinrang."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE