

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

4.1.1 Description of The Research

To know the answer to the research question in the previous chapter, the researcher administered a test. The test was a reading test that was given twice. The test are pre-test and post-test. The researcher also gave questionnaire to know students response toward the implementaion of the media called “A1 SpeechTRON”. The pre-test was given before giving the students a treatment by using that A1 SpeechTRON for knowing students’ pronunciation ability while the post-test was given after treatment, which purposed to find out the answer of the problem statement: “Is A1 SpeechTRON as media effective in improving Students’ Pronunciation at Second Year of Students’ Vocational High School 3 Parepare. The post test was given to compare students’ pronunciation before the applying of media and after the researcher applied students’ pronunciation ability. This research was encountered by using one independent sample to know there were any influences of the students’ achievement in pronunciation when they produced the sounds after learning by applying the media “A1 SpeechTRON”.

In the first meeting with three hours of study, the researcher stimulated the students by talking in English about some minutes. Then, the researcher introduced the media that will be applied during the treaments.

The researcher explained about some components in media called “A1 SpeechTRON” about the implementation and the procedure of using the application, the researcher applied the application while explained to the students tutorial how to use it. The researcher used material based of their textbook. Since the school didn’t facilitate LCD so the researcher asked the students to directly see about the display of A1 SpeechTRON. After that the researcher gave them the text same with pre-test that they had read before titled “Speech at the opening of the Bandung Conference, April 18. 1955” and the researcher put the text inside the application and then, the students listen to carefully with the native speaker. After that, the researcher evaluated based on what they had listened. Lastly, The researcher guided the students of the words that they can’t produce well. In the first meeting, the students showed a significant improvements but they didn’t get a consistency in mentioned the words correctly like in the sentence of *This twentieth century has been a period of terrific dynamism* most of the students can’t mention the whole of the words in that sentence correctly like they got many pronunciation errors in the words of *Twentieth and Dynamism* and they were just good for awhile when they pronounced the sounds when after they heard the sound from the audio but sometimes they got a mistake again. The students was only able to mention a single word but when the researcher asked them to read with a long text the students can mention words corectly if the researcher guided them to repeat one by one of the words in every sentence till paragraph but when the researcher asked them to read again the whole of texts by themselves without the researcher’s helping, most of the students were in trouble situation.

In the second meeting with three hours of study, the researcher has requested the students to bring their laptop on the previous meeting because some of the

students didn't have a laptop so the researcher asked them to join with their friends who have the laptops. Then, the researcher asked the student to install the application and continued to apply the application. So, in this meeting, the researcher gave another exposition text titled "Natural Disasters" but the researcher divided this material into two meetings, so the researcher didn't gave the whole of the text but only several of the text. The students listened to the audio that has been playing by the researcher. After that, the researcher asked the students to practice on their own sit by using the application. Lastly the researcher evaluated the students by pointed some of them to read again the text and the researcher helped the students about some difficult words that they hardly produced by guiding them to read the text word by words, phrases by phrases, till sentences by sentences. In this second meeting, the students showed a better improvement than before eventho they still have some pronunciation errors. The researcher kept asking them to read text based on what they have been listened for the audio. The researcher provided the paragraph (*Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economics slowdown, and deforestation are among the several impacts of global warming...*).

The accurary of every single words above were better in this meeting eventho they didn't got a fluency. In this case, the students didn't put an intonation and stressing in their reading. They just read in the flat rhytm but sometimes they were in silent situation for awhile when they read uncommon words for themselves like (*Acknowledging – Deforestation – Climate – Atmosphere – Apparent*) during reading text but at least they can mention the words correctly one by one, the students was

already able to read the text properly. The students were able to connect words by words correctly when they read the text. Even though, they didn't read the text with fluency.

In the next meeting with three hours of study, the researcher continued the material on their textbook about exposition text titled "Natural Disasters". It was still the same with previous meeting, the researcher continued to play the audio of the next paragraph of the text and the students listened carefully of the text. After that, the researcher gave them a challenge to guess the vocabulary about what the speaker has been said but it was still related with the content of text and the students guessed the vocabulary. Lastly, the researcher pointed some of the students to read the whole of the text again and the researcher guided them about their pronunciation errors in the text and helped them to mention the words goodly. Same with the previous meeting, the researcher kept asking the students on listening audio, repetition, and practicing. In this meeting, the students can read a new different text with odd English vocabularies. Meeting by meeting, the students were already able to make the differences on vowels sound. The researcher provided same text like previous meeting but different paragraph (*Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee the lifeline of western society (green-peace report, 2007). The impact of climate change is noticeable throughout Asia-pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well...*). After they heard the audio of the text above they can read the odd English vocabularies like (*thunderstorm – throughout – noticeable - evidence of extensive deforestation*) and also the

students already know to make the differences of the vowel sounds like (Greenpeace – western – has) before they still don't listen to the audio they mispronounced like Grenpis – Wasten – Has and the students also didn't to the differences on “ED” (regular verbs) sounds like (used – started) most of the students mentioned “the-ED” like (usid-startid) sounds.

The last meeting with five hours of study, the researcher kept giving them the same material about an exposition text but different reading text. It was titled “Students’ Laptop”. In this case, Since they were from multimedia class. the researcher chosed the text that suitable with their life and technology w0as one of them. Same with the previous meeting the researcher was hearing them an audio about text. The researcher pointed representing of them to read text by seeing on laptop and Lastly, the researcher evaluated the students by guiding them to read the text with a good pronunciation based on what the native speaker has read on that media. In this meeting, the researcher provided these paragraphs (*Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function...*). The students showed a better result in reading a new text. The students got a little pronunciation errors, they can minimize the mistake like “less of repetition in some words (*Prog-Progressive*). “read the text smoothly without thinking fearness to make mistake before read the text, it just came out naturally like reading Indonesia text” and they were all most to gain good classification in pronouncing with right accuracy. There were 5 students out of 33 students got an excellent score with good phonems spelling, intonation, and but another students also showed good improvement

eventho, several students were a little bit stuttring in reading text but the words still delivered well. In this last meeting, the researcher gave a motivation to the students to learn English pronunciation by more practicing at the home continuously.

4.1.2 Finding through The Test

1. Score of Pre-test

The researcher has given pre-test to know the students' pronunciation before treatment by applying the media "A1 SpeechTRON". The students got so much pronunciation errors when they were reading the text. So, they have to get some treatments to increase the students' pronunciation. In this research, the researcher gave 4 meetings to treat students in 3 hours duration for every meetings.

There was the result of the students' pre-test.

Table 4.1 The Students' Score of Pre-test

No	RS	Accuracy	Classification
1	RS 1	2	Poor
2	RS 2	2	Poor
3	RS 3	2	Poor
4	RS 4	2	Poor
5	RS 5	2	Poor
6	RS 6	3	Avarage
7	RS 7	5	Very Good
8	RS 8	3	Avarage
9	RS 9	5	Very Good
10	RS 10	4	Good
11	RS 11	3	Avarage
12	RS 12	2	Poor
13	RS 13	2	Poor
14	RS 14	4	Good
15	RS 15	3	Avarage
16	RS 16	2	Poor
17	RS 17	2	Poor

18	RS 18	2	Poor
19	RS 19	2	Poor
20	RS 20	2	Poor
21	RS 21	2	Poor
22	RS 22	2	Poor
23	RS 23	2	Poor
24	RS 24	3	Avarage
25	RS 25	2	Poor
26	RS 26	2	Poor
27	RS 27	3	Avarage
28	RS 28	2	Poor
29	RS 29	2	Poor
30	RS 30	2	Poor
31	RS 31	2	Poor
32	RS 32	5	Very Good
33	RS 33	2	Poor
Σ		85	

Source: *The Students of Class Multimedia II at SMKN 3 Parepare*

Based on the tabel above showed the result of pre-test analysis that there are 24 students got poor, there are 6 students got avarage and there are 3 students got very good. However, the total of score is 85 from the overall students achieved of their pronunciation just by seeing the accuracy to produce the words. It is described that the quality of the students' still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$$\begin{aligned}\sum E &= \text{Total f row score} \\ N &= \text{Number of Students} \\ X &= \frac{85}{33} \\ X &= 2,57\end{aligned}$$

It is get 2,57 on the mean score of pre-test

After determining the mean score of pre-test was 2,57 it could be seen that student's pronunciation was in poor category. Based on J.B. Heaton *Writing English Language Tests*.

2. Score of Post-test

The researcher has given post-test to know the students' pronunciation after giving the treatment in 4 days of meeting by applying the media "A1 SpeechTRON". By comparing to the pre-test, In this post-test, the students got a pronunciation improvement. They could read every single words in the text with a good accuracy in pronunciation. There was the result of the students' post-test:

Table 4.2 The Students' Score of Post-test

No	RS	Accuracy	Classification
1	RS 1	3	Avarage
2	RS 2	4	Good
3	RS 3	4	Good
4	RS 4	4	Good
5	RS 5	3	Avarage
6	RS 6	4	Good
7	RS 7	6	Excellent
8	RS 8	5	Very Good
9	RS 9	6	Excellent
10	RS 10	5	Very Good
11	RS 11	5	Very Good
12	RS 12	4	Good

13	RS 13	4	Good
14	RS 14	4	Good
15	RS 15	5	Very Good
16	RS 16	4	Good
17	RS 17	4	Good
18	RS 18	3	Avarage
19	RS 19	4	Good
20	RS 20	4	Good
21	RS 21	4	Good
22	RS 22	4	Good
23	RS 23	3	Avarage
24	RS 24	4	Good
25	RS 25	4	Good
26	RS 26	3	Avarage
27	RS 27	4	Good
28	RS 28	4	Good
29	RS 29	3	Avarage
30	RS 30	4	Good
31	RS 31	3	Avarage
32	RS 32	6	Excellent
33	RS 33	4	Good
Σ		135	

Source; *The Students of Class Multimedia II at SMKN 3 Parepare*

Based on the tabel above showed the result of post-test analysis that there are 7 students got avarage, there are 19 students got good, there are 4 students got very good and there are 3 students got excellent. However, the total of score is 135 from the overall students achieved of their pronunciation just by seeing the accuracy to produce the word.

It is described that the quality of the students' pronunciation is good. They got an improvement after getting treatment by applying the media "A1 SpeechTRON".

Calculating the mean score of post test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{135}{33}$$

$$X = 4,09$$

It gets 4,09 on the mean score of post-test

After determining the mean score of post test was 4,09 it could be seen that student's pronunciation was in good category. Based on J.B. Heaton *Writing English Language Tests*.

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

The result explained that the pre-test and post-test are used to measure the student's producing the sounds gained in the treatment by using "A1 SpeechTRON" in this research. In other words to determine the student's producing the sounds of their pronunciation ability, the pre-test is given to the students by reading test before doing treatment, it means the researcher easily measured their pronunciation ability when they were reading a text and the post-test is given to the students also by reading test after doing treatment with the same test. In another word to measure the students' producing the sounds of their pronunciation ability is giving a reading test on the pre-test, treatment by applying the media called "A1 SpeechTRON" and also post-test is same way with the pre-test.

The comparison of the gained score between pre-test and post-test can be described as follow:

Table 4.3 The Comparison between Pre-test and Post-test Result

No	Respoendent	The Students' Score	
		Pre-test	Post-test
1	RS 1	2	3
2	RS 2	2	4
3	RS 3	2	4
4	RS 4	2	3
5	RS 5	2	3
6	RS 6	3	4
7	RS 7	5	6
8	RS 8	3	5
9	RS 9	5	6
10	RS 10	4	5
11	RS 11	3	5
12	RS 12	2	3
13	RS 13	2	4
14	RS 14	4	4
15	RS 15	3	5
16	RS 16	2	3
17	RS 17	2	4
18	RS 18	2	3
19	RS 19	2	4
20	RS 20	2	4
21	RS 21	2	3
22	RS 22	2	3
23	RS 23	2	3
24	RS 24	3	4
25	RS 25	2	4
26	RS 26	2	3
27	RS 27	3	4
28	RS 28	2	3

29	RS 29	2	3
30	RS 30	2	4
31	RS 31	2	3
32	RS 32	5	6
33	RS 33	2	3
Mean		2,57	4,09

Source: Primary data processing)

Based on the table above showed that the students got improvement by gaining score before and after treatment. It is proved that the students got improvement in their pronunciation by applying A1 SpeechTRON. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 2 and the maximum was 4 beside that the minimum score of post-test is 3 and the maximum score of post-test is 6. The mean of pre-test is 2,57 meanwhile, the mean of post-test is 4.09. Before treatment the students got poor category but after giving treatment by applying the media called “A1 SpeechTRO” the students got good category, it means that there are improvements with students’ pronunciation ability.

4. T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.4 The worksheet of the calculating of the score on pre-test and post-test

No	Pre-test	Post-test	(D)	D ²
1	2	3	1	1
2	2	4	2	4
3	2	4	2	4
4	2	4	2	4
5	2	3	1	1

6	3	4	1	1
7	5	6	1	1
8	3	5	2	4
9	5	6	1	1
10	4	5	1	1
11	3	5	2	4
12	2	4	2	4
13	2	4	2	4
14	4	4	0	0
15	3	5	2	4
16	2	4	2	4
17	2	4	2	4
18	2	3	1	1
19	2	4	2	4
20	2	4	2	4
21	2	4	2	4
22	2	4	2	4
23	2	3	1	1
24	3	4	1	1
25	2	4	2	4
26	2	3	1	1
27	3	4	1	1
28	2	4	2	4
29	2	3	1	1
30	2	4	2	4
31	2	3	1	1
32	5	6	1	1
33	2	4	2	4
Σ			50	86

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied.

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{50}{33}$$

$$D = 1,51$$

So, the mean score of difference is 1,51

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : the test of significance

D : the mean score of difference (X1-X2)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,51}{\sqrt{\frac{86 - \frac{50^2}{33}}{33(33 - 1)}}$$

$$t = \frac{1,51}{\sqrt{\frac{86 - \frac{2500}{33}}{33(32)}}$$

$$t = \frac{1,51}{\sqrt{\frac{86 - 75,75}{1056}}}$$

$$t = \frac{1,51}{\sqrt{\frac{10,25}{1056}}}$$

$$t = \frac{1,51}{\sqrt{0,009}}$$

$$t = \frac{1,51}{0,094}$$

$$t = 16,06$$

So, the t-test value is 16,06

5. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 16,06$ to find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 33 - 1$$

$$df = 32$$

For the level of significance ($p = 0,05$) and $df = 32$ then the value of the table = 16,06 the value of the T-test was greater than the t-table ($16,06 > 1,69389$) it means that there was an improvement with the students' pronunciation ability after giving treatment by applying A1 SpeechTRON at the student of second year of student at SMK Negeri 3 Parepare.

6. Analysis of Questionnaire

Questionnaire was used as an instrument to gain more information about students' responses. In order to get the information from the respondents, there were 10 questions which were asked in the questionnaire. The students' answers then were classified into two categories yes or no.

The result summary of the questionnaire was as follow :

Tabel 4.5 The result of the questionnaire.

Question	Total Answer	
	Yes	No
QS 1	27	6
QS 2	28	5
QS 3	25	8
QS 4	25	8
QS 5	23	10
QS 6	11	22
QS 7	0	33
QS 8	28	5
QS 9	30	3
QS 10	28	5

Source; *The Students of Class Multimedia II at SMKN 3 Parepare*

Based on the table of the result above gives the information that described below:

1. There were 82% of the students like to learn English lesson meanwhile 18% of they didn't like it.

2. There were 85% of the students like to learn English pronunciation.
3. There were 76% of the students encountered the difficulty in learning English pronunciation.
4. 76% of the students admitted that the difficulty came because they rarely trained themselves to speak in English.
5. 70% of the students applied a technique, media or strategy to make them easily in learning English pronunciation
6. 67% of the students answered that their English teacher never used any technique, media or strategy in teaching English lesson.
7. All of the students never used a media called “A1 SpeechTRON” to learn English especially in pronunciation aspect.
8. 85% of the students agreed that the implementation of “A1 SpeechTRON” by the researcher was interesting.
9. Most of all the students agreed that the implementation of the media by the researcher succeeded to improve students’ pronunciation.
10. 85% of the students agreed that the media “A1 SpeechTRON” was able to improve students’ English pronunciation.

4.2 Discussion

4.2.1 The Result of the Test

Based on the description of the data through the test, the researcher explained that in the previous section shows that the students’ pronunciation got an improvement after given the treatment. The students' score after treatment was higher than before given treatment. Before giving treatment the students encountered some difficulties in producing the words, they are:

The first is the students obviously faced many difficulties to read the text, there were so many pronunciation errors by giving the gesture to the researcher to ask for help to read the text

The second is the students didn't confidence when they read the text, it was seeing that they were rigid and the accuracy of producing every single word were less.

The third is the students felt the tension to read the English text because in their daily activities they were rarely read the English text eventhough they were often to watch a western movie, video or heard someone directly to speak in English but it was not guarantee that they were able to mention English well and the influence of mother tongue.

The last is the students got so much pronunciation errors when they pronounced vowels sound. They were hardly to make the difference in every vowels. The students read same like they way they read bahasa. Since in English words, that was different between the written language and spoken language such as when they read (Has - Government - Society - Code) which they should read (Hes - gəvər(n)mənt - sə'siətē - Kod) but they read like the written form and also like "Us" they read it into "Yus". The students also confused in reading regular verbs inside the text like (Based - faced - Learned - Marched - Locked - Outstripped) which some of the students read the "ed" sounds. In the text of "Speech at the opening of the Bandung Conference, April 18, 1995" most of the students didn't know to say number in English. The students' also still low in intonation and stressing the words.

Therefore, after giving treatment by applying A1 SpeechTRON gave an improvement to students of SMK 3 Parepare in Multimedia Class II activity such as, even the researcher didn't focus on intonation and stressing instead of only focusing

on their sound specially on vowels because the researcher has a perception that how they can put an intonation or stressing in reading even mentioned the words, they were still low. So, that's why the researcher focused only sounds especially on vowel sounds because English vowels took an important role when producing the sounds, it was like a foundation of pronunciation.

After applying that media, the students were more comfortable and confident to mention the words. The students showed much improvement in pronouncing English words. Even it was not fluency yet but the accuracy in every single word was very good. The students were able to minimize the mistakes in pronunciation. They were able to make the differentiation of the vowels.

All the same, based on pronunciation rating scale. The researcher just rated the accuracy of the pronunciation without concerning on rating scale of fluency and comprehensibility. Actually, the students were still low in the fluency but they got lots of improvement on accuracy like their pronunciation was slightly influenced by the mother tongue, a few minor grammatical and lexical errors but most utterances were correct but it was better than before. By much practicing in their daily life, the students will get a better result.

Nevertheless, AI Speech TRON was able to improve effectively their pronunciation. This media was not available on mobile phone. It was only available on laptops or computers but this media has many purposes in language learning it can be used to provide more in-depth information on a specific topic, to access authentic target language materials, to gain experience with electronic literacy. Classroom technology uses facilities higher thinking skills and knowledge constructions and helps students learn to find, analyze, and synthesize knowledge or material. This technology was really given a different learning

experience to the students and it can be getting students' attention to interest in language English learning based on Jolene Dolkstader.

On the other side, there were some improvements which were achieved by the second grade of the students Multimedia Class at SMKN 3 Parepare after applied A1 SpeechTRON.

Firstly, the students were able to produce English words confidently. They were able to read the text correctly with less of mistakes. The students got a good confidence in reading a text and mention the words. Since this was like a new experience for them to use an application in English learning, they were very excited to learn about pronunciation.

Secondly, the students enjoyed when pronouncing the sounds because they were directly listening into the native speaker which it was so fun for them to get a new learning experience.

Lastly, the students were able to read every different texts nicely. Even they still low to put an intonation and stressing on their reading but it was better because people won't understand what we talked about if we said the word wrongly. The meaning of the words won't deliver correctly.

Before giving them treatment the score of pre test was 2,57 and post-test 4,09. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (16.06) with the degree of freedom (df) = $N-1 = 33 - 1 = 32$ for level of significance $0,05 = 1,69389$. It showed that the students' had improvement from fair classification to good classification in their pronunciation ability.

From the explanation above, it can be concluded A1 SpeechTRON is able to improve Students' pronunciation at second grade of Student at SMK 3 Parepare. The

description of the data by applying A1 SpeechTRON in the previous section showed that the student's pronunciation ability before giving the treatment in teaching was fair in the mean score of pre-test = 85 it was caused by the students' pronunciation encountered some difficulties based on the criteria of pronunciation components just for seeing with the accuracy aspect. The initial problems are the students were difficult to mention the words, they hardly to make the differences in every vowel so that's make many pronunciations errors.

After giving the treatment and explaining the implementation of this media "A1 Speech TRON" the students were finally able to produce the sounds well. They could read the text nicely and confidently for the mean score result of post-test which was higher than mean score of pre test provided.

Therefore, there was a difference between the students' pronunciation ability before and after giving treatment by applying A1 SpeechTRON. It showed this media can be a supporting aspect for the teacher during teaching English classroom and learning process activity will be more effective since the students can apply this media and practicing their pronunciation at home instead on school only. They can got more improvement if they keep learn English pronunciation in their free time.

Besides to make the students master in English, of course, they need study more perfectly and seriously by practicing especially pronunciation for getting a good a result at their speaking performance. The good pronunciation will make a different sensation when they speak. People will easily understand and catch the information if we had a good pronunciation. So, teaching English pronunciation should become the main priority for the teacher to make students mastered on it for getting a good a result on their speaking English performance.

4.2.2 The Result of Qustionnaire

After giving post test the researcher gave 10 questions to answer by students in two categories yes or no. The questionnaire was given to know th students' responses towards the applying of media "A1 SpeechTRON". The researcher gave 10 different questions containing 2 questions about English lesson, 4 questions about pronunciation, 4 questions about the implementation of A1 SpeechTRON in learning English pronunciation. After treatment, so the researcher can conclude whether A1 SpeechTRON were ablte to improve the students' pronunciation. There were 82% of the students like to learn English lesson meanwhile 18% of they didn't like it. There were 85% of the students like to learn English pronunciation. There were 76% of the students encountered the difficulty in learning English pronunciation, 76% of the students admitted that the difficulty came because they rarely trained themselves to speak in English, 70% of the students applied a technique, media or strategy to make them easily in learning English pronunciation 67% of the students answered that their English teacher never used any technique, media or strategy in teaching English lesson, all of the students never used a media called "A1 SpeechTRON" to learn English especially in pronunciation aspect. 85% of the students agreed that the implementation of "A1 SpeechTRON" by the researcher was interesting. Most of all the students agreed that the implementation of the media by the researcher succeeded to improve students' pronunciation. 85% of the students agreed that the media "A1 SpeechTRON" was able to improve students' English pronunciation.

Based on the students' responses on the questions about learning pronunciation through A1 SpeechTRON program, the researcher concluded that most of the student like to learn English in pronunciation aspect eventho they got difficulty in learning English pronunciation and the program calle A1 SpeechTRON

that the researcher use during the treatment was helping them to improve their pronunciation and they were interested to use a media.

