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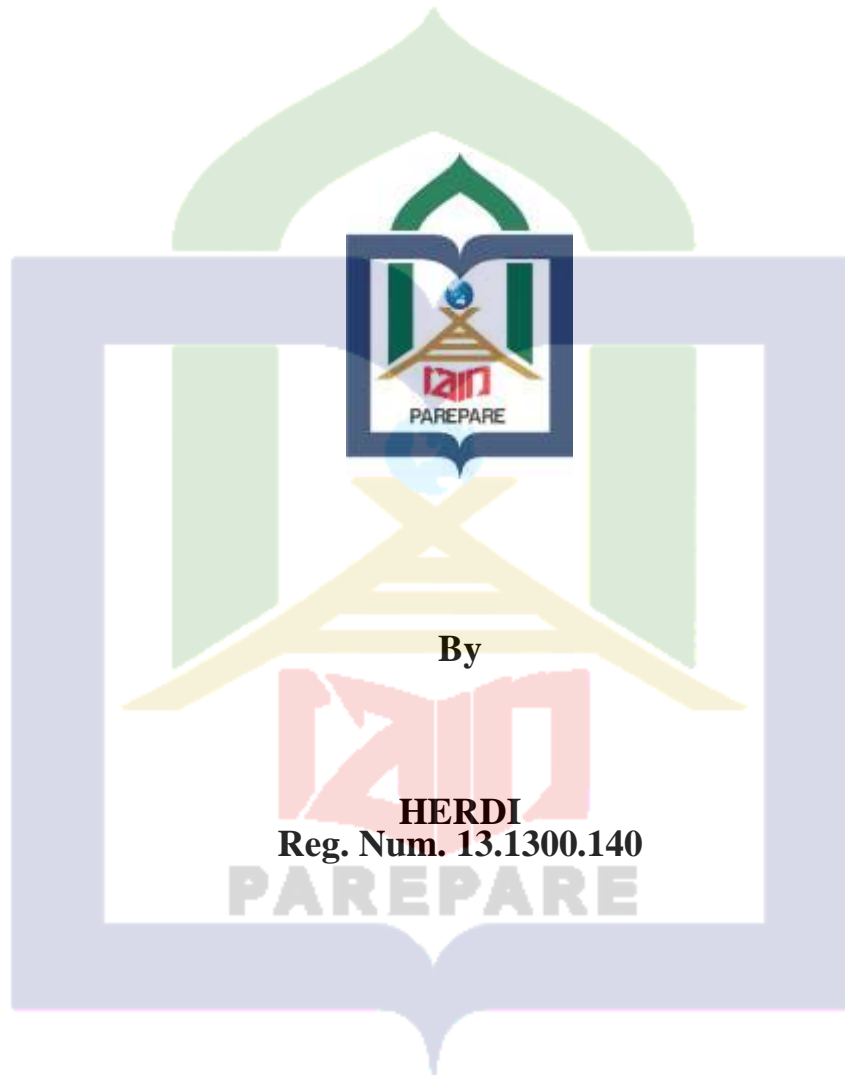
UPGRADING STUDENTS' ARTICULATION VIA "ENGLISH PRONUNCIATION" SOFTWARE AT THE SECOND GRADEOF SMAN 1 PAREPARE

By

HERDI
Reg. Num. 13.1300.140

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

2020

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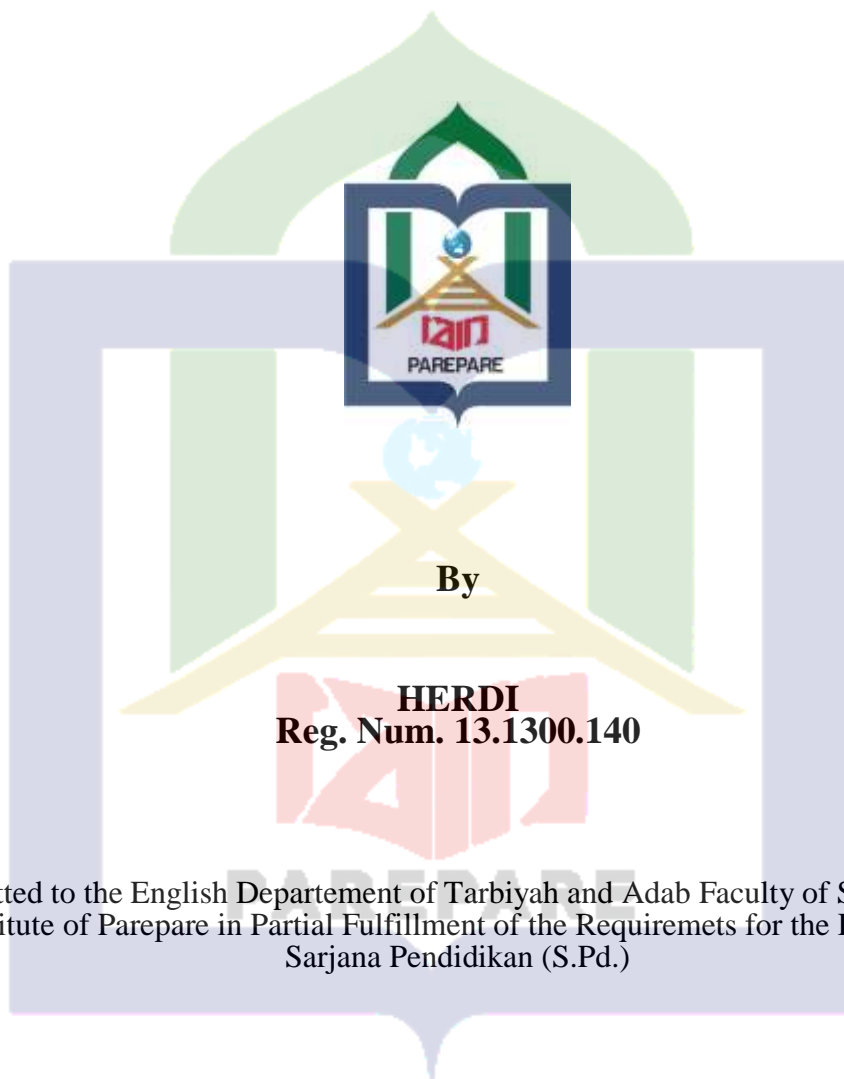
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Submitted to the English Departement of Tarbiyah and Adab Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requiremets for the Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the Degree Of Sarjana Pendidikan (S.Pd.)

English Program

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HERDI
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to

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

2020

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil Alamin. First of all, the researcher would like to express the best regard to the God Allah swt. The lord of this world, the master of judgment day and the best creature in this universe, who has been giving valuable and happy life, long life and healthy condition. So, he could finished this study well. Secondly, the researcher present *salawat and salam* to the last prophet Muhammad saw. as the King of the great kingdom namely Islam religion. Then brought the human from uneducated person to be educated person.

From the deepest of his heart, the researcher say a great obliged to his beloved parents Amir Said and Sitti Aminah who always do their best for their son, always pray to the God for the researcher's goodness, successful and healthy life in as well as gave him immensity love since he was born, today and for lasting time.

Thirdly, the researcher also would like to address his thanks and great gratitude to Drs. Syarifuddin Tjali, M.Ag as the first consultant and Hj. Nurhamdah, M.Pd as the second consultant, who has given consultation with full of patience, help and guidance as valuable advice during developing this Skripsi. May Allah swt respond to their kindness much better.

Unforgottenly, the writer allows to express a lot of thanks to:

1. Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si.

2. Dr. H. Saepudin, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare.

3. Mujahidah, M.Pd as the chairman of English Program for her kind and supple management.

4. The lecturers and the staffs of State Islamic Institute for their guidance during the years of his study.

5. The headmaster, English teacher, staff, and the students of SMAN 1 Parepare who have handed over permission, support and supported facilities in order to conduct this research well.

6. Great thanks to all best friends and partner Sultan Syahrir, Irsan Harlin, Ramdani, Surya Putra Manab, Hasby, Wahyuni, Hariana, Floria Sukma, Iga Mawarni, Siska Triastuti, Hasmila Anwar, Surianti Asriadi, Nur Hana, Tri Wulandari, Nasrah Iftihara, Rabiatul Adawiyah, and Nery Apriyanti, who always and ever gave their supports and courage as well as their helping for finishing this research.

7. Best regards to owner Warkopkoe and family, sisters and brothers in Aliansi Mahasiswa Seni (ANIMASI) IAIN Parepare, Sanggar Melati, Himpunan Mahasiswa Islam (HMI) koms. STAIN Parepare, Parepare Movie, Rider Blade Community (RIBEC) Parepare, Rifling Parepare Shooting Club (RPSC), Ghaniyyu100, Himpunan Pengusaha Online (HIPO) International, and Jempol Preneur. The researcher learned a brotherhood and sharing affection in thus association and gave him chance to feel the real atmosphere of organization, community and business.

8. His classmates since study in English program of State Islamic Institute of Parepare that can't be mentioned one by one, "PBI anti DO" unity, and the last to all of his friends that help him directly and indirectly feedback.
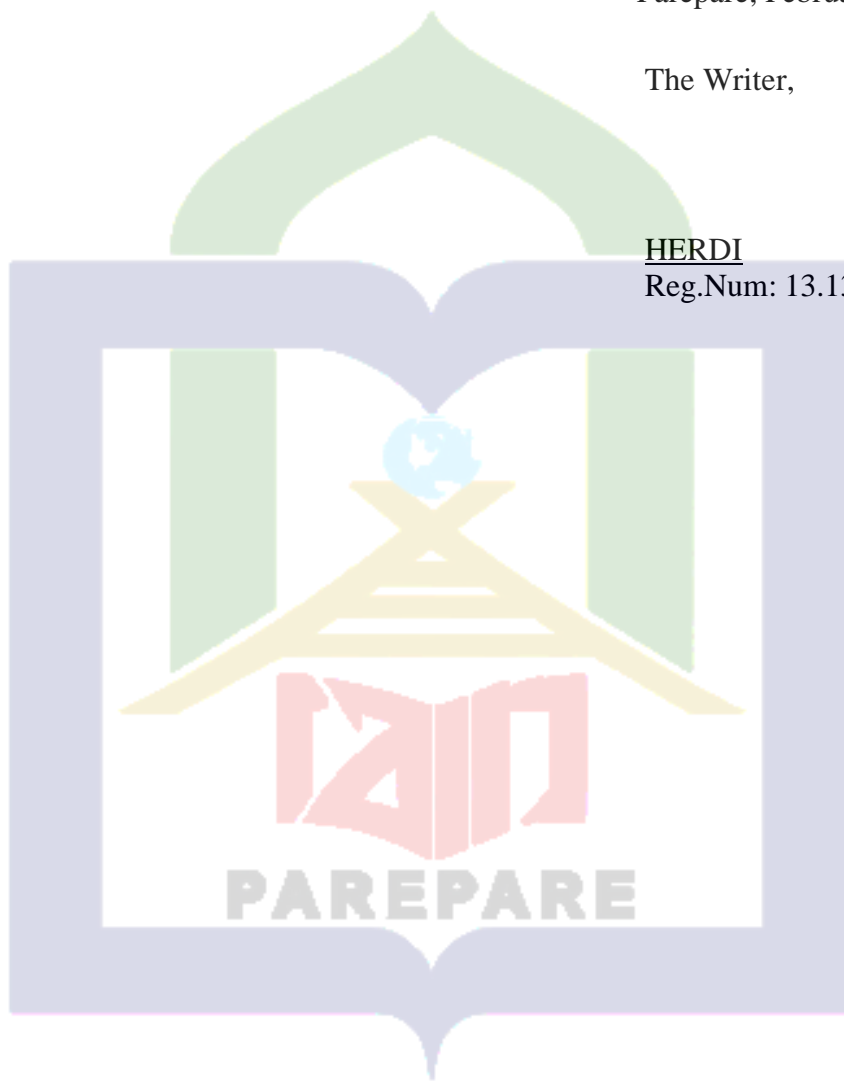
Finally, the researcher realized that this skripsi is still has any weakness and still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestion and criticism.

The almighty Allah swt. always bless us now and forever, Aamiin. Walhamdulillah.

Parepare, February 17th 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

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

Parepare, February 17th 2020

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ABSTRACT

HERDI. *Upgrading Students' Articulation Via "English Pronunciation" Software At The Second Grade Of SMAN 1 Parepare* (Supervised by Syarifuddin Tjali and Hj.Nurhamdah).

This research was expected the students easily to improve and understand English materials especially in pronunciation by using bright software in its mobile phone. The objective of this research aims to find out whether the English Pronunciation software improve the pronunciation ability of the second grade students of SMA Negeri 1 Parepare or not at all.

The design of the research was pre-experimental design with one group pre-test and post-test. The instrument of the research was reading test. The population in this research was the students of the second grade of SMA Negeri 1 Parepare consist of 318 students. The sample of this research was students of class XI MIPA-2 of SMA Negeri 1 Parepare consist of 26 students.

Based on the result finding, it can be conclude that the rate percentage in post-test was higher than the rate percentage in pre-test in applying English Pronunciation software. The t-test was greater than value of t-table (2,15 > 1,708). It proved by the students' score of post-test, there all of the students got excellent or very good qualification. The result of the research proved that by using English Pronunciation software was effective to be used in practicing the students' pronunciation.

By conclusion, it could be seen that the students getting improvement. English Pronunciation software briefing the students to pronounce a word correctly. As researcher supervision, the students feel that learning by English Pronunciation software makes them sounds like the native speaker and losing accent of respective mother tongue. But existence of English Pronunciation software can't added the students' vocabulary every day.

Key Words: Pronunciation, English Pronunciation software.

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2.	Vowel in Front, Middle and Back Position
3.	Consonant in Initial, Medial and Final Position
4.	Sample Word
5.	Surat Permohonan Rekomendasi Izin Penelitian
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8.	Documentation
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CHAPTER I
INTRODUCTION

1.1 Background

Modern society or globalization is a term that describing new condition which all nations, societies or formal state become closer one another. In this era our world feels become tight than before. People agree that globalization is caused by communication and information instrument, particularly those which have something to do with technology, for instance, radio, television, internet, mobile phone, etc.

Indeed globalization era could not be separated from the concept of information and the role of language especially international language such English which dominate the world. Whether we like or not, we are obliged to master English as foreign language. English is a vehicle for international communication. In order to meet the demands of modern society.[1]

Nowadays, existence of electronic media such mobile phone with based android system which practice in using had strongly appears as contributor in developing the era before till today. Much software like electronic dictionary within was really impacted to educational sectors in truth. Exactly in English education, particularly pronunciation subject or course. These software which various versions shows its attention in order to promote, develop or improve language skill. However, the effective and efficiency offer by the software had not used in many teaching and learning processes.

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[1]Patchara Varasarin, *an Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence,* (Victoria University, 2007), p.xi.

To know English well, we must be able to speak, read, write and listen to it. There are many ways we can learn to understand English. Pronunciation came within other linguistic aspect in a specific skill. Regarding the good pronunciation acquisition, there are two recommendation tricks will the researcher conduct (1) listening and (2) imitating. As theory of Celce-Murcia in Pronunciation Teaching, History and Scope, one of general approach to the teaching of pronunciation is an intuitive-imitative approach. An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information.[2]

Firstly, listening activity encompasses listening to the native speaker (according to the Electronic Dictionary software). Secondly, imitate activity refer to do (speak) as the native speaker does in the application. Both aspects are interconnected in order to be able to acquire a good pronunciation. Someone who has fine in listening without having right imitates, he or she could not speak smoothly. Conversely, someone who has right imitates without having an exact stuff to listen, usually find difficulties in raising English well. Hence, both are very decisive to improve verbal communication.

Pronunciation is especially difficult to learn because the correct pronunciation for each word often must be memorized, rather than determined by the way it is spelled.[3] One of the electronic dictionary software called "English Pronunciation" Represent most of electronic dictionaries software that contain of audio feature and easy to use. The audio feature are lead and guide us to pronounce a single letter or

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[2] Celce Murcia, *Pronunciation Teaching, History and Scope,* 1996, p.2.
[3] Bernard Silverstein, *NTC's Dictionary of American English Pronunciation*, (Lincolnwood Chicago: NTC publishing group, 1994), p.vii.

characters and words correctly like the native speaker which American (US) and English (UK) style. But in this research will focus on American (US) style as the formal language to use.

Based on the National Education Association (NEA) understanding, media are forms both printed and audiovisual communication and equipment. Media should can be manipulated, can be seen, heard, and read.[4] Learning media has a non-physical meaning known as software, which is the content of messages contained in hardware that is the content intended to be delivered to students.[5]

Today, as researcher observation, most of students more lean and goes wrong for social media software like instagram, whatsapp, BBM, facebook, path, twitter, etc., than other software that support education like this mobile dictionary. The researcher called this phenomenon as failure to utilize sophisticated device. These social media software which thus kind should be access by online which do all sorts of tariff schemed. Those wasted many time of students for just chatting, uploading statues, posted many photos, send audios as well as videos through it that does not useful concern to their self growth and study interest. Moreover, learning method conducted by some teachers in playing up student's articulation was tiresome. The researcher judgment that to increase the student's articulation by giving a course which introducing practical phonetics using textbooks are uninteresting way to apply in junior and or high school (secondary school). To support that statement, the researcher doing interview to some students randomly about which they would like accept to between learning English with introducing practical phonetics using

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[4] Arief Sadiman, dkk, *Media Pendidikan*, (Jakarta: PT. RajaGrafindo Persada, 2012), p.7.
[5] Media pengajaran, http://www.sarjanaku.com/2012/04/media-pengajaran-pembelajaran.html. Accessed on December 27, 2018.

textbooks or listening and imitating by the software. As result, about 13.3% recommend with practical phonetics. It means that 86.6% of them made reference to learning by the software. The reasons they talks are enjoy the usage of software function and will be boring learning theoretical.

Examining the premise above, the researcher then offer, associate and socialize electronic dictionary software with base offline to apply in order to practice and develop English language skill, particularly in terms of speaking skill, especially of pronunciation by this English Pronunciation software. Therefore, the researcher had in view to propose a research under the title "Upgrading Students' Articulation via English Pronunciation Software at The Second Grade of SMAN 1 Parepare". We must not deny about the importance of pronunciation for the sake of our speaking well.

I.2 Problem Statements

Based on the background above, the researcher formulated the research problem statement as follow:

1. Does English Pronunciation software affect significantly for students' English articulation development of the second grade of SMAN 1 Parepare?

I.3 Objectives of The Research

Relating to the problem statement above, the objectives of this research can be declared as follow

1. To improve students' articulation by English Pronunciation software.

2. To socialize "English Pronunciation" software to be use as reference guide in developing students' articulation of English words to be like a native speaker.

3. To affix technology with education exactly in English course in teaching and learning process.

I.4 Significances of The Research

1. Help the teachers, lecturers or instructors to provide a learning facility, and to teach pronunciation with fast method, easily, right and correctly.

2. As a reference guide in teaching and learning speaking skill.

3. Find out an android software with base offline system without tariff schema, easy to carry out, and can be operates wherever and whenever based on necessary.
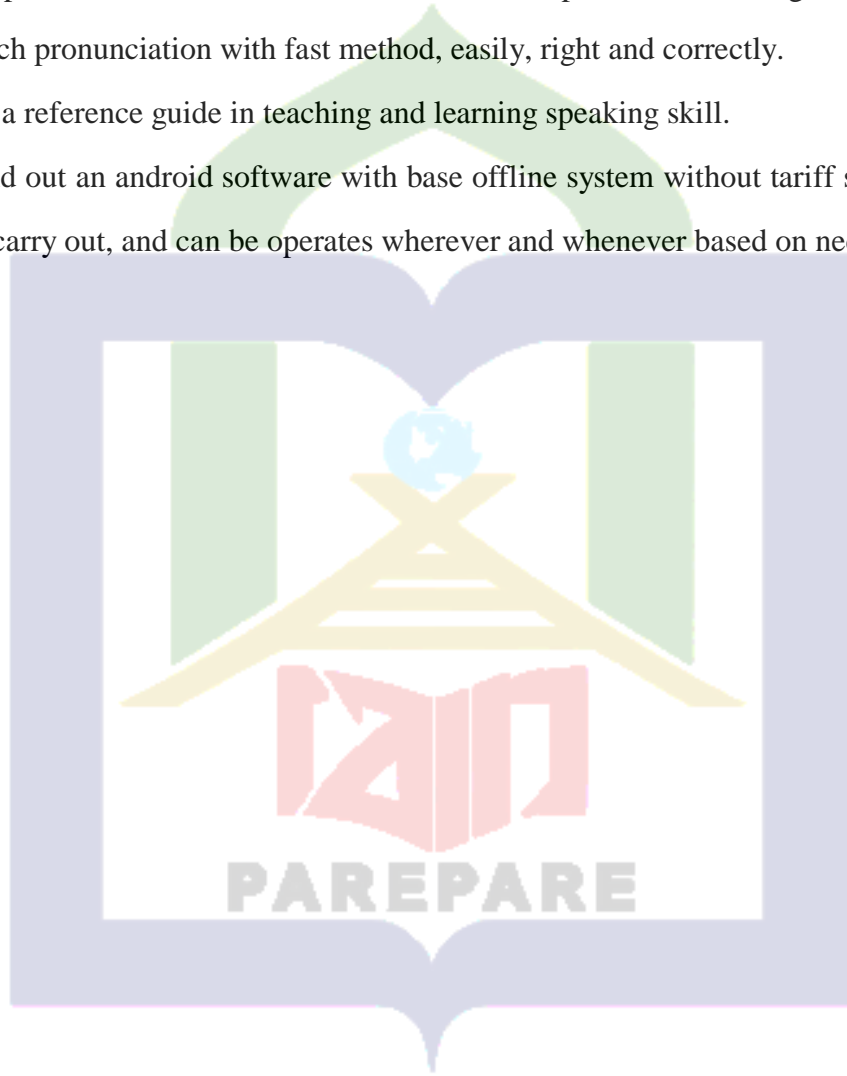
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Finding

There were some previous researches finding that are connected with this research. Moreover, the researcher tried to present some of them as follow:

Based on the finding on Mansur research which title "Improving Pronunciation through Audio Software at the Second Year Students of SMP Negeri 1 Pangkajene" Sidrap, the writer concludes that the students' pronunciation at the second years of SMP Negeri 1 Pangkajene Sidrap was improved after learning pronunciation using Audio Software. It can be proved by looking at the number of words that could be correctly pronounced by each student in the pre-test which mean score 9.75 and pos-test which mean score 17.11.[6] After looking forward his reaserch, we can found that it is not only by listening to the audio software but there consist some teaching session in some meeting also.

The current research finding of Fitriani entitled "The Improving of The Second Grade Students' Pronunciation Skill through Watching English Movie at SMK Negeri 2 Pinrang", she found that watching English movie can improve the second grade of students' pronunciation skill at SMK Negeri 2 Pinrang. The mean score of pre test (62.27) and the standar deviation (2.81), while in the post test the

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[6]Mansur, "Improving Pronunciation through Audio Software at the Second Year Students of SMP Negeri 1 Pangkajene" (unpublished Skripsi STAIN Parepare, 2012), p.46.

mean score (94.81) and the standard deviation (3.09). T-test value (12.811) was greater greater than t-table was (1.725) at the level significance 5%.[7]

Both research finding above are about to improve students' pronunciation ability, but in different ways. Mansur, success with his audio software but giving some teaching session too. Fitriani, watching English movie is the easy way to increase the pronunciation skill.

In this research, the researcher will conduct a relevan research but different about extremely simple practice. This is almost similiar to Mansur's manner but eliminate the teaching session and or without course at all.

2.2 Operational defeniton

In this research, the researcher will focus on segmental aspect of pronunciation that is English vowel sounds and consonant sounds. In increasing the students' pronunciation, they are recommended to sounds the word according to English Pronunciation software order. It was mean that there will nothing theoretical lesson of any kind of textbook in the class.

Related to the present research, the researcher needs to review previous research of similar topics in order to find out the significant differences between the previous research and this research. The previous research that will contrasting to is Mansur's research. Where Mansur extend a learning theoretical of textbook.

Study out of theoretical lesson of textbook in this case was the students learn to improve their pronunciation without any reading of book hadrcopy. No place of

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[7]Fitriani, "The Improving of The Second Grade Students' Pronunciation Skill through Watching English Movie at SMK Negeri 2 Pinrang" (unpublished Skripsi STAIN Parepare, 2017), p.49.

articulation studying. No manner of articulation studying. No diagram of mouth. It was fully by software audio guidance to imitate.

2.3 Some Pertinent Ideas

2.3.1   Definition of Pronunciation

Peter Strevens stated that pronunciation is a matter of noises, of speech sounds.[8]

Pronunciation is the act of giving the true sound of letters in words, and the true accent and quantity of syllables.[9]

Pronunciation is the way in which a language or particular word is pronounced.[10]

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

Pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing. Probably the simplest way to do so is to write which carries the central stressed syllable. Some words are stressed in the initial syllable and some others at the end. Such as 'record and re'cord. The change or stress in these words is caused by the

[8]Peter Strevens, *British and American English*, (London: Macmillan Publishing Co.Inc., 1978), p.67.

[9]English Club, "What is Pronunciation", *Situs Resmi English Club.* http://www.englishclub.com/pronunciation/what.htm. (04 December 2018).

[10]Oxford Advance Learner's Dictionary, (New York: Oxford University, 1995), p.1057.

grammatical function as noun and the second is verb. This means that the words in English may change their stress, which means the tune you see when you are speaking, the music of speech.[11]

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of language such as vowel and consonant (segment features). Aspect of speech beyond of level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental features), and how the voice is projected.[12]

Observing all definitions having been formulated by the expert above, pronunciation refers to the production of sounds that we use to make meaning, and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

2.3.2   The Importance of Pronunciation

Correct pronunciation is a basis for efficient communication in English, as in any other language. Being widespread as it is, English has developed a large number of regional dialects but they should not matter too much to a non-native speaker. What non-native speakers should work on is losing accents of their respective mother tongues and practicing correct and authentic English pronunciation. Learning phonics can be of great help with this – listening to the sounds and practicing through constant repetitions can be immensely beneficial in one's quest for native-like English pronunciation.

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[11]http://en.em.wikipedia.org/wiki/Pronunciation

[12]Jeremy Harmer, T*he Practice of English Language Teaching,* (New Edition, London And New York: Longman, 1991*),* p.33.

[12]Amep Research Center, *Pronunciation 1,* 2002, p.3.

The earlier you focus and master the basics of English pronunciation, the faster you'll become fluent. Our ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation.[13] Below are vocabularies as example it is beetwen "sheet" and "sit". If the speaker says it with same manner, it will not run up a positive respon of the listener. That is why pronunciation is really important in English as communication purpose because if we mispronounce a word, people will misunderstand us.

2.3.3   The Problem of Pronunciation

Many students have problems in learning English especially in spoken English language. There are many problems faced by students to study pronunciation according to Harmer. They are as follows:

1. What students can hears

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[13]Amep Research Center, *Pronunciation 1,* 2002, p.1.

Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problems with different sounds.

2. What students can says

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

3. The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.[14]

According to Gerald Kelly, there are two main problems in teaching pronunciation. First, teachers are lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory. When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Teachers need to improve their practical skill in teaching pronunciation.[15]

2.3.4   The Elements of Pronunciation

A broad definition of pronunciation includes both segmental and supra-segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.[16]

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[14]Harmer, Study *Pronunciation*, 2007, p.250.
[15]Gerald Kelly, *Teaching Pronunciation*, 2000, p.13.
[16]Amep Research Center, *Pronunciation 1,* 2002, p.1.

2.3.4.1 Segmental aspects of pronunciation

This aspect consist of English vowel sounds, English consonant sounds, gesture, and the speech mechanism.

2.2.1.1.1 English vowel sounds

Every vowel sound represents a syllable in a word. Syllables are either emphasized and "stressed", or weak and "unstressed".

There are 17 different vowel sounds in English. They all have "voice", which occurs as the vocal cords vibrate. The tongue does not touch other parts of the mouth, teeth, or lips. The vowel sounds differ by:

1. The distance between the lips

2. The shape of the lips

3. The length of time the sound is held

Table 2.1 English vowels

/ Ə /	/ uw /	/ ow /	/ ɔ /	/ iy /	/ æow /
/ aiy /	/ I /	/iuw/	/ oiy /	/ Ɛ /	/ a /
/ æ /	/ u /	/ Λ /	/ eə /	/ eiy /	

Tips trick to pronounce each vowel correctly:

a. Find audio about to pronounce vowel

b. Find mouth diagram (figure) and compare your mouth with each diagram in the mirror

c. Make short sounds quickly

d. Count to two, silently, for long sounds.

2.2.1.1.2 English consonant sounds

Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of:

1. Where the sound is made in the mouth, or *place of articulation*

2. How the sound is made or the *manner of articulation*

3. Whether or not the vocal cords vibrate, or *voicing*.

Consonants, therefore, all differ from each other in at least one of these ways. The consonants of English are shown in Table 1, according to where and how they are made.

The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel before the sound (longer before voiced sounds) rather than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners

Table 2.2

MANNER OF ARTICULA-TION	PLACE OF ARTICULATION							
	Lips *Bila-bial*	**Lips + teeth** *Labioden-tals*	**Teeth** *Den-tal*	**Alveo-lar ridge** *Alveo-lar*	**Alveo-lar/ palate** *Palato-alveolar*	**Hard palate** *Palatal*	**Vel-um** *Vel-ar*	**Glottis** *Glottal*
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			H
Affricate					tʃ dʒ			
Nasal	m			N			ŋ	
Lateral				L				
Approximant	W				R	j		

(Adapted from Roach 1991: 62)

2.2.1.1.3   Gestures

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasize training in gestures associated with speaking habits in English. As we speak, we synchronize many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm.

2.2.1.2 Supra-segmental aspects of pronunciation

This aspect consist of stress pattern, intonation or changes of pitch patterns, features of connected speech, and voice quality.

2.2.1.2.1   Stress patterns

Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, change of pitch and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking.

Stress is important at three different levels:

1.   Word level – multisyllabic words have one or more syllables that are stressed.

2.   Sentence level – the most important words tend to be stressed.

3.   Contrastive stress – the most important words carry greater stress.

Consider the example below:

*LYN*da shouldn't TAKE the STUDents to the PARty

The stressed syllables are marked with capital letters. Each two-syllable word in this utterance must have one syllable that is stressed. This is **word level stress**, and it is fixed for any word, although there are some variations between different varieties

of English. Those words which are more important for communicating the speaker's meaning, usually the content words, tend to be stressed (these are underlined in the example). This is **sentence level stress**, while those which are less important, usually the grammatical words, are unstressed. The speaker wanted to emphasize that fact that it is Lynda rather than some other person who should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. This is sometimes called **contrastive stress**, and is marked with italics in the example.

2.2.1.2.2   Intonation or changes of pitch patterns

The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five1 major patterns of tones can be identified: fall, rise, fall-rise, rise-fall and level:

1. A **falling pattern** usually indicates that the speaker has finished, at least temporarily.

2. A **rising intonation** signals a question or continuation. This difference can signal meaning even in short exchanges.

3. A **fall-rise** tone signals definiteness combined with some qualification; what Yallop calls

4. A **rise-fall** is usually used to signal strong feelings of surprise or approval or dis-approval. In general, larger movements in pitch signal higher emotion and more interest.

5. A **level tone** signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll.

2.2.1.2.3   Features of connected speech

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch change discussed above. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (e.g. many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication. This is true not only for speakers of Asian languages, but also for speakers of languages where some vowels cannot be linked in this way – for example, Arabic speakers. The example below illustrates these features:

It's_important_to_analyse_your_own_English

  1   2 3   4   5   6

There is an example of a consonant-vowel link at no 1 and no 6, a consonant-consonant link at no 2, the intrusion of a 'w' glide at no 3 and an 'r' glide at no 5, and either a consonant-vowel link or a sound change from /z/ to /_/ between the two words at no 4.

2.2.1.2.4   Voice quality

Voice quality has received little attention in L2 learning, although actors may be quite familiar with the concept. The term refers to the more general, longer-term articulator settings shared by many sounds within a language, and these affect accent and the quality of voice in a global way. Pennington notes that voice quality is the aspect of prosody that 'spans the longest stretches of speech and underlies all other

aspects', and argues that all other aspects of pronunciation (supra-segmental and segmental) are 'produced within the limits of the voice quality set by the articulators and the breath stream coming up from the lungs'.

2.2.2   The Speech Mechanism

1. Articulators or Speech Organ

Lips

Teeth

Jaw

Tongue (tip, front, center and back)

Roof of the mouth (gum ridge, hard palate and soft palate)

Nose

Vocal cords

These articulators, along with the breath that comes from the lungs, work together to produce sounds.

2. Voiced and Voiceless Sounds

Pronounce voiced sounds, and your vocal cords will vibrate as the sounds /b/ /d/ /g/ /v/ /z/ /ð/ /ʒ/ and /dʒ/. Pronounce voiceless sounds, like /p/ /t/ /k/ /f/ /s/ /θ/ /ʃ/ /tʃ/ and all vowels, and your vocal cords will not vibrate. The sounds like /l/ /r/ /w/ /y/ /m/ /n/ /ŋ / are not paired. It is very important to notice the difference between voiced and voiceless sound. The difference between them can make a difference in the meaning of a word.

3. Five Basic Vowels

There are fie basic vowel sounds in English. They are similar to vowel sounds in other languages. English speakers hold the sounds longer.

/iy/ /ey/ /a/ /ow/ /uw/

3.2 Conceptual Framework

The researcher will conduct a research at the second grade of SMAN 1 Parepare. For the first meeting, the learners will be given a pre test. It is text reading consisting some words and sentences that will be analize as this research will focus on articulating. Each student should read aloud the text while it is recording their sounds.

Over those, the researcher will introduce the English Pronunciation software and conduct the treatment by share the English Pronunciation software and require them to listen and imitate the sound in it for more about one month.

After one month, the researcher will repeat the pre tes as post test and finally the pre test and post test recording result will be analyzed and compare to know their improvement. The result will show that the English Pronunciation software affect significantly or no.
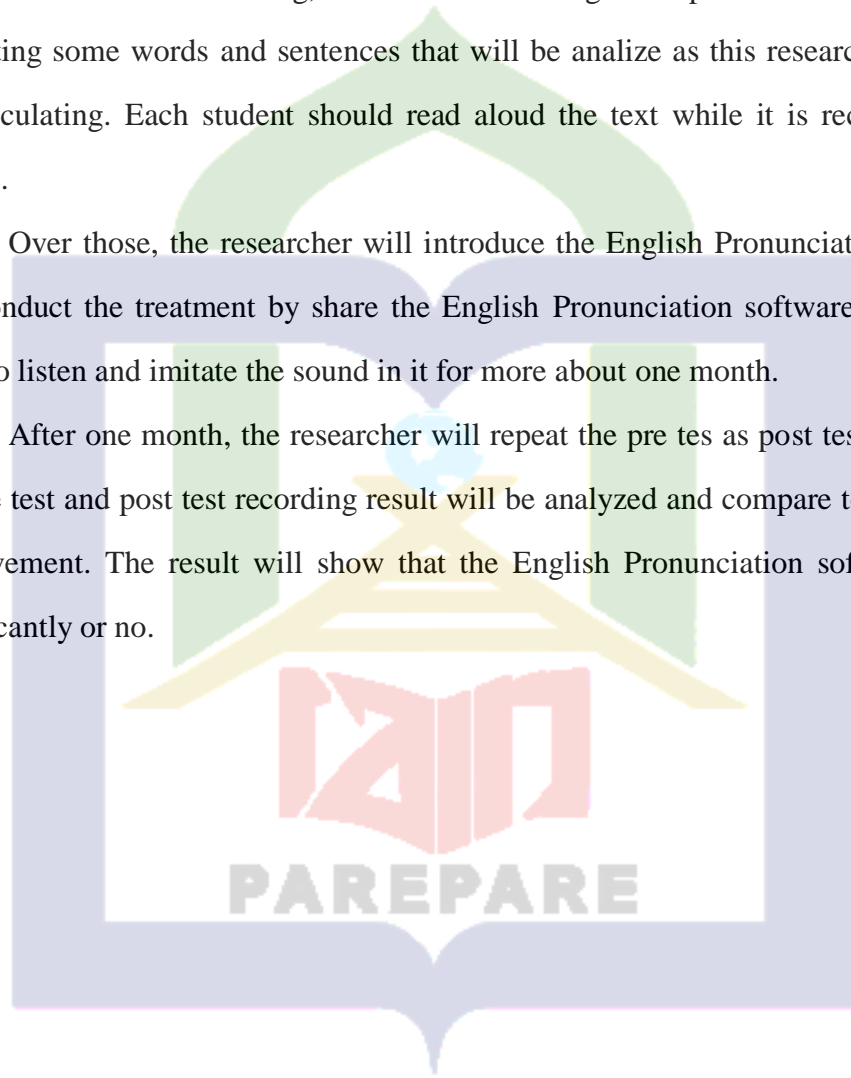
Below is the brief diagram of the research:

⇩

| Pre test | ⟹ | Treatment |

⇩ (under Pre test)

| 2nd grade |

⇩

| Read aloud text while Recording sounds |

| Share the English Pronunciation software |

⇩

| Listen and imitate its sounds |

| Result |

⇩

| Students' English articulation development |

| Post test |

⇩

| Repeat pre test activity |

⇩

| Analyzing the 1st with 2nd recording |
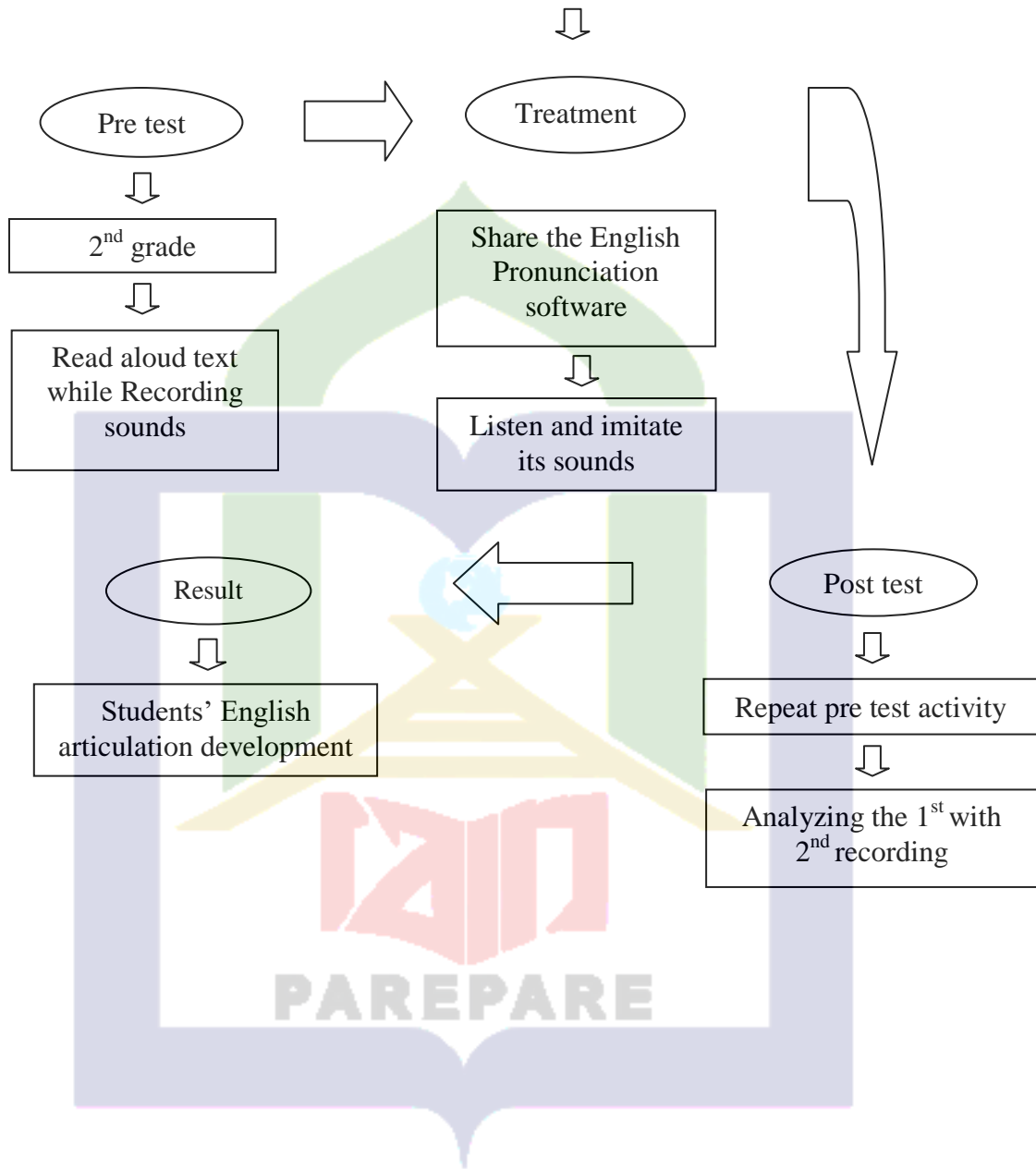
CHAPTER III
RESEARCH METHODOLOGY

3.1 The Researh Design

The method of the research was pre-experimental method with one group of pre-test and post-test. By using the formula:

$$E = O_1 \, X \, O_2$$

Where :

E : Experimental class

O_1 : Pre-test

X : Treatment

O_2 : Post-test[17]

3.2 Variables and Operational Definition

This research including of two variables, those are English Pronuniation Software as independent variable and Students' articulation ability as dependent variable.

To avoid misunderstanding on the terms used in this research, the researcher need to put operational definition of the variable terms. Well, English Pronunciation Software is a kind of software that can operate in smartphone. It is pronouncing dictionary that guide us to sounds each English letter and or words. While student's articulation refer to students' pronunciation. Where about the element of

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[17]Gay. L.R. *Educational Research Competencies for Analysis and Application Second Edition* (Columbus: Charles E. Merril publishing Company, 1981), p.225.

pronunciation will focus on segmental aspect that is English vowel sounds and consonant sounds.

3.3 Location and Duration of The Research

This research was conducted in SMA Negeri 1 Parepare, in 2018/2019 academic year. The reason to choose this school because the students there are allow to bring their handy gadget (smartphone) to be use in school areas. As the researcher aim to do its research that take relevan with technology user. While the duration is about one month.

3.4 Population and Sample

3.3.1 Population

The population of this research is the students of SMAN 1 parepare which are in the second grade (eleven class). The population details as below.

Table 3.1

CLASS	GENDER		TOTAL
	MALE	FEMALE	
XI MIPA 1	13	22	35
XI MIPA 2	14	21	35
XI MIPA 3	12	23	35
XI MIPA 4	14	21	35
XI MIPA 5	12	22	34
XI MIPA 6	12	23	35
XI MIPA 7	14	21	35
XI IPS 1	10	22	32
XI IPS 2	10	22	32
XI IPS 3	10	25	35

XI IPS 4	5	27	32
XI IPS 5	8	27	35
TOTAL	134	276	410

3.3.2 Sample

The technique used to get the sample is random sampling technique by selecting one class of the population. In this research took the XI MIPA 2 as the experimental class.

Table 3.2

	GENDER		
CLASS	MALE	FEMALE	TOTAL
XI MIPA 2	14	21	35

3.5 Instrument of Collecting Data

In this research, the researcher used a reading text as the pre and post test. Where it is a letter. Pre test aims to know the students' pronunciation ability before applying English Pronunciation software, while post test aims to know the students' advancement after applying English Pronunciation software. Besides, a smartphone as audio recorder and whatsapp group to get recording of student's making sound in online meeting.

Other supplement is transcript (way to pronounce) of the letter is provided. As well as discriminate the position of vowel and consonant into a front, medial and back position. Those was a guide for researcher to analyze the data easily.

3.6 Procedure of Collecting Data

For the fisrt meeting, the students given a pre test in the class room. It was text reading consisting some words and sentences that would be analize as this research

focus on vowel and consonant sound. One by one of them read aloud the text and sounds those words while it is recording their sounds without any software application guidence. After done and over with recording, the researcher introduced the English Pronunciation software and then conducted the treatment by share the English Pronunciation Software and gave some instructions about how to use and how to do with that app in next one month.

So, in that one month the researcher makes controlling activity in online meeting. The students was required to practice listen and imitates the sounds in English Pronunciation software in order to increase their pronunciation, they recorded in online meeting their sounds in one times every three days with voiced note feature in whatsapp group (must). These result of recording wouldn't be analize because it is just to make sure that the students done the prosedures of the research.

After one month, at last meeting in class room, the researcher repeated the pre test reading text as post test and finally the pre test and post test recording result had analyzed and compared to know their advancement.

3.7 Technique of Data Analysis

The instrument test was text reading consist of vowel and consonant sounds. Where there was 15 different vowel sounds and 24 different consonant sounds in English. Hence there was 39 total item. Which one point for one item. It means that each correct pronounced got one point/score. The maximum final score are one hundred for totally correct pronounced and minimum zero poin for pronounced completely wrong.

To analyze the data collected through the recording of pre and post test, the researcher compare the students' track record to the vowel and consonant discrimination position that was adapted from Cambridge dictionary.

For scoring technique, the following pocedures will be applied.

3.7.1 Scoring system of the final score

Score: $\dfrac{\text{Learners correct pronounce}}{\text{The total number items}} \times 100$[18]

3.7.2 Classifying based on the following criteria

86 – 100 is classified as excellent

71 – 85 is classified as good

56 – 70 is classified as fair

41 – 55 is classified as poor

≤ 40 is classified as very poor[19]

3.7.3 Concluding the mean score of the learner's pronunciation test using the formula below.

$$X = \frac{\Sigma x}{N}$$

Note: **X** : Mean score

Σx : The sum of all score

N : Total number of sample[20]

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[18]Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas Terbuka, 2008), p.325

[19]Dirjen pendidikan dasar dan menengah. *Peraturan direktoral jendral pendidikan dasar dan menengah tentang penilaian perkembangan anak didik*. (Jakarta: Depdiknas.2005), p.2.

[20]L.R. Gay, Educational Research: *Competencies for analysis and application*. (Charles E Meril Company, Columbus, Toronto 1981), p.298.

The researcher analyzed the learners' sound then calculated the score of its sound.

3.7.4 Found the significant difference between the mean score pre-test and post-test by calculating the value of the using the following formula:

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

where :

    t   = test of significance

    D = the mean of different score

    ΣD = the sum of different score

    ΣD^2 = the sum of different score of two test

    N   = the total number of the simple[21]

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[21] L.R *Educational Research, Competencies for Analysis and Application,* p.331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research cover the description of the result of data collected through test that could be discussed in the section below.

4.1 Finding

The finding of this research deals with the classification of students' pre-test and post-test. To find out the answer of the first problem statement, the researcher administrated two tests they was pre-test and post-test. Pre-test was given in the first meeting before giving the students treatment to know their prior capability on pronunciation of vowel and consonant sounds, while post-test was given after the treatment. The result of post-test can answer the question of this research that purpose to find out whether applying English Pronunciation softwarecould improve the pronunciation of vowel and consonant sounds at XI MIPA 2 students of SMAN 1 Parepare. And also, to find out that XI MIPA 2 of SMAN 1 Parepareare interested in applying English Pronunciation software in their study of English.

4.1.1 Students' pronunciation ability of XI MIPA 2 of SMAN 1Parepare.

This part covers the result of data analysis about students' pronunciation in vowel and consonant sounds.

4.1.1.1 The students' score in pre-test

The pre-test had done before treatment. The researcher presented the data of the research consist of result pre-test. To get better understanding, the researcher presented in the following table:

The table below shows the students' score in pre-test and the total score.

Table 4.1 the Students' Score in Pre-Test to find out the mean score

NO	Name of students	Pre-test of the students (X_1)		
		Value (X)	X^2	Classification
1	Aditya Dwi Alamsyah	63,1	3981,6	Fair
2	Ahmad Rafi Irfansyah	76,3	5821,6	Good
3	Alif Hidayatullah	55,2	3047	Poor
4	Andi Bintang Wijaya	71	5041	Good
5	Andita Gustiah	76,3	5821,6	Good
6	Devi Anwar	81,5	6642,2	Good
7	Fany Rahmasari	65,7	4316,4	Fair
8	Feby Alfina Saharani	86,8	7534,2	excellent
9	Maulidya Azifa	76,3	5821,6	good
10	Muhammad Agung Dwiarya	63,1	3981,6	Fair
11	Muhammdad Alif Rusmin	73,6	5416,9	good
12	Muhammad Ghufran Sulaina	60,5	3660,2	Fair
13	Muhammad Khusnul Khuluq	68,4	4678,5	Fair
14	Muhammad Nasrun	57,8	3340,8	Fair

15	Nabila Septiani	92,1	8482,4	excellent
16	Nikam Sulistiyani	78,9	6225,2	good
17	Nur Adi Jaya Putra	73,6	5416,9	good
18	NurulIzzah Adriani Tuarita	52,6	2766,7	poor
19	Nurul Syafirah	73,6	5416,9	good
20	Prawira Tri Budi Utama Sene Batulangi	76,3	5821,6	good
21	Qadrina	55,2	3047	poor
22	Ramadhani Anwari Putri	60,5	3660,2	Fair
23	Reski Anugrah	63,1	3981,6	Fair
24	Sitti Nurhalizah	84,2	7089,6	good
25	Srywulan Handayani	76,3	5821,6	good
26	Zahra Rindu Tsabitha Alif	68,4	4678,5	Fair
	TOTAL	**1830,4**	**131513,4**	

(Data' source: the Students' Score in Pre-Test to find out the mean score)

The table above shows that before giving treatment to the XI MIPA 2 of SMAN 1Parepare, there was just 2 students got excellent score and most students got good, 9 fair, and 3 poor score, it was proved that the students in XI MIPA 2 of SMAN 1 Parepare not too low and not too good in pronounced vowel and consonant sounds based on the instrument test was given.

Therefore, it could be concluded that students' pronunciation of vowel and consonant sounds before giving treatment by using English Pronunciation software was fair.

The following was the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test. Where mean score used to find the average of students' score while standard deviation was a statically measurement of the variation in set of data, it indicates how much the values of a certain data set differ from the mean on average.

Firstly, the researcher calculated the mean score of the pre-test:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1.830,4}{26}$$

$$X = 70,4$$

After calculating the total score of students divided with the total number of student, the mean score (X_1) of pre-test is 70,4.

Based on analyzing the result of the pretest, the data showed that from 26 students' score of vowel and consonant pronunciation was 70,4 (fair).

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{131.513,4 - \frac{(1.830,4)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{131.513,4 - \frac{3.350.364,1}{26}}{25}}$$

$$SD = \sqrt{\frac{131.513,4 - 128.860,1}{25}}$$

$$SD = \sqrt{\frac{3253,3}{25}}$$

$$SD = \sqrt{130,132}$$

$$SD = 11,4$$

Thus, the result of the standard deviation of the pre-test was 11,4.

After determining the mean score (X_1) and standard deviation(SD)of the pre-test, it could be conclude that the students' pronunciation of vowel and consonant sounds of mean score was 70,4 with 11,4 in standard deviation.

4.1.1.2 The students' score in post-test

After knowing the students' score in post-test, table below to show the students' score to find out the mean score:

Table 4.2 the Students' Score in Post-Test to find out the mean score

NO	Name of students	Pre-test of the students (X1)		
		Value (X)	X^2	Classification
1	Aditya Dwi Alamsyah	92,1	8482,4	excellent
2	Ahmad Rafi Irfansyah	97,3	9467,2	excellent
3	Alif Hidayatullah	89,4	7992,3	excellent
4	Andi Bintang Wijaya	92,1	8482,4	excellent
5	Andita Gustiah	100	10000	excellent
6	Devi Anwar	100	10000	excellent
7	Fany Rahmasari	97,3	9467,2	excellent
8	Feby Alfina Saharani	100	10000	excellent

9	Maulidya Azifa	97,3	9467,2	excellent
10	Muhammad Agung Dwiarya	97,3	9467,2	excellent
11	Muhammdad Alif Rusmin	97,3	9467,2	excellent
12	Muhammad Ghufran Sulaina	94,7	8968	excellent
13	Muhammad Khusnul Khuluq	97,3	9467,2	excellent
14	Muhammad Nasrun	97,3	9467,2	excellent
15	Nabila Septiani	100	10000	excellent
16	Nikam Sulistiyani	94,7	8968	excellent
17	Nur Adi Jaya Putra	97,3	9467,2	excellent
18	Nurul Izzah Adriani Tuarita	89,4	7992,3	excellent
19	Nurul Syafirah	94,7	8968	excellent
20	Prawira Tri Budi Utama Sene Batulangi	94,7	8968	excellent
21	Qadrina	89,4	7992,3	excellent
22	Ramadhani Anwari Putri	92,1	8482,4	excellent
23	Reski Anugrah	97,3	9467,2	excellent
24	Sitti Nurhalizah	100	10000	excellent
25	Srywulan Handayani	94,7	8968	excellent
26	Zahra Rindu Tsabitha Alif	94,7	8968	excellent
	TOTAL	**2117,5**	**238.436,9**	

(Data' source: the student 'Score in Post-Test to find out the mean score)

Based on the table above showed that there was an improvement of students' score after giving the treatment. All of studentsgot excellent classification. It means that the students' pronunciation of vowel and consonant sounds has improved after giving the treatment through English Pronunciation software. Total score in post-test was 2117,5. It proved that there was increasing of students' score in post-test.

Here, the researcher analyzed the data of students' score in post-test to know whether there was or nothing a significant difference of students' achievement before and after learning process by giving the treatment.

The first, to get the mean score of the post-test, used formula:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2117,5}{26}$$

$$X = 81,4$$

Thus, the mean score (X_2) of post-test was 81,4.

Based on the result of the post test, the data showed that the mean score of post-test was 81,4. The lowest achievement gained score 89,4. From that analysis, it could be seen that most of the 26 students' pronunciation of vowel and consonant sounds was good because there was an improvement of students' score from pre-test to post-test.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{238.436,9 - \frac{(2117,5)^2}{26}}{26 - 1}}$$

$$SD = \sqrt{\frac{238.436,9 - \frac{4.483.806,2}{26}}{25}}$$

$$SD = \sqrt{\frac{238.436,9 - 172.454}{25}}$$

$$SD = \sqrt{\frac{65.982,9}{25}}$$

$$SD = \sqrt{2.639,316}$$

$$SD = 51,3$$

The result of the standard deviation of the post-test was 51,3.

After determining the mean score (X_2) of post-test was 81,4. Standard deviation (SD) of the post-test was 51,3. It could be seen that the students' pronunciation of vowel and consonant sounds were in a good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.3 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

Test	Mean Score	Standard Deviation (SD)
Pre-test	70,4	11,4
Post-test	81,4	51,3

(Data source: the Mean Score and Standard Deviation of the Pre-Test and Post-Test)

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had the mean score 70,4 and the post-test score increased become 81,4. The standard deviation (SD) of pre-test was 11,4, while the standard deviation (SD) of the post-test was 51,3.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' pronunciation of vowel and consonant sounds had improvement after practicing by English Pronunciation software.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 the Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	86-100	2	26	7,7%	100%
2	Good	71-85	12	0	46,1%	0
3	Fair	56-70	9	0	34,7%	0
4	Poor	41-55	3	0	11,5%	0
5	Very Poor	≤ 40	0	0	0	0
	TOTAL		26	26	100%	100%

(Data' source: the Rate Percentage of the Frequency of the Pre-Test and Post-Test)

The table 4.6 showed the students' percentage of pre-test was only 2 in excellent with percentage 7,7%. There were no students who has in very poor score. It means that the students' pronunciation of vowel and consonant sounds there was in good. Where the percentage of post-test indicated that there was significant increasing percentage of the students in pronunciation of vowel and consonant sounds because all of students had excellent specification with percentage 100%. It mean that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 Using English Pronunciation software to upgrade the students' pronunciation of vowel and consonant sounds at the second grade students of SMAN 1 Parepare.

This part discusses the result of data analysis of using English Pronunciationsoftware in treatment.

4.1.2.1 T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 the Calculation of the Score on Pre-Test and Post-Test on the Students' pronunciation of vowel and consonant sounds

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	63,1	92,1	3981,6	8482,4	29	4500,8
2	76,3	97,3	5821,6	9467,2	21	3645,6
3	55,2	89,4	3047	7992,3	34,2	4945,3
4	71	92,1	5041	8482,4	21,1	3441,4
5	76,3	100	5821,6	10000	23,7	4178,4
6	81,5	100	6642,2	10000	18,5	3357,8
7	65,7	97,3	4316,4	9467,2	31.6	5150,8
8	86,8	100	7534,2	10000	13.2	2465,8
9	76,3	97,3	5821,6	9467,2	21	3645,6
10	63,1	97,3	3981,6	9467,2	34,2	5485,6
11	73,6	97,3	5416,9	9467,2	23.7	4050,3
12	60,5	94,7	3660,2	8968	34.2	5307,8
13	68,4	97,3	4678,5	9467,2	28,9	4788,7
14	57,8	97,3	3340,8	9467,2	39,5	6126,4
15	92,1	100	8482,4	10000	7,9	1517,6

16	78,9	94,7	6225,2	8968	15,8	2742,8
17	73,6	97,3	5416,9	9467,2	23,7	4050.3
18	52,6	89,4	2766,7	7992,3	36,8	5225.6
19	73,6	94,7	5416,9	8968	21,2	3551,1
20	76,3	94,7	5821,6	8968	18,4	3146,4
21	55,2	89,4	3047	7992,3	34.2	4945,3
22	60,5	92,1	3660,2	8482,4	31,6	4822.2
23	63,1	97,3	3981,6	9467,2	34,2	5485,6
24	84,2	100	7089,6	10000	15,8	2910,4
25	76,3	94,7	5821,6	8968	18,4	3146,4
26	68,4	94,7	4678,5	8968	26,3	4289,5
TOTAL	1830,4	2117,5	131513,4	238436,9	661,7	106923,5

(Data' source: the Calculation of the Score on Pre-Test and Post-Test on the Students' pronunciation ability)

In the other to see the students' score, the following is t-test was statistically applied:

To Find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{661,7}{26} = 25,4$$

The calculation the t-test value

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

$$t = \frac{25,4}{\sqrt{\frac{106.923,5 - \frac{(661,7)^2}{26}}{26(26-1)}}}$$

$$t = \frac{25,4}{\sqrt{\dfrac{106.923,5 - \dfrac{437846,8}{26}}{26(25)}}}$$

$$t = \frac{25,4}{\sqrt{\dfrac{106.923,5 - 16840,2}{650}}}$$

$$t = \frac{25,4}{\sqrt{\dfrac{90083,3}{650}}}$$

$$t = \frac{25,4}{\sqrt{138,5}}$$

$$t = \frac{25,4}{11,76}$$

$t = \mathbf{2,15}$ Thus, the t-test value was 2,15. It was greater than t-table.

Table 4.6 the test of significance

Variable	T-test	T-table value
Pre-test and Post-test	2,15	1,708

(Data' source: the test of significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test. Thus, it could be concluded that the students' pronunciation of vowel and consonant sounds was significant better after getting the treatment used English Pronunciation software.

4.2 Discussion

4.2.1 The Improvement of Students' pronunciation

At the beginning, there was eight meetings as plan for doing this research. Three meetings up in offline class, and five meetings in online class. Three meetings in offline class thus are doing the tests (pre- test and post- test) and questioner session. Then five meetings in online class for doing the treatment used English Pronunciation software in upgrading students' pronunciation.

Along with the treatment was conducted, the researcher analyze that there was a good improvement in every done the treatment. That was why the researcher had to end the treatment with the result that the fifth meeting all it once become a post test.

By looking at the test finding, from the data provided in classification of the table in post-test, clearly to see that there was 100% got excellent score. From the result, the researcher concluded that the students' pronunciation ability improved from good up to excellent classification.

In addition, the mean score of pre-test was 70,4 and the mean score of post-test was 81,4. As conclusion, the mean score of post-test (81,4) was greater than pre-test (70,4). Even, for the level significant (p) 0,05 and df = 25, and the value of t-table is 1,708, while the value of t-test is 2,15. It means that, the t-test value is greater than t-table ($25 \geq 1,708$). Thus, it can be concluded that the students' pronunciation ability is significant better after getting the treatment.

4.2.2 The new finding of using English Pronunciation software

After conducted this research, obviously it was agree with the researcher's hope. Where improving students' pronunciation it was not always by giving some lessons from textbook about definition, stress pattern, intonation, vowel and

consonant diagram, voiced and voiceless sounds. But in this research was proved that smartphone was brilliant idea as instrument that loaded of English Pronunciation software easily can increase students' pronunciation ability.

In generally, using mobile phone could develop English skill by means of software/ mobile applications in it. Other research finding indicates that it is the smartphone which is used the most. The most probable place of using the mobile applications is the learners' home, and when it comes to the frequency, the acquired data illustrate a diverse range in relation to how often the mobile applications are used for the purposes of learning English. As far as the language skills are concerned, it could be concluded that the learners predominantly focus on listening, followed by reading, writing, and speaking. Exploring the preference for language systems, the research results reveal that the participants concentrate on vocabulary, grammar, and pronunciation respectively. Finally, it was found out that it was the dictionary applications which are used the most. It can be concluded that mobile applications represent a powerful and popular educational tool which is worth attention of teachers, researchers, and academics worldwide, and further investigation into this matter is necessary, and it will certainly prove useful to both language teachers and students.[22]

Based on the discussions above, the researcher concluded that smartphone which English Pronunciation software in it has meant to upgrade students' pronunciation. There was an improvement of students' pronunciation through English Pronunciation software of the second grade students of SMAN 1 Parepare.

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[22] Information Technologies and Learning Tools, https://www.researchgate.net/publication/327972451_DEVELOPING_ENGLISH_SKILLS_BY_MEANS_OF_MOBILE_APPLICATIONS. Accessed on March 04, 2020.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher finding and discussion. The second part contains suggestion which based on the conclusion.

5.1 Conclusion

5.1.1 Based on the discussion in the previous chapter, the finding of the results shows the positive improvements in the students' pronunciation. Categorized of this study was pre-experiment research, in this objective study was to find out whether English Pronunciation software improve students' pronunciation. Therefore, this study was used quantitative research. The results of data analysis: the mean score of pre-test (70,4) and standard deviation (11,4). The mean score of post-test (81,4) and the standard deviation (51,3). T-test result which the value of t-test was 2,15, it was greater that t-table was 1,708 at the level significance 0,05 and the degree of freedom (df) was 25.

5.1.2 English Pronunciation software installed on smartphone was easily can increase students' pronunciation ability without study through textbook about stress pattern, intonation, vowel and consonant diagram, voiced and voiceless sounds.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

5.2.1 For the English teachers:

1. The English teachers should improve their creativity in teaching English, especially in teaching pronunciation. The teacher should have various techniques, methods and strategies to make their students more relax and enjoy in learning English.

2. The teachers should give more attention, guidance, and motivation to the students in learning English, particularly in teaching pronunciation, because teaching and learning English is not being a primary or secondary language for Indonesian but as foreign language.

3. Teachers should adapt with technology development and apply it in learning process.

5.2.2 For the Students:

1. The students should be more active and not afraid of making mistakes during teaching and learning process, especially in learning pronunciation.

2. The students should more practice to pronounce the words, sharing with their friend if they have problem in pronouncing.

3. Students should find variation of software that can improve their pronunciation.

5.2.3 For the Other Researchers

1. This thesis focus on vowel and consonant sound. Hopefully the other researcher will conduct a research to improve students' stress and intonation in pronunciation.

2. This thesis focus on word pronouncing. It will be great to expand to sentences and or paragraph pronunciation.

3. You may use this as a reference to conduct the next research. May be useful.

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