THE USE OF OMETV APPLICATION TO INCREASE ENGLISH PRONUNCIATION OF FIFTH SEMESTER STUDENTS OF MUHAMMADIYAH SIDENRENG RAPPANG UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

A THESIS

By

JASMAN LANDA
Reg. Number: 19.0213.003

ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul "{Analysis of Teachers' Challenge in Online English Learning Assessment"}, yang disusun oleh saudari {JASMAN LANDA}, NIM: {19.0213.003}, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/Munaqasah yang diselenggarakan pada hari {SENIN}, {07-02-2022 Masehi}, bertepatan dengan tanggal {06 Rajab 1443 Hijriah}, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam program studi Tadris Bahasa Inggris pada Pascasarjana IAIN Parepare.

KETUA/PEMBIMBING UTAMA/PENGUJI :

1. Dr. H. Saepudin, S.Ag M.Pd.   (............................).

SEKRETARIS/PEMBIMBING PENDAMPING/PENGUJI :

1. Dr. Abdul Haris Sunubi, M.Pd   (............................)

PENGUJI UTAMA

1. Dr. Zulfah, M.Pd   (............................)

2. Dr. Arqam, M.Pd   (............................)

Parepare,   Februari 2022

Diketahui oleh
Direktur Pascasarjana
IAIN Parepare

Dr. H. Mahsyar, M.Ag
NIP.19621231 199003 1 032

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name   :   JASMAN LANDA

NIM   :   19.0213.003

Study Program   :   English Education Program

Title of Thesis   :   The Use of Ometv Application to Increase English Pronunciation of Fifth Semester Students of Muhammadiyah Sidenreng Rappang University

State that this script was his own writing. The things out of his master piece in this are signed by citation and referred in the bibliography.

If later proven that the thesis has discrepancies, copied or duplicated by any other people, this script and the degree that has been would be postponed.

Parepare,   February 2022

The writer,

Jasman Landa
Reg. Number: 19.0213.003

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil 'Aalamiin, the researcher would like to thanks to Allah SWT, who has given the resaercher a guidance, blessing, and mercy in completing this thesis. Salam and Shalawat to our prophet, Muhammad SAW, his families and followers untill the end of the world.

The researcher realizes that this thesis will never been completed yet without the assistance the number of people. Therefore, the researcher would express her deepest appreciate and thank to those people who have involved in completing this thesis, for their valuable advises, supporting guidance and sacrifies. Furthermore, thanks are expressed to:

1. The Rector of State Islamic Institute (IAIN) of Parepare, Dr. Ahmad S. Rustan, M.Si. who has given the opportunity to study master's program at the postgraduate IAIN Parepare.

2. Dr. H. Mahsyar, M.Ag as the Director of Magister Program of State Islamic Institute (IAIN) of Parepare and all of the staffs who has provided academic services and guidance to writers kindly.

3. Dr. H. Saepudin, S.Ag M.Pd as the first consultant who has shared everything about knowledge to the writer and given correction so that this thesis become better.

4. Dr. Abd. Haris Sunubi,M.Pd as the second consultant and also as the Head of English Education of Magister Program of State Islamic Institute (IAIN) of

Parepare. He is a great teacher who has giving his uncounted knowledge and advice to guide the writer finish this thesis..

5. The lecturers and stafs of State Islamic Institute (IAIN) of Parepare for the guidance to the researcher during the year of her study.

6. The researcher beloved parents Landa and Itira who always pray for the success of study.

7. The researcher's siblings Hasnadiyah, Wati, Mariana, Mariani, Abdul Razak and Sahura who always give support and cost all the researcher's need.

8. All the best friends Riska Ayu, Ummubisma Palra, Najnawati and all my classmates for their help, brotherhood, togetherness and advices.

Finally, the researcher offers her thanks and apologizes for all people whose names could not all be mentioned here, for their help, services, ideas, suggestions and advices in completing this thesis. This thesis is still far from perfect and therefore all constructive critic and suggestion was appreciated. May Allah SWT always bless us, Amin.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Parepare,   February 2022

The Researcher

ABSTRACT

Jasman Landa. *The Use of Ometv Application to Increase English Pronunciation of Fifth Semester Students of Muhammadiyah Sidenreng Rappang University.* (Supervisor; Saepudin and Abdul Haris Sunubi).

Pronunciation is an essential component in oral communication and a basic ability of speaking English. Therefore, teaching pronunciation to EFL students is very essential, and it is not an easy task for English teachers. One technique that is suitable for teaching pronunciation is Ometv. The objectives of the research were to examine whether or not the use of Ometv application increase English Pronunciation of Fifth Semester Students of Muhammadiyah Sidenreng Rappang University and to describe the Students' respond in learning pronunciation through Ometv application.

This research uses quasi-experimental research. The subject of this research was Fifth Semester English Students of Muhammadiyah Sidenreng Rappang University in 2021-2022 academic years consisting of 20 students. This research consist of experimental group and control group. Total number of population was 20 students. In this research, there were 10 students of fifth semester students of English Department was taken as members of experimental group and 10 students as control group by using total random sampling technique. The instrument used in this research was pronunciation test and questionnaire to measure identify students' respond.

The finding showed that the mean score of pre-test for experimental group was 63.73. While the mean score of post-test was 73.56. The mean score of pre-test for control group there was 64.87 and the mean score of post-test was 65.83. This showed that there was significant difference between pre test and post test as the T-test showed the significance values (2-tailed) were 0.000 and 0.004 greater than 0.05. The result of P-value (0.000) was lower than level of significance (alpha (α) = 0.05). It means that H_1 was accepted. the researcher concludes that : (1) The use of Ometv application increase the pronunciation ability of the fifth semester English students of Muhammadiyah University of Sidenreng Rappang ; (2) the students gave good respond toward Ometv application in learning English pronunciation. Based on the data analyzed the researcher concluded that the use of Ometv application increase the pronunciation ability and gain very good respond from fifth semester English students of Muhammadiyah Sidenreng Rappang University.

Keywords : English pronunciation , Ometv application, students' respond

LIST OF CONTENTS

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

CHAPTER I
INTRODUCTION

In this part the researcher presents some aspects related to this researcher included background, research questions, objectives of the research and significant of the research.

A. Background

Pronunciation is the main feature of speaking skill which is the oral mean of communication and the first language skill to be developed, pronunciation has great influence in making speaking comprehensible and acceptable. On the other hand, mispronunciation errors may lead to significant misunderstanding. Harmer (2004) highlight the essence of pronunciation instruction as "pronunciation teaching not only makes students aware of different sounds and some features, but also can improve their speaking immeasurable." Pronunciation needs to be taught and deserves more attention in a language course because poor pronunciation distorts meaning and causes misunderstanding of messages.

Pronunciation is the knowledge of knowing the production of sounds which is vital in oral communication when the speakers mispronounce the words, it can lead the misunderstanding. To resolve that problem, the teacher has to equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in a speech in other the learners communicatively in using the language. Anna Baker and Sharon Goldstein (1990) The primary

objectives of the most language learners are to understand & to be understood-to hear and speak the language clearly.

It necessary English learners to have a good pronunciation to help them to be a good speaker. The English teacher teaches English as a foreign language should be sensitive in viewing and solving problems. According to Lado (1972) states that oral skill as "the ability to be used in fundamentally normal communication, stress, intonation, grammatical structure and foreign language vocabulary at normal rate delivery for native language speaker."

Realizing this problem, English learners have to pay attention to one of speaking feature. In this case, pronunciation is a phenomenon in all languages, especially in English. It refers to the how-to particular words are sounded or spoken. (Oxford Learner's Pocket Dictionary Fourth Edition, 2008) Pronunciation is definitely the greatest thing that people notice when they are speaking. Harmer (2001) stated native speakers notice to the people pronunciation first. To get involve in a communication, the students can use simple words to say what students want to say. The students do not have to use advanced English grammar because students can use simple grammar structures instead but there is no simple pronunciation.

To find out the biggest problem faced by the students, the researcher conducts observation at Muhammadiyah University of Sidenreng Rappang that will be as the object of the research. the researcher has done the observation by observing the teaching learning process in the classroom.

Based on the lecturers' information the students' ability and respond in pronunciation were considered low. This condition makes the students hard to focus on the lesson being taught. The lecturers' informs that the most difficult skill in English faced by the students are speaking and listening. Based on the the result of the students interview, most of students said that they have problem in speaking skill. The problem that students have such as not having enough confidence to speak, afraid to speak not grammaticaly and speak with wrong pronunciation. After observing the class the researcher found that the students often make mistakes especially when produce oral English during the class. The common mistake in producing oral English is dealing with pronunciation. Sometimes in real communication, the students often make mistakes of pronouncing some words.

Moreover, based on the result of observation to English students the researcher found that from twenty respondents of students, sixteen of students was categorized poor level and four of students was categorized in fairly good level. The researcher conducted a diagnostic test to the students to find students' prior ability in pronouncing English words, in classifying students score in pronunciation; the researcher used Depdiknas (2013) score classification.

From the data above, the researcher found that most of the students were in poor level, it proves that students' pronunciation ability of the fifth semester students University of Muhammadiyah Sidenreng Rappang is still insufficient. The students have to learn English pronunciation as much as possible in order to improve their pronunciation ability and make it acceptable. In doing this, the

students need one strategy that can apply in English teaching. The teaching of pronunciation related to two knowladge namely recognition or understanding the flow of speech production and fluency in spoken language. These skills rely very little on the intellectual master of any production rules. Ultimately, it is only practiced in listening and speaking which guide the learner the skill that requires.

There are many methods or techniques that may be used to improve or increasing ability in pronunciation, one of them is through video conference application. One of some popular video conference application that most people use is Ometv. Ometvis a new popular iteration of many online platforms that pair strangers together online and often do that through their web cameras. Ometv is an alternative to Omegle. Omegle is one of the most popular types of apps that connects with strangers and has been on the scene for a while.

By this application the user can meet someone from another country and doing small conversation. From this application there are many people found new friends without limeted by place. Because this application help us to meet someone from others countries, many people see it us opportunity as media to learn language such as English language, chinese, rusian, arabic and many else.

Morever, Shodik (2020) states in his research that using the video conference application, it can be the alternative way to solve the problem in speaking skill. Using zoom, video call and others video conference application are able to increase the self-confident motivation, if we use only video, is talk about only one individual with the individual. But with this application Zoom and others video conferences can enjoy or apply with more than one users, because Zoom

and others video conferences application usually takes a part in a situation that really impossible when someone makes a discussion, but without do a direct meeting in that time.

This Ometve application has some advantages include, among other things, increased awareness of target language sound features, "visualization" of such intangible form as sounds, increased learner freedom when checking pronunciation in dictionaries, etc. Therefore, learning and practicing Pronunciation through Ometv application is one of the interesting techniques to increase students' pronunciation.

Based on the statements, to resolve the problem that the fifth semester students facing, the researcher intends to propose a research proposal under the title: "The Use of Ometv Application to Increase English Pronunciation Fifth Semester Students University of Muhammadiyah Sidenreng Rappang."

B. Research Questions

Based on the background and the problem statement, the researcher formulates some research questions as follows:

1) Is Ometv Application able to increase students' pronunciation ability fifth semester students University of Muhammadiyah Sidenreng Rappang?

2) What is the students' respond toward the use of Ometv application in learning pronunciation of the fifth semester students University of Muhammadiyah of Sidenreng Rappang?

C. The Objective and Significance of the Research

1. The Objective of the Research

Based on the formulation of the problems, the objectives of this research are:

1. To examine whether Ometv application in increase English pronunciation fifth semester students University of Muhammadiyah Sidenreng Rappang.

2. To decribe the students respond toward Ometv application in teaching and learning pronunciation of the fifth semester students University of Muhammadiyah Sidenreng Rappang.

2. Significance of the Research

The researcher hopes the result of this research would give some benefit as follows:

1. This research enables the students to pronounce words correctly. Through Ometv Application, the students are expected to have a better understanding of their pronunciation.

2. This research is expected to motivate other English instructors, lecturers or English teachers to improve their students' pronunciation.

3. The result of the study is expected to be useful for the department to provide new ways to teach English.

4. The result of the study may help other researchers in clarifying the use of Ometv application as one of the the media to improve the students' pronunciation ability.

D. Scope of the Research

English Pronunciation has distinctive sound classes. It is divided into two basic groups: segmental and supra-segmental. In the segmental group there are vowels, diphthongs and consonants. In supra-segmental group there are stress and intonation.

The scope of the research restricted the teaching pronunciation through Ometv application it is under the applied linguistic discipline. The researcher conducted this research to.

1. By discipline, this research is limited to the field of applied linguistic which talk about the teaching subjects in term of pronunciation.

2. By content, this research emphasized on pronunciation which would be focused on accuracy. The researcher taught oral communication, in this case; immerse students in Ometv from Received Pronunciation. There were some topics/materials, there are vowels (short vowels and long vowels), consonants (voiced and unvoiced consonants), and syllables and stress. The last researcher employed the questionnaires to find out the Students' respond in the use of phonetic symbols to improve the students' pronunciation ability.

3. By location, the research has been conducted at University of Muhammadiyah Sidenreng Rappang which English become one of its study program. The object of this research was the fifth semester students of English Department in academic year 2020/2021. The research hopefully held to help students to improve their pronunciation ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this part, the researcher provides previous related research findings and theories about teaching pronunciation ,which is divided into three sub-parts. The first is previous related research findings. It provides some studies which are done in the same interest with what the research did. The second sub-part is some pertinent ideas. It talks about theories which related to this study. The third is conceptual framework. It decribes about the the mind map of this research. It is generally believed that theories lead to problem solving. Some theories about pronunciation and Ometv application in teaching English pronunciation are supposed to lead the reader to an understanding of the concepts comprehensively.

A. Previous Related Studies

The importance of pronunciation has made many language teachers and research explorer and expose language teaching and learning process by implementing various techniques. Several studies as previous findings are listed as follows:

Rachmawati (2020) in her research under the title "The Use of Youtube Videos in Improving NonEnglish Department Students' Pronunciation Skills" shows that Students, applied direct pronunciation learning strategies (PLS) by imitating, practising, and saying aloud the words pronounced by YouTubers on their YouTube channel. The results showed that the use of YouTube videos as the media positively affected students' pronunciation skills. In other words, YouTube

can be one of the influential English pronunciation learning media for non-English department students.

Simanullang (2018), in his research under the title "The effect of applying video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in Academic Year 2018/2019" investigate that there is a significant effect of the application of videos on the students' pronunciation accuracy and Based on the data analysis, it is found out that t -test is higher than t-table, 3.3755 > 1.684. In other words, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. From data analysis above the research conclusion, the he would like to recommend of using videos in dealing especially with English Phonology and Pronunciation.

Syarif (2018), in his research found the result of English learning especially pronunciation of students in IAIN Sultan Amai Gorontalo at five semester in English Education before action has done the action may be said to have maximal effect of the lack of attention and knowledge and lack of students involvement in learning pronunciation, and tend to be students as passive recipients. It is evident that most students cannot pronounce well. Based on the data of result students' pronunciation at post test in cycle 1 is 36% from 30 students, 11 students get score 80. Based on the ressault of pronunciation assessment, the researcher continued to the next cycle because the students that achieved minimum standard just 36% from 30 students. While, the minimum

standard of this research is 75% students get value >80. The cycle 2 the researcher be found that this cycle had increase although not yet achieved the minimum standard of this research is 75% students get value >80. For the next, the researcher that achieved minimum standard just 46% from 30 students. The cycle 3 gotten the data that the students who could got the passing Grade Minimum 93% or 28 students from 30 students. It means that successful indicators on the cycle 3 had achieved.

Hasnani (2009) in her research "The Effectiveness of Using Direct Method In Improving The Pronunciation ability Of Second Years Students Of SMU 2 Panca Rijang in Learning English Long Vowels" states apply direct method was able to stimulate, develop and improve the achievement students' in English pronunciation.

Ridarma (2017), in his paper under the title "Mastering Vocabulary And Pronunciation Through Viewing English Subtitled Videos" declare that there was an improvement in the students' abilities in mastering vocabulary and pronunciation. It was proven by the improvement of the test result of the post-test which was higher than pre-test result. Moreover, based on the analysis of the questionnaire, most of the students had no obstacles in using this activity in the classroom.

Wiriyarat Romwapee (2012) in His Research "Junior High School Students' English Pronunciation Development Through Reading aloud Dominoes". Statets that reading-aloud dominoes was an appropriate tool to

develop students' English pronunciation. After practicing English pronunciation through reading aloud the participants pronunciation was improve.

Based on the previous finding, the researcher concludes that teaching pronunciation by using media such as video to see the native English speak was effective method. In this research the research use a similiar media with video but it is streaming videos by using Ometv application. The difference of this research and previous research is this research through video streaming so the students can interact and communicate directly with the native Engish. Because of that, the researcher interested to do a research under the title "The Use of Ometv Application to Increase English Pronunciation Fifth Semester Students of Muhammadiyah Sidenreng Rappang University."

B. Some Pertinent Ideas

1. The Nature of Pronunciation.

a. Definition of Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up,

the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Pronunciation is one of the important feature of English, especially in oral communication. Every sound, stress pattern, and intonation can be conveyed meaning. Kelly (2000) states that inaccurate phoneme production can cause misunderstandings. So, non-English speakers who speak English must be very careful in speaking a few words, or he may create a misunderstanding. According to Lado (1964), pronunciation is the use of the sound system in conversation and listening. Here, pronunciation is the most important role as an action that occurs in a speaking and listening.

Pronunciation is the way of expressing the words or the way to pronounce the sounds (Yuliana, 2004). In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation according to Gilakjani (2016) is the way to sound the words of which to give meaning. This second definition gives a briefer pronunciations definition. It contains some important keys in pronunciation: act, speaking, production, and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Harmer (1991) defined that 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 a certain order that was be bear a meaning about something. Stress emphasis of the words when they are prononcing and indicated in writing. Probably the simplest to do is which carries a

central stressed syllable. Some words are stressed in the initial syllable and some others at the end. The change of stress in this word is caused by the grammatical function as a noun and the second is a verb. This means that the words in English many change their stress because of the grammatical function. Intonation is closely related to stress, which means the tune student use when speaking, the music of speech.

Meanwhile, another expert says that pronunciation is the particular way a word or phrase is to be said. This definition is clear enough, but it has lacked information about pronunciation. According to Oxford Advanced Learners English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

1) Pronunciation is a way of producing something.
2) The product of this act is language or word or sound. But it does not have any important information about how a language or a particular word or a sound should be spoken.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

b. Kinds of Pronunciation

According to Wakelin (2008) there are three kinds of standard pronunciation namely: the Received Pronunciation (RP), the General American and the General Australian.

1) The Received Pronunciation (RP), also called oxford English or BBC English, is the standard pronunciation of British English.

2) The General American is the accent considered as standard pronunciation in Nort America, and as such it is the pronunciation heard in most of American films, TV series, and national news.

3) The General Australian is the English spoken in Australia.

Among those accent, two accent are widely used, they are the Received Pronunciation (RP) and the General American (GA). Those two categories of the pronunciation of English sound the world toward International level. The Received Pronunciatian and the General American have their own standard Phonetic Alphabet or phonetic symbol. Some symbols in Received Pronunciation are different with General American. it sometimes make language learner and language user get confused because they should choose which one they have to use to improve their English pronunciation. In this research, the reseacher decided to use the Received pronunciation because the phonetic symbol of the Received Pronunciation widely used in the Engish text books, vocabulary books in Indonesia than Phonetic Symbol of the General American.

c. Teaching Pronunciation

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the

students really understand about how correct pronunciation is produced. Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, "soap" in a situation such as a restaurant where they should have said "soup," the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students' seventh language and environment.

As Daniel Jones states that the difficulties of pronunciation are:

The student of spoken English or any other spokenlanguage is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

1) He must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them pronounced; he must more oven learn to remember the acoustic qualities of those sound;

2) He must learn to make the foreign sounds with his own organs of speech;

3) He must learn to use those sound in their proper places in connected speech;

4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length,stress and voice pitch);

5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

Language is created because people needed to communicate, express their thougt, idea and speaking is one of the ways to do that. If one wants to talk in English, he or she definitely needs to master pronunciation. Thus teaching pronunciation is as important as teaching other aspect of language, like grammar or vocabulary. It should also be considered that mispronouce can lead to significance communication problem. As a researcher myself, the researcher can see that pronunciation is often pushed aside in learning speaking skill.

Kelly (2000) points out that 5 vowels and 21 consonant letters are used in written English, where as typically 20 different vowel sounds and 24 consonant sounds when speaking English. And pronunciation is often hard to predict which is caused by the historical development of English. It can may cause problems to learner of English. Kelly (2000) describes where difficulties may come from:

a) The learners' mother tongue.

The learners' mother tongue may have a one-to-one relationship between sounds and spelling. The consept or code maybe new.

b) Even if such a concept is not new for the learner, they have to become familiar with new sound-spelling relationship.

c) There are sounds, and combination of sound the native language, which are not exist in English.

d) English may use stress and intonation pattern which feel strange to the learner.

Teaching pronunciation needs to be thougtful process proceded by a careful consideration of learners' native language features, their needs and also different approaches. Celce-Murcia (1996) states that only those teacher who have proper and detailed knowledge of the English sound system and who are familiar with various pedagogical techniques, which should be focused mainly on communication, can adequately help their students with pronunciation and meet their needs.

There are different approaches to teaching pronunciation and this thesis the researcher would like to show that using phonetic symbol, phonetic is one of the most advantageous way to do so. But first it is important to discuss the goals of pronunciation teaching.

When students learn a new language, they need to focus on pronunciation as well. It is not only about transferring the message but also about socializing. Despite the fact there is no doubt about the importance of pronunciation. It has often been neglected part of second language teaching (Derwing, 2009).

Here are some objectives of teaching pronunciation:

a) Consistency, the pronunciation should be smooth and natural.

b) Intelligibility, the pronunciation should be understandable to the listeners.

c) Communicative Efficiency, the pronunciation should help to convey the meaning that is intended by the speaker.

Based on the goals above, the intelligibility is considered the main goal of pronunciation since the idea of pronunciation is to enable the listeners to understand what the speaker says. Some linguists like Marianne, et al in Howlader (2001:275), Gilakjani (2016), and Morley (1991) states that the main goal of pronunciation for the learners is comfortably intelligible. It means that the conversation between the speaker and the listener can be comfortable. It is not the condition where the speaker and the listener speak a native-like pronunciation, but both the speaker and the listener understand each other.

d. Attitudes and Approaches to Teaching Pronunciation

Teaching pronunciation is an integral part of language teaching. Some lessons are probably focused on pronunciation less and some more, however there is always some part of it as long as the teacher speak the target language. Unfortunately there is a still a trend among some teachers who tend to speak their native language (Indonesian) a lot in their English lesson. The teacher English speaking are models for the learners who perceive them, they are model of pronunciation.

Therefore, it is important to provide a solid pronunciation model. Underhill (1994) describes four ways og giving pronunciation models: the repeated model, the single model, the internal imaging model, and the non-verbal model. The repeated model means that teacher say the model several times, the

learners repeat it several times, first in chorus and then individually. When using the single model, the model is given only once and requires learners to respond from a single demonstration. After that they can be ask wheter they would like to hear the model again. The internal imaging model means that the teacher gives the model only once abn clearly and then leaves the learners to listen to it again internally in their minds. Just after that they can say it aloud. And the last one, non-verbal model is not a spoken model. The teacher uses mime and body movements or gesture, after that the students asked to say it aloud to themselves. It is good idea to indicate the symbols on the chart after providing the pronunciation model, to make connection between the sounds and their representing symbols as Underhill (1994) suggests.

Teacher often react to mispronunciation on their learners during their lessons, which is perfectly fine as Kelly (2000) agrees, however it should not be the only one case addressing and dealing with pronunciation. "Integrating complete pronunciation support with grammar studies and lexical features have further additional benefit that students was increasingly appreciate the significance of pronunciationin determining succesfull communication."

Kelly (2000) divides teaching pronunciation into three main types of lesson: integrated lessons, remedial or reactive lessons and practice lessons. in integrated lessons pronunciation is an essential part of it, it is thoroughly planned and presented, analysed and practiced afterwards during the lessos. Remedial or reactive lessons are those where pronunciation teaching is not planned in these lessons, rather deal with on the spot when a pronunciation problem arises.

Preferred practice lessons on pronuncition feature that are specically designed and practiced for its own sake.

O'Connor and Fletcher (1991) provide more general description about teaching pronunciation and according to them "the best way to work on pronunciation is "little and often", it is about practice after all.To sum it up, pronunciation is undoubtely an essential part of language teaching, thus it needs to be addressed and focused on. Language teacher needs to choose an approach that suits them and their learners best and incorporate it into their lessons.

e. Phonetic Symbols as part of pronunciation

According to crystal (1980), states that phonetic is the science which studies the characteristics of human sound-making, especially those sound in speech, and provides methods for their description and description. According to Dobrovolsky (1989), Phonetic is the study of the inventory and structure of the sounds language. So, according to him, pronunciation is the branch of linguistics which studies the sounds of language. This definition provides clear information about phonetics. There are two important keys in phonetics based on this definition:

1) Phonetics is a branch of linguistics.

2) Phonetic studies sounds of language

Akmaijan (1998), give clear definition according to him, phonetics is concerned with how speech sounds are produced (articulated) in the vocal tract (a field of study known as articulatory phonetics), as well as the with the physical properties of the speech sound waves generated by the vocal tract (a field known

as acoustic phonetics). Meanwhile, according to Claire (3) phonetics is concerned with how sounds are produced. In other words, phonetic is about sounds of language.

Based on the definitions, the researcher concluded that phonetic is the study of sound and how they are produced.

f. Segmental Features

Gilakjani (2016) classifies sounds into segmental and suprasegmentals. Segmental refers how to differents sounds are produced (vowels, diphtong and consonants). Here they are explained with their example:

1. English Vowel

Vowels are some of the continous voices produced without obstruction in the mouth unaccompanied by any frictional noise (Jones: 1983, Roach). Vowel classified based on what part of tongue which managed to produce the vowels. Below is the diagram of the IPA vowels classification.
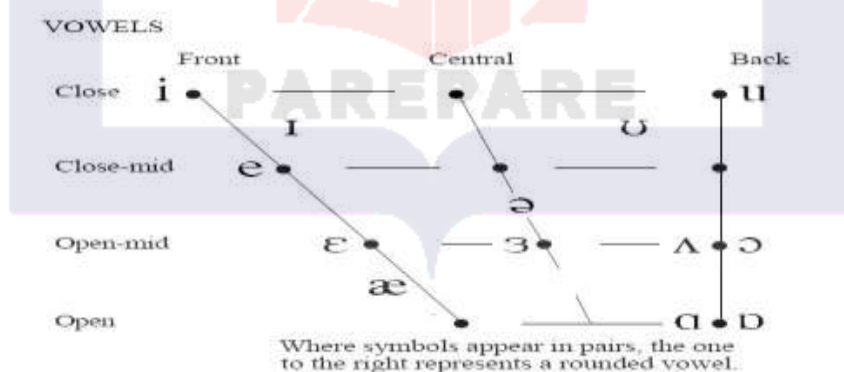
figure 2.1 International Phonetic Alphabet Vowels

Based on the position of the tongue, Jones (1983) classifies the vowels into three groups:

a) Front vowels, when the position of the tongue is the front of the mouth. For example, / i : / in meet /mi: t /.

b) Back vowel, when the tongue is positioned as far as possible in the mouth. For example, / u: / in two /tu:/.

c) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in bird /bɜ:d/.

Based on the height of the tongue, Jones (1983) clasifies the vowels into four groups:

a) Close vowels, when the tongue is positioned as close as possible consistently by not producing friction sounds. For example, /i:/ in see /si:/ and /u:/ in too /tu:/.

b) Open vowels, when tongue is held as low as possible. For example, /a:/ in father /ˈfɑː.ðə r /.

c) Half-close vowels, when tongue is positioned 1/3 of the way from a close and open vowel. For example, /ɪ/ in pit /pɪt/ and /ʊ/ in put /pʊt/.

d) Half-open vowel, when tongue is positioned 1/3 of the way from a open and close vowel. For example, /ʌ/ in cut /kʌt/ and /æ/ in cat /kæt/.

Based on the length, Roach (2009) vowels are clasified into two categories:

a) Lax (short vowels), speech sounds are made without much force. The lax sounds are /ʌ/, /æ/, /ʊ/, /ɪ/, /ə/. For example, /ʌ/ as in /kʌt/ cut, /æ/ as in /kæt/, /ʊ/ as in put /pʊt/, /ɪ/ as in hit /hɪt/, /ə as in ago /əˈgəʊ/.

b) Tense, (long vowels), speech sounds are sounded longer or louder than the first one. The tense sounds are /iː/, /uː/, /ɜː/, /ɑː/, /ɔː/. For example : , /iː/ as in meet /miːt/, /uː/, as in sun /suːn/, /ɜː/ as in bird /bɜːd/, /ɑː/ as in father /ˈfɑː.ðər/, /ɔː/ as in call /kɔːl/.
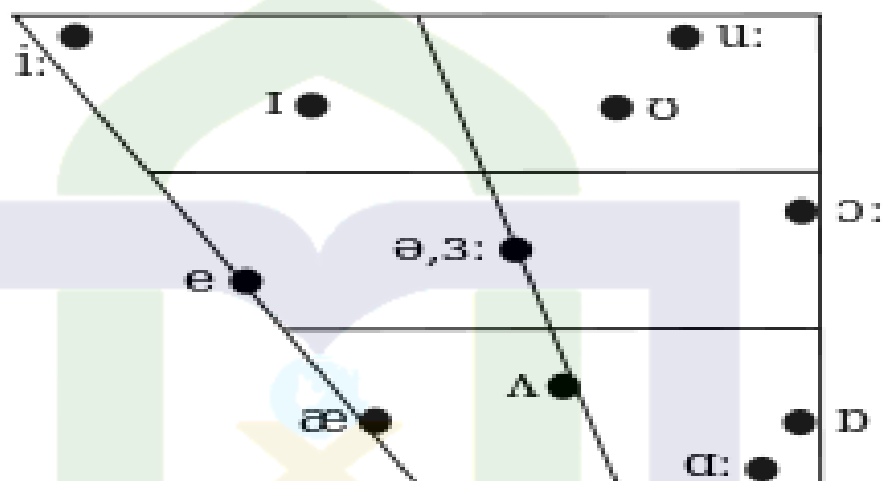
Figure 2.2 Short vowels and long vowels

According to Jones, vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise.

Jones (1958:15) in his book "The Pronunciation of English" classifies the vowels into 5 based on the position of the tongue:

(1). Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /iː/ in /fiːd/ feed.

 (2). Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /uː/ in /fuːd/ food.

(3). Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜː/ in /bɜːd/ bird.

(4). Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

(5). Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: 9 ðə / father.

2. Diphthong

Diphthongs are sounds, which involve a change in quality during is their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indication the direction of the movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

(1). Raising or Closing Diphthongs. The position of the tongue when the second vowel is pronounced higher than the first one. For example:

• /ai/, like in time /taim/, fine /fain/

• /ei/, like in make /meik/, take /teik/

• / i/, like in boy /boi/

• /au/, like in now /nau/, how /hau/

• /əu/, like in no /nəu/, go /gəu/

(2). Falling Diphthongs. The position of the tongue when utters the second vowel is lower than the first one. For example:

• /i ə/, like in fear /fiə(r)/, hear /hiə(r)/

• /ə/, like in pure /pjə(r)/

(3).   Centering Diphthongs The position of the tongue when utters the second vowel is at the id central. For example:

• /ə/, like in fore /fə(r) /, more /mə(r)/

• / ɛə /, like in there /ðɛə /

(4).   Supra-segmental phonemes Supra-segmental phonemes are classified into seven classes; they are:

• Stress. Stress is the pressure of breath with which sounds are produced. 12 d). Stress • Intonation. Intonation is the changes in the music of the voice while producing speech.

• Pause. Pause is the silent between parts of un utterance.

• Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.

• Rhythm. Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.

• Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word. For example, in Chinese there are four levels of sounds that can differentiate meaning.

• Length. Length is the long or short a phoneme should be pronounced.

Diphthongs are sounds which consist of a movement or glide from one vowel to another performed within a single syllable. ((Jones: 1975, Roach:2009). Diphthongs are monosyllabic vowel represented by a sequence of two letters, the first at the start and the second at the end (Ogden:2009).

Roach (2009), diphthongs be subdivided into two groups: centring and closing:

Classification of diphthongs on the closing and the centring

Type Constituent vowels

Closing   /eɪ/, /əʊ/, /aɪ/, /aʊ/, /ɔɪ/.

For example: /eɪ/ as in /geɪm/ game, /əʊ/ as in /həʊm/ home, /aɪ/ as in /taɪm/, /aʊ/ as in /taʊn/ , /ɔɪ/ as in /kɔɪn/ coin.

Centring   /ɪə/, /eə/, /ʊə/

For example: /ɪə/ as in /hɪər/ here, /eə/ as in /keə r/ care, /ʊə/ as in /tʊər/ tour.
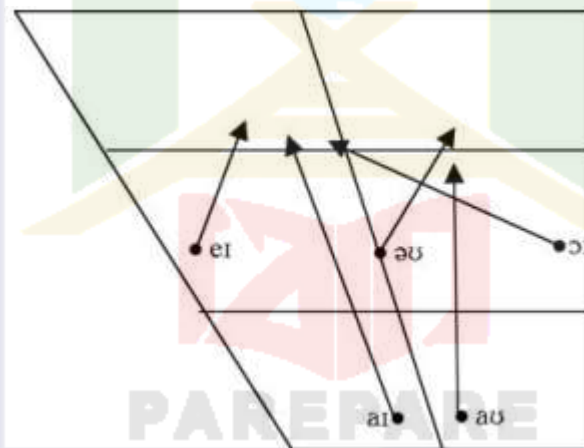
Figure 2.3. RP Closing Diphtong
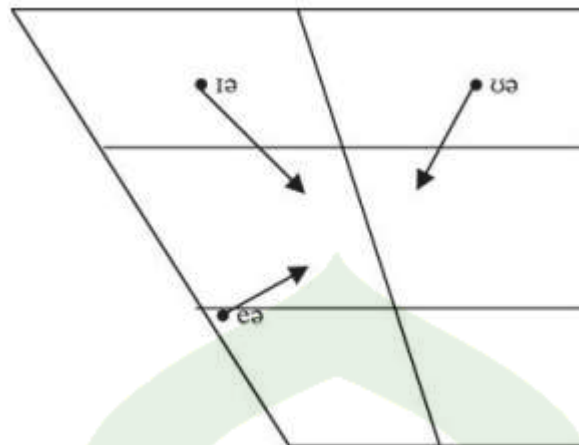
Figure 2.4 RP Centring Diphtongs

Based on the second element or the end of two vowel sounds, diphtongs can be grouped into three, the group are /ɪ/, /ʊ/ and /ə/. diphthongs:

/ɪ/ : /eɪ/, /aɪ/, /ɔɪ/.

/ʊ/ : /əʊ/, /aʊ/

/ə/ : /ɪə/, /eə/, /ʊə/
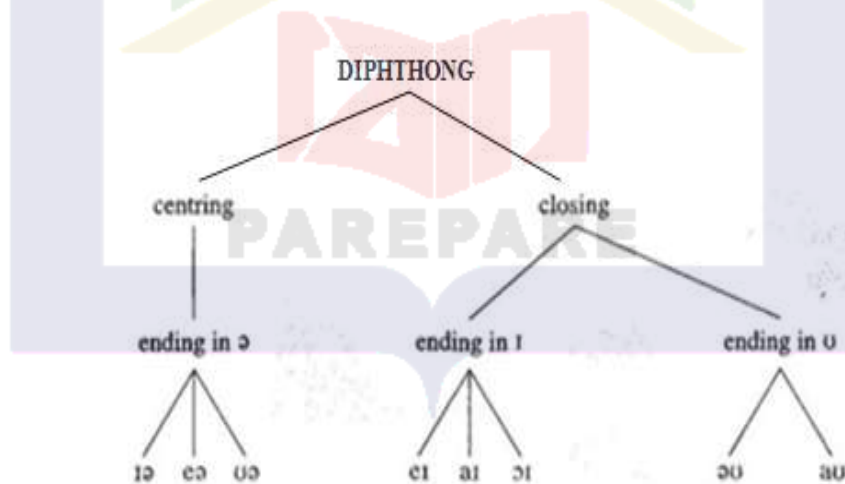
Figure 2.5 Diphtong

3. English Consonants

Consonant is a speech sounds produced when the speaker either stops or severely constricts the airflow in the vocal tract (Akmaijan, 1998, Ogden:2009). There are 24 English Consonants, every consonant may be defined according to its place of articulation, manner of articulation and voicing.

PVM Chart: English			PLACE							
			LABIAL		CORONAL				DORSAL	
MANNER		VOICING	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal
Stop		Voiceless	p			t			k	ʔ
		Voiced	b			d			g	
Fricative		Voiceless		f	θ	s	ʃ			h
		Voiced		v	ð	z	ʒ			
Affricate		Voiceless					tʃ			
		Voiced					dʒ			
Nasal		Voiced	m			n			ŋ	
LIQUID	Lateral	Voiced				l				
	Rhotic	Voiced					ɹ			
Glide		Voiced	w					j	w	

Figure. 2.6 IPA Chart Consonants

a. Place of Articulation

1) Labial, which is the sound with the place of articulation on the lips. Labial is divided into two, i) bilabial, which the sound articulated by two lips /p/, /b/, /m/. For example, /p/ as in pet /pet/, /b/ as in beg /beg/, /m/ as in men /men/. and ii) labiodental, that is the sound between the lower lip and the upper teeth /f/ as in far /feɪk/, /v/ as in van /væn/.

2) Dental, which is the sound articulated by the tip of the tongue with the front teeth /θ/, /ð/. For example, /θ/ as in think /θɪŋk/ , /ð/ as in thank /ðeə r /

3) Alveolar, which is the sound articulated by the tip of the tongue touching the roof of the mouth just behind the upper teeth /t/, /s/, /d/, /z/, /n/, /l/, /r/. For example, /t/as in time /taɪm/, /s/ as in nice /naɪs/, /d/ as in did /dɪd/, /z/ as in zeal /ziːl/, /n/ as in name /neɪm/, /l/ as in league /liːg/, /r/ as in rose /rəʊz/.

4) Palato-alveolar, which is a sound articulated by the body of the tongue with the palate /ʃ/,/tʃ/, /ʒ/, /dʒ/. For example, /ʃ/ as in wash /wɒʃ/, /tʃ/ as in watch /wɒtʃ/, /ʒ/ as in vision /ˈvɪʒ.n/, /dʒ/ as in june /dʒuːn/.

5) Palatal, which is the sound articulated by the front of the tongue against the hard palate /j/. For example, /j/ as in yes /jes/.

6) Velar, which is the sound articulated by the back of the tongue towards the soft palate /k/, /g/, /ŋ/,/w/. For example, /k/ as in kick /kɪk/, /g/ as in game /geɪm/, /ŋ/ as in sing /sɪŋ/, /w/ as in wet /wet/.

7) Glottal, which is the sound produced at glottis /h/. For example, /h/ as in high /haɪ/.

b. Manner of Articulation

1) stop, that is the sound produced by closing the air cavity completely p/,/b/,/t/,/d/,/k/,/g/. For example, /p/ as in park /pɑːk/, /b/ as in a big /bɪg/ , /t/ as in take /teɪk/, /d/ as in /dɑːk/, /k/ as in kick /kɪk/, /g/ as in green /griːn/

2) Africative, which is a plosive sound, ut the seperation of the articulator organ no to fast /tʃ/,/dʒ/.for example, /tʃ/ as in chair /tʃeə r /, /dʒ/ as in july /dʒʊˈlaɪ/.

3) Nasal, the mouth is completely closed, the rear ceiling remains low so that the air freely passes through the cavity /m/,/n/, /ŋ/. For example, /m/ as in make /meɪk/, /n/ as in number /ˈnʌm.bə r /, /ŋ/ as in sink /sɪŋk/.

4) Lateral, the resistance lies in the middle of the mouth, air is freely exited / l /. For example, / l / as in led /led/.

5) Rolled/rhotic, sound is produced by rapid movement of a number of elastic organs /r/. for example, /r/ as in roll /rəʊl/.

6) Fricative, sound is formed by constricting the air cavity so that the release of air causes hissing sounds /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/. For example, /f/ as in full /fʊl/, /v/ as in view /vjuː/, /θ/ as in think /θɪŋk/, /ð/ as in with /wɪð/, /s/ as in nice /naɪs/, /z/ as in zoo /zuː/, /ʃ/ as in /ʃiː/, /ʒ/ as in vision /ˈvɪʒ.n/, /h/ as in high /haɪ/.

7) Semi-vowel, which is the sound produced by the rapid transfer of speech organs from closed vowels to a number of other vowels.

According to Kelly (2000:47) consonants can be described in terms: (1). The place of articulation (a). Labiodental Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/ (b). Dental Sounds articulated by the tip tongue against the upper teeth. e.g : / ð / (c). Alveolar Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/ (f). Palatals Namely sounds articulated by the back of the tongue against the hard palate; e.g / j /. (g). Velars Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/ (h). Glottal Namely sounds articulated in the glottis; e.g / h /. (2). Manner of articulation (a). Plosive A complete closure is

made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then 10 released 'explosively', e.g. /p/ and /b/ (b) Affricative A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t/ and /d/ (c). Fricative When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/ (d). Nasal A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/ (e) Lateral A partial closure is made by the blade of the tongue against the alveoral ridge. Air is able to flow around the sides of the tongue, e.g. /l/ (f) Approximant Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w.

c. Voiceless and Voice consonant.

1. Voiceless consonants

When pronouncing voiceless consonants the throat does not vibrate, only air comes out from the mouth. /p/, /k/, /t/, /tʃ/, /f/, /θ/, /s/, /ʃ/,/ h/. For example, /p/ as in pick /pɪk/, /k/ as in card /kɑ:d/, /t/ as in tear /teə(r)/, /tʃ/ as in teach /ti:tʃ/, /f/ as in far /fɑ: (r)/, /θ/ as in three /θri:/, /s/ as in same /seɪm/, /ʃ/ as in wish /wɪʃ/, /h/ as in house /haʊs/.

2. Voiced consonants

When pronouncing voiced consonants the throat vibrates. It can be felt by putting the fingers on throat (adam's apple). /b/, /g/, /d/, /dʒ/, /v/, /δ/, /z/, /ʒ/, /m/, /n/, /l/, /ŋ/, /r/, /j/, /w/. For example, /b/ as in big /bɪg/, /g/ as in gig /gɪg/, /d/ as

in did /dɪd/, /dʒ/ as catch /kætʃ/, /v/ as in vine /vaɪn/, /ð/ as in /ðeə(r)/, /z/ as in zigzag /ˈzɪg.zæg/, /ʒ/ as in /ˈvɪʒ.n/, /m/ as in mark /mɑːk/, /n/ as in /niːd/, /l/ as in lamb /læm/, /ŋ/ as in /θæŋk/, /r/ as in rail /reɪl/, /j/ as in uniform /ˈjuː.nɪ.fɔːm/, /w/ as in white /waɪt/.

g. Suprasegmental Features

Supra-segmentals refers to larger unit of speech such as stress and intonation.

a. Stress

According to Jones (1958:57), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed.

It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Stress syllables are marked when necessary by ʻplaced immediately before them, thus father, 'fːə, arrive, əˈraiv, opportunity, pəˈtjuːniti, what shall we do? ʻ(h)wtəlwiːˈdu.

The same words and sentences are not always stressed in the same way. Variations are sometimes necessary for making the meaning clear, and they are 13 eventually needed due to rhythmical considerations. Thus the word injudicious when simply taken to mean "foolish" would have stress on the third: ʻdiəsyllable, thus he was very injudicious, hiːwəzˈveriinduːˈdiəs, but when used in contrast with judicious, the chief stress would be on the first syllable, the stress on the third being only secondary, e.g. that was very judicious, twəzˈveriduːˈdiəs, and the

answer is I should call it injudicious,'aiədk:litveri'indu:diəs. Untrained speakers often fail to bring out contrast of this kind properly. In '(h)wtəlwi:'du:, '(h)wt'-lwi:'du:, '(h)wtəl'wi:du:, the variations of stress actually modify the meaning of the words.

The word unknown, nnoun shows clearly how rhythm may affect stress. Compare an unknown land, ən'nnoun'lnd with quite unknown, 'kwaitn'noun. When isolated the word would generally be pronounced, the two syllables having equal stress. The rhythmical principle underlying these changes is a tendency to avoid consecutive stressed syllables when possible.

Stress indicates the importance of a syllable (a part of word), and the part of certain words in phrases and sentences. Stress used in common conversation usually occurs within a word and sentence.

1) Word stress

Noun, all kind of nouns, most basic nouns and compound nouns the stress syllable shifts are mostly on the first syllable. Verbs, adjectives and adverbs, with compound verbs, adjectives and adverbs, the stress normally shiffts off the first syllable or prefix.

2) Phrasel Stress

English speakers do not stress all words equally because in English some particular words are considered more important than others. To know which part/words to stress the speaker needs to know the content words and function words. The definition as follows:

a) Content words

Content words are any words that carry meaning. the content word that has more than one syllable, the emphasized syllables are pronounced longer, louder in a higher pith. Words included in content words are: nouns, adjectives, verbs, and adverbs.

b) Function words

Function words are any words that help create grammatical structures. Words that are belong to function words are: pronouns, auxilary verb, possesive adjective, articles, conjuction (Orion:1988).

b. Intonation

Intonation refers to the various tone of voice. Jones (1958:59) states in speaking, the pitch of the voice, i.e. the pith of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginners. Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. It is used in non-tonal languages 14 to add attitudes to words (attitudinal function) and to differentiate between wh- questions, yes-no questions, declarative statements, commands, requests, etc. Generally speaking, the following intonations are distinguished:

• Rising Intonation means the pitch of the voice rises over time

• Falling Intonation means that the pitch falls with time

• Dipping Intonation falls and then rises

• Peaking Intonation rises and then falls

By using different tones, the speaker gives meaning and expression to the word he says. The tones may be low or high (pitch): they may rising or falling (Orion:1988 p19). There are fours types of intonation, take a look at the four types of tone and the functions associated with them:

Type of tone	Name of tone	Function and meaning
Falling	Fall	Neutral, definiteness, finality
Rising	Low rise	Indifference, encouragement
	High-rise	Yes/no question, inquiry
	Fall-rise	Old, implication

Table. 2.1   Type and the fuction of tone

1. Falling Tone

As a general, falling tone is the most common, neutrall tone used in English. It suggests that speakers are simply conveying information. As a result, it most often associated with informative statements, real, serious commands-as it expressess finality and defininetess-, in exclamations-expressing that the speakers are sure of what they are saying-, and in Wh-quetions and qustion tag that check old infirmation.

2. High rising

Rise intonation usually begins at the syllable with discourse prominence and continues slightly untill the end of the phrase. It is also found in echo question, repeat what a speakers has previously said.

3. Low-rising

The low-rising always used to respond something that somebody said. Often it express indifference-an "I don't care attitude", it used in apologies, greetings and when saying thanks, and also in cases of expressing encouragement.

4. Fall-rising

The fall rise may used for several purpose: on the one hand, it may indicate that the speaker is not telling everything, but a part of the message is only implied, the listener has to find out from the context.

d. Principles in Pronunciation Teaching

According to Penny, principles in teaching pronunciation are:

a). Having a suitable curriculum When teachers teach something, they start to help students acquire some primary concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

b). Being the student centre Teachers have to know how to make students understand information given. For example, for teachers who cannot

pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanations to students. At that time, students learn through teachers experience how to pronounce English sounds.

c). Helping learners become self-reliant Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell the students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent makes they lack of confident in learning pronunciation. They feel embarrass to pronounce English word, but they can learn from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

d). Giving opportunities to practice. In fact, pronunciation is a sub skill of speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation.

A good method in teaching pronunciation is to use several repetitions saying together in the chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging; students love this kind of work.

e. Strategies in Pronunciation Teaching

According to Kelly (2000:16), there are some strategies in pronunciation teaching:

a). Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item.

Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally use prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

b). Chaining

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

(1) Back chain

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

(2) Front chain

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

(3) Substitution drilling

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

Teacher : it's in the corner

Student 1: it's in the corner

Teacher : it's on the table

Student 2 : it's on the table.

(4) Open pair drilling

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

(5) Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback,

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

   f.   Problems 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 (2007:250). They are as follows:

1) What students can hear

   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 say 19 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. According to Gerald Kelly (2000:13), there are two main problems in teaching pronunciation:

1). Pronunciation tends to be neglected.

2). When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglected. 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.

Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that pronunciation is very important in a language learning process.

To solve these problems, pronunciation teachers need:

(a). A good grounding in theoretical knowledge 20 Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach students can give good pronunciation to students imitated.

(b). Practical classroom skills Teachers necessarily have strategies of how to attract students. Consequently, materials presented by teachers will be easily understood by students.

(c). Access to good ideas for classroom activities. It is necessarily for teachers to teach pronunciation attractive. So, students will not get bored with available materials. They will get more enthusiastic in learning pronunciation.

g. Pronunciation Test

Brown (2004:3) stated that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument a set of techniques, procedures, or items that requires performance on the part of test-taker. Second, a test must measure. Some tests measure general ability, while others focus on very specific competencies or objectives. A test measured an individual's ability, knowledge, or performance.

Furthermore, according to Hughes (2003:8), there are some purposes of testing in teaching learning process:

1). To measure language proficiency.

2). To discover how successful students have been in achieving the objectives of 21 a course of study.

3). To diagnose students' strengths and weaknesses, in identifying what they know and what they don't know.

4). To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

Obviously, pronunciation is tested globally in different types of conversational exchange, interview, reading aloud, etc., that go on in the classroom. What seems to be insufficient is the testing of accuracy-that is, testing to assess the learner's management of specific features, segmental or supra-segmental. This insufficiency is due to two main causes. First, many teachers do not consider it useful to test specific features. This attitude is based on the belief

that the mastery of specific features, taken individually, does not matter much in real-life situations where the context always provides the clue for the learner to interpret what he hears (Heaton 1988:64) or to make him understood even if the ideal quality of phonemes is not reached.

Taking segmental phonemes and word stress as illustrations, this article explores some ways of testing specific features of English pronunciation, both as a teaching activity and as part of an examination. The ideal way of testing pronunciation is actually listen to the learner. However, since this is not always possible or suitable, the alternatives discussed below can be used for testing segments and word stress.

2. The Nature of Ometv Application

a. Definition of Ometv

Ometv is a website for video communication in which two random user or person are connected online through the service of the Omegle site. When a user enter the Ometv site for random face talk and once click on the Find button Ometv looking their database for finding the best match for the user. The user can also specify the gender selection, language, or any other filters before move for finding a random stranger.

Ometv is an application with which the user can talk with people from all over the world by video chat. Omegle is one of the most popular types of apps that connects with strangers and has been on the scene for a while. Any random

chat is about two people talking to each other. So the user find only real people to connect with.

Ometv is a platform for online socializing with other people, even with people from different countries though. Ometv provides services such as video calls and chats for its users so that users can talk directly by looking at the face of the other person.

During this pandemic, everyone must self-isolate in their homes. Of course this will greatly limit their activities outside the home, such as work and recreation. As a result, they rarely meet other people so they cannot communicate and interact with other people directly. Therefore, Ometv is a great way to communicate and interact directly with other people. Besides that, we can also practice our speaking and listening skills in foreign languages, especially English because at Ometv we can meet many people from all over the world. Listening is not as easy as people think, particularly when the English language has status as a foreign language that is different from a second language as well as first language (Rintaningrum, 2018). It is because most of people lack practice and rarely listen to English conversation (Rintaningrum, 2018). So, if we spend our time to practice at home while doing self-isolate, it would be nice. We also can practice our reading skills in foreign language, such as English. We can set the language into English.

In this Ometv the user may enjoy conversations as long as the user want, for free as long as their device connected to internet. The chat and all features come at no cost to user, with no subscriptions or "diamonds" to buy.

If we have listening, speaking, and reading skills in foreign language, it would make our self-confident improve (Rintaningrum, 2019). Honestly, these skills are very important because this is globalization era which is we have to able to communication with foreign language, especially in English because English is international language.

Ometv gives real freedom with online socializing the user determine who the user chat with, what user discuss, and how long the conversation lasts. But it also requires some simple rules to follow. The user should take a minute to get familiar with them before start chatting on Ometv.

If a user encounter a misbehaving person or if someone is giving a hard time, the user may report such behavior to the Ometv moderators. In the app, the user can also instantly block others users by tapping the flag icon. The user can unblock them once they send apologies or some flowers.

b. Features of Ometv application

There are some features of Ometv, they are :

1. Find The Perfect Stranger For Online Talk

By setting up Ometv chat filters a user can easily find the perfect person. Thus, using filters facility a user can find out the perfect random guy for video chat. Ometv is a free video chat app, where someone get to meet a lot of new people. The unique about Ometv, is that it combines an easy-to-use live video chat and a social network. The most great in Ometv is the cool people that someone can hang out with, tell jokes, flirt, learn languages, sing, discuss things and so much more.

2. Filter More As User Like

By specifying language and location filters, the user can filter more as like. These are two extra filter features that take the user almost near to his needs. It will help someone to find another native language that want to learnt. for instance someone may filter the area like USA or Great Britain if wanto learn englih language. Set the filter to arabian area if want to learn or practice arabic language.

3. Easy Registration

Many country strangers are on the platform of Ome Tv after enhancing these features. So the user was not missed the free facility of Omegle Alternative. Ometv is also a very easy and fun app to use. Some of its key features and benefits include the super quick sign up. All that have to do is download the app, add the name and birthday, and it is ready to go. Someone can also upload a couple of pictures on his profile, location and a short description of himself if someone wish to give people an idea of who someone are prior to chatting to them.

4. No Advertisement

The use can access Ometv without facing ads issue. For more security, the user also can use the premium features of the service. This application is very interesting because it can be used wherever and whenever and do not need to worry disturbing by ads that usualy exis in other application or platform. That a reason many people use Ometv application.

c. How to use Ometv

With the chat feature, it helps users to make live video calls to find out more about other people's backgrounds. If the user doesn't feel comfortable in video chats or is running low on battery, then text chat can fill the entertainment void. Playing Ome TV on the user own is straightforward, even if the user is a beginner. Here is the tutorial:

1. On Mobile

   The first device user can use to play Ometv is a smartphone, be it Android or iPhone. Here are the steps:

   a) The students download the Ometv application in mobile phone

   b) The students install and the open the appliation

   c) The students for mobile devices, there are two options that can be used to register, namely Sign in With Vk and Login With Facebook. Please choose one of them.

   d) The students fill in the country column with students' country of origin and gender.

   e) The students then press Start. The application immediately selects a random friend who appear on students' cellphone screen.

   f) Furthermore, The students can chat as well as see partner's picture. If students want to stop interacting, just hit the Stop button. But if students want to find other friends, just press the Next button.

2. On PC or Laptop

The second way to use Ometv is to use a laptop or PC device. In this way, users don't need to download the application first. users simply visit the official website in one of the browsers on the laptop. Here are the steps.

a) The students open the Ometv website in one of the browsers on the laptop.

b) The students fill in the country and Gender fields

c) The students after that, click Start. Later the Ometv site provides random partners who appear on the laptop screen.

d) The students can chat as well as see partner pictures

e) if students want to stop interacting with the partner, student just click the Stop button.

f) If want to find another partner, student just click the Next button.

d. The advantages of Ometv

Even though it is a free platform to use, make no mistake the Ome TV app has many advantages that other apps don't have. Here are some of the advantages:

1. Fast and Smooth

The thing that makes its users happy is that it's free. Ome TV being the fastest and smoothest medium which is almost the same as the Ometv app. Even though this application is accessed by many people from various parts of the world, it is still smooth and fast, even there are no advertisements.

2. 6 Million Users Plus

One can randomly chat with anyone on the Ome TV app. Even now there are 6 million active users on OME TV, making it easier for user to communicate, so user can make new friends from various countries.

3. Can be played via Smartphon and PC / Laptop devices.

4. The security of personal data is guaranteed.

5. Allows Users to meet life partners.

6. Can communicate and make friends from other countries.

7. Can play Ome TV, without creating an account.

8. Can be played for free.

e. The disadvantages of Ometv

If there are advantages, of course there are disadvantages. Same is the case with the OME TV application which has several drawbacks, such as:

1. Can only be played online with a stable internet connection.

2. Ome TV is unable to reunite with previous friends. (Even if user could, by accident). Because this service is a random video chat.

f. The Impact of Using OME TV

There are two possible impacts, namely positive impacts and negative impacts. The positive impact is that we can use OME TV as a platform to communicate with others so that the users do not get bored when doing independent isolation. Besides that, the user can also take advantage of this platform to practice English, such as practicing speaking and listening skills in conversation. However, the negative impact is when the users meet unpleasant people, or even bad people. There are often cases where the users find someone who suddenly insults for no reason, uses harsh words, and even behaves in an indecent behavior. It can happen because the users don't know who will meet when using Ometv. All we can do is get past the person by click the skip button.

2. Respond

a. Definition of respond

Respond is say or do something as a reaction to something that has been said or done. Talking about respond means taking someone to think about his positive response or attitude to something he likes, enjoy, and appreciate which makes him having a desire to do. To clearly define what actually respond means some theorists was define it. Beside that Robert in Syukri (2009) stated that experimentally an interest is response of liking which is present when we are aware of an object we reach to or we remember our responds against objects that we like.

b. Type of respond

There are four types of respond. They are expressed respond, inventoried respond, tested respond, and manifested respond.

1) Expressed respond: it is a type of respond which is defined as verbal expression of liking or disliking. Something related to maturity and experience.

2) Inventoried respond it is determined by respond checklist. Someone's respond is measured by asking him/her to answer a number of questions wheter or not one likes or dislike certain activities or situation. Usually, pattern of how high and how low respond normally result, therefore, the observer or the test can begin to determine areas of liking or disliking.

3) Tested respond: measuring the knowledge of vocabulary one has in specific respond area, is a way to determine the tested respond. This

measure is based on consideration that respond is resulted accumulation of relevant information with specific vocabulary.

4) Manifested respond: it is observable respond in which an individual does not show his respond through words but through action that involve given activities. It is observable because the individuals' participation in the activity is visible. However, this kind of respond can also be misleading, for participation in a given activity may be necessary for certain fringe benefit to occur. Therefore, it is usually valuable to observe activities related to the events as well as individual' participation to determine the degree of manifest respond. Thus, lack of participation does not mean lack of respond, such as cost or time many affect participation and manifest respond.

c. Factor influencing the Students' respond

According to Harmer (1991) there are two factors can affect student' motivation as well as their respond in learning, namely: intrinsic and extrinsic motivation. Intrinsic motivation is behavior comes from the learners itself. Extrinsic motivation is behavior comes from the outside of the learner. There are two types of extrinsic motivation: first, integrative motivation refers to the learners who wants to get closer to target language community. Second, reflected instrumental motivation in which students believe that mastery of the target language is needed.

C. Conceptual framework

Pronunciation achievement especially in pronunciation through phonetic symbol is formed by creativity and insight students in their life. Dealing with the theories previously stated, the researcher applied pre-experimental method with one group pre-test and post-test design. The result is the students' pronunciation ability .The conceptual framework of the research presented by showing the following diagram.
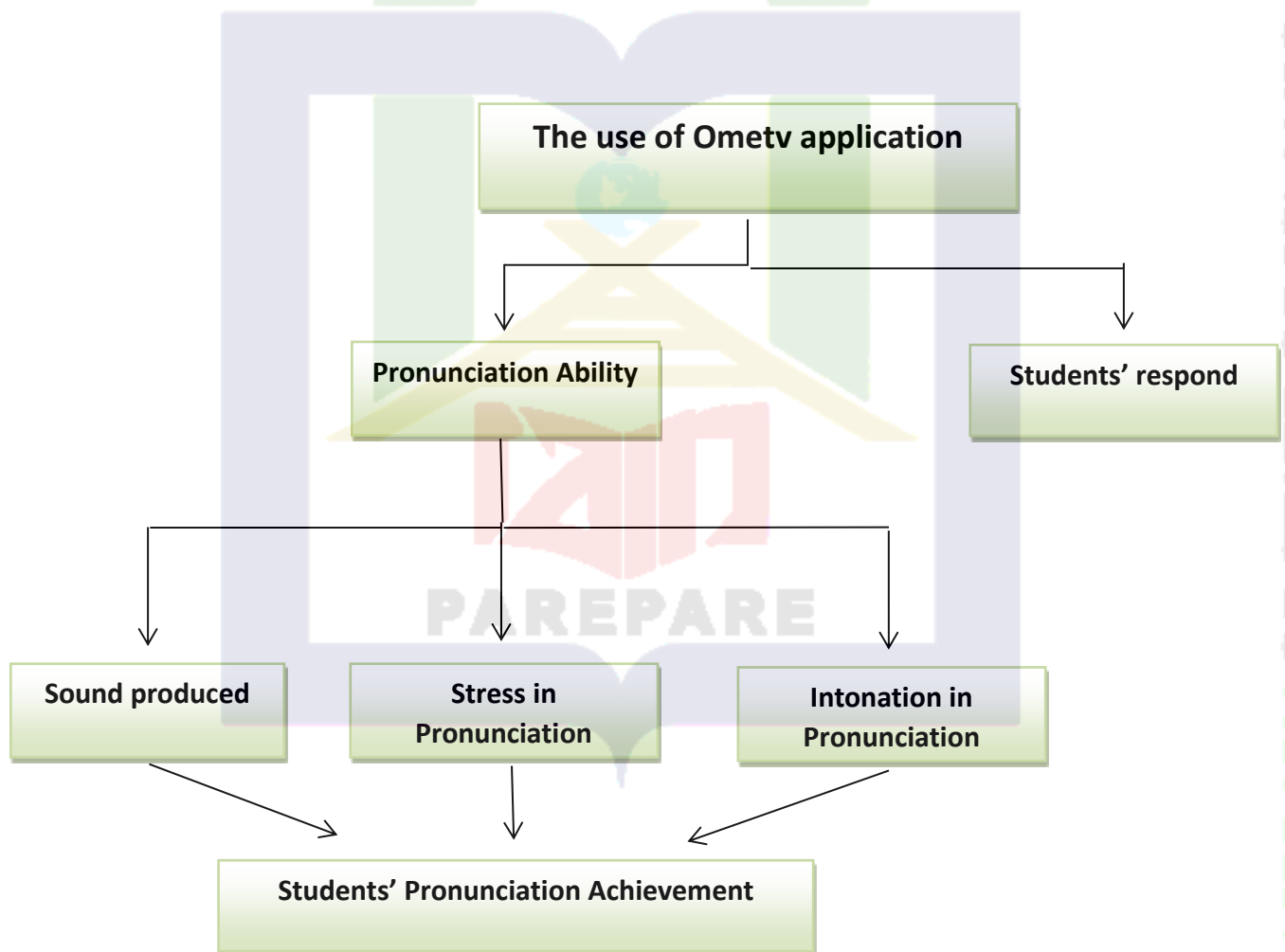
Figure 2.7. Theoritical Framework

The theoritical framework in this research are systematically explained that the use of Ometv to know Students' respond toward Ometv. The Students' respond for this research, researcher distributed a questionnaire about the technique which researcher used in this research to find out student's respond after treatment is given. Ometv also use to know students' pronunciation ability. The process of the research, researcher conducted in the classroom by giving treatment to the students with by focus with articulation, stress in pronunciation and intonation in pronunciation. Then, the researcher taught a class (sample) which has been taken randomly. The output of this research is Students' pronunciation achievement. The Students' pronunciation achievement was given in the process of the research where evaluated by looking at indicator of the students' achievement in increasing their pronunciation ability.

D. Hypothesis

Based on the conceptual framework, this research aimed to examine whether teaching pronunciation through Ometv application can improve students' pronunciation ability or not, and to describe the students respond toward the technique. To find out the answer, the researcher put forward the hypothesis, namely:

1. Null Hyphotesis (Ho): there is no significant difference the students' pronunciation ability who has been taught through Ometv before and after learning process.

2. The Alternative Hypothesis (H_1): there is a significant difference the students'pronunciation ability who has been taught through Ometv before and after learning process.

CHAPTER III
RESEARCH METHOD

This section presents research design, research variable and their operational definitions, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The researcher applied quasi-experiment design involved one group pretest and one group post-test design. The researcher used one class and then devided it into two groups which one of both, the treatment was applied. The design was illustrated as follow:

Group	Pre-test	Treatment	Post-test
E	O_1	X	O_2
C	O_3	-	O_4

Table 3.1 Research Design   (Sugiyono 2008)

Where:

E   : Group Experiment   X   : The treatment

C   :Group Control

$O_{1,4}$: Pre-test

$O_{2,4}$: Post-test

55

B. Population and Sample

1. Population

The population of this research is the fifth-semester students of English Department at University of Muhammadiyah Sidenreng Rappang. The research conducted at University of Muhammadiyah Sidenreng Rappang in academic year 2020/2021. Total number of population is 20 students and and population is gather in one classes.

2. Sample

In this research, the researcher applied total sampling technique which is 10 students of fifth semester-students of English Department was taken as group control and 10 students as group experiment.

C. Instrument of the Research

In this research there are three instrument used. The first instrument is pronunciation test. The pronunciation test aimed to find out the students' ability to pronounce English words. The test consists of pre-test and post-test. The pre-test intended to see the students' ability in learning pronunciation material before the treatment and post-test was intended to see the result of the treatment on students' pronunciation. The second instrument is questionaire. After giving post-test the researcher distributed questionnaire to measure Students' respond following the technique. The third instrument is documentation. Documentation comes from the word document which means note past events which may take the form of writing, pictures or monumental works of a person. Or in other

words, documents are monumental writings, drawings or works contains a certain idea.

D. Procedure of Collecting Data

The procedure of collecting data chronologically performed as follows:

1) Pre-test.

Pre-test conducted at the first meeting, the aim for this test is to recognize students' ability before treatment and the result of this test would be compared with the result of post test after learning process finished. The pre test of this research was reading text to identify students' pronunciation ability before students are given treatment.

2) Treatment

In this treatment there are four meetings. Every meeting the teacher delivered the material in 90 minutes (2 X 45 minutes). There are some steps in teaching pronunciation through Ometv applications. The first, the researcher greeting to the students. The Second, the researcher checked list the name of students in class. The third, researcher gave a motivation to each student before teaching the material. The fourth, researcher gave material about the topic given. The fifth, researcher instructed the students to practice the on Ometv. The sixth, researcher gave chance to each student to ask for unclearly material. The seventh, researcher instructed the students to be courage to express their idea.

3) Post-test

After giving the treatment, the students were given a set of pronunciation test to know students' ability. The post-test ran for 90 minutes.The result of pre-

test and post-test were calculated in order to measure whether or not the students in pronunciation abilty toward the use of phonetic symbol.

    4) Questionnaire

After giving the post-test, the questionnaires were distributed to the students to know their respond in the use phonetic symbols as one technique in teaching pronunciation. The questionnaire consisted of 12 items. Those are 6 positive and negative statements in the questionnaire.

E. Technique of Data Analysis

In this research, the researcher collected the data of the students' pronunciation ability after giving pre-test and post-test through quantitave analysis. The data was analyzed by employing the following procedures:

1.   Scoring the result of the students' test

Score : $\dfrac{\text{Students correct pronunciation}}{\text{Total items}} \times 10$

2.   Classifying the score of the students

The data was classified into six classifications by referring the scoring system as follows:

No.	Classification	Score
1.	Excellent	91.00 – 100
2.	Very good	81.00 – 90.00
3.	Good	71.00 – 80.00
4.	Poor	61.00 – 70.00
5.	Very poor	0 – 60.00

Table 3.2. Scoring classification of pronunciation

(Aunurrahman 2009 : 224)

3. Criteria of testing hypothesis

To test the hypothesis, the researcher obtained P-value at level of significance α = 0.05 or non independent sample. The criteria of testing hypothesis are:

a. If P-value > α = 0.05, Ho is accepted, H_1 is rejected. It means that there is no significance difference between students before and after learning process.

b. If P-value ≤ α = 0.05, Ho is rejected, H_1 is accepted. It means that there is a significance difference between the students before and after learning process.

4. Analyzing the data of the Students' respond by using Likert Scale.

Positive Statement		Negative Statement
Score	Category	Score
5	Strongly Agree	1
4	Agree	2
2	Disagree	4
1	Strongly Disagree	5

Table 3.3. Likert scale

The researcher used 6 positive and 6 negative statements in the questionnaire. Therefore the highest score is 48 and the lowest is 12. For each score classification, the interval score is based on the following table:

Score	Classification
49-60	Very Good Respond
37-48	Good Respond
25-36	Bad Respond
12-24	Strongly Bad Respond

Table 3.4. The classification score for the questionnai

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussions of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through pronunciation test. In the discussions section, the researcher describes further explanation and interpretation of the findings given.

Moreover, in this chapter, the researcher analyzed the data obtained from the students with two steps of pretest and posttest. The data consists of the result of the pretest and posttest. The pretest is intended to know the students' pronounciantion achievement before giving treatments, while the posttest is intended to find out whether there is any improvement or not of the students' pronounciantion achievement after having several treatments by using Ometv application of the fifth semester students of University of Muhammadiyah Sidenreng Rappang.

A. Findings

This section deals with the presentation of students' ability in pronunciation test and Students' respond toward the use of Ometv applications. The results of the tests are as follow:

1. Students' pronunciation ability

The data was collected by administrating the test. The test done twice namely pre-test that was given before the treatment and post-test that was given after treatment. The data collection was analyzed by SPSS Statistic v21 application.

    a.   The result of pre-test

Table 4.1. The result of pre-test (Experimental Group)

No.	Classification	Score	Frequency	Percentage
1	Excellent	91.00 – 100	0	0%
2	Very good	81.00 – 90.00	0	0%
3	Good	71.00 – 80.00	1	10%
4	Poor	61.00 – 70.00	6	60%
5	Very Poor	0 – 60	3	30%
	Total		**10**	**100%**

Table 4.1. above shows that the result of pre-test in experimental group. the result shows that there were one out of 10 students (10%) students classified as good classification, there were six out of 10 students (60%) students classified as poor classification, there were three out of 10 students (30%) students classified as very poor classification, and there is no student classified as excellent and very good.

Table 4.2. The result of pre-test (Control Group)

No.	Classification	Score	Frequency	Percentage
1	Excellent	91.00 – 100	0	0%
2	Very good	81.00 – 90.00	0	0%
3	Good	71.00 – 80.00	3	30%
4	Poor	61.00 – 70.00	4	40%
5	Very Poor	0 – 60	3	30%
	Total		**10**	**100%**

Table 4.2. shows that in control group there were three out of 10 students (30%) who classified as good classification, there were four out of 10 students (40%) students classified as poor classification, there were three out of 10 students (30%) students classified as very poor classification.

Table 4.1. and 4.2. shows that before doing treatment, both control and experimental group the students had poor ability. It shows that the English pronunciation ability of the fifth semester students of Muhammadiyah University of Sidenreng rappang were low. The students gain low score because most of them did not confidents with thier speaking and pronunciation ability. It also probaly because the student have low motivation in following pronunciation class.

b. The result of post-test

Table 4.3. The result of post- test (Experimental group)

No.	Classification	Score	Frequency	Percentage
1	Excellent	91.00 – 100	0	0%

2	Very good	81.00 – 90.00	1	10%
3	Good	71.00 – 80.00	7	70%
4	Poor	61.00 – 70.00	2	20%
5	Very Poor	0 – 60	0	0%
	Total		**10**	**100%**

Table 4.3. above shows the result of post-test in experimental group. the result of the test shows that there were one out of 10 students (10%) students classified as very good classification, there were seven out of 10 students (70%) students classified as good classification, there were two out of 10 students (20%) students classified as poor classification, and there is no student classified as excellent, very poor.

Table 4.4. The result of post- test (Control group)

No.	Classification	Score	Frequency	Percentage
1	Excellent	91.00 – 100	0	0%
2	Very good	81.00 – 90.00	0	0%
3	Good	71.00 – 80.00	3	30%
4	Poor	61.00 – 70.00	5	50%
5	Very Poor	0 – 60	2	20%
	Total		**10**	**100%**

Table 4.4 shows that there was not change significantly in control group. There were three out of 10 students (30%) were good classification, there were five students (50%) were poor classification. There were two students (20%) were very poor classification.

Table 4.3 shows that after the doing treatment or post test, the students' ability in experimental group there is improvement if it compared with the result of pre-test and control group students's ability. There were 1 out of 10 students (10%) were very good classification, there were 7 student (70%) were good classification. There were 2 students (20%) were poor classification. From the table above, it shows a good improvement of students pronunciation ability rather than in pre-test. Other side, Table 4.4 shows that there were not significant change in control group.

c. Descriptive Statistic

Table 4.5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreEx	10	56,06	72,47	637,37	63,7374	5,49296
PostEx	10	62,88	86,11	735,61	73,5606	6,32272
PreCO	10	57,83	73,99	648,74	64,8737	6,04005
PostCO	10	57,83	74,75	658,33	65,8333	6,03724
Valid N (listwise)	10					

Table 4.5. shows the result of data analysis by using SPSS that consist of Pre-test experimental group, Post-test experimental group, Pre-test control group and Post-test control group. based on the table above, it can be described the pre-test experimental group the total samples was 10 students, the minimum score is 56.06. The maximum score was 72.47. The sum or total scores was 637.37. The mean score was 63.73 and the standard deviation was 5.49.

The post-test experimental group has total samples was 10 students. The minimum score was 62.88 and the maximum score was 86.11. The sum or total scores from all samples was 735.61. The mean score was 73.56 and the standard deviation was 6.32.

For the pre-test control group the total samples was 10 students with the minimum score was 57.83 and the maximum score was 73.99. The sum or total scores from all samples was 648.74. The mean score was 64.87 and the standard deviation was 6.04.

For the post-test Control group the total samples was 10 students with The minimum score was 62.88 and the maximum score was 86.11. The sum or total scores from all samples was 735.61. The mean score was 73.56 and the standard deviation was 6.32.

    d. Tests of Normality

Table 4.6. Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Experimental	,137	10	,200*	,950	10	,669
	Post-Test Experimental	,185	10	,200*	,947	10	,638
	Pre-test Control	,191	10	,200*	,907	10	,263
	Post-Test Control	,173	10	,200*	,940	10	,557

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output in the table 4.6. above, it is known that the significance value (sig.) for all data both on the Kolmogorov-Smirnov test (0.200; 0.200; 0.200; 0.200) and the Shapiro-Wilk test (0.131; 0.287; 0.418; 0.395) is

greater than 0.05, it can be concluded that the data distribution of the study is normal.

Test of normality is must before analyze the paired sample t-test and independent sample t-test. Based on the data and the conlusion above that the research data is normally distributed, then we can use parametric statistics (paired sample t-test and independent sample t-test) to analyze the research data.

e. Test Paired Sample T-test

Table 4.7. Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreEX - PostEX	-9,82323	3,61159	1,14209	-12,40681	-7,23966	-8,601	9	,000
Pair 2	PreCO – PostCO	-,95960	,79678	,25196	-1,52958	-,38962	-3,808	9	,004

Based on the output Pair 1 that shown in table above, the Significance values (2-tailed) were 0.000 and 0.004 greater than 0.05. So, it means that there are diferrence the mean scores between pre-test and post-test in experimental group. It also means that there are diferrence the mean scores pre-test and post-test in control group. in can be conculded that there was influence of learning pronunciation through Ometv application toward students' achievement.

f. Test of Homogeneity of Variance

Table 4.8. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,172	1	18	,683
	Based on Median	,167	1	18	,687
	Based on Median and with adjusted df	,167	1	15,552	,688
	Based on trimmed mean	,172	1	18	,683

Based on the output that shows on the table above, It known that significance value (Sig.) Based on mean was 0.683 greater than 0.05, So it can be concluded that the variance of Post-test data in experimental group and post-test data in control group was Homogen. So the requirement to test the independent T-test has been fulfilled.

g. Independent Samples Test

Table 4.9. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,172	,683	2,795	18	,012	7,72727	2,76451	1,91926	13,53529
	Equal variances not assumed			2,795	17,962	,012	7,72727	2,76451	1,91837	13,53618

Based on the output that shows on the table above, It known the significance value (2-tailed) 0.012 lower 0.05. So that, it can be concluded that there was significantly difference the mean score between experimental group who have given treatment by learning pronunciation through Ometv application and control group who have never given treatment by learning pronunciation through Ometv.

h. Hypothesis testing

In testing the hypothesis, the researcher applied an independent test at the level of significance alpha (α) (0.05). The result of the calculation was shown as follow :

Table 4.9. The t-test of the students' ability

Variable	P-value	A
Pronunciation test	0.012	0.05

Table 4.9. shows the P-value (0.012) was lower than significance value (α) = (0.05). The analysis showed that the the alternative hypothesis (h₁) was accepted. It means that Ometv application can increase the students' pronunciation ability. The pronunciation ability of the fifth semester students of Muhammadiyah University of Sidenreng Rappang improving.

2. Students' respond

Respond means to say or to do something as a reaction to something that has been said or done. Students' respond describes the cognitive and affective

relationship between a student and particular classes of subject matter. respond can hold a students' attention, encourage effort and support learning.

a. The clasification of students responds

These results of the Students' respond score was tabulated as follow.

Table 4.8 The clasification of Students' respond

Category	Range
Very good respond	49 – 60
Good respon	37 – 48
bad respond	25 – 36
Strongly bad respond	12 – 24
Total	

Table 4.8. above shows the clasification of Students' respond toward Ometv application in teaching pronunciation. The highest clasification is Very Good with the interval scores 49 to 60. The clasification of good respond with interval scores 37 to 48. The clasification of bad respond with interval scores 25 to 36 and The clasification of strongly bad respond with interval scores 12 to 24.

b. The Percentage of Students' respond

Table 4.9 The Percentage of Students' respond

Category	Score	Frequency	%
Very Good	5	105	87.5%
Good	4	10	8.3%
Moderate	3	2	1.6%
bad	2	1	0.8%
Strongly bad	1	2	1.6%
Total		**120**	**99.8%**

Table 4.9 indicates the clasfication and percentage of Students' respond toward Ometv application in learning pronunciation. The table shows that the strongly agree clasification has been choosen for 105 times (87.5%), good respond for 10 times (8.3%), moderate 2 times (1.6%), bad respond 1 time (0.8%) and strongly bad respond 2 times (1.6%).

c. The Mean Score of Students' respond

Table 4.9 The Mean Score of Students' respond

Total respondent	Total score	Mean
10	577	57.70

Table 4.9 shows that the mean score of students' respond was 57.70, it was interpreted into score as very good respond criteria. It means that the

students were very good respond in teaching and learning English pronunciation through Ometv application.

B. Discussion

In this part, the researcher discusses the result of the data anlysis in accordance with the scope of this research. This discussion is invented to know the student ability and respond in learning English pronunciation at the fifth semester students of Muhammadiyah University of Sidenreng Rappang through Ometv application.

In the process of teaching and learning in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher will use Ometv application as teaching media to teach English pronunciation.

Ometv is a new popular iteration of many online platforms that pair strangers together online and often do that through their web cameras. Ometv is an alternative to Omegle. Ometv is one of the most popular types of apps that connects with strangers and has been on the scene for a while. Ometv is an anonymous video chat application that has been gaining popularity lately. More than 10 million people have installed the Ometv app on their phones and tablets, and about 100,000 people go online every day. It means the Ometv application is used people all around the world.

As popular application the Ometv application has many user every single minute from many countries included native English speaker. From that fact, it

shows that there are big opportunity for someone to learn a language. Someone can use Ometv to learn and practice the language that want to learn.

The researcher decided to use Ometv application to help students improve the pronunciation ability. Researcher has conducted research about students' pronunciation ability by using Ometv application. The data has been collected by using two instruments. The first instrument is test and and second instrument is test.

The test is used to measure students' pronunciation ability. The tes was given before and after treatment. The treatment was teaching pronunciation by using Ometv application. Other side, the questionaire is used to know Students' respond toward of Ometv application in pronunciation class.

Based on the analysis of the data, the researcher would like to discuss about the research question in this study. In this resaerch there are two resaerch questionss The first research question is "Is Ometv Application able to increase students' pronunciation ability fifth semester students University of Muhammadiyah Sidenreng Rappang?". To answer this research question, the researcher conducted tests, involving pre-test and post-test. The pre-test was given to the students before the treatment was held in the first meeting, while the post - test was given after the students done with the treatment. Both tests were presented in same level of difficulty.

The researcher also would like to discuss the research question in this study. The second research question is "What is the Students' respond toward the use of ometv application in teaching and learning pronunciation of the fifth

semester students University of Muhammadiyah of Sidenreng Rappang?". To answer this research question, the researcher distributed questionaire to the students. The questionaire containing twelve statements that consist of six positive statements and six negative statements.

1. Students' pronounciation ability

As has showed in findings that before doing treatment, both control and experimental group the students had poor ability. It proved by the result of pre-test in experimental group. the result shows that there were one out of 10 students (10%) students classified as good classification, there were six out of 10 students (60%) students classified as poor classification, there were three out of 10 students (30%) students classified as very poor classification, and there is no student classified as excellent and very good.

The result of pre-test control group in control group shows that there were three out of 10 students (30%) who classified as good classification, there were four out of 10 students (40%) students classified as poor classification, there were three out of 10 students (30%) students classified as very poor classification.

the result of post-test in experimental group. the result of the test shows that there were one out of 10 students (10%) students classified as very good classification, there were seven out of 10 students (70%) students classified as good classification, there were two out of 10 students (20%) students classified as poor classification, and there is no student classified as excellent, very poor.

The result of prost-test in control group shows that there were not change significantly in control group. There were three out of 10 students (30%) were

good classification, there were five students (50%) were poor classification. There were two students (20%) were very poor classification.

The findings above also showed that after the doing treatment or post test, the students' ability in experimental group improved if we compare with the result of pre-test and control group students's ability. There were 1 out of 10 students (10%) were very good classification, there were 7 student (70%) were good classification. There were 2 students (20%) were fairy good classification. Other side, Table 4.3 shows that there were not significant change in control group. There were 1 out of 10 students (10%) were good classification, there were 4 students (40%) were fairy good classification. There were 4 students (40%) were poor classification and there were 1 student (10%) were fairly poor classification.

Based on the output of Independent sample test shows that the significance value (2-tailed) 0.012 lower 0.05. so that, it can be concluded that there was significantly difference the mean score between experimental group who have given treatment by learning pronunciation through Ometv application and control group who have never given treatment by learning pronunciation through Ometv.

In testing the hypothesis, the researcher applied an independent test at the level of significance alpha (α) (0.05). The result of the calculation was shown the P-value (0.012) was lower than significance value (α) = (0.05). The analysis showed that the the alternative hypothesis (h_1) was accepted. It means that Ometv application can influence the students' pronunciation ability. It showed that The pronunciation ability of the fifth semester students of Muhammadiyah University

of Sidenreng Rappang improving increase after learn English pronunciation through Ometv appliation.

Morever, the findings of this research support Harmer (1991) who defined that 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 a certain order that was be bear a meaning about something.

2. Students' respond

The findings indicates that the students were very good respond to improve their pronunciation ability through Ometv application. There were frequency of strongly agree 105 out of 120 have been choosen (87.5%) Agree 10 out of 120 have been choosen (8.3%), moderate 2 out of 120 have been choosen (1.6%), disagree 1 out of 120 have been choosen (0.8%) and strongly disagree 2 out of 120 have been choosen (1.6%)

The mean score of all items in positive statement was 4.91, it indicates that student had positive respond toward the use of Ometv application in teaching pronunciation. The mean score of all items in negative statement equal 4.7, it indicates that student have tendency to disagree with to the items offered. So, the researcher concludes that the students had positive or very good respond toward the use of Ometv application in teaching pronunciation.

It also showed that the mean score of Students' respond was 47.70, it was interpreted into score as very good criteria. It means that the students gave very

good respond in teaching and learning English pronunciation through Ometv application.

From this research it is also found the relation between the improvement of students' pronunciation ability and Students' respond. The relation both of them was shown based on the result of students' pronunciation test and the result of questionaire analysis.

As explained in findings above that there was significantly difference the mean score between experimental group who have given treatment by learning pronounciation through Ometv application and control group who have never given treatment by learning pronounciation through ometv. The hypotesis of the research also has hows the P-value (0.012) was lower than significance value (α) = (0.05). The analysis showed that the alternative hypothesis (h_1) was accepted. It means that ometv application can influence and increase the students' pronunciation ability.

The improvement of students' reading ability is certainly have reason. there are some reasons that affect the improvement experienced by students in pronunciation. Students' pronunciation ability is also influenced by Students' responds. without student respond, the learning process will not be effective.

Based on the results of this study, it was found that in using Ometv, it was very helpful for students in learning pronunciation. As it has been proved by this research, the researcher expects that the English educators eagerly improve their ways of teaching or lecturing by using Ometv aplication, especially in dealing with English pronunciation subjects

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents two sections, namely conclusion and suggestion. The conclusions based on findings and discussion. The suggestion consists of recommendation for EFL intructurs, English Lecterurs, English teachers, the students and further researcher.

A. Conclusions

Based on the research findings and discussion, it can be concluded that :

1. The Ometv application is helpful to improve students' pronunciation abiliy. The students' pronunciation ability improve after having treatment through Ometv application. It was proved by seeing the result of the students' test and comparison between experimental group and control group. Students who we were not able to pronunce some certain words in pre-test, after having the treatment students' were able to pronounce the words correctly.

2. The Student gave very good respond toward Ometv application in teaching pronunciation. It was proved by students participation and perception when the researcher applied the technique. Student seemed enthusiastic in learning process and students' more aware of their English pronunciation. The result of questionaire analysis also showed that students at the fifth

semester students of Muhammadiyah University of Sidenreng Rappang were good respond to learning pronunciation through Ometv application.

B. Suggestions

In relation to the conclusion above, the researcher would like to give some suggestion as follow:

1. For EFL lecturers or EFL instructurs, English teachers

    a. Ometv application is effective way to be used in teaching pronunciation to improve students' pronunciation ability.

    b. EFL lecturers or EFL instructurs, English teachers should stimulate the students to pronouce or practice their English everyday.

2. For the students

    a. The students must study harder to get successful improving their pronunciation ability.

    b. The students should spend their time to practice their English inside and outside the class.

3. For the next researcher, The result of the research is expected to be able to encourage other researchers to conduct research dealing with the Ometv in the same field of subject. Otherwise, they can also study the improvement of pronunciation ability using other media.

BIBLIOGRAPHY

Akmaijan, A., Demers, RA., Farmer, A.K & Harnish, R.M. 1998, *Linguistics : An Introduction to Language and Communication, 4ʰ edn,* MIT Press, Cambridge, London.

Andrea Moore. 2001. *Phonology,* format pdf available at http://www.shunsley.eril.net/armoore/

Anonymous *Correct English Pronunciation.* Format pdf available at www.logisticresearch.com

Anonymous.1998. *Phonetics.*

April McMahon.2002. *An Introduction to English Phonology*. Edinburgh University Press Ltd.

Avery, Peter and Ehrlich, Susan. 1992. *Teaching American English Pronunciation.* Oxford: Oxford University Press

Baker, Ann and Goldstein, Sharon. 1990. *Pronunciation Pairs*. Cambridge: Cambridge University Press

Balogne B. Katalin.1987. *Stress and Intonation*.

Cameron, Lynne. 2002. *Teaching Language to Young Learners*. Cambridge:Cambridge University

Coutsougera, Dr. Photini. 2004. *Journal of MA 701 Principles of Linguistic Analysis*. Pdf format available at www.punksinscience.org;

Celce-Murcia, M., Brinton, D., & Goodwin, J. 1996. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages*. Cambridge: Cambridge University Press

Claire-A. Forel & Genova Puskas 1986. *Phonetics and Phonology.* University of Geneve.

Dalton, David F. 1997. *Some Techniques for Teaching Pronunciation:* The Internet TESL Journal, Vol. III, No. 1 available at www.aitech.ac.jp

Department Pendidikan Nasional. *Pedoman Penyelenggaraan Ujian Akhir Sekolah SD, SDLB, SLB, Tingkat Dasar, MI.* Direktorat Jendral Pendidikan Dasar Menengah Tahun 2002

Dobrovolsky Michael, Francis Katamba. *Phonetic : The sounds of Language.*

Fitzpatrick, Frank. 1995. *A Teacher's Guide to Practical Pronunciation*. London: Phoenix ELT

Gay, L.R. Geoffrey E. Mills, and Peter Airasian. 2006. *Educational Research: Competencies for Analysis and Applications.* New Jersey: Pearson Prentice Hall.

Giegerich, Heinz J.1992. English Phonology: An Introduction. Cambridge: Cambridge University Press

Hasnani . 2011. *The Effectiveness of Using Direct Method In Improving The Pronunciation Ability of Second Years Students of SMU 2 Panca Rijang In Learning English Long Vowel*.

Holly B. Lane & Tyran L. Wright.2007. *Maximizing The Effectiveness Of Reading Aloud.*

Hornby, A.S.1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman

Howlader Mohammad Rasel. 2011. *Approaches to Developing pronunciation in a Second Language: A Study in Banglades.* ASA University

Istiyaningsih**.** 2011. *Upaya Meningkatkan Kemampuan Menghafal Huruf Hijriyah Melalui Metode Reading Aloud di Kelas I MI Gubug Cepogo Boyolali Tahun Pelajaran 2010/2011*.

Kenworthy, Joanne. 1987. *Teaching English Pronunciation*. Essex: Addison Wesley Longman Ltd

Kirchner Robert.2004.*Phonetics and phonology: understanding the sounds of speech.* University of Alberta

Michael A. Watkins, Andreia S. Rauber and Barbara O. Baptista. 2009. *Recent Research in second Language Phonetics/Phonology: Perception and Production*. Cambridge Scholars Publishing.

Nunan, D. 1992. *Designing Task For the Communicative Classroom.* Sidney : Cambridge University

Nunan, D. 1991. *Language Teaching Methodology : A textbook for teacher.* Prentice Hall International English Language Teaching.

O'Connor, J.D. 1973. *Phonetics.* Harmondsworth: Penguin Books

Orion, G. F. 1988, *Pronouncing American English: Sounds, Stress and Intonation,* Heinle & Heinle Publishers, New York.

Oxford Learner's Pocket Dictionary Fourth Edition. 2008. Oxford University Press. www.oup.com/elt

Peter-Roach. 1983. *English-Phonetics-and-Phonology.* Cambridge University Press

Sugiyono. 2008. *Metode Penelitian Pendidikan.* Bandung: Alfabeta.

Suyanto, K. 2007. *English for Young Learner : Melejitkan Potensi Anak melalui English Class Yang Fun, Asyik dan Menarik*. Jakarta: Bumi Aksara.

Thimothy Shanahan.2006.*The National Reading Panel Report. Practical Advice For Teacher.* University of Illinois Chicago.

Trujillo, Fernando. 2002. *English Phonetics and Phonology.* Available at www.ugr.es/~ftsaez/fonetica/production_speech.pdf

Wiriyarat Romwapee. 2012. *Junior High School Students' English Pronunciation Development Through Reading Aloud Dominoes.* Khon Kaen University.

Yuliana M. 2004, *Improving the Pronunciation of English Vowel of the Fourth Semester Students of English Department of IAIN Alauddin Makassar By Using Ear Training.*

Zainal Abidin. 2009. *Improving Pronunciation Ability the Second year Students of SMK Negeri 1 Panca Rijang Trhough Reading Aloud*

Appendix 1

Research Instrument
Pre Test

Conversation

A: ↗Hello↘
  /hɛˈləʊ/

B: Hi, do ↗you speak English?↗
/haɪ/, /du:/ /ju:/ /spi:k/ ˈ/ɪŋglɪʃ/

A: Yes ↗
  /jɛs/

B: ↗ Where are you from? ↘
  /weər/ /ɑː/ /ju:/ /frɒm/

A: I am from France.↘ My ↗name is Peter.↘ What's your ↗name?
/aɪ/ /æm/ /frɒm/ ˈ/frɑːns.. /maɪ/ /neɪm/ /ɪz/ ˈ/piːtə/. /wɒts/ /jɔ:/ /neɪm/

B: I'm ↗Jennifer banks.↘
aɪm ˈʤɛnɪfə bæŋks

A: Are ↗you new here? ↘ I've ↗not seen you↘ ↗before
/ɑː/ /ju:/ /nju:/ /hɪə/? /aɪv/ /nɒt/ /si:n/ /ju:/ /bɪˈfɔ:/

B: I just ↗arrived yesterday. ↘
/aɪ/ /ʤʌst/ /əˈraɪvd/ ˈ/jɛstədeɪ/

A: I ↗hope you↘ can ↗understand my English.↘ I'm ↗still learning ↘
/aɪ/ /həʊp/ /ju:/ /kæn/ ˌ/ʌndəˈstænd/ /maɪ/ ˈ/ɪŋglɪʃ/. /aɪm/ /stɪl/ ˈ/lɜ:nɪŋ/

B: Yes, I can ↗understand you.↘ you ↗speak very clearly. ↘
/jɛs/, /aɪ/ /kæn/ ˌ/ʌndəˈstænd/ /ju:/. /ju:/ /spi:k/ ˈ/vɛri/ ˈ/klɪəli/

A: Do ↗you come from↘ a ↗big family?↘
/du:/ /ju:/ /kʌm/ /frɒm/ /ə/ /bɪg/ /ˈfæmɪli/

B: Quite ↗big. I have ↗three brothers↘ and ↗one sister↘ ↗I'm the oldest.↘
/kwaɪt/ /bɪg/. /aɪ/ /hæv/ /θri:/ ˈ/brʌðəz/ /ænd/ /wʌn/ ˈ/sɪstə/. /aɪm/ /ði/ ˈ/əʊldɪst/.

A: It ↗must be↘ ↗difficult coming so ↗far away↘ from ↗your family.↘
/ɪt /mʌst/ /bi:/ ˈ/dɪfɪkəlt/ ˈ/kʌmɪŋ/ /səʊ/ /fɑ:r/ /əˈweɪ/ /frɒm/ /jɔ:/ /ˈfæmɪli/

B: ↗Yes, but ↗I have↘ ↗always wanted to↘ ↗travel and ↗meet people↘   ↗
from   other countries.
/jɛs/, /bʌt/ /aɪ/ /hæv/ ˈ/ɔːlweɪz/ ˈ/wɒntɪd/ /tuː/ /ˈtrævl/ /ænd/ /miːt/ /ˈpiːpl/ /frɒm/ /
ˈʌðə/ /ˈkʌntriz/

A: Do ↗you like it↘ ↘here?↗
/duː/ /juː/ /laɪk/ /ɪt/ /hɪə/

B: Yes. I am ↗very ↘ ↗excited ↘to be ↗here.↘
/jɛs/. /aɪ/ /æm/ /ˈvɛri/ /ɪkˈsaɪtɪd/ /tuː/ /biː/ /hɪə/

A: How ↗long have you been↘ ↗here?
/haʊ/ /lɒŋ/ /hæv/ /juː/ /biːn/ /hɪə/

B: ↗one week.↘
/wʌn/ /wiːk/

Post Test

Conversation

Read the text below with good pronunciation !

A: ↗Hello..!!
/hɛˈləʊ/

B: ↗Hi↘ So ↗nice↘ to ↗meet you.↘
/haɪ/ /səʊ/ /naɪs/ /tuː/ /miːt/ /juː/ /ˈlʌvli/ /tuː/ /ˈfaɪnəli/ /miːt/ /juː/

A: ↗Lovely↘ to ↗ finally↘ ↗meet you.↘ How ↗are you?↘
/ˈlʌvli/ /tuː/ /ˈfaɪnəli/ /miːt/ /juː/. /haʊ/ /ɑː/ /juː/

B: I'm ↗well, how do ↗you?
/aɪm/ /wɛl/, /haʊ/ /<u>duː</u>/ /juː/

A; I'm ↗good. ↗Thank you.↘ How are ↗you ↘finding↗ ↘London?↗
/aɪm/ /gʊd/ /θæŋk/ /juː/. /haʊ/ /ɑː/ /juː/ /ˈfaɪndɪŋ/ /ˈlʌndən/

B; So ↗far↘ it ↗has been↘ ↗incredible,↘ like ↗I've been↘ you ↗know, ↗
working really↗ hard but also ↘having ↘lots of fun as well↗
It's just the weather↗ that's not quite my cup of tea!
/səʊ/ /fɑːr/ /ɪt/ /hæz/ /biːn/ /ɪnˈkrɛdəbl/, /laɪk/ /aɪv/ /biːn/, /juː/ /nəʊ/, /ˈwɜːkɪŋ/ /ˈrɪ
əli/ /hɑːd/ /bʌt/ /ˈɔːlsəʊ/ /ˈhævɪŋ/ /lɒts/ /ɒv/ /fʌn/ /æz/ /wɛl/. /ɪts/ /dʒʌst/ /ðə/ /
ˈwɛðə/ /ðæts/ /nɒt/ /kwaɪt/ /maɪ/ /kʌp/ /ɒv/ /tiː/

A: It's ↗not great!↘ It's ↗bit grey↘ ↗at the moment.↘
/ɪts/ /nɒt/ /greɪt/! /ɪts/ /bɪt/ /greɪ/ /æt/ /ðə/ /ˈməʊmənt/

B; It's ↗little bit↘ ↗grey↘ and a ↗little bit↘ ↗drizzly,↘ a ↗little bit ↘ ↗
cold for me↗ I've spent a few days up in Scotland as ↗well, ↘
↗which was even colder, so I guess now .....
/ɪts/ /ˈlɪtl/ /bɪt/ /greɪ/ /ænd/ /ə/ /ˈlɪtl/ /bɪt/ /ˈdrɪzli/, /ə/ /ˈlɪtl/ /bɪt/ /kəʊld/ /fɔː/ /miː/!
/aɪv/ /spɛnt/ /ə/ /fjuː/ /deɪz/ /ʌp/ /ɪn/ /ˈskɒtlənd/ /æz/ /wɛl/, /wɪtʃ/ /wɒz/ /ˈ
iːvən/ /ˈkəʊldə/, /səʊ/ /aɪ/ /gɛs/ /naʊ/ ....

A: ↗what's it like↘ ↗Australia? ↘
/wɒts/ /ɪt/ /laɪk/ /ɒˈstreɪliːə/

B: At the ↗moment↘ we're just ↗going into↘ ↗summer. So it's ↗starting to ↘
get warm.
/æt/ /ðə/ /ˈməʊmənt/ /wɪə/ /dʒʌst/ /ˈgəʊɪŋ/ /ˈɪntuː/ /ˈsʌmə/. /səʊ/ /ɪts/ /ˈstɑːtɪŋ/ /t
uː/ /gɛt/ /wɔːm/

A: I'm ↗envious!↘

/aɪm/ /ˈɛnvɪəs/

B: I'm ↗looking forward↘ to ↗getting back there actually.↘
/aɪm/ /ˈlʊkɪŋ/ /ˈfɔːwəd/ /tuː/ /ˈgɛtɪŋ/ /bæk/ /ðeər/ /ˈæktʃʊəli/

A: do ↗you live↘ ↗near the beach?↘
/duː/ /juː/ /lɪv/ /nɪə/ /ðə/ /biːʧ/

B: I ↗do, yeah! ↗I live in↘ ↗melbourne , right ↗near the beach.↘ Yeah.
/aɪ/ /duː/, /jeə/! /aɪ/ /lɪv/ /ɪn/ /ˈmɛlbən/ /raɪt/ /nɪə/ /ðə/ /biːʧ/. /jeə/

A: And how ↗long are you↘ ↗going to stay↘ ↗here for?
/ænd/ /haʊ/ /lɒŋ/ /ɑː/ /juː/ /ˈgəʊɪŋ/ /tuː/ /steɪ/ /hɪə/ /fɔː/

B: ↗Probably just ↗another↘ ↗few days↘ ↗actually↘ So ↗I've been↘ ↗here↘
   for about two weeks↗ already.
/ˈprɒbəbli/ /dʒʌst/ /əˈnʌðə/ /fjuː/ /deɪz/ /ˈæktʃʊəli/. /səʊ/ /aɪv/ /biːn/ /hɪə/ /fɔːr/ /əˈbaʊt/ /tuː/ /wiːks/ /ɔːlˈrɛdi/
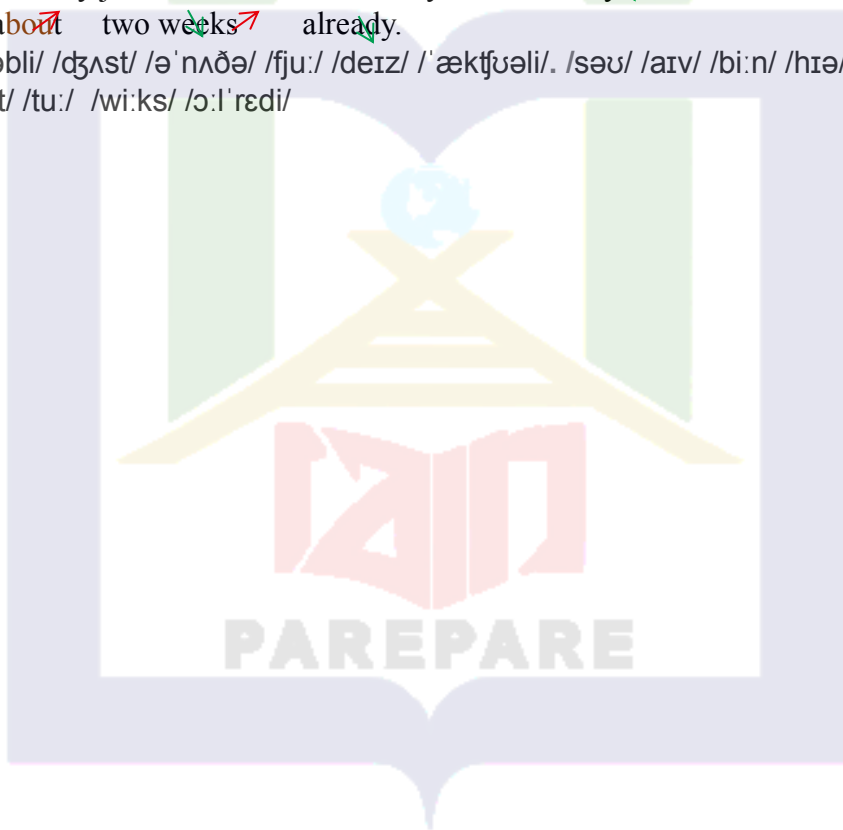
Appendix 2

LESSON PLAN (First Meeting)

School	:	**University of Muhammadiyah Sidenreng Rappang**
Subject	:	**English Language**
Semester	:	**V (Five)**
Standard Competence	:	Understanding how to produce sound every single word in conversation text.
Basic Competence	:	Be able to practice good pronounciation correctly in conversation text
Indikator	:	Reading the English conversation text to measure students pronounciation ability.
Teks	:	Conversation
Aspek / Skill	:	Pronounciation
Time Allocation	:	2 x 40 minute
Media	:	Ometv Application
Teaching procedure	:	

➥ Pre-Activity

1) The researcher will give greeting for the students.

2) The researcher will check list the name of students in class.

3) The researcher will give a motivation to each student before teaching the material.

➥ Main Activities

4) The researcher will introduces ometv application in helping to prative students' pronounciation.

5) The researcher will explain to students about what student has learnt in ometv.

6) The teacher will clarify and explain what student have learnt through ometv.

7) The researcher will give chance to each student to ask for unclearly material.

8) The teacher give feedback to students questions.

➥ Close Activity

9) The researcher will explain and corrects the students' probable mistake in pronounciation.

10) The researcher will inform the students what they will do next and still give motivation in learning pronounciation.

Resource and equipment:

➥ Smartphone

➥ Ometv application

Assessment:

The Assessment is done by using the students' pronounciation.

LESSON PLAN (Second Meeting)

School	:	**University of Muhammadiyah Sidenreng Rappang**
Subject	:	**English Language**
Semester	:	**V (Five)**
Standard Competence	:	Understanding how to produce sound every single word in conversation text.
Basic Competence	:	Be able to practice good pronounciation correctly in conversation text
Indikator	:	Reading the English conversation text to measure students pronounciation ability.
Teks	:	Conversation
Aspek / Skill	:	Pronounciation
Time Allocation	:	2 x 40 minute
Media	:	Ometv Application
Teaching procedure	:	

➥ Pre-Activity

1) The researcher will give greeting for the students.

2) The researcher will check list the name of students in class.

3) The researcher will give a motivation to each student before teaching the material.

➥ Main Activities

4) The researcher will introduces ometv application in helping to prative students' pronounciation.

5) The researcher will explain to students about what student has learnt in ometv.

6) The teacher will clarify and explain what student have learnt through ometv.

7) The researcher will give chance to each student to ask for unclearly material.

8) The teacher give feedback to students questions.

➥ Close Activity

9) The researcher will explain and corrects the students' probable mistake in pronounciation.

10) The researcher will inform the students what they will do next and still give motivation in learning pronounciation.

Resource and equipment:

➥ Smartphone

➥ Ometv application

Assessment:

The Assessment is done by using the students' pronounciation.

LESSON PLAN (Third Meeting)

School	:	**University of Muhammadiyah Sidenreng Rappang**
Subject	:	**English Language**
Semester	:	**V (Five)**
Standard Competence	:	Understanding how to produce sound every single word in conversation text.
Basic Competence	:	Be able to practice good pronounciation correctly in conversation text
Indikator	:	Reading the English conversation text to measure students pronounciation ability.
Teks	:	Conversation
Aspek / Skill	:	Pronounciation
Time Allocation	:	2 x 40 minute
Media	:	Ometv Application
Teaching procedure	:	

➥ Pre-Activity

1) The researcher will give greeting for the students.

2) The researcher will check list the name of students in class.

3) The researcher will give a motivation to each student before teaching the material.

➥ Main Activities

4) The researcher will introduces ometv application in helping to prative students' pronounciation.

5) The researcher will explain to students about what student has learnt in ometv.

6) The teacher will clarify and explain what student have learnt through ometv.

7) The researcher will give chance to each student to ask for unclearly material.

8) The teacher give feedback to students questions.

➥ Close Activity

9)The researcher will explain and corrects the students' probable mistake in pronounciation.

10) The researcher will inform the students what they will do next and still give motivation in learning pronounciation.

Resource and equipment:

➥ Smartphone

➥ Ometv application

Assessment:

The Assessment is done by using the students' pronounciation.

LESSON PLAN (Fourth Meeting)

School	:	**University of Muhammadiyah Sidenreng Rappang**
Subject	:	**English Language**
Semester	:	**V (Five)**
Standard Competence	:	Understanding how to produce sound every single word in conversation text.
Basic Competence	:	Be able to practice good pronounciation correctly in conversation text
Indikator	:	Reading the English conversation text to measure students pronounciation ability.
Teks	:	Conversation
Aspek / Skill	:	Pronounciation
Time Allocation	:	2 x 40 minute
Media	:	Ometv Application
Teaching procedure	:	

➥ Pre-Activity

1) The researcher will give greeting for the students.

2) The researcher will check list the name of students in class.

3) The researcher will give a motivation to each student before teaching the material.

➥ Main Activities

4) The researcher will introduces ometv application in helping to prative students' pronounciation.

5) The researcher will explain to students about what student has learnt in ometv.

6) The teacher will clarify and explain what student have learnt through ometv.

7) The researcher will give chance to each student to ask for unclearly material.

8) The teacher give feedback to students questions.

➥ Close Activity

9)The researcher will explain and corrects the students' probable mistake in pronounciation.

10) The researcher will inform the students what they will do next and still give motivation in learning pronounciation.

Resource and equipment:

➥ Smartphone

➥ Ometv application

Assessment:

The Assessment is done by using the students' pronounciation.

APPENDIX 3

PRE- TEST (Experimental Group)

STUDENTS' SCORING TABLE AND STATISCAL DATA FOR PRE- TEST

No	Sample	Pronounciation Components			Students' gained Score
		Sound produced 1-120	Stress 1-120	Intonation 1-120	
1	FA	51,51	56,81	59,85	56,06
2	WA	74,24	77,27	65,91	72,47
3	RB	56,81	57,57	55,3	56,57
4	NRI	71,21	67,42	65,91	68,18
5	NHI	73,48	67,42	64,39	68,43
6	NA	61,36	59,84	63,64	61,62
7	STI	63,63	56,06	55,3	58,33
8	AHR	68,18	62,87	61,36	64,14
9	STK	65,90	67,42	65,91	66,41
10	FZ	75	63,63	56,82	65,15

PRE- TEST (Control Group)

STUDENTS' SCORING TABLE AND STATISCAL DATA FOR PRE- TEST

| No | Sample | Pronounciation Components | | | Students' gained Score |
		Sound produced 13-30	Stress 7-20	Intonation 7-20	
1	SMR	74,24	70,45	66,67	70,45
2	JFK	62,88	61,36	60,61	61,62
3	AMD	65,91	60,61	59,09	61,87
4	RRS	62,88	56,06	54,55	57,83
5	DZK	65,15	55,3	54,55	58,33
6	IIS	75	70,45	71,21	72,22
7	AA	71,97	62,88	65,15	66,67
8	IIN	69,7	68,18	63,64	67,17
9	HRS	61,36	59,09	55,3	58,59
10	ARA	77,27	74,24	70,45	73,99

APPENDIX 4

POST- TEST (Experimental Group)

STUDENTS' SCORING TABLE AND STATISCAL DATA FOR POST-TEST

No	Sample	Pronounciation Components			Students' gained Score
		Sound produced 13-30	Stress 7-20	Intonation 7-20	
1	FA	65,15	60,60	62,87	62,88
2	WA	90,15	87,12	81,06	86,11
3	RB	71,21	65,90	61,36	66,16
4	NRI	77,27	71,21	69,69	72,73
5	NHI	81,06	74,24	70,45	75,25
6	NA	78,03	76,51	74,24	76,26
7	STI	74,24	71,97	68,93	71,72
8	AHR	82,58	75,75	73,48	77,27
9	STK	77,27	74,24	74,24	75,25
10	FZ	73,48	73,48	68,93	71,97

POST- TEST (Control Group)

STUDENTS' SCORING TABLE AND STATISCAL DATA FOR POST-TEST

No	Sample	Pronounciation Components			Students' gained Score
		Sound produced 13-30	Stress 7-20	Intonation 7-20	
1	SMR	75,76	69,7	68,18	71,21
2	JFK	65,91	62,12	60,61	62,88
3	AMD	65,15	62,88	61,36	63,13
4	RRS	62,88	56,06	54,55	57,83
5	DZK	65,15	55,3	54,55	58,33
6	IIS	77,27	71,97	70,45	73,23
7	AA	73,48	63,64	64,39	67,17
8	IIN	71,21	69,7	64,39	68,43
9	HRS	65,91	60,61	57,58	61,36
10	ARA	76,52	75,76	71,97	74,75

APPENDIX 5

Data analysis use SPSS

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Experiment	10	16,41	56,06	72,47	637,37	63,7374	1,73703	5,49296
Post-Test Experiment	10	23,23	62,88	86,11	735,61	73,5606	1,99942	6,32272
Valid N (listwise)	10							

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Control	10	16,16	57,83	73,99	648,74	64,8737	1,91003	6,04005
Post-Test Control	10	16,92	57,83	74,75	658,33	65,8333	1,90914	6,03724
Valid N (listwise)	10							

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Experimental	,137	10	,200*	,950	10	,669
	Post-Test Experimental	,185	10	,200*	,947	10	,638
	Pre-test Control	,191	10	,200*	,907	10	,263
	Post-Test Control	,173	10	,200*	,940	10	,557

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreEX - PostEX	-9,82323	3,61159	1,14209	-12,40681	-7,23966	-8,601	9	,000
Pair 2	PreCO – PostCO	-,95960	,79678	,25196	-1,52958	-,38962	-3,808	9	,004

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,172	1	18	,683
	Based on Median	,167	1	18	,687
	Based on Median and with adjusted df	,167	1	15,552	,688
	Based on trimmed mean	,172	1	18	,683

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Hasil Belajar Siswa	Equal variances assumed	,172	,683	2,795	18	,012	7,72727	2,76451	1,91926	13,53529	
	Equal variances not assumed			2,795	17,962	,012	7,72727	2,76451	1,91837	13,53618	

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreEx	10	56,06	72,47	637,37	63,7374	5,49296
PostEx	10	62,88	86,11	735,61	73,5606	6,32272
PreCO	10	57,83	73,99	648,74	64,8737	6,04005
PostCO	10	57,83	74,75	658,33	65,8333	6,03724
Valid N (listwise)	10					

APPENDIX 6

SCORE OF STUDENTS' QUESTIONNAIRE AND STATISTICAL DATA
FOR FOR POST TEST

No	Nama	Score's of each item												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1	FA	5	5	5	5	4	5	5	5	5	5	5	4	58
2	WA	5	5	4	5	5	5	5	5	5	3	5	5	57
3	RB	5	5	5	5	5	5	5	5	5	5	4	5	59
4	NRI	5	5	5	5	5	5	5	5	4	4	3	2	53
5	NHI	5	4	5	5	5	5	5	1	5	5	5	5	55
6	NA	5	5	5	5	5	5	5	5	5	5	4	5	59
7	STI	5	5	5	5	5	5	5	5	5	5	5	5	60
8	AHR	5	4	5	4	5	5	5	5	5	5	5	5	58
9	STK	5	5	5	5	5	5	5	4	5	4	5	5	58
10	FZ	5	5	5	5	5	5	5	5	5	5	5	5	60

APPENDIX 7

<div align="center">

QUESTIONAIRE OF INTEREST

</div>

NO.	PERNYATAAN	SS	S	SM	TS	STS
1.	*Saya menikmati belajar Pronunciation dengan aplikasi ometv.*					
2.	*Penggunaan ometv dalam pengajaran pronunciation kurang menarik dan membosankan.*					
3	*Saya memperhatikan dengan baik lawan bicaramu di aplikasi ometv*					
4	*Saya tidak memiliki memiliki rasa antusias saat diminta untuk hadir dalam pembelajaran pronunciation menggunakan ometv.*					
5	*Saya selalu merespon pembicaraan yang ada di ometv.*					
6	*Saya merasa ometv kurang cocok untuk saya belajar pronounciation.*					
7	*Saya mulai merasa percaya diri berbicara bahasa inggris setelah belajar pronounciation menggunakan ometv.*					
8	*Saya merasa sulit belajar pronunciation melalui aplikasi ometv.*					
9	*Saya ingin sering menggunakan ometv untuk melatih kemampuan*					
10	*Saya malu bicara dengan orang asing di ometv.*					
11	*Saya merasa lebih nyaman belajar pronunciation menggunakan ometv.*					
12	*Saya tidak bisa fokus saat berbicara dengan orang asing di ometv.*					

APPENDIX 8
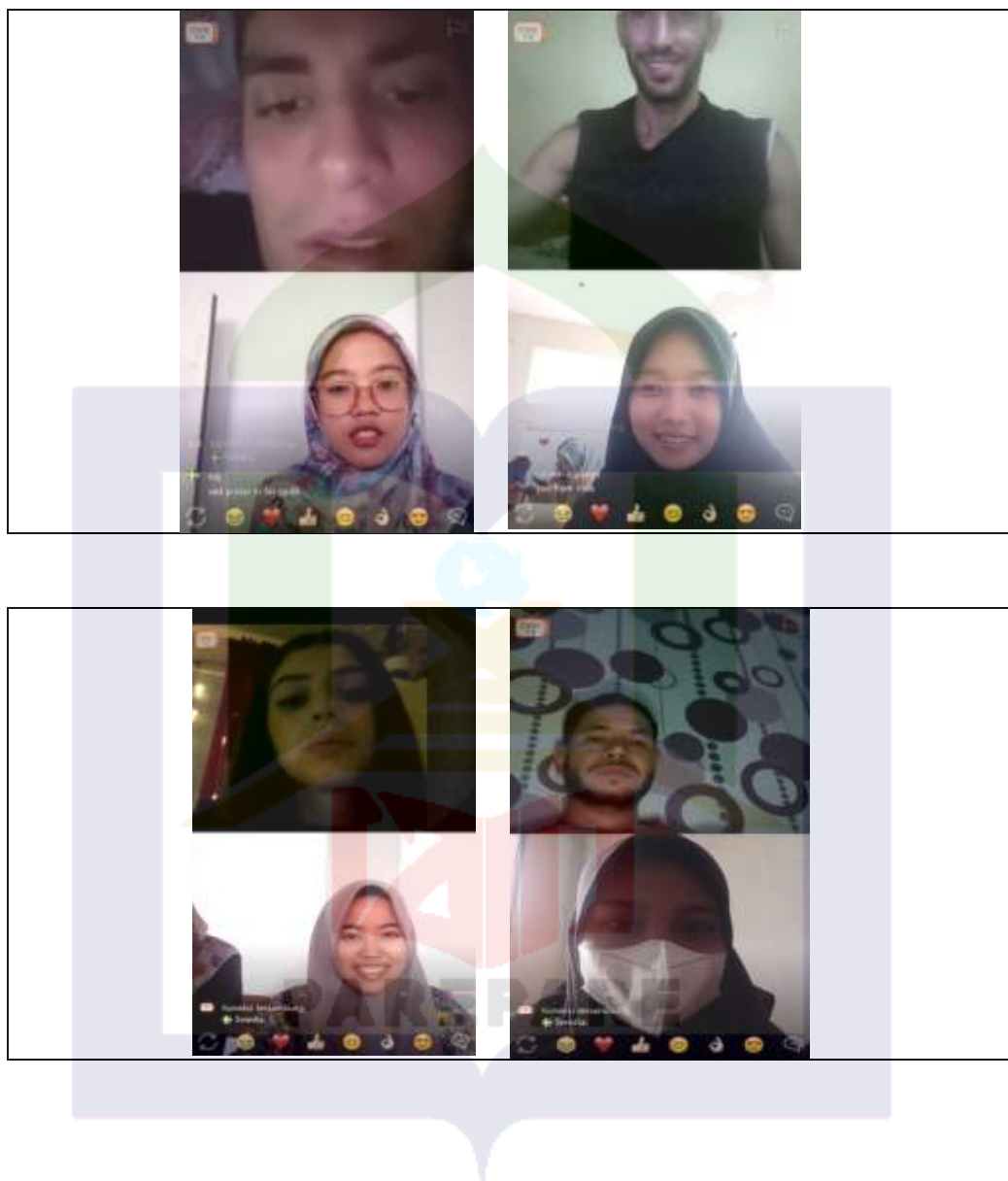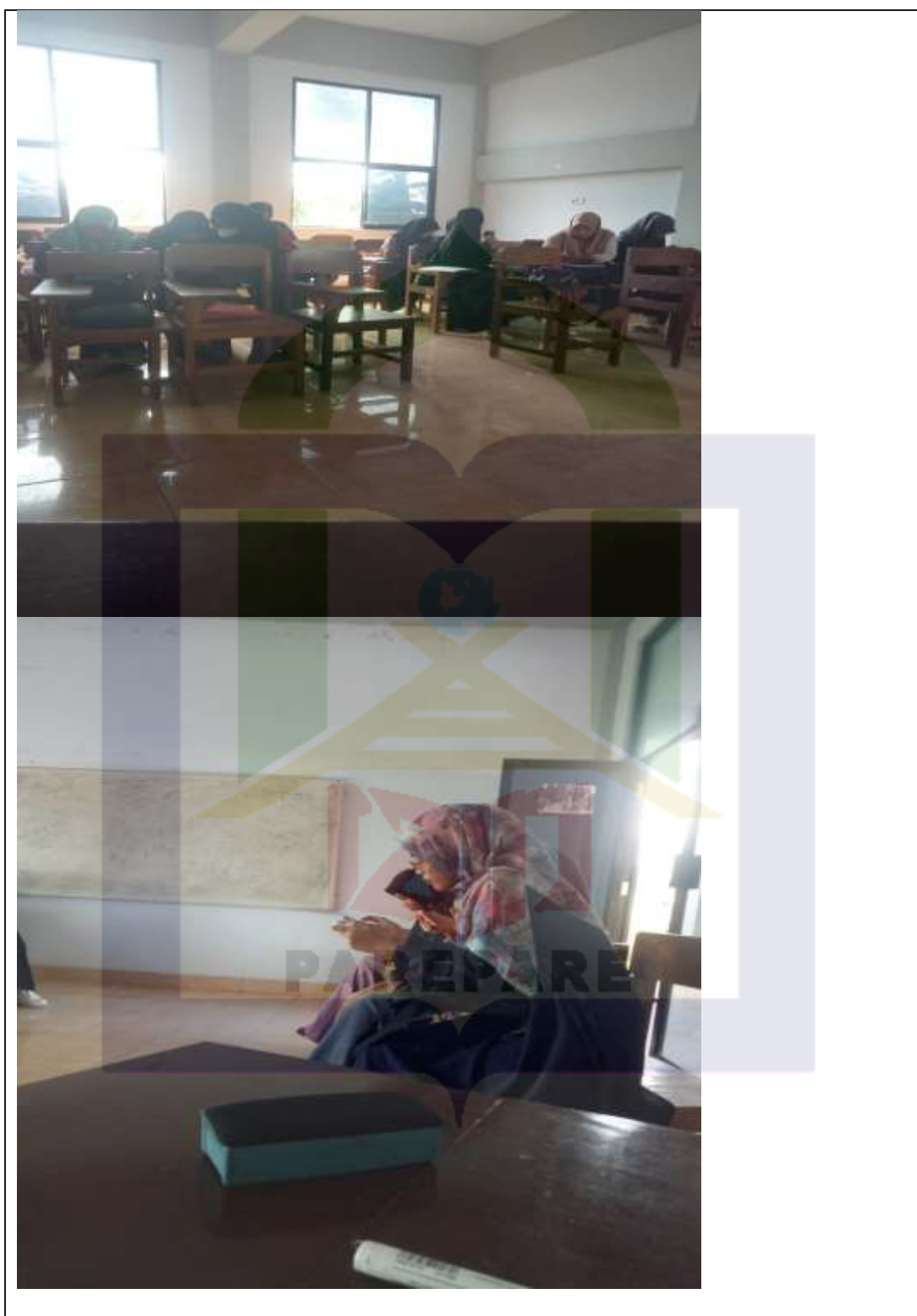
Appendix 9

Surat Pernyataan Penelitian

SURAT PERNYATAAN PENELITIAN

Saya yang bertanda tangan dibawah ini :

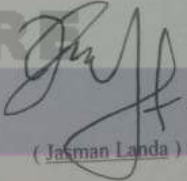|	
Nama	: Jasman Landa
Tempat, tanggal lahir	: Pujo, 27 Februari 1993
Alamat	: Desa Bulucenrana, Kecamatan Pitu Riawa, Kabupaten Sidenreng Rappang
Jenis kelamin	: Laki-laki
Fakultas	: Tarbiyah
Institusi	: Institut Agama Islam Negeri (IAIN) Parepare

Dengan ini menyatakan bahwa saya bersungguh-sungguh dalam melakukan penelitian ini dan akan mentaati serta tidak melanggar peraturan berdasarkan yang tertera dalam undang-undang yang berlaku (pasal 4 ayat 1), dan apabila saya melanggar peraturan tersebut maka saya bersedia menerima konsekuensi berdasarkan peraturan yang telah ditentukan, sesuai dengan peraturan yang berlaku.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Rappang, 21 Oktober 2021

Yang membuat pernyataan

(Jasman Landa)

Appendix 10

Surat Izin Meneliti

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 388/IP/DPMPTSP/10/2021

DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan JASMAN LANDA   Tanggal 25-10-2021
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
   BADAN KESATUAN BNAGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG
   Nomor 070/062/KesbangPOL/2021   Tanggal 25-10-2021

M E N G I Z I N K A N

KEPADA

NAMA   : **JASMAN LANDA**

ALAMAT   : **DSN II PUJO, DESA BULUCENRANA, KEC. PITU RIAWA**

UNTUK   : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA /   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
UNIVERSITAS

JUDUL PENELITIAN   : **" THE USE OF OMETV APPILICATION TO INCREASE ENGLISH PRONUNCIATION FIFTH SEMESTER STUDENT UNIVERSITY OF MUHAMMADIYAH SIDENRENG RAPPANG "**

LOKASI PENELITIAN   : **UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG**

JENIS PENELITIAN   : **KUANTITATIF**

LAMA PENELITIAN   : **26 Oktober 2021 s.d 26 Desember 2021**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 25-10-2021

Biaya : Rp. 0.00

Tembusan :
- REKTOR UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG
- REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
- PERTINGGAL

Appendix 11

Surat Keterangan Meneliti

SURAT KETERANGAN
Nomor: 139/KET/II-3-AU/A/FKIP/UMSR-2021

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Dalam rangka menyusun skripsi/thesis bagi mahasiswa tahap akhir penyelesaian studi dalam lingkup Institut Agama Islam Negeri Parepare, maka saya yang bertanda tangan dibawah:

a. Nama : Dr. Muhammad Hanafi, M.Pd.
b. Jabatan : Dekan FKIP
c. Instansi : Universitas Muhammadiyah Sidrap

Dengan ini menerangkan bahwa.

a. Nama Mahasiswa : Jasman Landa
b. NIM : 19.0213.003
c. Institusi : Institut Agama Islam Negeri (IAIN) Parepare
d. Jurusan : Tidris Bahasa Inggris
e. Judul Penelitian : The Use of Ometv Application to Increase English Pronunciation Fifth Semester Student University of Muhammadiyah Sidenreng Rappang
f. Lokasi penelitian : Universitas Muhammadiyah Sidenreng Rappang

Sesuai dengan judul diatas, maka saya tidak merasa keberatan apabila mahasiswa yang bersangkutan melaksanakan penelitian selama 2 (dua) bulan di Instansi kami.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.

Rappang, 21 Oktober 2021
Mengetahui

(Dr. Muh. Hanafi S.Pd., M.Pd.)

Appendix 12

CURRICULUM VITAE

Jasman Landa was born February 27, 1993 in Pujo, Indonesia. He is the last child of the loving couple, Landa and Tira. He has a brother and six sisters. He began his study at SD Negeri 6 Otting and graduated in 2006. At the same year, he registered at SMP Negeri 3 Dua Pitue, Dongi and graduated in 2009. At the same year, he registered at SMA Negeri 1 Maiwa, then graduated in 2012. After graduating from Senior High School, he decided to continue his study at STKIP Muhammadiyah Sidrap and graduated in 2016. Then he continue his study at IAIN Parepare Postgraduate Program start in 2019 and graduated in 2022.