

A THESIS
USING ROSETTA STONE APPLICATION TO IMPROVE
STUDENTS' PRONUNCIATION AT
SMA NEGERI 5 BARRU



BY

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REG. NUM. 19.1300.026

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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Stated this thesis was her own writing and if it can be proved that it copied, duplicated or compiled by any other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Risdayanti. *Using Rosetta Stone Application to Improve Students' Pronunciation at SMA Negeri 5 Barru.* (Supervised by Hj. Nurhamdah and Nurul Hasanah)

Clear and correct pronunciation is essential for effective communication. However, achieving good pronunciation can be challenging. It is important to make a conscious effort to improve and practice regularly. Using Rosetta Stone Application could contribute and be useful for the students in the learning process. The Rosetta Stone application is designed to enhance students' pronunciation ability. . It can make students enjoy and ease their studies, especially to improve their pronunciation. This research aimed to find out the improvement of students' pronunciation ability with teaching and learning using Rosetta Stone application at SMA Negeri 5 Barru.

This research applied a quantitative method by using pre-experimental one-group pre-test and post-test design. The population was taken from the first-grade students of SMA Negeri 5 Barru in the 2023/2024 academic year. The subjects of this research were the students of class X⁵ at SMA Negeri 5 Barru, which consists of 29 students. The sample is selected by using cluster random sampling. The data were collected by applying an oral test. The writer analyzed the data using the data analysis menu on Microsoft Excell. It was used to know whether there were differences in students' pronunciation ability before and after treatment by using Rosetta Stone Application.

The results of this research showed that there was an increase in the average score of students before and after being taught by using Rosetta Stone application. Their score was 48.08 and 58.81 respectively

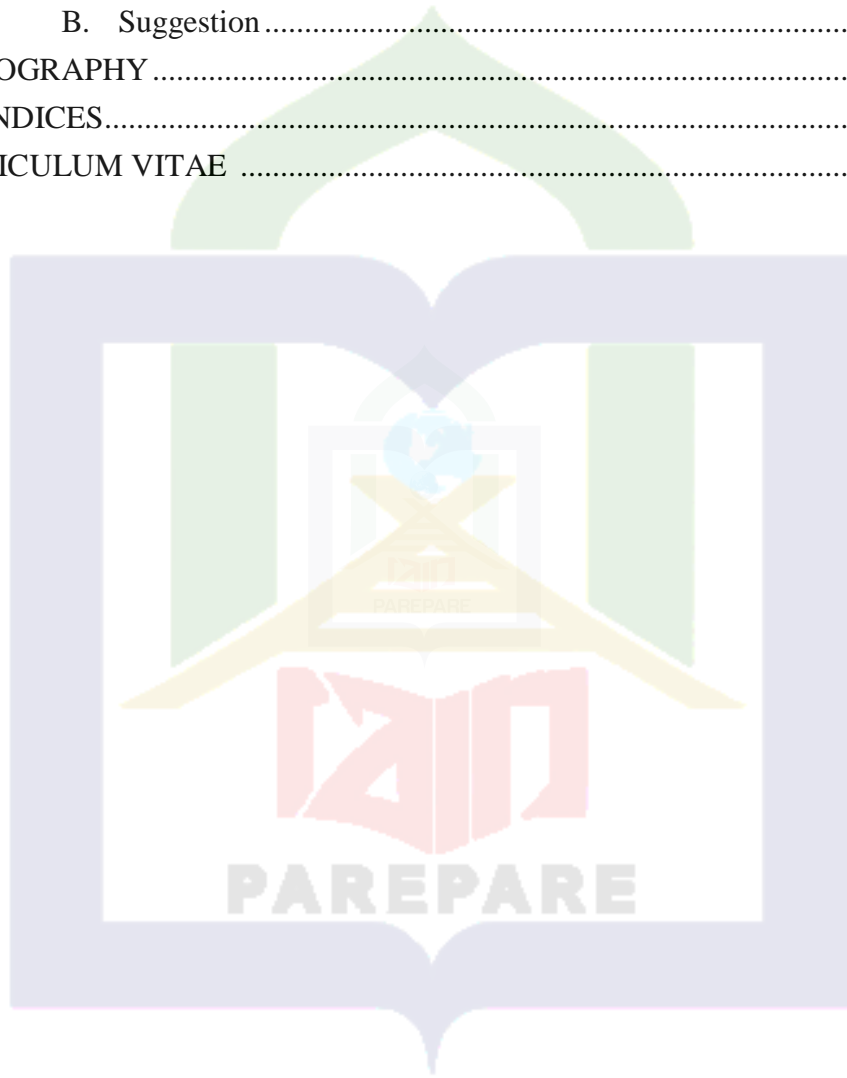
. The level of significance (α) was 0.05, and $df = 28$. The value of the t-test was 11.26, while the value of t-table was 2.05. It means that the t-test was greater than t-table. It can be concluded that by using Rosetta Stone application, students were able to improve their pronunciation skills significantly. So, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Keywords: *Rosetta Stone application, Pronunciation Skill, Senior High School Students, English Subject, Teaching Media.*

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CHAPTER I

INTRODUCTION

A. Background

Pronunciation is an important aspect of spoken English. If a speaker mispronounces a word or phrase, the listener may misunderstand or fail to comprehend the intended meaning. To address this issue, teachers must equip students with the necessary skills to accurately and fluently understand, respond, and express themselves in the language and speech of other languages.

English has a different pronunciation method. We often encounter several words with completely similar pronunciations; some words have the same writing, but the pronunciation is different. This cannot be underestimated because different pronunciations can produce different meanings.¹

Clear and correct pronunciation is essential for effective communication. However, achieving good pronunciation can be challenging. It is important to make a conscious effort to improve and practice regularly.² Mastering proper pronunciation is essential for effective communication in English. In this context, acquiring proficient English pronunciation is necessary to convey meaning clearly when interacting with others.

The writer has observed that students at SMA Negeri 5 Barru struggle with correct pronunciation of English words, particularly those with similar sounds but

¹ Rinaepi, Henni Rosa Triwardani, and Raysal Nur Azi, "The Effectiveness of Elsa Speak Application to Improve Pronunciation Ability," *Jurnal Fakultas Keguruan & Ilmu Pendidikan*, 3, no. 1 (2022).

² Madya Giri Aditama and Prasetyawan Aji Sugihartono, "Improving Students' English Pronunciation by Using Hypermedia in E-Learning Activity," *Jurnal Pendidikan Dan Pembelajaran* 2, no. 1 (2021).

different meanings. They also tend to rely on basic spelling knowledge. It is important to note that this is a subjective evaluation and should be clearly marked as such. Some students faced obstacles in delivering correct pronunciation due to a lack of media resources that explained the correct pronunciation of native speakers. Additionally, teachers did not facilitate students in this regard.

In this research, the researcher wants to try one of the strategies to teach English pronunciation. The focus is on improving students' ability to pronounce English sounds accurately and learn new vocabulary. The study highlights the potential of technology in supporting teaching and learning activities, with Rosetta Stone being one of the media that can be used to enhance English language skills.

Rosetta Stone is an audio-visual aid that can benefit both teachers and students in teaching and learning English. It can be used to aid the teaching of the four skills: reading, speaking, listening, and writing.³ The application provides dictation, spoken and written lessons, and speaking practice for more advanced users.⁴ This application has various features and components. Its vocabulary learning module utilizes pictures, voice, and accurate pronunciation of words.

Generally, pronunciation learning is not too stressful at school, so students know the basics of good pronunciation, which then makes students unable to learn how to pronounce correctly. From there, the writer finds the problem of how to improve pronunciation skills, which is quite easy and the students enjoy. Rosetta Stone's application relates to the current condition of learners in which each student has a

³ Hanif, "Using Rosetta Stone Software as Media in Teaching English Vocabulary (an Experimental Study at SDN No. 02 Lhoksukon)," *Getsempena English Education Journal*, 2, no.1. 2016

⁴ Reza Pahlevi, "Students' Perception of Using 'Rosetta Stone: Learn Language' Application as Learning Media at SMPN 35 Makassar," (Skripsi; English Language Education Study Program: Makassar, 2022).

smartphone so that it makes it easier for them to study anywhere and at any time. In addition, Rosetta Stone application is thought to be sufficient to be used as a virtual coach.

The research conducted by Nanda Canita Putri and Sri Handayani showed that by using the Rosetta Stone, students know how to pronounce correctly and also have the confidence to follow the audio by the software and repeat afterward.⁵ Supported by research conducted by Rani Syahda Hanifa and Dian Rahma Santoso, Rosetta Stone was successful in helping students pronounce words correctly, and this application provides a "natural approach" for students.⁶ Therefore, this research will further examine the effect of using the Rosetta Stone application on students' pronunciation development. It is hoped that the results of this research can make a positive contribution to students and teachers in learning English, especially pronunciation.

B. Research Question

Based on the background, the writer formulates the problem: Is the Rosetta Stone application able to improve students' pronunciation at SMA Negeri 5 Barru?

C. Objective of the Research

Based on the problem, the objective of the research is to find out whether or not the Rosetta Stone application improve students' pronunciation at SMA Negeri 5 Barru.

⁵ Nanda Canita Putri and Sri Handayani, "The Use of Rosetta Stone Software in Speaking Class," *English Research Journal: Journal of Education, Language, Literature, arts and culture* 4, no. 1 (2019).

⁶ Rani Syahda Hanifa and Dian Rahma Santoso, "The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation," *Etnical Liogua: Journal of Language Teaching and Literature* 9, no.2 (2022).

D. Significance of the Research

Based on the problem, the objective of the research is to improve students' pronunciation by using the Rosetta Stone application at SMA Negeri 5 Barru. The result of this research is expected to give important contributions to:

1. Teachers

The study's findings can provide teachers with valuable feedback on the impact of using the Rosetta Stone application in teaching. It is expected that students will have a better understanding of pronunciation through learning these apps, which may improve their concentration. This could potentially make teaching and learning more effective for teachers.

2. Students.

For the students, Rosetta Stone application can also be used to develop and improve their abilities in English pronunciation. Hopefully, it will give them a lot of new experiences so that they will enjoy and be interested in learning pronunciation.

3. Writer

The study's results can serve as a reference for other writers conducting research on teacher activity in supporting students' learning. This research is expected to be an anchor for the next writers to give more attention to and focus on improving student pronunciation.

CHAPTER II

LITERATUR REVIEW

A. Previous Related Findings

The writer has found some relevant studies related to this research. There are: The Use of Rosetta Stone Software in Speaking Class by Nanda Canita Putri and Sri Handayani in 2018. The objective of this study was to determine whether the Rosetta Stone software can enhance the speaking skills of second-grade students at SMP N 7 Surakarta during the 2017/2018 academic year. The study used a quantitative method. The research method was classroom action research. The result of this study showed that the implementation of Rosetta Stone software successfully improved students' speaking skills.⁷

The use of Rosetta Stone language learning in teaching listening comprehension: Documentary research by Dendy Kurniawan, Kubu Raya, and Eusabinus Bunau in 2021. This study focused on analyzing the use of Rosetta Stone Language Learning in teaching listening comprehension. Based on three previous journals from different universities in Indonesia, the writer found that the selected institutional repository website in Indonesia discusses using Rosetta Stone Language Learning in teaching listening comprehension. The data described the facts on the use of Rosetta Stone based on the results of research by three writers, which have been published in three scholarly publications in Indonesia. This research aims to find out or discover the effectiveness of Rosetta Stone in teaching listening comprehension. This study had

⁷ Nanda Canita Putri and Sri Handayani, "The Use of Rosetta Stone Software in Speaking Class," *English Research Journal: Journal of Education, Language, Literature, Arts and Culture* 4, no. 1 (2019).

two data: primary data (research journals) and secondary data (books). The conclusion that can be taken based on these research reports is the use of Rosetta Stone in improving students' listening comprehension skills is effective.⁸

The Use of Rosetta Stone as Teaching Media to Improve Students' Vocabulary Mastery conducted by Gigih Aji Prasetyo, Martono, and Suparno, aimed to determine whether the use of Rosetta Stone could enhance students' vocabulary proficiency and to identify the strengths and weaknesses of the software. The study employed both qualitative and quantitative methods. Qualitative data were gathered through observation, interviews, field notes, and questionnaires, while quantitative data were collected using a test. The research results indicate that students were able to pronounce most words correctly, memorize new words more easily, and use correct grammar in sentences.⁹

The use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation by Rani Syahda Hanifah and Dian Rahma Santoso in 2022. This study aims to improve the quality of students' pronunciation with a sample of grade 7 students at SMP Muhammadiyah 8 Tanggulangin. The importance of this research is carried out so that students get effective learning regarding pronunciation using digital media which in this era is very close to them. Using the CALL theoretical framework and the Action Research method carried out inside and outside the classroom, the researcher conducted 2 cycles to achieve success in research results. The result is that by learning pronunciation using the Rosetta Stone application,

⁸ Dendy Kurniawan, Eusabinus Bunau and Wardah, "The Use of Rosetta Stone Language Learning Software in Teaching Listening: Documentary Research" *Journal of English Education Program* 2, no. 2 (2021).

⁹ Gigih Aji Prasetyo, Martono, and Suparno, "The Use of Rosetta Stone® as Teaching Media to Improve Students' Vocabulary Mastery," *English Education*, vol. 6, no 3 (2018).

students have a significant increase and reach 100% of the minimum grades at school before this treatment was held, only 20% of students succeeded in exceeding the school's minimum grades. Through interviews about how students' perspectives regarding the application were also found in cycle 2 as much as 0% complaint.¹⁰

The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang by Fatmawati Latifah Firdaus in 2019. The objectives of study were to explain the effectiveness of Rosetta stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang and to find out its pedagogical implications. This research is quantitative research. The researcher used Quasi-Experimental design to measure the effectiveness of Rosetta Stone software on student's pronunciation adevelopment. For this research, the researcher invited the students of class 8C as the control class and class 8E as the experimental class. The researcher used a pre-test, a post-test, and questionnaires as the data collection technique. After collecting the data, the researcher analyzed the result by normality, homogeneity, and hypothesis test. The study showed that: The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2.300, and the value of t table on $\alpha = 5\%$ is 2.002 ($2.300 < 2.002$). Then the hypothesis is accepted and H_0 was rejected. Teacher realized that Rosetta Stone can help students' learning and the teacher will use this software for future teaching and learning. Therefore, using Rosetta Stone software as learning media is effective.¹¹

¹⁰ Rani Syahda Hanifa and Dian Rahma Santoso, "The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation," *Etnical Liogua: Journal of Language Teaching and Literature* 9, no.2 (2022).

¹¹ Fatmawati Latifah Firdaus, "The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eight Grade of SMP IT PAPB Semarang." (Thesis; English Education Program: Semarang, 2019).

According to some related findings, these studies collectively underscore the diverse benefits of incorporating Rosetta Stone into language education for students at various proficiency levels. Rosetta Stone application can improve students' English skills with different learning methods and different research designs. Therefore, the writer will be using the Rosetta Stone application to teach pronunciation skills in the experimental research design. To calculate students' learning outcomes in the pre-test and post-test, the writer used automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for mean, namely the data test conducted on paired samples, which was used to compare the mean score of the paired sample. In this research, the writer assessed all aspects of students' pronunciation including sound, stress, and intonation. The aim is to bring about cognitive changes that will improve the pronunciation abilities of first-grade students at SMA Negeri 5 Barru.

B. Some Pertinent Idea

1. Pronunciation Theory

a. Definition of Pronunciation

Pronunciation is a crucial aspect of English, particularly in oral communication. Every sound, stress pattern, and intonation can convey meaning. Non-native English speakers must be careful when pronouncing certain utterances to avoid misunderstandings. It is, therefore, more important to have an intelligible pronunciation than to have one that sounds like a native speaker.¹² Here are some definitions of pronunciation:

¹² Demia Cici Somantri, Fitria Dayanti and Nico Gilang Yusuf, "The Use of Talking Dictionary in Learning Pronunciation Among Senior High School Students in Cianjur," In *International Conferences on Education of Susyakancana* (2021).

Dmitriy Petrov, cited in Salikhova's Journal, states that pronunciation is the most challenging issue for non-native speakers when learning a foreign language. Incorrect pronunciation can result in negative impressions, misunderstandings, and ineffective communication.¹³

According to Kelly, as cited in Lina's Journal, the teaching of foreign language pronunciation is often overlooked in comparison to grammar and vocabulary. Kelly's research suggests that pronunciation was only systematically studied at the beginning of the twentieth century despite her own extensive study of the subject. It is important for language teachers to recognize the significance of pronunciation in language learning.¹⁴

Michael Vaughan explained that pronunciation refers to the way in which a word is spoken, including its sound, stress, and intonation. Sound alone may be meaningless, but when sounds are combined in a specific order, they create meaning. Stress emphasizes certain words and is indicated in writing.¹⁵

Pronunciation refers to the production of speech sounds, including articulation, stress, and intonation, often with reference to a standard of correctness or acceptability.¹⁶

Based on the explanation above, it can be concluded that pronunciation is a way of speaking that is generally accepted and understood by using the

¹³ Salikhova Nodira Nurullayevna, "The Key of Effective Communication Is Pronunciation," *European Journal of Humanities and Educational Advancements* 1, no. 04 (2020).

¹⁴ Lina Herlina, "Efektivitas Penggunaan Film Dalam Mengajar Pronunciation," *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)* 2, no. 2 (2020).

¹⁵ Michel Vaughan, *Test Your Pronunciation* (England: Person Education Limited, 2002).

¹⁶ Roswita M Aboe, *Buku Ajar Pronunciation Practice*, (Yogyakarta: Deepublish, 2018).

correct sounds, stress, and intonation so that the listener does not misunderstand the speaker's intent.

b. Concept of Pronunciation

Pronunciation refers to the way in which a word or sentence is spoken and includes various aspects that contribute to its understanding in the spoken language. Jeremi Harmer, cited in Annisa's thesis, stated there are three concepts of pronunciation: sound, stress, and intonation.¹⁷

1) Sound

Pronunciation instruction teaches learners how to correctly pronounce words based on their sound, rather than their spelling, in order to sound more natural and improve overall comprehension.¹⁸ The language's sound is divided into vowels and consonants:

a) Vowel

A vowel is a sound that is produced without closure of the throat or mouth at any point where a unit of the sound system occurs. In English, vowel sounds are articulated with the vibration of the vocal cords, but there is no difference in the manner of articulation. The airflow is obstructed in different places, which creates different vowel sounds. According to the Cambridge Dictionary, cited in Suryaleksana's Journal, Vowels are speech sounds that are produced when air flows out of the

¹⁷ Nurul Cahyu Annisa, "The English Pronunciation of Buginese Students in English Department of IAIN Palopo," *FOSTER: Journal of English Language Teaching*, 1. No.2 (2020).

¹⁸ Leffi Noviyenty and Mesi Irene Putri, "Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup," In *International Conference on Educational Sciences and Teacher Profession (ICETeP)*, Atlantis Press, 2020.

mouth without being blocked by the teeth, tongue, or lips.¹⁹ There are 20 symbols of English vowel sounds in the International Phonetic Alphabet.²⁰

Table 2.1 English Vowel Sound

Symbol	Example
/ə/	<u>a</u> bout, bu <u>t</u> ter, ca <u>m</u> era
/e/	<u>e</u> dit, dr <u>e</u> ss, f <u>e</u> z
/ɪ/	<u>i</u> ll, k <u>i</u> t, s <u>i</u> ck
/ʌ/	<u>u</u> gly, c <u>u</u> t, m <u>u</u> ch
/ɒ/	<u>o</u> ff, cl <u>o</u> ck, b <u>o</u> dy
/ʊ/	<u>u</u> t, b <u>o</u> ok, w <u>o</u> man
/æ/	<u>a</u> nimal, f <u>a</u> my, gr <u>a</u> b
/ɜː/	<u>u</u> rgent, refer, h <u>e</u> r
/ɔː/	<u>a</u> lways, l <u>a</u> w, b <u>a</u> ll
/ɑː/	<u>a</u> rm, h <u>a</u> rd, p <u>a</u> rt
/iː/	<u>e</u> ven, s <u>e</u> ep, s <u>e</u> e
/uː/	r <u>u</u> le, t <u>oo</u> th, w <u>h</u> o
/eɪ/	<u>a</u> te, pl <u>a</u> te, c <u>a</u> kes
/aɪ/	<u>i</u> con, f <u>i</u> ne, s <u>k</u> y
/əʊ/	<u>o</u> pen, m <u>o</u> st, kn <u>o</u> w
/aʊ/	cl <u>o</u> ud, s <u>o</u> und, s <u>o</u> w
/ɔɪ/	<u>p</u> oint, t <u>o</u> y, n <u>o</u> ise
/lə/	<u>e</u> ar, r <u>e</u> ally, pl <u>a</u> yer
/eə/	<u>p</u> arents, <u>a</u> ir, sp <u>a</u> re
/ʊə/	<u>t</u> our, s <u>u</u> re, d <u>o</u> ur

¹⁹ Blasius Banu Suryaleksana et al., "Utilizing the International Phonetic Alphabet To Improve Pronunciation of English Education Students," *English Education: Jurnal Tadris Bahasa Inggris* 15, no. 1 (2022): 148–67.

²⁰ M. Haris Shofy A, *Easy Pronunciation*, (Jawa Timur: Azhar Risalah, 2019).

b) Consonant

According to the Cambridge Dictionary cited in Suryaleksana's Journal, Consonants are pronounced by obstructing the airflow through the mouth, often by closing the lips or touching the teeth with the tongue.²¹ There are 24 symbols of consonant sounds in the International Phonetic Alphabet.²²

Table 2.2 English Consonant Sound

Symbol	Example
/p/	<u>p</u> en, air <u>p</u> ort, st <u>p</u>
/t/	<u>t</u> eacher, do <u>t</u> er, ge <u>t</u>
/k/	<u>k</u> iss, luck <u>y</u> , back <u>k</u>
/f/	<u>f</u> ar, aft <u>er</u> , if <u>f</u>
/θ/	<u>th</u> ank, som <u>eth</u> ing, te <u>eth</u>
/s/	<u>s</u> ky, cust <u>om</u> , mak <u>s</u>
/ʃ/	<u>sh</u> ape, brush <u>ing</u> , r <u>ush</u>
/h/	<u>h</u> ard, beh <u>ind</u> , child <u>hood</u>
/tʃ/	<u>ch</u> oose, te <u>ach</u> er, re <u>ach</u>
/b/	<u>b</u> t, cab <u>in</u> , r <u>ib</u>
/d/	<u>d</u> ress, produ <u>ct</u> , mood <u>d</u>
/g/	<u>g</u> reen, ag <u>ain</u> , pi <u>g</u>
/v/	<u>v</u> oice, e <u>v</u> en, improve <u>v</u>
/ð/	<u>th</u> e, o <u>th</u> er, with <u>th</u>
/z/	<u>z</u> oo, laz <u>y</u> , has <u>z</u>

²¹ Blasius Banu Suryaleksana et al., "Utilizing the International Phonetic Alphabet To Improve Pronunciation of English Education Students," *English Education: Jurnal Tadris Bahasa Inggris* 15, no. 1 (2022).

²² M. Haris Shofy A, *Easy Pronunciation*, (Jawa Timur: Azhar Risalah, 2019).

Continued of table 2.2

/ʒ/	u <u>s</u> ual, occa <u>s</u> ion, massa <u>g</u> e
/m/	<u>m</u> ay, am <u>o</u> ng, roo <u>m</u>
/n/	<u>n</u> et, win <u>d</u> ow, whe <u>n</u>
/ŋ/	si <u>n</u> gle, si <u>n</u> ger, runni <u>ng</u>
/w/	<u>w</u> et, a <u>w</u> ay, swi <u>ng</u>
/j/	<u>y</u> oung, <u>u</u> se, <u>y</u> et
/l/	late, alone, asleep
/r/	<u>r</u> ed, ve <u>r</u> y, o <u>r</u>
/dʒ/	<u>g</u> ym, a <u>g</u> ent, a <u>g</u> e

2) Stress

Stress in pronunciation refers to the emphasis or special marking on specific syllables, words, or phrases in speech. This emphasis involves variations in pitch, intonation, and duration, influencing the understanding and meaning of an utterance. Word stress is a very important element to improve the quality of English pronunciation. The language used will be more beautiful and pleasant to hear. Stress, or can be called emphasis, means that one of the syllables in each word will be pronounced longer, louder, or with a higher pitch.²³ All words have identifiable syllables, with one syllable in each word being stressed. The stressed syllable is indicated by a louder sound and a change in pitch or level of the speaker's voice, with the vowel sound in that syllable being lengthened.²⁴

²³ M. Haris Shofy A, *Easy Pronunciation*, (Jawa Timur: Azhar Risalah, 2019).

²⁴ Dwi yul Maulina and Wennyta, "Errors Analysis of Students' Pronunciation in Pronouncing English Vowels and Consonants at Second Semester Class A2 of Batanghari University," *Journal Of English Language Teaching (Jelt)* 5, no. 1 (2021).

In the context of English, there are two main types of stress:

- a) Word stress emphasizes a particular syllable within a word.
 - Nouns and adjectives often have their stress on the first syllable (e.g., 'TAble,' 'HAPpy').
 - Verbs may have the stress on the second syllable (e.g., 'to reJECT,' 'to proDUCE').
- b) Sentences stress emphasis on key words or important information in a sentence.
 - Content words (nouns, verbs, adjectives, adverbs) are typically stressed in a sentence.
 - Function words (pronouns, articles, prepositions, conjunctions) are usually unstressed.

3) Intonation

The third feature of English pronunciation involves intonation, which refers to the rising and falling of the voice in speech. This can convey the meaning of sentences and change their function, such as turning a simple statement into an interrogative, question, or exclamation.

Ariyapitipun, cited in Fatmawati's thesis, stated that intonation in the English language is a form of rising and falling tone of voice at the sentence level containing speakers' feelings, attitudes, and emotions.²⁵ Intonation can also be referred to as the melody of speech. The intonation contour of a

²⁵ Penkhae Wongsuriya, "Improving the Thai Students' Ability in English Pronunciation through Mobile Application," *Academic Journals: Educational Research and Reviews* 15, NO.4 (2020).

sentence is determined by the pitch levels used in that sentence, along with the clause terminal at the end.²⁶

c. Goals of Teaching Pronunciation

In teaching English pronunciation, a teacher wants to have the goals that should be achieved. One of the teacher's goals is to help the student to pronounce English words accurately.

Butler-Pascoe and Wiburg (cited in Ahmad's Journal) state that the goals of teaching pronunciation are to develop English that is easy to understand and does not confuse the listener, to meet the needs of individuals resulting in communicative competence, to help learners feel more comfortable using English, to create positive self-awareness as non-native speakers in oral communication, and to develop speech consciousness, personal speech monitoring skills, and speech adjustment strategies that aid learners in and out of the classroom.²⁷

2. Technology in the Classroom

Technology is very beneficial for learning. Teachers must understand that computer technology is a very useful instrument for improving students' skills, especially in pronunciation instructions. Teachers should not think negatively, that the use of computers would threaten their authority in the classroom. In addition, the teacher must motivate their students to increase their knowledge of computer usage. With the development of Internet, multimedia information such

²⁶ Fatmawati Latifah Firdaus, "The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eight Grade of SMP IT PAPB Semarang." (Thesis; English Education Program: Semarang, 2019).

²⁷ Yousef Bani Ahmad, "Problems and Strategi in Teaching Pronunciation on English Departement Students," *Judika (Jurnal Pendidikan Unsika)*, 7, no.12 (2019).

as computer, image and video is widely used. Therefore, how to find the necessary multimedia data quickly in a large number of resource has become a research focus in information process.²⁸

The implementation of these technologies, such as computer and handphone usage, has changed people's lifestyles and habits, and it will always be continue to have an impact on human life, study and work. The multimedia usage as a new kind of technology based learning has attracted people's attention in primary and secondary education at the middle of 1990s. It caused by using multimedia technology, students' to be more interest in their learning and they can be improve. By using these useful and auxiliary teaching tools, teaching and learning tasks become much easier.²⁹

Technology opens up a new space for learning where students are allowed more freedom, and teachers are guides in an exciting new world of almost infinite knowledge. Here are some benefits of using techonology in learning:

- a. Collaborative learning environment regardless of location: Without effective collaboration between learners and teachers, students often lose motivation due to the perceived lack of community and a sense of shared learning. This is why it is critical to use various forms of online interaction, from text messages and video conferencing to collaborative interactive projects and the latest online platforms, to support students and keep them engaged.
- b. Encouraging active participation: Remote teaching gives learners flexibility you won't find in the traditional classroom setting. Instead of having all

²⁸ Bin Jiang et al, 'Internet Cross-Media Retrieval Based on Deep Learning', *Journal of Visual Communication and Image Representation* 48 (2017).

²⁹ Nan Guang et al, ' on the Advantage of Using Computer Multimedia-Aided English Teaching', *Procedia Computer Science*, 131 (2018).

students participate simultaneously, teachers can schedule separate group or individual lessons, give personalized content, and always stay in touch.

- c. Engaging students in new ways: Another benefit of technology in learning is that students often learn faster when they are not only listening to the teacher and reading textbooks but also participating in engaging academic activity. That's why it's a great idea to encourage learning using short quizzes, exercises with elements of gamification, interactive apps, and more.
- d. Assessment and grading automation: Various interactive tests and multiple-choice quizzes to quickly and easily check student knowledge. Utilize online grading tools to organize grade book, see overall marks for every student, and empower them to follow their success.
- e. Adopting progressive educational technologies: Information technology in education provides a large variety of new methods for teachers. Mobile educational apps, collaborative platforms, learning analytics, and so many more innovative tools and approaches make the learning process much more appealing for both student and teacher.
- f. Access to the latest information: It takes a long time to update academic textbooks and other printed materials, so they often contain obsolete knowledge, especially when it comes to modern science or contemporary history. But online information is dynamic and always updated. On the internet, new information is spread instantly, and can be instantly integrated

into the learning process making this one of the most powerful benefits of technology in learning.³⁰

3. Rosetta Stone



Picture 2.1 Icon of Rosetta Stone application

E-learning is a form of study that takes place through the internet, allowing for flexible times and locations. It differs from traditional face-to-face learning and is considered an innovative approach to learning. The use of modern technology can create a positive learning experience for students. The use of media or learning software affects the students' interest in learning English. Rosetta Stone Language Learning application is presented as one of the fascinating and possible media to be used to develop or enhance English students' skills.

a. Definition of Rosetta Stone Application

Rosetta Stone application is an exclusive computer-assisted language learning (CALL) application launched by Allen Stoltzfus, Jhon Fairfield, and

³⁰ Yulia Gorenko, *The Benefits of Using Technology in Learning* (Amerika Serikat: TeachThought, 2020), <https://www.teachthought.com/technology/the-benefits-of-using-technology-in-learning-education/> (17 januari 2024)

Eugene Stoltzfus in 1992. The title and logo of the Rosetta Stone are taken from an ancient Egyptian stone slab named Rosetta.³¹ In another stroke of genius, Allen, Jhon, and Eugene named their product 'Rosetta Stone,' after the artifact that unlocked the secrets of Egyptian hieroglyphics for linguists. The name is fitting, as Rosetta Stone now enables millions of users worldwide to achieve success in language learning.

The Rosetta Stone application is an audio-visual aid designed to assist teachers and students in the teaching and learning of English. It combines images, text, and sound, with difficulty levels increasing as the student progresses. In the practice mode of the application, the student matches sounds or text to one of several photos. The number of images displayed on each screen may vary. For instance, the program may show the student six photos. Subsequently, a native speaker provides a commentary that describes one of the photographs, which is displayed on the screen (sometimes with only audio). The student selects the pictures that the speaker mentioned in the audio and can practice pronunciation by imitating a native speaker.³²

Rosetta Stone utilises speech-recognition technology to assist learners in pronouncing syllables, words, and sentences, providing immediate and ongoing feedback. The program presents a native speaker's speech to allow learners to compare their own voice with that of the native speaker. Additionally, it offers a

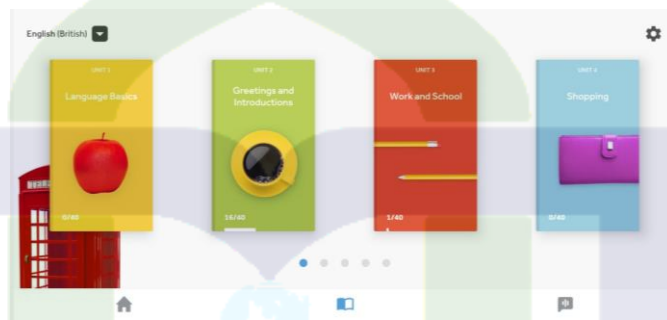
³¹ Hanif, "Using Rosetta Stone Software as Media in Teaching English Vocabulary (an Experimental Study at SDN No. 02 Lhoksukon)," *Getsempena English Education Journal*, 2, no. 1 (2016).

³² Dendy Kurniawan, Eusabinus Bunau and Wardah, "The Use of Rosetta Stone Language Learning Software in Teaching Listening: Documentary Research," *Journal of English Education Program* 2, no. 2 (2021).

variety of tools to improve pronunciation and speaking skills.³³ The Rosetta Stone system includes an Adaptive Recall® feature, which presents review exercises to aid the learner in transferring their learning to long-term memory.³⁴

b. Features of Rosetta Stone Application

1) Rosetta Stone Course



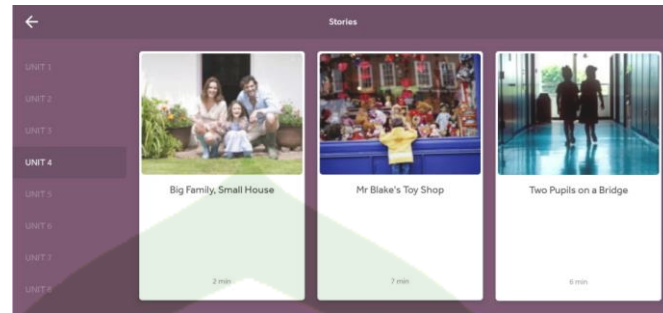
Picture 2.2 Rosetta stone course

Rosetta Stone Courses provide the foundation for language learning. Each unit guides learners through a series of core lessons and exercises that focus on pronunciation, grammar, vocabulary, and listening. The mobile learning experience is enjoyable and practical, with bite-sized lessons that take only 5-10 minutes to complete, downloadable units for offline use, and speech recognition through phone or headphone microphones.

³³ Fatmawati Latifah Firdaus, "The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eight Grade of SMP IT PAPB Semarang." (Thesis; English Education Program: Semarang, 2019).

³⁴ Yupi Yana Munthe, "Utilizing Rosetta Stone Application To Improve Students' Vocabulary Mastery At the Tenth Grade of Swasta Tunas Bangsa Senior High School" (Thesis; English Education Departement: North Sumatra Medan, 2020).

2) Story



Picture 2.3 Story

Once a story is chosen, the reader is free to decide how to engage with it. The options include reading it to improve comprehension skills, listening to a native speaker read it, or recording oneself reading it for additional pronunciation and speaking practice. It is highly encouraged to take advantage of the third option.

3) Audio companion

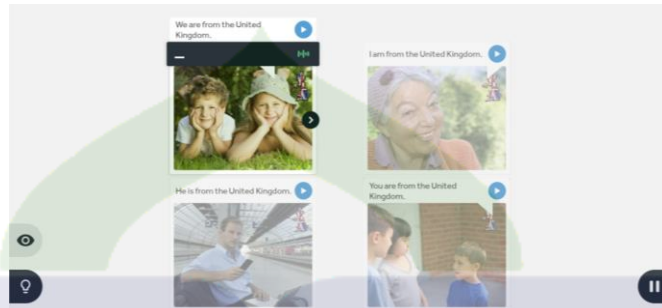


Picture 2.4 Audio companion

Like Rosetta Stone Stories, the Audio Companion provides downloadable lessons that can be played offline and correspond directly with the units in Rosetta Stone's core lessons. Each Audio Companion lesson guides you through the vocabulary, statements, and questions covered in its

corresponding unit. Native speakers will say key phrases, and you will be prompted to repeat them to refine your pronunciation.

4) True Accent



Picture 2.5 True accent

True Accent not only detects what you are saying, but also provides feedback on how well you pronounced each word or phrase. This immediate and definitive feedback is unparalleled. TrueAccent compares the words and phrases spoken in real-time to millions of examples from native speakers, allowing you to accurately assess your pronunciation.³⁵

c. The benefits of using the Rosetta Stone application

Here are some of the amazing benefits of using the Rosetta Stone app:

1) Interactive and completely personalized method

Rosetta Stone offers an interactive approach to studying and learning a language. It is based on the unique teaching method called Dynamic Immersion, which provides you with an environment that helps you acquire a new language naturally, just like when you learn your mother

³⁵ Rosetta Stone, *The Rosetta Stone App: Features to Accelerate Language Learning* (2021). <https://v.af/Rqtjm> (23 april 2023)

tongue. This method proposes personalized teaching that covers all aspects of the learning process.

2) Rosetta Stone helps you speak confidently.

Rosetta Stone mobile app is an award-winning language learning tool that offers speaking-focused lessons and features, instantaneous pronunciation feedback with TruAccent, and a near-five-star rating in the app store. It has a track record of helping people speak new languages confidently.

- Speak confidently with the TruAccent® technology, which provides real-time pronunciation feedback and helps you speak confidently.
- Go beyond memorization
- Fits any schedule
- Never leaves side

3) Available in several languages

Rosetta Stone is available in more than 30 languages, including English, French, German, Korean, Japanese, Italian, Spanish, Russian, Arabic, Portuguese, Cantonese Chinese, and English for Spanish-speakers. This means that no matter what language you want to learn, you can use Rosetta Stone to start your learning journey.

4) Extended Language Learning Features

- Improve your pronunciation and speaking skills by reading aloud while listening to native speakers with stories and useful conversations.
- Access easy-to-understand greetings, phrases, expressions, and daily conversations with Phrasebook.

- Enhance your listening skills with Audio Companion lessons.³⁶

d. How to Run Rosetta Stone Application

To run the application, you must first install it on your mobile device.

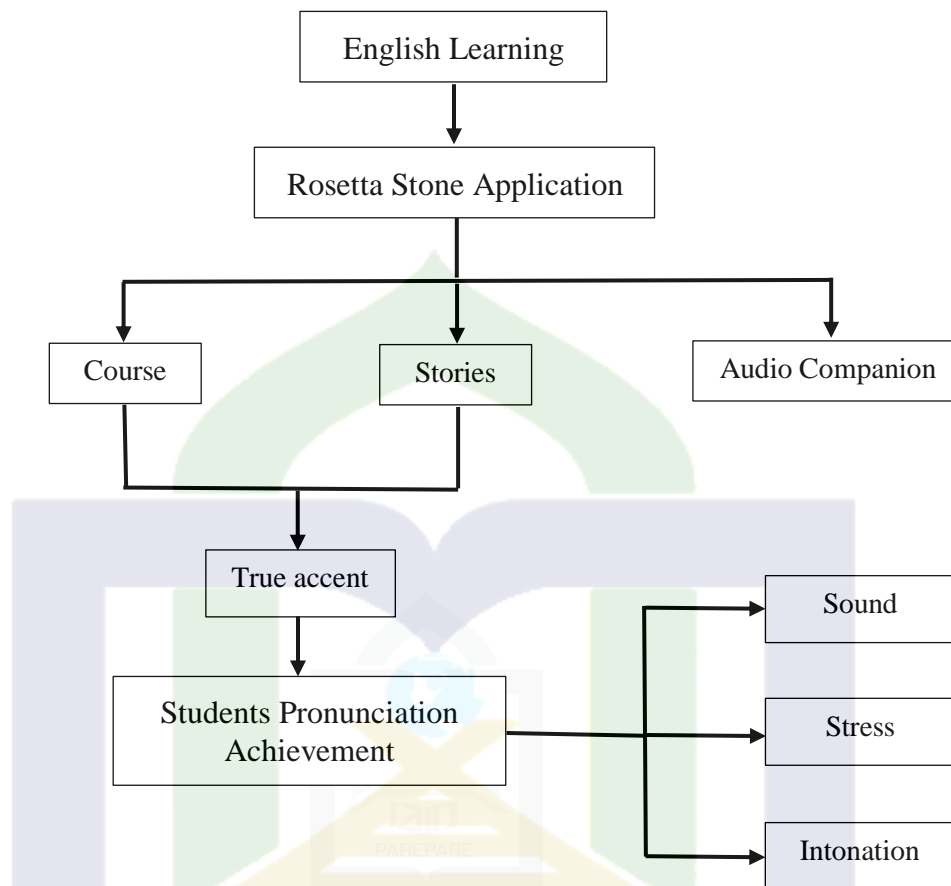
Follow these steps:

- 1) Install the Rosetta Stone application from the Play Store or App Store.
- 2) To create an account, open the application on your smartphone and select your preferred language. This will take you to the account creation page.
- 3) Click on the 'create account' button and follow the instructions provided, including filling in your name, email, password, and country. Finally, ensure that all the required boxes are checked. Click the 'create account' button and
- 4) Then skip any unwanted pages. You will then be directed to the home page. Enjoy your studies.

C. Conceptual Framework

The purpose of a conceptual framework is to illustrate the relationship between the variables of the research. It typically includes a visual diagram or model summarising the research concepts, accompanied by a narrative explanation. The following diagram presents the conceptual framework for this research:

³⁶ Allen Stoltzfus, Jhon Fairfield and Eugene Stoltzfus, *Rosetta Stone* (United States:Rosetta Stone inc, 2013), versi 8.21.0, <https://v.af/KQawP>.



Picture 2.6 Conceptual Framework

In learning English, one of the difficulties students experience is that they lack good pronunciation. To overcome this problem, the writer uses one of the learning media that can be used to improve students' pronunciation skills, namely Rosetta Stone application, which has several features, including Rosetta Stone course, stories, and audio companion. In learning Pronunciation, the writer uses Rosetta Stone course and story features because they are equipped with a True-accent. It's able to tell how well the speaker spoke each word or phrase.

D. Hypothesis

The research hypothesis is a conjecture or opinion in research that is still weak in nature and needs to be tested. This test is not intended to prove the truth of the hypothesis but to determine whether to reject or accept the hypothesis. The hypothesis is divided into two types, namely, the null hypothesis and the alternative hypothesis.³⁷The null hypothesis (H_0) is a hypothesis that states that there is no interrelationship between two variables, and the alternative hypothesis (H_a) is a hypothesis that states that there is an interrelationship between the two variables.³⁸ Based on the previous explanation and the conceptual framework, the writer's formulation hypothesis is as follows:

- (H_0): Rosetta stone application is not able to improve students' pronunciation in the first grade of SMA Negeri 5 Barru
- (H_a): Rosetta stone application is able to improve students' pronunciation in first grade of SMA Negeri 5 Barru

³⁷ Ade Heryana, "Hipotesis Penelitian," *Eureka Pendidikan*, (2020).

³⁸ Hendrik Rawambaku, *Metodologi Penelitian Pendidikan: Dasar-Dasar Analisis Dan Pengolahan Data Statistik*, (Jakarta: BPK. Gunung Mulia, 2015).

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

The research applied a quantitative method using a pre-experimental one-group pre-test and post-test design. This design examines one or more dependent groups for the effect of an independent variable assumed to cause change.³⁹ The one-group pretest-post-test design is an experiment carried out in one group of participants without a control group. As for design patterns, one group pretest – post-test design as follows:

$$O_1 - X - O_2$$

Where:

$O_1 =$ Pre test

$O_2 =$ Post test

$X =$ Treatment⁴⁰

B. Place and Duration of the Research

The location of this research took place at SMA Negeri 5 Barru. It is located at Jl. Pendidikan, Lompo Riaja, Kec. Tanete Riaja, Kabupaten Barru. The research will be conducted in about 6 meetings. The writer has chosen this school because the writer found that the students lack good pronunciation, and the writer also wants to provide new concepts in learning English, especially pronunciation because this school rarely involves the use of technological advancements in learning.

³⁹ Ahsanul Mahbud Zubair, "Experimental Research Design-Types & Process," (2022).

⁴⁰ Sugiono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015).

C. Population and Sample

1. Population

The population in this research is the first-grade students of SMA Negeri 5 Barru academic year 2023/2024. There were seven classes in this research; the total number of them can be described in the following table below:

Table 3.1 Population of class X SMA Negeri 5 Barru

Class	Number of students
X ¹	35
X ²	35
X ³	35
X ⁴	33
X ⁵	29
X ⁶	34
X ⁷	33
Total of students	237

Source: Administration of SMA Negeri 5 Barru

2. Sample

The writer took one class as a respondent of this research. Because there are some classes and the writer cannot examine the entire population, the sample is chosen by using cluster random sampling technique. The writer chose X⁵ class as the experimental research class with a total sample of 29 students.

D. Variable and Operational Definition of Variable

1. Variable

There are two variables involved in this research, namely independent and dependent variables:

- a. Dependent variable is students' pronunciation at the first grade of SMA Negeri 5 Barru.
 - b. Independent variable is using Rosetta Stone application to improve students' pronunciation at the first grade of SMA Negeri 5 Barru
2. Operational Definition of Variable
 - a. Student pronunciation is the student's ability to produce English language sounds that consist of vowel and consonant sounds.
 - b. The Rosetta Stone application is a platform used for learning foreign languages. It combines images, text, and sound, with difficulty levels increasing as the student progresses. This application can aid in teaching the four skills: reading, listening, speaking, and writing.

E. Instrument of Data Collection

In this research, the writer uses the test and documentation as an instrument of data collection.

1. Test

Test is a measuring tool or procedure used in the framework of measurement and assessment. The test can also be interpreted as a procedure that systematically observes one or more characteristics of a person using numerical standards or categories.⁴¹ In this research, the writer used two tests. The pre-test is given to the students before treatment, and the second test is the post-test, which the writer gives to the students after treatment.

⁴¹ Eri Barlian, *Metodologi Penelitian Kualitatif & Kuantitatif* (Padang: Sukabina Press, 2016).

2. Documentation

Documentation is the collected data by recording data obtained from contents consisting of explanations and thoughts. The event is written the awareness and intention to prepare and forward information.⁴² Documentation is used by the writer to obtain data in the form of photos, sound recordings, or videos during the research process.

F. Procedure of Data Collection

1. Pre-test

Before applying the treatment, the research first conducted a pre-test on the students. This stage is carried out to measure the results of students' pronunciation before using the Rosetta Stone application as a learning media. The test consists of 10 short sentences about an introduction and a conversation about congratulating and complimenting others. Each student is given 2 minutes to read the text.

2. Treatment

After being given a pretest, students are given treatment using the Rosetta Stone application on a smartphone during learning. In this stage, the writer refers to the lesson plan that has been prepared. In general, the treatment that will be carried out by the writer as follow:

- a. At the first meeting, the writer introduced herself to the students, and in the next few weeks, the writer became the English teacher in the class. The writer also briefly explains the new teaching method by using Rosetta Stone application. After that, the writer provides directions for the

⁴² Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosda Karya, 2017).

procedure for using the Rosetta Stone application as a learning medium. Before ending the class, the writer gave a pre-test to see the basic abilities of students before using the Rosetta Stone application as a learning medium.

- b. In the second meeting, before starting each lesson, the writer guided students to practice pronunciation using the audio-true accent provided by the application. In this meeting, the writer distributed media in the form of paper containing several pictures and sentences and instructed students to listen to the audio of the images in the Rosetta Stone application.
- c. In the third meeting, the writer asked the students to turn on their smartphones and open the Rosetta Stone application to practice pronunciation for 10 minutes. Students are formed into several groups, and then the teacher distributes media in the form of paper containing a text. Students listen to the audio of the text and practice by repeating it until it is correct. Each group member records their pronunciation using the features provided by the Rosetta Stone application.
- d. In the fourth meeting, the writer directed students to turn on their smartphones and open the Rosetta Stone application to practice pronunciation for 10 minutes. The teacher briefly explains the material about congratulating and complimenting others and then distributes media in the form of paper containing pictures of certain events. Students identify and write examples of expressions of congratulating and complimenting others based on the pictures provided and pronounce the vocabulary with the correct pronunciation and intonation. The teacher

assigns each student to write a conversation about congratulating and complimenting others in pairs.

- e. In the fifth meeting, Students read a conversation about congratulating and complimenting in front of the class in pairs.
- f. At the last meeting, the writer provided a post-test. To see the progress of students' pronunciation has increased or not after using the Rosetta Stone application as a learning medium.

The detail activities can be seen in the lesson plan (appendix 2)

3. Post-test

After the students were given treatment, the writer gave them a post-test. This stage is carried out to measure students' pronunciation learning outcomes after using the Rosetta Stone application learning media. The test consists of 10 short sentences about introductions and a conversation about congratulating and complimenting others. Each student is given 2 minutes to read the text. The test was different from the pre-test, so it was easier for the writer to find out whether there was an improvement after being given treatment.

G. Data analysis technique

Data processing is carried out after the data is collected to find out the condition of the data that has been obtained so that it can describe the problems in this study. The data in this study include the results of the students' pre-test and post-test. The steps of the data analysis technique used are as follows:

1. To evaluate the students' pronunciation, the writer uses the scoring below⁴³

⁴³ J.B. Heaton, *Writing English Language Test* (Newyork: New Edition Longman Group,1975).

Table 3.2 Students Scoring Pronunciation

Score	Sound	Stress	Intonation
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses	Easy for the listener to understand the speaker's intention and general meaning. very few interruptions or clarification Required
5	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors, but most utterances are correct	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole, and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors, but only one or two major errors causing confusion.	Although has to make an effort and search for a word, there are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but successful in conveying the general meaning fair range of expression	Most of that the speaker says is easy to follow. Their attention is always clear, but several interruptions are necessary to help them convey the meaning or to seek clarification.
3	Pronunciation is influenced by the mother tongue, but there are only a few serious phonological errors. Several grammatical and lexical errors, some of which are confusing	Has to make an effort for much of the time and often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression is often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences

Continue of table 3.2

2	Pronunciation is seriously influenced by the mother tongue, with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desired meaning. Frequently fragmentally and halting delivery. Almost gave up making an effort at a time-limited range of expression.	Only small bits (usually short sentences and phrases can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors, as well as many grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long, unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2. To calculate the students' final score, the writer uses the formula in the following:

$$\text{Score} = \frac{\text{Student's Score}}{\text{Maksimum Score}} \times 100$$

3. Classifying the student scores will be Categorized into five levels⁴⁴

Table 3.4 Classification score of students

No	Score	Characters	Classification
1	80 – 100	A	Very Good
2	66 – 79	B	Good
3	56 – 65	C	Fair
4	40 – 55	D	Poor
5	< 39	E	Very poor

⁴⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2005).

4. The writer calculated the percentage of students' rate scoring by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Which:

P: percentage

F: Frequency

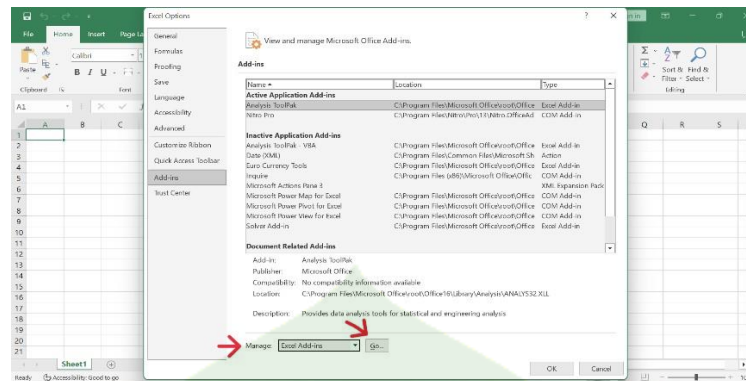
N: Total number of Sample⁴⁵

5. Using Microsoft Excel to do the Data Analysis

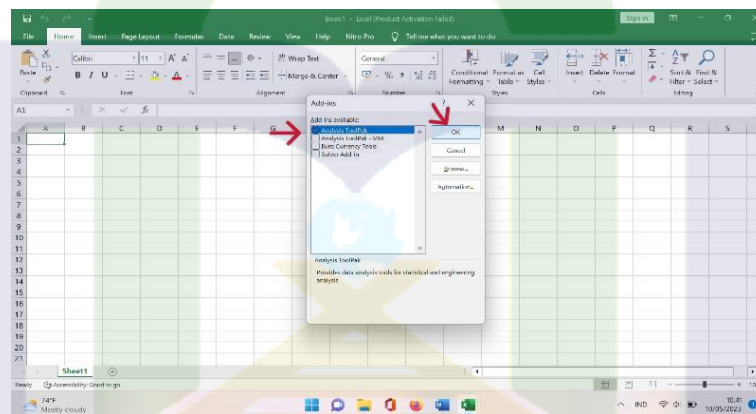
To calculate students' learning outcomes in the pre-test and post-test, the writer used automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for mean, namely the data test conducted on paired samples, which was used to compare the mean score of the paired sample. Paired sample data were data from the same sample but received two different treatments, such as pre-test and post-test. The steps are as follows:

- a. Bring out the data analysis icon.
 - 1) File – options – add-ins
 - 2) Chose Excel, adding in the option of manage
 - 3) Click go

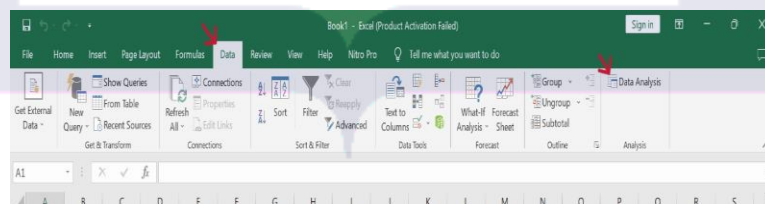
⁴⁵ Anas sudijon, *Pengantar Statistik* (Jakarta: RAJA Grindo Persada, 2006)



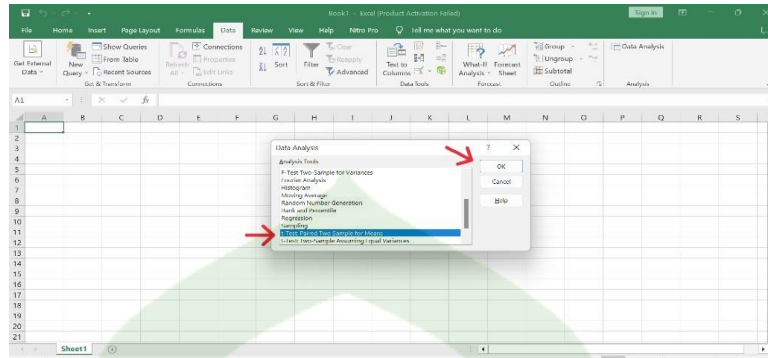
4) Checklist the analysis tool pack, then click ok



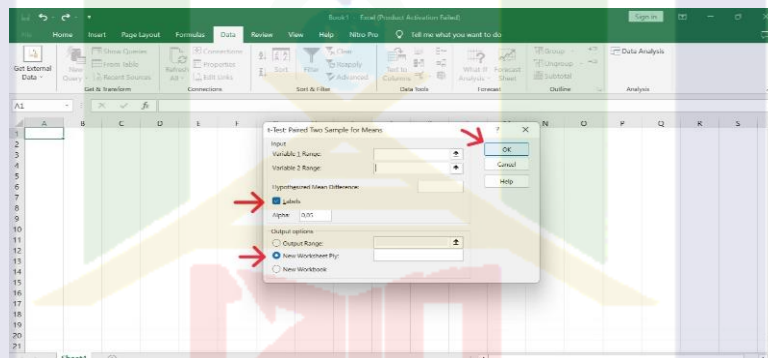
- 5) The data analysis menu displays the data toolbar
- b. Input pre-test and post-test score
 - c. Data analysis
- 1) Click data – data analysis



- 2) Click T-test paired two samples for means



- 3) Input data from the pre-test and post-test with the table
- 4) Checklist labels box
- 5) Alpha 0,05 (5% of mistakes accepted)



d. The result of the data analysis is displayed in a table, the table shows:

- 1) The mean score of the pre-test and post-test
- 2) Observation or Total sample
- 3) T-stat or T-test
- 4) T-critical two-tail or T-table
- 5) This research was successful if the T-test value was higher than the T-table value.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussions of the research. The results of the data collected through tests are described in the following section.

A. Findings

The finding of this research deals with the classification of students' pre-test and post-tests. To answer the research question, the writer administered two tests: a pre-test and a post-test. The pre-test was given in the first meeting to assess the students' prior knowledge of pronunciation, and the post-test was administered after the treatment to evaluate the students' pronunciation. The result of the post-test in this research could answer the question from the hypothesis that had been designed by the writer. This research aims to determine whether using Rosetta Stone Application can improve students' pronunciation in class X⁵ at SMA Negeri 5 Barru.

1. The Students' Score of Pre-test

The writer gave the students 10 sentences about introduction and dialogue as a pre-test to find out the students' pronunciation ability. After giving the pre-test to students, the writer found out the results of students' pronunciation skills before giving treatment. To get a better understanding, the writer presented the data of the research consisting of the result pre-test in the following table:

Table 4.1 The Students Score in Pre-test Based on Pronunciation Skills

No	Name	Sound	Stress	Intonation	Total	Score	Classification
1	AdH	2	3	2	7	38,9	Very poor
2	Ags	3	4	4	11	61,1	Fair good
3	AIK	2	2	2	6	33,3	Very poor
4	Alf	2	3	2	7	38,9	Very poor
5	BFS	2	2	2	6	33,3	Very poor
6	CAD	3	3	3	9	50,0	Poor
7	Ctr	2	3	2	7	38,9	Very poor
8	Hrmw	3	4	5	12	66,7	Good
9	Ind	4	4	5	13	72,2	Good
10	Llh	3	3	4	10	55,6	Poor
11	MHk	2	2	2	6	33,3	Very poor
12	MAN	2	2	2	6	33,3	Very poor
13	MAA	2	3	3	8	44,4	Poor
14	Mik	2	2	2	6	33,3	Very poor
15	Nyl	2	4	3	9	50,0	Poor
16	Nts	2	3	3	8	44,4	Poor
17	Nvt	2	3	3	8	44,4	Poor
18	NAR	3	4	4	11	61,1	Fair
19	NrA	2	3	2	7	38,9	Very poor
20	NrH	2	3	3	8	44,4	Poor
21	Nraq	2	3	3	8	44,4	Poor
22	Rhy	2	3	2	7	38,9	Very poor
23	RAQ	3	5	5	13	72,2	Good
24	Rst	4	5	5	14	77,8	Good
25	Shrl	3	3	4	10	55,6	Poor
26	ShR	2	3	2	7	38,9	Very poor
27	Snrd	2	2	3	7	38,9	Very poor
28	TsUA	4	4	5	13	72,2	Good
29	Uln	2	3	2	7	38,9	Very poor
Total		71	91	89	251	1394,4	
Mean		2.45	3.14	3.07	8.66	48.08	

The table shows the scores on the pre-test based on the criteria for pronunciation skills, namely sound, intonation, and stress. To find out the student's pronunciation score in the pre-test, divide the student's total score by the maximum score, then multiply it by 100. Based on the pre-test results, the data shows that the average score in the pre-test is 48.08, with a total score of 251. This analysis shows that almost of the 29 students' pronunciation skills are still very poor, and most of them have very low scores in their sounds.

2. The Students' Score of Post-test

The writer gave the students 10 sentences about introduction and dialogue as a post-test to determine the students' pronunciation abilities. After giving the post-test to students, the writer found out the results of students' pronunciation skills after giving treatment. To get a better understanding, the writer presented the data of the research consisting of the result post-test in the following table:

Table 4.2 The Students' Scores in the Post-test

No	Name	Sound	Stress	Intonation	Total	Score	Classification
1	AdH	3	4	3	10	55,6	Poor
2	Ags	4	4	5	13	72,2	Good
3	AlK	3	3	3	9	50,0	Poor
4	Alf	3	3	3	9	50,0	Poor
5	BFS	2	3	3	8	44,4	Poor
6	CAD	3	4	4	11	61,1	Good
7	Ctr	3	3	3	9	50,0	Poor
8	Hrmw	4	4	5	13	72,2	Good
9	Ind	4	5	5	14	77,8	Good
10	Llh	4	4	5	13	72,2	Good
11	MHk	2	3	3	8	44,4	Poor
12	MAN	2	3	3	8	44,4	Poor
13	MAA	3	3	3	9	50,0	Poor
14	Mik	2	3	3	8	44,4	Poor

Continued of table 4.2

No	Name	Sound	Stress	Intonation	Total	Score	Clasification
15	Nyl	3	4	3	10	55,6	Poor
16	Nts	3	4	4	11	61,1	Fair
17	Nvt	3	3	3	9	50,0	Poor
18	NAR	3	5	6	14	77,8	Good
19	NrA	2	3	3	8	44,4	Poor
20	NrH	4	4	4	12	66,7	Good
21	Nraq	3	4	3	10	55,6	Poor
22	Rhy	3	3	3	9	50,0	Poor
23	RAQ	4	6	6	16	88,9	Excellent
24	Rst	4	5	5	14	77,8	Good
25	Shrl	4	4	5	13	72,2	Good
26	ShR	2	3	3	8	44,4	Poor
27	Snrd	2	3	3	8	44,4	Poor
28	TsUA	4	6	5	15	83,3	Excellent
29	Uln	2	3	3	8	44,4	Poor
Total		88	109	110	307	1705,6	
Mean		3.03	3.76	3.79	10.59	58.81	

This table shows the increase in students' classification scores after treatment with the implementation of the Rosetta Stone application. Based on the post-test results, the data showed that the average score achieved by students was 58.81. This means that 29 students' pronunciation skills have improved through the use of Rosetta Stone application, with a total score on the post-test is 307. This proves that there is an increase in student scores on the post-test.

3. The Rate Percentage of the Frequency of the Pre-test and Post-test

The writer compared these by calculating the percentage of students' classification scores, including excellent, good, fair, poor, and very poor. The results of the rate percentage of the frequency of the pre-test and post-test were presented in the following table:

Table 4.3 The rate percentage of the frequency in Pre-test and Post-test

No	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	80 – 100	0	2	0%	6.90%
2	Good	66 – 79	5	9	17.24%	31.03%
3	Fair	56 – 65	2	1	6.90%	3.45%
4	Poor	40 – 55	9	17	31.03%	58.62%
5	Very poor	< 39	13	0	44.83%	0 %
Total			29	29	100%	100%

(Data source: the rate percentage of the frequency in Pre-test and Post-test)

The data of the table above indicated that in the classification of students' scores and percentage of the frequency in Pre-test, no one student got Excellent, five (17.24%) students got Good score, two (6.90%) students got fair score, nine (31.03%) students got poor score and thirteen (44.83%) students got Very poor. While the rate percentage of the Post-test, two (6.90%) students got Excellent score, nine (31.03%) students got Good score, one (3.45%) student got fair score, seventeen (58.62%) students got poor score and no one students got Very poor score. So, it can be concluded that the percentage in the post-test, students were able to improve their Pronunciation ability after treatment through Rosetta Stone application.

4. Auto-calculation Data Analysis from Microsoft Excel

The data found during the writer were then processed automatically through the MS Excel application on the data analysis menu. The results of the auto-calculation are presented in the following table:

Table 4.4 Auto-Calculating Data Analysis by Using Microsoft Excel

	Pre-Test	Post-Test
Mean	48.08	58.81
Variance	188.00	197.35
Observations	29	29
Pearson Correlation	0.93	
Hypothesized Mean Difference	0	

Continued of table 4.4

Df	28	
t Stat	11.26	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.05	

There are 4 things that need to be considered in determining the success or failure of this research, namely mean, which is pre-test 48.08 and post-test 53.50, observations (sample) which is same 29, t Stat (t-Test) was 11.26 and t Critical two-tail (t-Table) was 2.05.

The research is said to be successful when there is a significant increase in the average value of the pre-test and post-test. From the data t-test value is greater than the t-table ($11.26 > 2.05$). So, it can be concluded that there was an improvement in the students' pronunciation skills before and after being given treatment through Rosetta Stone application. This shows that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected.

To be noted whether the t-test is positive or negative, as long as it is greater than the t-table. It is concluded that the result of the research significantly improved.

B. Discussion

The discussion of research is the answer to the formulation of the problem that has been planned in the first chapter. This section also presents data to determine the improvement of students' pronunciation skills using Rosetta Stone application. To collect data, the writer provided learning using Rosetta Stone application to determine the quality of students' pronunciation skills using a pre-experimental method with a pre-test and post-test design.

The description of the data collected from students' pronunciation in terms of sound, stress, and intonation in the previous section showed that the students' pronunciation skills had improved. It was supported by the mean score and percentage of the student's results in pre-test and post-test. It was also proved by the mean score of students pronunciation in post-test (58.81) was greater than pre-test (48.08). Based on the findings above, the use of Rosetta Stone application affected the students' mean score, which was greater in post-test rather than before teaching students by using Rosetta Stone application.

In this research, it is evident that students excelled in stress during the pre-test, achieving the highest score of 52.30 with a total of 91 points, followed by intonation at 51.15 with a total of 89 points, and sound at 40.80 with 71 points. After utilizing the Rosetta Stone application, a significant improvement was observed in all aspects of pronunciation in the post-test. Sound score 50.57 with a total of 88 points, reflecting a 17-point improvement; stress, 62.64 with a total of 109 points, indicating an 18-point increase; and intonation 63.22 showed the most notable improvement, rising by 21 points to 110.

The pronunciation of students is still heavily influenced by their mother tongue. Many of them continue to read words based on their spelling, such as 'mr' (pronounced 'em-er') and 'grandmother' (pronounced 'grenmoter'). During the pre-test, students did not pay attention to or were unaware of, the vowel and consonant sounds in English. In the post-test, students' pronunciation skills improved, although their mother tongue still influenced their pronunciation. However, they were able to correctly pronounce some words compared to the pre-test results, such as 'Mr.', 'Mrs.', 'Ms.', 'mother', and 'grandmother'.

In the pre-test, students tended to cut and stop the delivery of sentences, resulting in unnatural pauses and making it difficult for listeners to understand. However, after several treatments, students significantly improved their stress pronunciation skills. Although there were still some attempts to find words, the overall delivery flowed smoothly, with only a few pauses that felt unnatural. The participants successfully overcame the pronunciation barriers identified during the pre-test stage and maintained various expressions.

During the pre-test, the listeners had difficulty understanding most of the students' intonation in pronunciation, particularly in more prolonged or more complex sentences. However, after several treatments, the students' intonation skills significantly improved. Although some sentences still required clarification, the overall meaning was clear. The students demonstrated improved intonation accuracy compared to the pre-test, resulting in a clear and uninterrupted presentation flow for the listeners.

The results of this research suggest that the Rosetta Stone application improves various aspects of students' pronunciation, especially intonation. A better intonation could be achieved because the app focuses on everyday conversations and different tones. Also, the improvements in sound and stress show that the app's way of teaching positively helps with language skills. In summary, this study proves that Rosetta Stone works well in making students better at pronouncing words in the language they're learning.

The findings of this research align with earlier research conducted by Dr. Amanda Johnson in her Journal titled "Enhancing Pronunciation Skill: A Comprehensive Study on the Impact of Rosetta Stone Application in Language

Learning." Dr. Johnson says the app makes learning pronunciation deep and focuses on things like intonation that are usually ignored. So, these findings prove that Rosetta Stone successfully makes students better at pronouncing words in a new language.⁴⁶

The research by Sri Yuliani et al. the pronunciation test showed that findings obtained from data analyses demonstrated that Rosetta Stone gave students access to more interactive learning environments, improved the quality of their pronunciation in English subjects, and helped them achieve acceptable pronunciation that was more similar to that of native speakers.⁴⁷ Ryabkova also found that the Rosetta Stone application assists students in improving their English pronunciation. The application offers various tutorial modes that enable students to explore correct answers and learn from their mistakes.⁴⁸ Similarly, the studies by Rani Syahda and Dian Rahma emphasize Rosetta Stone in assisting students with accurate pronunciation, and this application provides a "natural approach" for students.⁴⁹

The use of the Rosetta Stone application as a learning media has a significant impact on students' pronunciation skills. Rosetta Stone provides a deep learning experience through high-quality audio, allowing students to enhance their auditory awareness of correct pronunciation. Through repetitive exercises and automatic feedback features, students can actively engage in pronunciation practice, reinforcing

⁴⁶ Amanda Johnson, "Enhancing Pronunciation Skill: A Comprehensive Study on the Impact of Rosetta Stone Application in Language Learning," *Journal of Language Acquisition* 45, no. 2 (2023).

⁴⁷ Sri Yuliani, Khulaifayah, and A. Idayani, "The Impact of Rosetta Stone on Students' Pronunciation for English Subject," *Pegem Journal of Education and Instruction* 14, no. 1 (2024).

⁴⁸ G. V. Ryabkova, "The Use of Blended Learning in EFL (Writing Skills): A Case for Rosetta Stone Software," *ARPHA Proceedings* 3 (2020).

⁴⁹ Rani Syahda Hanifa and Dian Rahma Santoso, "The Use of Rosetta Stone in Enhancing Junior High School Students' Pronunciation," *Etnical Liongua: Journal of Language Teaching and Literature* 9, no.2 (2022).

sound patterns and correcting errors independently. The time and place flexibility offered by this app provides students with opportunities for regular pronunciation exercises, improving consistency and perseverance in refining pronunciation.

In general, research findings paint a positive picture of the effectiveness of using the Rosetta Stone application as a learning media to enhance students' pronunciation skills. This aligns with research results indicating that the use of learning media significantly influences students' pronunciation abilities, as expressed by several experts in linguistics and education. One relevant study by Smith concluded that consistent use of audio-visual media in language learning can improve students' ability to express and articulate language sounds more accurately.⁵⁰ Similar findings were found in the research by Jones et al. highlighting that interactive and multimedia learning, including video and audio, can provide a more comprehensive learning experience, allowing students to adjust their intonation and articulation.⁵¹

The success of the Rosetta Stone application in improving students' pronunciation skills can be attributed to its effective integration of technology into language learning. The application leverages advanced audio technologies to provide high-quality sound reproduction, enabling students to develop a heightened auditory awareness of correct pronunciation. Additionally, the interactive nature of the app, with its repetitive exercises and automatic feedback features, allows students to participate in pronunciation practice actively. Incorporating technology facilitates independent learning, as students receive immediate feedback on their pronunciation,

⁵⁰ Smith, "The Impact of Audiovisual Media on Pronunciation in Language Learning," *Journal of Applied Linguistics* 20, no. 3 (2017).

⁵¹ Jones, et al., "Multimedia Learning and Pronunciation Enhancement: An Empirical Study," *International Journal of Language Education* 25, no. 2 (2019).

reinforcing sound patterns and correcting errors efficiently. Moreover, the flexibility in time and place offered by the application enhances the overall learning experience, providing students with opportunities for regular and consistent pronunciation exercises. The seamless integration of technology into language education, as exemplified by the Rosetta Stone application, plays a pivotal role in supporting students in refining their pronunciation skills and achieving proficiency in a new language.

1. The Improvement of the Students' Pronunciation through Rosetta Stone Application

The research finding indicates that the students' pronunciation achievement by using Rosetta Stone application shows the improvement of the students' pronunciation skills in terms of sound, stress, and intonation. The findings of sound indicated from the mean score in pre-test (2.45) to (3.03) in post-test. The findings of stress indicated from the mean score in pre-test (3.14) to (3.76) in post-test. The findings of intonation indicated the mean score in pre-test (3.07) to (3.79) in post-test.

Based on the pre-test result, the students' pronunciation score in terms of sound, stress, and intonation consisted of 29 students where no one student got Excellent, five (17.24%) students got Good score, two (6.90%) students got fair score, nine (31.03%) students got poor score and thirteen (44.83%) students got Very poor. Most of the students got very poor scores in pre-test because they were confused and spent much time thinking about the new vocabulary and how to pronounce the word. When the students spoke, they were halting and hasty in smoothness.

After giving the pretest, the writer gave the treatment. The writer taught students by using Rosetta Stone application. At the beginning of each meeting, the writer

directed students to practice pronunciation on Rosetta Stone application for 10 minutes. After that, the writer distributed media in the form of paper containing text to the students, then listened to and imitated the audio of the text from the Rosetta Stone application.

After gave the treatment, the students' pronunciation sound, stress, and intonation had improved. It can be seen in tables 4.2 and 4.3, which show the mean score and improvement percentage of pre-test to post-test. As the post-test result, the students pronunciation score in term of sound, stress and intonation consist of 29 students where two (6.90%) students got Excellent score, nine (31.03%) students got Good score, one (3.45%) student got fair score, seventeen (58.62%) students got poor score and no one students got Very poor score. Based on the post-test result, the students showed that teaching pronunciation through Rosetta Stone Application was effective. Students can improve their pronunciation of the words that they think are difficult to pronounce after giving the treatment. The students were minimized to think for a long time to produce words, and they are more enjoying learning.

2. The Significance of the Students' Pronunciation

The data described shows that the student's score is successful in improving the students' pronunciation sound, stress, and intonation by using Rosetta Stone application. This improvement is also followed by significance. After calculating the value of T-test, it was compared with the value of T-table. The T-test value (11.26) was greater than t-table (2.05) for the degree of freedom (Df) $N-1$ ($29-1$) = 28 and the level of significance (α) = 0.05. It means that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. Based on the t-test result, the writer found that there was a significant difference between pre-test and post-test. In

other words, it could be concluded that the use of Rosetta Stone application was effective. Students can improve their pronunciation of the words that they think are difficult to pronounce after giving the treatment. So, the research of data analysis showed that there is an effectiveness of using Rosetta Stone application to improve students' pronunciation skills at SMA Negeri 5 Barru.

This research introduces innovation by presenting a holistic approach to improving students' pronunciation skills through the Rosetta Stone application. Unlike previous studies, this research not only evaluates sound, stress, and intonation separately but integrates them to provide a comprehensive overview of students' language proficiency. The robust methodology and the implementation of pre-test and post-test designs offer objective clarity on the effectiveness of the application, while the emphasis on intonation as a focal point of improvement contributes a new dimension to language literature.

The detailed scores in each category provide a nuanced understanding of the application's influence on different elements of pronunciation, highlighting the significant improvement observed in the post-test results. This detailed examination underscores the positive impact of the Rosetta Stone application on enhancing students' language skills, particularly in the nuanced aspects of pronunciation. The alignment of these findings with previous research further validates the substantial contribution of this study in advancing our comprehension of how technology, like the Rosetta Stone application, can effectively enhance students' language proficiency.

CHAPTER V

CLOSING

This chapter presents the conclusion and suggestions based on the findings and interpretation in the previous chapter.

A. Conclusion

The writer concludes that using Rosetta Stone application can improve students pronunciation in first-grade students at SMA Negeri 5 Barru based on the data analysis of pre-test and post-test results where the mean score of pre-test (48.08) is lower than the mean score of post-test (58.81) and the outcome from the t-test value (11.26) was higher than t-table value (2.05). This means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The result of this research shows that teaching pronunciation through Rosetta Stone Application was effective. Students can improve their pronunciation of the words that they think are difficult to pronounce after giving the treatment. So, the research of data analysis showed that there is an effectiveness of using Rosetta Stone application to improve students' pronunciation.

B. Suggestion

After conducting the research, several suggestions were given by the writer for :

1. English Teacher

It is suggested for English teachers to use Rosetta Stone application as another medium for students, especially in teaching pronunciation. It is because this application can help students improve their accurate pronunciation and fluency in speaking.

2. English Students

When learning English, particularly pronunciation skills, it is important for students to be motivated. The writer observed that some students still struggle with pronouncing certain English words, especially unfamiliar ones. To improve their pronunciation skills, students should understand the different aspects of pronunciation, the difficulty of the word, and practice regularly. Additionally, it is recommended that students use effective techniques and resources to aid their speaking abilities.

3. Other Writer

This research can be useful as an additional reference in writing about the research that has been done. This research has many weaknesses with limited time, so other writers who want to use Rosetta Stone application to improve students' pronunciation skills should understand and master more deep.

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Appendices

Appendix 1: Syllabus

SILABUS

Satuan Pendidikan : SMA Negeri 5 Barru
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / Genap
 Tahun Pelajaran : 2022/2023

Kompetensi Inti

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<p>Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan • Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) • Subjek Pronoun: <i>I,</i> 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang 	4 JP	<ul style="list-style-type: none"> ▪ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ▪ Kamus Bahasa Inggris ▪ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian	
4.1	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>You, We, They, He, She, It</i></p> <ul style="list-style-type: none"> • Kata ganti possessive <i>my, your, his</i>, dsb. • Kata tanya <i>Who? Which? How?</i> Dst. • Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> • Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman • Menanggapi permintaan informasi terkait jati diri dan keluarganya 	<p>dipaparkan figur-figur terkenal.</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya 				
3.2	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<p>Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>) • Memahami unsur 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta 	4 JP	<ul style="list-style-type: none"> ▪ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ▪ Kamus Bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	menanggapinya <ul style="list-style-type: none"> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	kebahasaan dari ungkapan memberikan ucapan selamat dan memuji bersayap (extended) <ul style="list-style-type: none"> Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (extended) Menanggapi ucapan selamat dan memuji bersayap (extended) yang diajukan kepadanya 		<p>tambahannya, n mengidentifikasi persamaan dan perbedaannya</p> <ul style="list-style-type: none"> Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar 		Inggris <ul style="list-style-type: none"> Pengalaman peserta didik dan guru 	
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	Fungsi Sosial Menyatakan rencana, menyarankan, dsb. Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan atau di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<ul style="list-style-type: none"> Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan Memahami unsur kebahasaan dari ungkapan memberi dan meminta 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan Bermain game terkait 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendik bud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>informasi terkait niat melakukan suatu tindakan/kegiatan</p> <ul style="list-style-type: none"> • Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan • Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya. 		<p>dengan niat mengatasi masalah</p> <ul style="list-style-type: none"> - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar. 		didik dan guru	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur Teks Dapat mencakup</p> <ul style="list-style-type: none"> • Identifikasi (nama keseluruhan dan bagian) • Sifat (ukuran, warna, jumlah, bentuk, dsb.) • Fungsi, manfaat, tindakan, kebiasaan <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> • Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal • Adverbia terkait sifat 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil 	6 JP	<ul style="list-style-type: none"> ▪ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ▪ Kamus Bahasa Inggris ▪ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.4 Teks deskriptif	seperti <i>quite, very, extremely, dst.</i>	bersejarah terkenal		analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain			
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> Kalimat dekalraif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 		<ul style="list-style-type: none"> Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar. 			
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>						
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan	<p>Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Istilah khusus terkait 	<ul style="list-style-type: none"> Mengidentifikasi istilah khusus terkait dengan jenis pemberituannya Mengidentifikasi ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja 	<ul style="list-style-type: none"> Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	dengan jenis pemberituannya <ul style="list-style-type: none"> Informasi khas yang relevan Gambar, hiasan, komposisi warna Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	(pemberitahuan) <ul style="list-style-type: none"> Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya Menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain 	keras <ul style="list-style-type: none"> Percaya diri Kerja sama 	<ul style="list-style-type: none"> Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman Melakukan refleksi tentang proses dan hasil belajar. 		Kelas X, Kemendikbud, Revisi Tahun 2016 <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
4.5 Teks pemberitahuan (<i>announcement</i>)							
4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam bentuk pemberitahuan	Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> <ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 						
4.5.2 Menyusun teks dalam bentuk pemberitahuan, lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.						
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	Fungsi Sosial Menjelaskan, mendeskripsikan,	<ul style="list-style-type: none"> Mengidentifikasi ungkapan-ungkapan memberi dan meminta 	<ul style="list-style-type: none"> Religius Mandiri Gotong 	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh percakapan 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	menyangkal, menanyakan, dsb. Struktur Teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI	informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya <ul style="list-style-type: none"> Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 	royong <ul style="list-style-type: none"> Kejujuran Kerja keras Percaya diri Kerja sama 	terkait dengan intonasi, ucapan dan tekanan kata yang tepat <ul style="list-style-type: none"> Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut 		2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Unjuk kerja Portofolio
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang		<ul style="list-style-type: none"> Menyusun kalimat meminta informasi keadaan/tindakan/kegiatan/kejadian yang 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <ul style="list-style-type: none"> Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya 		<ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajar 			
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan orientasi ulang Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan Adverbial penghubung waktu: <i>first, then, after that,</i> 	<ul style="list-style-type: none"> Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan 	8 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio
4.7 Teks recount – peristiwa bersejarah		<ul style="list-style-type: none"> Membuat uraian tentang peristiwa bersejarah di Indonesia Menempelkan karyanya di 					
4.7.1 Menangkap makna secara kontekstual terkait fungsi							

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>before, when, at last, finally</i>, dsb.</p> <ul style="list-style-type: none"> - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p>		<p>kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. 			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past</i> 	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan 	8 JP	<ul style="list-style-type: none"> ▪ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendik bud, Revisi Tahun 2016 ▪ Kamus Bahasa Inggris ▪ Pengalaman 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<p><i>continuous</i>, dan lainnya yang relevan</p> <ul style="list-style-type: none"> - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>legenda rakyat</p> <ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi 		<p>dan tekanan kata yang benar, dengan saling mengoreksi</p> <ul style="list-style-type: none"> - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar. 		n peserta didik dan guru	
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK • Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya 	4 JP	<ul style="list-style-type: none"> ▪ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016 ▪ Kamus Bahasa Inggris 	<ul style="list-style-type: none"> ▪ Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		<ul style="list-style-type: none"> Menirukan lirik lagu secara lisan Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 				<ul style="list-style-type: none"> Pengalaman peserta didik dan guru 	

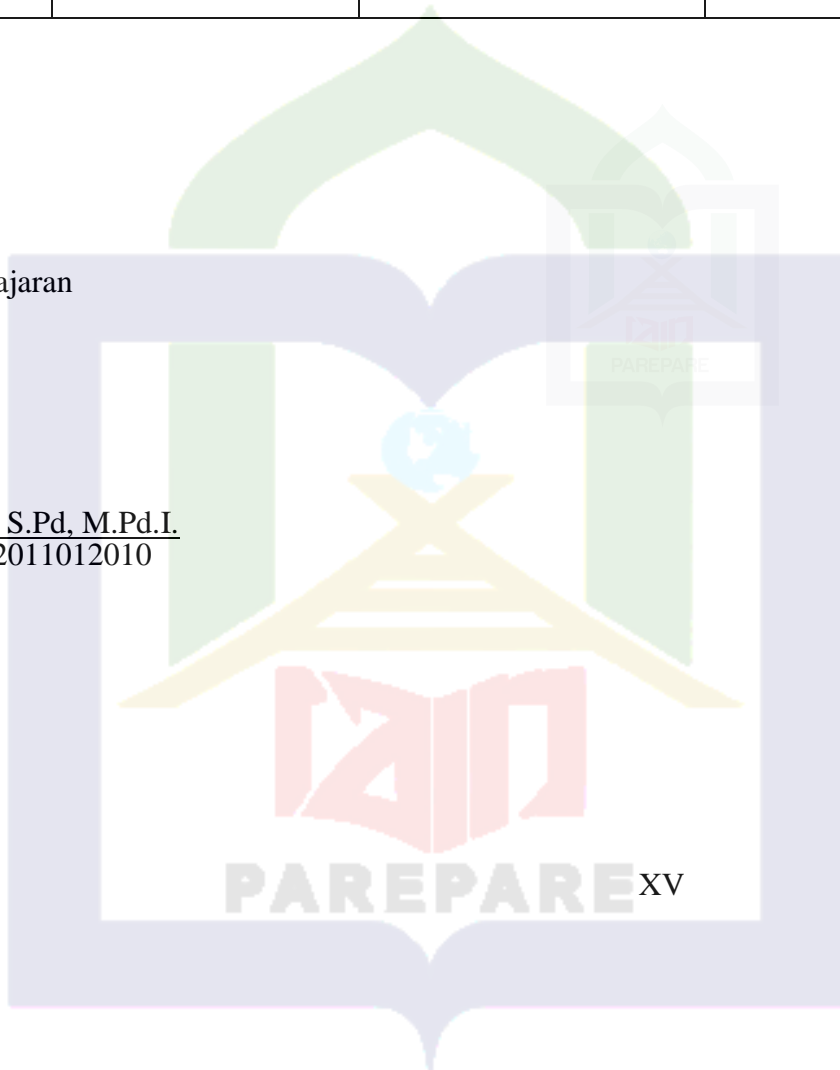
Guru Mata Pelajaran

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Barru, 26 Juli 2023

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 5 Barru	Kelas/Semester : X/Genap	KD : 3.1 dan 4.1
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 2*45 Menit	Pertemuan ke : 1-3
Materi Pokok : Talking About Self (Pronunciation)		

A. KOMPETENSI DASAR

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun, subjective, objective, possessive).
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

1. Mengidentifikasi isi, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana tentang pengalaman pribadi. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) yang tepat sesuai konteks penggunaan.

C. LANGKAH-LANGKAH PEMBELAJARAN

Metode Pembelajaran: Scientific Method	Sumber belajar: <ul style="list-style-type: none">• Media : Rosetta Stone Application• Alat : Papan tulis, Spidol, Smartphone• Buku : Bahasa Inggris Kelas X Kurikulum 2013 Edisi Revisi 2017
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PENDAHULUAN	<ul style="list-style-type: none">• Peserta didik memberi salam dan berdoa untuk memulai pembelajaran• Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking)• Membangun apresiasi dengan menanyakan materi sebelumnya• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan• Guru menyampaikan garis besar materi dan cakupan pembelajaran
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KEGIATAN INTI	Pertemuan ke-1	<ul style="list-style-type: none"> • Guru dan siswa memperkenalkan diri • Guru memberikan soal pre-test • Guru mengarahkan siswa untuk mendownload aplikasi Rosetta Stone dan menjelaskan cara menggunakan aplikasi tersebut • Sebelum mengakhiri kelas, guru meminta siswa mempraktekkan pengucapan beberapa kata atau kalimat menggunakan aplikasi Rosetta Stone
	Pertemuan ke-2	<ul style="list-style-type: none"> • Guru menjelaskan dan membagikan media berupa kertas yang berisi beberapa gambar dan kalimat yang menerangkan gambar-gambar tersebut • Guru menjelaskan dan memberikan contoh cara membaca materi dengan baik dan benar melalui audio materi dari Rosetta Stone, siswa diminta untuk memperhatikan dan berlatih mempraktekkan apa yang di sampaikan audio. • Siswa berupaya membaca media yang telah diberikan oleh guru secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan guru menilai apa yang diucapkan siswa • Siswa memperoleh balikan (feedback) dari guru dan teman tentang materi dan latihan yang telah diberikan
	Pertemuan ke-3	<ul style="list-style-type: none"> • Guru memerintahkan siswa untuk menyalakan smartphone dan membuka aplikasi Rosetta Stone • Guru mengarahkan siswa untuk berlatih pronunciation pada aplikasi Rosetta Stone selama 10 menit. • Peserta didik dibentuk dalam beberapa kelompok • Guru membagikan media berupa kertas yang berisi sebuah text • Siswa mendengarkan audio cerita tersebut yang telah disediakan oleh Rosetta Stone dan mempraktekkan dengan mengulangnya sampai benar. • Setiap anggota kelompok merekam pengucapan mereka menggunakan fitur yang telah disediakan aplikasi Rosetta Stone • Siswa memperoleh balikan (feedback) dari guru dan teman tentang materi dan latihan yang telah diberikan
PENUTUP		<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru membimbing peserta didik menyimpulkan materi melalui tanya jawab • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya • Kegiatan belajar ditutup dengan doa

D. PENILAIAN

- Sikap: Lembar Pengamatan	- Pengetahuan: Students Pronunciation	- Keterampilan: Kinerja dan Observasi Diskusi
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Guru Mata Pelajaran

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Mengetahui

Kepala Sekolah SMA Negeri 5 Barru

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NIP. 196708041994121003



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 5 Barru	Kelas/Semester : X/Ganjil	KD : 3.1 dan 4.2
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 2*40 Menit	Pertemuan ke : 4-6
Materi Pokok : Congratulating and Complimenting Others (Pronunciation)		

A. KOMPETENSI DASAR

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapiya, sesuai dengan konteks penggunaannya.
- 4.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapiya, sesuai dengan konteks penggunaannya.

B. TUJUAN PEMBELAJARAN

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ucapan selamat dan pujian bersayap serta responnya.
2. Merespon ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.
3. Memberikan ucapan selamat dan pujian bersayap dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.

C. LANGKAH-LANGKAH PEMBELAJARAN

Metode Pembelajaran: Scientific Method	Sumber belajar: <ul style="list-style-type: none"> Media : Rosetta Stone Application Alat : Papan tulis, Spidol, Smartphone Buku : Bahasa Inggris Kelas X Kurikulum 2013 Edisi Revisi 2017
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PENDAHULUAN	<ul style="list-style-type: none"> Peserta didik memberi salam dan berdoa untuk memulai pembelajaran Guru mengecek kehadiran peserta didik dan memberi motivasi (yel-yel/ice breaking) Membangun apresiasi dengan menanyakan materi sebelumnya Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan Guru menyampaikan garis besar materi dan cakupan pembelajaran
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KEGIATAN INTI	Pertemuan ke-4	<ul style="list-style-type: none"> • Guru mengarahkan siswa untuk menyalakan smartphone dan membuka aplikasi Rosetta Stone • Guru mengarahkan siswa untuk berlatih Pronunciation pada aplikasi Rosetta Stone selama 10 menit • Guru menjelaskan secara singkat materi tentang materi congratulating dan complimenting others • Guru membagikan media berupa kertas yang berisi gambar kejadian tertentu. • Peserta didik mengidentifikasi dan menuliskan contoh ungkapan selamat dan pujian berdasarkan gambar yang di berikan. • Siswa melafalkan kosa kata tersebut dengan pelafalan dan intonasi yang benar • Siswa memperoleh balikan (feedback) dari guru dan teman tentang materi dan latihan yang telah diberikan • Guru menugaskan siswa untuk menulis percakapan tentang congratulating dan complimenting others secara berpasangan.
	Pertemuan ke-5	<ul style="list-style-type: none"> • Guru mengarahkan siswa untuk menyalakan smartphone dan membuka aplikasi Rosetta Stone. • Guru mengarahkan siswa untuk berlatih pronunciation pada aplikasi Rosetta Stone • Siswa membacakan percakapan tentang congratulating dan compliment di depan kelas secara berpasangan. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang materi dan latihan yang telah diberikan
	Pertemuan ke-6	<ul style="list-style-type: none"> • Guru memberikan soal post-test • Guru menyampaikan terima kasih kepada siswa dan meminta tanggapan mereka selama proses penelitian berlangsung.
PENUTUP		<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru membimbing peserta didik menyimpulkan materi melalui tanya jawab • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya • Kegiatan belajar ditutup dengan doa

D. PENILAIAN

- Sikap: Lembar Pengamatan	- Pengetahuan: Students Pronunciation	- Keterampilan: Kinerja dan Observasi Diskusi
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Appendix 3: Instrument of Pre-Test



	<p>KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Faksimile (0421) 24404</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>


Name of Student : Risdayanti
Student Reg. Number : 19.1300.026
Faculty/Study Program : Tarbiyah/English Education
Title of Research Proposal : Using Rosetta Stone Application to Improve Students Pronunciation at SMA Negeri 5 Barru.

INSTRUMENT OF PRE-TEST

Read these sentences below by correct pronunciation!

- Hi. What is your name? 


- My name is Mrs Simpson. I am a teacher. 



I am from the United Kingdom.



3.

a father and his children



6.

I have brown hair.



4.

The boy and his grandmother are cooking.



7.

Is he your brother?



5.

This is my mother. Her name is Mei. She is cooking in the kitchen.



8.



Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.

Ditto: Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.

Cita: Thanks, Ditto.

Ditto: I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?

Cita: Yes, you're right.

Ditto: I hope you will win as well in the next competition.

Cita: I hope so. But I'm nervous.

Ditto: Don't worry, you're a very good story teller. Good luck.

Cita: Thanks. I'll do my best. Wish me luck

Parepare, 6 June 2023

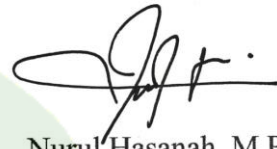
Approved by:

Principal Supervisor



Hj. Nurhamdah, S.Ag., M.Pd.
NIP. 19731116 199803 2 007

Co-Advisor



Nurul Hasanah, M.Pd.
NIP. 19910702 202012 2 022





Appendix 4: Instrument of Post-Test

	<p>KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Faksimile (0421) 24404</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

Name of Student : Risdayanti
Student Reg. Number : 19.1300.026
Faculty/Study Program : Tarbiyah/English Education
Title of Research Proposal : Using Rosetta Stone Application to Improve Students Pronunciation at SMA Negeri 5 Barru

INSTRUMENT OF POST-TEST

Read these sentences below by correct pronunciation and good intonation!

1. 	2. 
--	---

She is from the United States.



3.

parents and their daughter



6.

They have blonde hair.



4.

The girl and her grandfather are playing.



7.

Is she your sister?

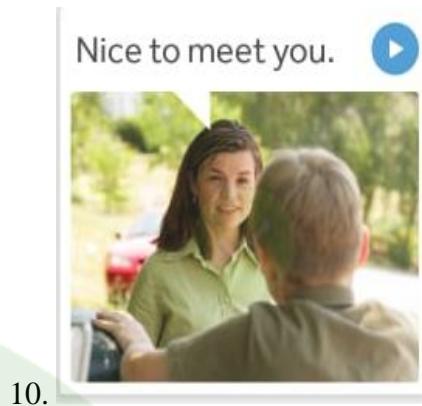


5.

This is my father. His name is Bertrand. He is eating in the dining room.



8.



Alif has won the first winner of the essay competition. His best friend congratulated him.

Samuel: Hey, Lif! How was the essay competition? Did you win the trophy?

Alif: Thank God, I actually did. Fortunately, I succeeded in getting first place. It was so amazing.

Samuel: Wow that's a great job, Lif. Congratulations on your success! I'm happy with that

Alif: Thank you very much for saying so, Sam. How about your English debate competition? Did you also win?

Samuel: Unfortunately, I didn't get first place. I got second place but was thrilled because I've tried my best and put in all my hard work.

Alif: That's the spirit, Sam! I am sure you did it very well. I congratulate you on your success.

Samuel: Thank you very much, Lif. I still have to fight for another English debate competition this month.

Alif: Cool! Let's fight for it!

Parepare, 6 June 2023

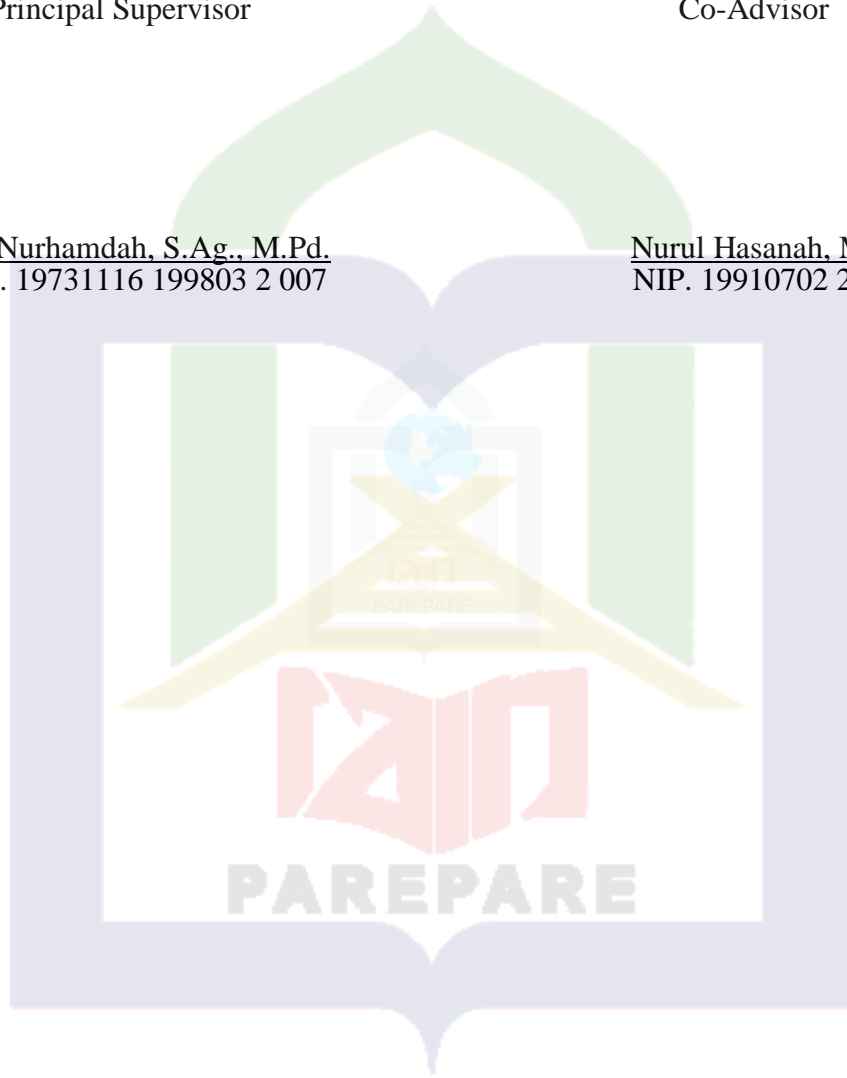
Approved by:

Principal Supervisor

Co-Advisor

Hj. Nurhamdah, S.Ag., M.Pd.
NIP. 19731116 199803 2 007

Nurul Hasanah, M.Pd.
NIP. 19910702 202012 2 022



Appendix 5: Students Pronunciation of Pre-Test

sound	stress	intu
4	4	5

total : 13

$$\text{score} = \frac{13}{16} \times 100 = 72,2$$

PRE-TEST

Name: Tasliatul Umma Amri

Class: X-5

Read these sentences below by correct pronunciation, stress and good pronunciation!

1. Hi. What is your name?



3. I am from the United Kingdom.



2. My name is Mrs Simpson. I am a teacher.



4. I have brown hair.



Sound	stress	Int
1	4	5

total : 13

$$\text{Score} : \frac{13}{18} \times 100 = 72.2$$

PRE-TEST

Name: INDAH

Class: X.5

Read these sentences below by correct pronunciation, stress and good pronunciation!

1. Hi. What is your name?



3. I am from the United Kingdom.



2. My name is Mrs Simpson. I am a teacher.



4. I have brown hair.



Sound	stres	Int
3	3	4

total : 10


$$\text{Score} : \frac{10}{18} \times 100 = 55,6$$

PRE-TEST

Name: SAHRUL

Class: X-5

Read these sentences below by correct pronunciation, stress and good pronunciation!

Hi. What is your name? 



1.

I am from the United Kingdom. 



3.

My name is Mrs Simpson. I am a teacher. 



2.

I have brown hair. 



4.

Source	Stres	Inf
3	5	5

total : 13

$$\text{Score} = \frac{13}{18} \times 100 = 72,2$$

PRE-TEST

Name: RAHMAT AL-QHATIRI

Class: X.5

Read these sentences below by correct pronunciation, stress and good pronunciation!

1. Hi. What is your name?



3. I am from the United Kingdom.



2. My name is Mrs Simpson. I am a teacher.



4. I have brown hair.



Appendix 6: Students Pronunciation of Post-Test

Sound	Stress	Inf
4	6	5

total score 15

$$\text{Score} = \frac{15}{18} \times 100 = 83.3$$

POST-TEST

Name: Taskiatul Umma Amri

Class: X.5

Read these sentences below by correct pronunciation, stress and good intonation!

1. Hello, Mrs Jones.
How are you?



3. She is from the United States.



2. My name is Ms Wilson. I am a doctor.



4. They have blonde hair.



Round	Stress	Int
9	5	5

total 19

$$\text{Score} = \frac{19}{18} \times 100 = 77,8$$

POST-TEST

Name: **INDAH**

Class: **X. 5**

Read these sentences below by correct pronunciation, stress and good intonation!

Hello, Mrs Jones.
How are you?



1.

She is from the United States.



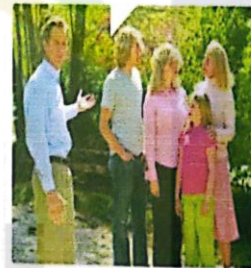
3.

My name is Ms Wilson. I am a doctor.



2.

They have blonde hair.



4.

Sound	Stress	Inf
4	1	5

total 13

$$\text{Score} = \frac{13}{18} \times 100 = 72.2$$

POST-TEST

Name: SAHRUL

Class: X.5

Read these sentences below by correct pronunciation, stress and good intonation!

Hello, Mrs Jones.
How are you?



1.

She is from the United States.



3.

My name is Ms Wilson. I am a doctor.



2.

They have blonde hair.



4.

sound	stress	int
9	6	6

total score 16

$$\text{score} = \frac{16}{18} \times 100 = 88.9$$

POST-TEST

Name: RAHMAT AL-QHATIRI

Class: X.5

Read these sentences below by correct pronunciation, stress and good intonation!

1. Hello, Mrs Jones.
How are you?



1.

3. She is from the United States.



3.

2. My name is Ms Wilson. I am a doctor.



2.


4. They have blonde hair.



4.

Appendix 7: Documentation





**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3507 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

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

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

Menetapkan : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;


Kesatu : Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Nurul Hasanah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Risdayani
NIM : 19.1300.026
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Rosetta Stone Application to Improve Students Pronunciation At SMA Negeri 5 Barru


Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 September 2022

Dekan,

Zulfah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Anas Bakti No. 08 Kecamatan Parepare 91132 RR 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2324/In.39/FTAR.01/PP.00.9/06/2023

08 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Risdayanti
Tempat/Tgl. Lahir : Ammerung, 25 April 2001
NIM : 19.1300.026
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun Ammerung, Desa Bacu-Bacu, Kec. Pujananting,
Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul "Using Rosette Stone Application To Improve Students Pronunciation At SMA Negeri 5 Barru". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dr. Zulfa, M.Pd.
NIP.19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://slmap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : 19179/S.01/PTSP/2023 Kepada Yth.
Lampiran : - Dinas Pendidikan Provinsi Sulawesi
Perihal : Izin penelttan Selatan

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.2324/IN.39/FTAR.01/PP.00.9/06/2023 tanggal 08 Juni 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : RISDAYANTI
Nomor Pokok : 19.1300.026
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Kota Parepare
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" USING ROSETTA STONE APLICATION TO IMPROVE STUDENTS PRONUNCIATION AT SMA NEGERI 5 BARRU "

Yang akan dilaksanakan dari : Tgl. 10 Juli s/d 19 Agustus 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 14 Juni 2023

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Drs. MUH SALEH, M.Si.
Pangkat : PEMBINA UTAMA MUDA
Nip : 19690717 199112 1002

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Portinggal*.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 5 BARRU



Alamat : Jl. Pendidikan, Ralla, Kpl. Lompo RijafKec. Tanete Rija, Kab. Barru

SURAT KETERANGAN PENELITIAN

Nomor : 221/233 /UPT.SMA.5/BR/VIII/2023

Yang bertanda tangan dibawah ini :

- a. Nama : **Drs. AZIS BONTO, M.Pd**
- b. Jabatan : Kepala UPT SMA Negeri 5 Barru

Menerangkan bahwa :

- a. N a m a : **RISDAYANTI**
- b. NIM : 19.1300.026
- c. Program Studi : Pendidikan Bahasa Inggris
- d. Pekerjaan : Mahasiswa (S1)
- e. Alamat : Ammerung Desa Bacu-Bacu Kec Pujananting

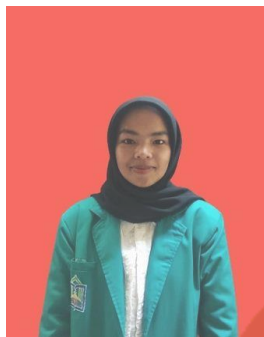
Bcnar telah melaksanakan Penelitian pada UPT SMA Negeri 5 Barru pada Tanggal 31 Juli s/d 23 Agustus Tahun 2023 dalam rangka Penyusunan Skripsi dengan Judul **"USING ROSETTA STONE APPLICATION TO IMPROVE STUDENTS PRONUNCIATION AT SMA NEGERI 5 BARRU"**
Demikian surat Penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Ralla, 23 Agustus 2023



PAREPARE

CURRICULUM VITAE



Risdayanti, she was born on 25th April 2001 in Ammerung. She is the second of five children in her family; her father's name is Kaharuddin and her mother's name is Haliati. Her educational background: She began her studies in 2007 at SD Negeri 22 Ammerung and graduated in 2013. Then, she continued her junior high school at SMP Negeri 5 Pujananting and graduated in 2016. After that, the writer continued her senior high school at SMA Negeri 5 Barru and graduated in 2019. Then, she continued her study at Tarbiyah Faculty of IAIN Parepare in 2019. As a prerequisite for the Bachelor of Education degree (S.Pd), the writer fulfilled the final project requirement through a thesis titled "Using the Rosetta Stone Application to Enhance Students' Pronunciation at SMA Negeri 5 Barru."

