IMPROVING STUDENTS' PRONUNCIATION THROUGH THE "SAY IT" APPLICATION AT SMA NEGERI 8 MAKASSAR
(Pre Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of Education in English Education Department

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بسم الله الرحمن الرحيم

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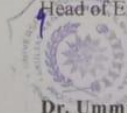
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2/10/2023	I–V	Table of Content Conclusion and Suggestion References	
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v

MOTTO

"Hidup Bukan saling Mendahului, Bermimpilah Sendiri-Sendiri"

-Hindia

DEDICATION

I dedicate this thesis to my father, to my mother and everyone who helps me in any circumstances

ABSTRACT

ADRIANA REVANANDA, 2023. *Improving Students' Pronunciation through the "Say It" Application at SMA Negeri 8 Makassar.* A thesis of English Education Department the faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Ariana.

This research aimed to find out how to improve students' pronunciation through the "Say It" application at SMA Negeri 8 Makassar. This research method was quantitative research with a pre-experimental design. Research data was collected through pre-test, treatment and post-test. The test was to pronounce words consisting of 20 words for the pre-test and post-test.

Research findings showed that the use of the "Say It" application was significant in improving students' pronunciation. This was evidenced by the average score before treatment was 70.3 and the average score after treatment was 90.3 , the percentage increase was 28.44%. This means that there was an increase in students' pronunciation.

Keyword : "Say It" application, Pronunciation, Diphtong

ABSTRAK

ADRIANA REVANANDA, 2023. *Peningkatan pengucapan siswa melalui aplikasi "Say It" di SMA Negeri 8 Makassar.* Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Ariana.

Penelitian ini bertujuan untuk mengetahui bagaimana peningkatan pengucapan siswa melalui aplikasi "Say It" di SMA Negeri 8 Makassar. Metode penelitian ini adalah peneliatian kuantitative dengan design pre-experimental. Data penelitian dikumpulkan melalui pre-test, treatment dan post-test. Tesnya adalah mengucapkan kata-kata yang terdiri dari 20 kata untuk pre-test dan post-test.

Temuan penelitian menunjukkan bahwa penggunaan aplikasi "Say It" signifikan dalam meningkatkan pengucapan siswa. Hal ini dibuktikan dengan rata-rata skor sebelum treatment adalah 70.3 dan rata-rata skor setelah treatment adalah 90.3, persentase peningkatannya adalah 28.44%. Artinya ada peningkatan pengucapan pada siswa.

Keyword : Aplikasi "Say It', Pronunciation, Diphtong

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The researcher realizes that this thesis would have never been completend without the assistance of a number of people. Therefore, she would like to express her deepest appreciation and thanks to those people who have helped and involved in completing this thesis, for their useful motivation, guidance and sacrifices.

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Finally, by reciting Alhadulillah Robbil Alamin, the researcher has been succes to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.
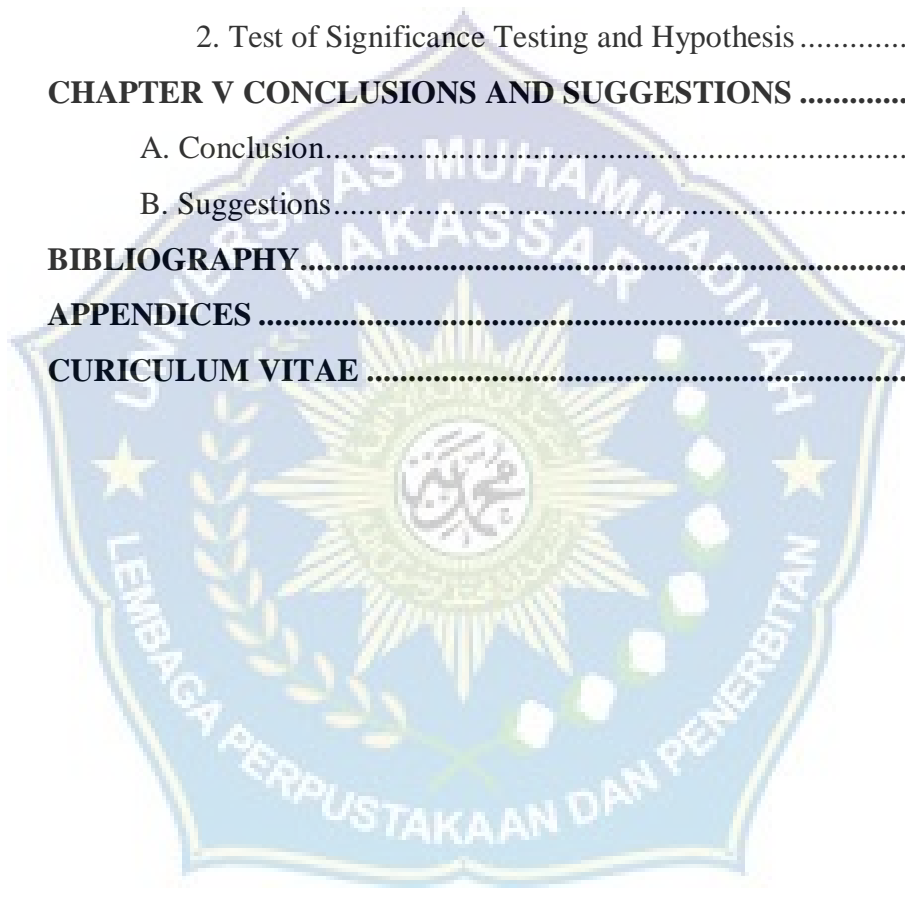
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The Researcher

Adriana Revananda

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CHAPTER I

INTRODUCTION

A. Background

English is the most major tongue in terms of languages. Because of this, English is a language for everyone. Around the world, many people speak it as a first or second language. The ability to access scientific and technical knowledge is also a necessity for the political and economic growth of many different countries on a global scale. English language fluency is one of the most important requirements for job applicants. English is a foreign language that is taught in all Indonesian schools. It has been taught at every level of educational institution.

The four language skills that pupils should develop when learning English are speaking, listening, reading, and writing. As all of these English skills are related to one another, they are all necessary. The four talents will not be the emphasis of this study because they require constant work and take a lot of time. The single skill that is the subject of my study is speaking, and I have focused on one aspect of speaking, namely pronunciation. One crucial element of English is pronunciation. According to Leohart (2008), The way a word or a language is generally spoken is referred to as its pronunciation. Due to the mismatch between its sign and sound, English is perceived as being difficult to pronounce when spoken as a second language. Even if students grasp the meaning of words, they usually have difficulty pronouncing them in spoken language due to the huge differences between spelling and pronunciation.

According to the writer's observations, the researchers wrote that schools that would become the object of research were students whose English was already good but still needed to be improved, especially students' pronunciation in learning English. As one of the teachers said "In English lessons at this school, students still need to improve their English learning such as speaking and also if possible they should improve their pronunciation even more". As well as in student learning at the school students have also used smartphones, which will make it easier for students to access the internet and the lessons given by the teacher. Therefore, the majority of students wish to speak English clearly during the teaching and learning process. They want access to additional media, such as their mobile phone, music player, laptop, and television movies, so they may practice their English pronunciation outside of books and dictionaries.

As we know, there are many regional accents in Indonesia, such as Buginese, Torajanese, Makassar languages etc. Therefore, for some students, they may have difficulty in pronouncing English words. As expressed by Pranoto and Suprayogi (2019), students may have difficulty pronouncing English words. It's because of the features of English phonology is different from Indonesian phonology. As a result, it affects students in learning English skills. In addition, most students are lazy to check the correct pronunciation of words in the dictionary and students cannot develop their speaking skills (Pratiwi and Ayu, 2020; Mandasari and Aminatun, 2019). It probably happened because they weren't interested in using it.

Nowadays, technology has taken on a significant role in daily life. Every element of our lives has been impacted by technology, including schooling. For instance, persons or students who were learning a foreign language would practice pronouncing words by reading the sounds in the dictionary, listening to a native speaker directly, or by listening to a specific tape, which was of course a bit difficult to grasp. But anybody may now hear how a word is spoken by putting it into text-to-speech software, due to contemporary technology. When someone is imparting knowledge to others, pronunciation is a key component. Certain words need to be said by someone in a way that can be comprehended. Even if someone has excellent grammar and vocabulary, if they pronounce words incorrectly, others will not be able to understand them. If pupils don't actively engage in their studying, it won't be successful.

Say It is English Pronunciation in an app created and released by Phona Ltd for the Android and iOS operating systems utilizing information from Oxford University Press. A small number of words (140, British and American English) encompassing all 44 phonemic sounds in standard English are available for free download, but larger wordbanks are only accessible through subscriptions from individual buyers or license agreements with businesses. It enables users to capture audio of their attempts to pronounce specific words. With interactive visualizations of the tape, they may assess how well they did compared to a "typical" pronunciation. Users can precisely spot differences thanks to syllable splits, stress indicators, and individual phoneme audio.

In order for pupils to communicate clearly in a foreign language, teachers must be innovative and able to make their lessons fun and engaging. As a result, the pupils are eager and driven to learn. The researcher hopes that by using *"Say It"* software as a teaching tool, pupils will be more engaged and capable of understanding English pronunciation than they would be if they only listened to their teachers speak.

B. Problem Statement

Based on the background above, the problem formulate as follow:

How is the improvement of the students' pronunciation through *"Say It"* application at SMA Negeri 8 Makassar ?

C. Objective of the Research

Based on the aforementioned research challenge, the following is the goal of this study: To assess the degree to which the "Say It" application at SMA Negeri 8 Makassar has improved student pronunciation.

D. Significance of the Research

1. Theoretically

Become research-friendly information for readers. All information necessary to gather meaningful information for the institution is gathered and organized in accordance with the requirements for further research and studies that are research-related.

2. Practical

    a. Students

    This research is expected to help a new method of learning pronounce English emerge. Additionally, it is anticipated to contribute to the development of Indonesia's English teaching meterials, particularly in the form of computer applications or software.

    b. For Teacher

    The author hopes this research will help teachers learn more about new technique of learning pronounce English so that teachers can interact better with students. Teachers can apply *"Say It"* application in teaching to achieve the best learning quality.

    c. For Researcher

    The results of this study should be an additional guideline or reference for the future researcher who will study related problems.

E. Scope of the Research

The scope of this research is that focuses how effective the *"Say It"* application is in increasing pronounciation. The vowel sounds, especially in diphthongs, are the main emphasis of the pronunciation evaluation.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher reviews some the previous research as literatures review and it will be used as reference. There are five of literatures review that researcher used in this research as follows:

Abdis (2019) discovered that there were more pupils, and that there was a substantial change between the pre- and post-test results. The Busuu application can enhance pupils' pronunciation, according to data research. This is due to the fact that there is a difference between the before and post tests, with the post test being higher. That indicates an update. The typical pre-test score of 50 to 75 post-test demonstrates this.

According to Anugrah (2019), Text-To-Speech has a considerable impact on pupils' ability to pronounce words correctly. The average score prior to therapy was 49.33, while the average score following treatment was 78.67, representing an increase of 59.47%. This indicates that pupils' pronunciation is becoming better.

According to the research, Tamar (2021) students' pronunciation skills improved from a pre-test score of 5.5 to a post-test score of 7.3, which is a 24.65% improvement. Five words are being evaluated to gauge how well pupils can pronounce words in terms of syllable and word stress. The enhancement The first word was 4%, the second was 20%, the third was 29%, the fourth was 14%, and the last word was 114% in terms of syllables. The first word's word stress

improved by 4%, the second one by 6%, the third one by 25%, the fourth one by 200%, and the last one by 1100%. It was said that the effectiveness of using YouTube videos as learning resources has improved.

Muamar, (2022) The study's results showed that using the English Language Speech Assistant (ELSA) program helped students' pronunciation. this was due to the students learning and honing their pronunciation skills using the English Language Speech Assistant (ELSA) program in the classroom, which was demonstrated by the average pre-test score.

From the related findings above, there are similarities between the previous researchers and this research is the use of application to improve one of the English language skills that is pronunciation. The difference between this research and previous research is the variables and scope is focusing on vowels especially in diphthongs.

B. Some Partinents Ideas

1. Pronounciation

a. Definition of Pronounciation

English pronunciation is crucial because it has a significant impact on the meaning of sentences. One of the things that can prevent communication from flowing is when someone stumbles over a few words in a sentence. This is also one of the things that can cause the conversation to break down.

According to Kenworthy Joanne (1987), the English spelling system is "rich in both regularities and irregularities," which presents difficulties for non-native learners (as well as for English-speaking youngsters learning to write their language).

Endahati (2014) asserts that pronunciation is the key to teaching individuals how to pronounce words. Furthermore, Kelly (2000) asserts that pronunciation is a key component of communication. One must be a master of pronunciation if they wish to succeed in communicating. In line with Tergujeff's (2012) pronunciation of speech as being the result of organs communicating. We can infer that pronunciation is a crucial component of communication from the experts' explanation given above. It will be simple for the listener to grasp what the speaker is saying if they have clear pronunciation.

b. Elements of pronunciation

There are Two components of pronunciation are segmental feature and supra segmental feature. Voice may be significantly impacted by speech qualities. We can distinguish two different speech styles in this situation by carefully studying the English language (Ramelan, 1985).

1) Segemental Feature

Segmental characteristics refer to sounds having a vowel, a consonant, a cluster, and a diphthong. The classification is based on the variations in how a statement is produced and how it serves its purpose. Segmental sound segments are grouped in a particular order. Phonetic symbols are used to represent sound units of expression (Wahyukti,2008: 35). Consonants, diphthongs, and vowels are examples of segmental features.

a) Vowel

Vowels are produced by voiced air passing through various mouth forms; differences in the position of the tongue and lips cause these variations in mouth shape (O'Connor, 1980). Vowels come in two varieties: pure vowels and diphthongs (Wahyukti, 2008:56). Pure vowels, which include both long and short vowels, are each represented by a single sign (Wahyukti, 2008:56). A length indicator comprised of two dots or a colon is used to indicate long vowels (Wahyukti, 2008:45).

A vowel is a sound that is made with a clear flow. Here, the term "free passage" refers to the unhindered production of vowel sounds. English vowels may be divided into two categories: long vowels and short vowels.The long vowels are /i:/, /ɜ:/, /a:/, /u:/, and /ɔ:/, whereas the short vowels are /ɪ/,/e/, /ae/, /ə/, /ʌ/, /ʊ/, and /ɔ/.

b) Diphtong

According to Oxford Advanced Learner's Dictionary (2005:410), a diphthong is a combination of two vowel sounds or vowel letters, such as the sound /a/ in pipe /pa/ or the letter ou in uncertainty. The Greek term diphthongos is the source of the English word diphthong. Di and phthongos are the roots of the word diphthongos. Phthongos means "voice, sounds," and Di means "twice."

According to Kelly (2000), a diphthong is made up of two vowel sounds and switches between them (like the /e/ in the word rain). Each phoneme's initial sound in English is louder and longer than its second sound. There is a purposeful glide (or movement of the tongue, lips, and jaw) from one vowel position to another. A single breath impulse generates it. For example, "lay," "how," "hair," "boy,", "poor," etc.

According to the aforementioned assertion, it may be inferred that only one of the two vowel sounds generated with one impulse of breath is louder or more sonorous than the other. In English, there are two different types of diphthongs: centering diphthongs, which finish with a glide toward /ə/ such as , /eə/, /ɪə/ and /ʊe/ they are named "centring" because /ə/ is a central vowel and closing diphthongs, which end with a glide towards /ɪ/ and towards /ʊ/ such us: /eɪ/, /αɪ/, /ɔɪ/, /αʊ/, and /əʊ/. The glide moves the mouth's position upward. In other terms, the diphthong is referred to as a closing diphthong when the tongue moves

from the open vowel position to the close vowel position. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthong.

a. Diphthong [eɪ]

The glide begins from slightly below the half-close front position and moves in the direction of /I/, there being a slight closing movement of the lower jaw; the lips are spread. Examples: eight, veil, weigh, rein, they, prey, and grey.

b. Diphthong [aɪ]

The glide of /aɪ/ begins at a point slightly behind the front open position, and moves in the direction of position associated whit /I/, although the tongue is not usually raised to a level closer than C [ë]; the glide is much more extensive than that of [eI], the closing movement of the lower jaw being obvious. Example: time, write, bite, climb, cry, dry, by, and try.

c. Diphthong [ɔɪ]

For /ɔɪ/ the tongue glide begins at a point between the back half-open and open positions and moves in the direction of /I/. The tongue movement extends from back to centralized front, but the range of closing in the glide is not as great as for /aɪ/; the jaw movement,

though considerable, may not therefore, be as marked as in the case of /aɪ/. Examples: boy, toy, noise, voice, boil, ointment, and point.

The glide of /əʊ/ begins at a central position, between half-close and half-open, and moves in the direction of /ʊ/, there being a slight closing movement of the lower jaw; the lips are neutral for the 1st element, but have a tendency to round on the 2 nd element. Example: ocean, over, open, cold, both, omen, only and those.

d. Diphthong [aʊ]

The glide of /aʊ/ begins at a point between the back and front open positions, slightly more fronted than the position for /a:/, and moves in the direction of /ʊ/, though the tongue may not be raised higher than the half-close level. Example: owl, ounce, down, brown, sound, our and towel.

e. Diphthong [ɪə]

The glide of /ɪə/ begins with a tongue position approximately that used for /ɪ/, centralized front half-close, and moves in the direction of the more open variety of /ə/ when /ɪə/ is final in the word; in non-final positions. Example: ear, era, here, fear, beer, dear and career.

f. Diphthong [ʊə]

/ʊə/ glides from a tongue position similar to that used for /ʊ/ towards the more open type of /ə/ which forms the end-point of all three centering diphthong with, again, a somewhat closer variety of /ə/ when the diphthong occurs in a closed syllabel. Example: tour, moor, poor, sure, pure, and cure.

g. Diphthong [ɛə]

The glide of /ɛə/ begins in the half-open front position, approximately c [ɛ], and move in the direction of the more open variety of /ə/, especially when the diphthong is final; where /ɛə/ occurs in a syllable closed by a consonant the /ə/ element tends to be a mid /ə/ type, the lips are neutrally open though-out. Example: heir, care, bare, where and chair.

h. Diphthong [əʊ]

The glide of /əʊ/ begins at a central position, between half-close and half-open, and moves in the direction of /ʊ/, there being a slight closing movement of the lower jaw; the lips are neutral for the 1st element, but have a tendency to round on the 2 nd element. Example: ocean, over, open, cold, both, omen, only and those.

c) Consonant

The word "consonant" is defined negatively, meaning that it refers to sounds that are not vowels. In English, there are 24 consonants. They are as follows: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j. According to the position of consonants, it can be devide into:

a. Voiced consonants: / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ /

b. Unvoiced consonants: /f, p, t, ʧ, k, θ, s, ʃ/

If you put your finger on your throat, you can determine if a consonant is voiced or unvoiced. The consonant is voiced if there is a vibration when you are speaking. On the other hand, if your throat doesn't move when you speak and all you get is a brief burst of air, the consonant is unvoiced.

These are the segmental feature types. The condition in Indonesian language is really different. Only 5 vowels, 21 consonants, and 3 diphthongs are present. It's probable that many pupils struggle with word production when learning English.

2) Supra Segmental Feature

The styles utilized in words or sentences are comparable to supra segmental characteristics. Stress, tone, intonation, and other suprasegmental qualities are kinds that constantly accompany speech production (Wahyukti,

2008: 35). Stress and intonation are two examples of suprasegmental features.

a) Stress

Stress is an important feature of English word recognition (Kenworthy in Gilakjani, 2012). According to Ramelan (1985), emphasis refers to the power or brightness of the syllables used to convey message. According to Wahyukti (2008), there are three categories of stress: high stress, also known as main stress, moderate stress, sometimes known as secondary stress, and low stress, also known as no stress. Because varied stresses will differentiate meaning and purpose, stress is significant in English.

b) Intonation

Intonantio, in phonetics, the melodic pattern of speech. It conveys different expressive meanings for example, surprise, anger, or joy, and it can also serve a grammatical function. Intonation is primarily a matter of variations in pitch of voice. In a language like English, it is often accompanied by stress and rhythm to produce meaning. Tone is also a form of pitch modulation, but the term describes the use of pitch to differentiate words and grammatical categories.

c. Students' Problem in English Pronounciation

There are some difficulties in teaching and learning pronunciation Harmer (2007). These are:

1). What students' can hear

Some Some pupils find it quite challenging to hear the precise pronunciation they desire to imitate. People who speak several native languages frequently struggle with various sounds. There are two approaches to take here. First, by using examples, illustrations, and explanations, the teacher may demonstrate how to produce sounds. When there is sound in the recording or chat, teachers may also grab their attention. As a result, the instructor progressively develops the pupils' hearing. Students are one step closer to being able to talk effectively when they can hear clearly.

2). What students' can say

All newborns have the capacity to produce a wide variety of sounds that are audible to people. However, as they mature and narrow their linguistic concentration, pupils tend to lose the habit of making some of these sounds. Students who are learning a foreign language sometimes struggle with physical cognitive issues, such as difficulty physically producing sounds through particular areas of the mouth, uvula, or nasal canals. The instructor must be able to demonstrate and explain where sounds are produced in order to prevent this issue (for instance, where is the tongue in relation to the teeth? what lip shape should one have producing vowel.

2. Say It Application

a) Definition

Source : Google

Picture 2.1

"Say It" app has a unique learning technique which is great for visual learners. If you're not confident enough to judge your own pronunciation by listening to a recording of your own voice, maybe seeing a visual representation of your voice might help.

This application produces an image of sound waves that are created when we say a word. All you have to do is compare the visual sound waves of your voice with the sound waves produced by native speakers. Also, this app has option to slow down any recording. So if it's a really long word, you can touch and drag on a difficult part to slow it down.

Award winner Say It: English Pronunciation makes pronunciation visual and interactive, so you don't have to guess how to pronounce an English word. The free version includes 100 sample words, covering 44 sounds in standard English. Pronounce It like a personal pronunciation teacher on our device

b) Procedural of Say It Application

"Say It" is an application that can help improve one's pronunciation skills in English. This application offers various features that can help users in improving their pronunciation. Here are somep of the features that the **"Say It"** application has:

a. the software must first be downloaded from the software Store or Play Store for IOS and Android users, respectively.
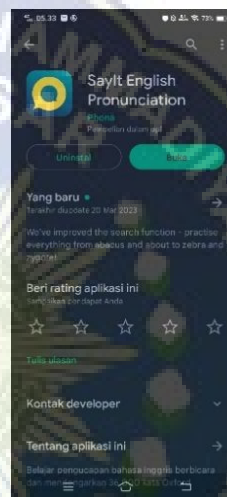
Source : Google

Picture 2.2 :How to download the App

b. Word Pronounciation : This application provides a periodic word pronunciation feature, so that users can improve their pronunciation by repeating the words until they are correct.
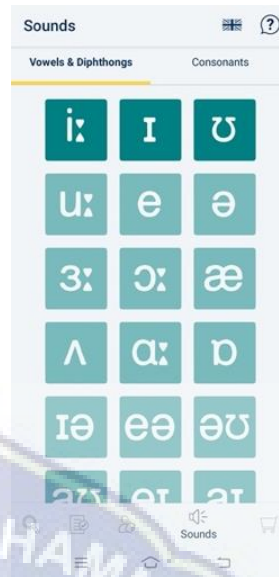
Source : Google

Picture 2.3 :Word Pronounciation

c. Pronounciation Practice : Say It also provides pronunciation exercises consisting of certain words or sentences that can help users improve their pronunciation.
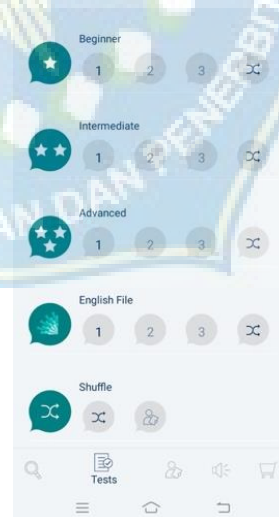
Source : Google

Picture 2.4 : Pronounciation Practice

d.   Accent Selection : This app provides different accent options, so the user can choose the accent they want to learn and pronounce correctly.
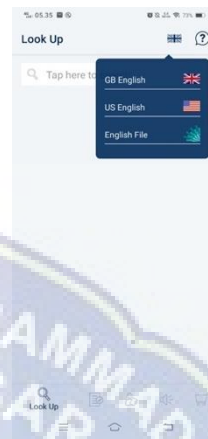
Source : Google

*Picture 2.5 : Features Accent Selection of **"Say It"** App*

e.   Voice Recording : Users can record their own voice saying English words or sentences, and then compare the recording with the correct pronunciation.
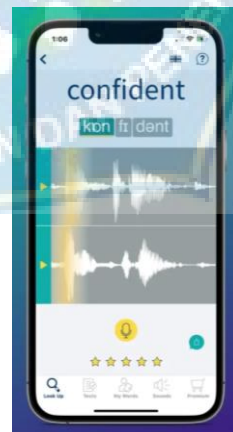
Source : Google

Picture 2.6 : Voice Recording

f.   Voice Analysis Feature : Say it application also provides a voice analysis feature that can help users see weaknesses and deficiencies in their pronunciation.
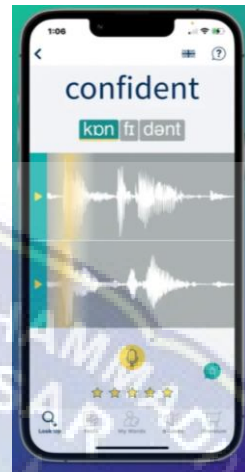
Source : Google

Picture 2.7 : Voice Analysis

With these features, the Say It application can assist users in improving their English pronunciation skills. However, as is the case with other English learning apps, Say It should be used as a tool to improve English skills, not as the only way. Users still have to combine this application with other methods such as reading books, watching movies, and practicing directly with native English speakers.

C.   Conceptual Framework

```
┌─────────────────────────────┐
│          INPUT              │
│  (English Pronounciation)   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│         TREATMENT           │
│      Say It Application      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          OUTPUT             │
│ Students Pronounciation     │
│        (Diphtong)           │
└─────────────────────────────┘
```
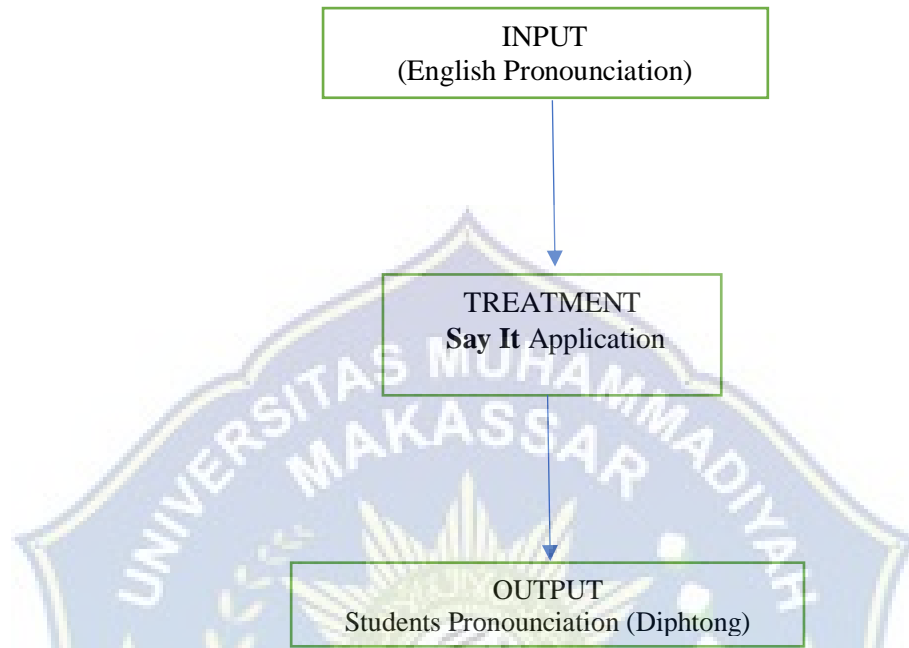
Figure 2.1 Conceptual Framework

1. Input: Referring to pronounciation is information to check the information used by this *"Say It"* Application such as we choose material, listen to practice texts, listen from native speakers and make repetitions.

2. Treatment: Refers to the teaching and learning of pronounciation by using the *"Say It"* Application in Improving students' pronunciation, listening to pronunciation by native speakers, repetition, and writing of words that are heard. Then another teaching and learning process is intended to help students what they want to prove.

3. Output: Referring to teaching with the *"Say It"* Application in pronounciation, after the teaching and learning process in improving student pronunciation.

D. Hypothesis

Table 2.1 Hypothesis Testing

No.	Testing	Null Hypothesis (H0)	Alternative Hypothesis (H1)
1.	t-test > t-table	Rejected	Accepted
2.	t-test < t-table	Accepted	Rejected

The hypothesis of the research are formulated as follows:

1. Null hypothesis (H$_O$) : There is no a significant difference between the result of pre –test and post of the students' pronounciation through "Say It" Application.

2. Alternative hypothesis (H$_i$) : There is a significant difference between the result of pre-test and post-test students' pronounciation through "Say It" Application.

CHAPTER III

METHODOLOGY

A. Research Design

In educational research, an approach is a methodology that has been used to collect data on which to base inference and interpretation, explanation, and prediction, according to Cohen, Manion, and Morrison (2007:446). This implies that an approach is a way in which a problem is discussed and examined.

The data in this study was analyzed by the researcher using a quantitative method. To gauge students' pronunciation skills, the researcher used a pre-experimental study method that includes pre-test and post-tests. Additionally, the researcher used tests at the most recent meeting to determine the improvement of the pupils using *"Say It"* Application. The research design was presented in the following table:

Table 3.1 Research Design

O1	X	O2
Pre-test	treatment	Post-Test

(Gay, 1981)

Where: O1: Pre-test

O2: Post-test

X: Treatment

24

B. Research Variable and Indicators

a. Independent Variable

Independent variable is variable which can influence or respond to dependent variable. In this research, the independent variable using Say It Application.

b. Dependent Variable

Dependent Variable is a variable that causes or is influenced by other variables. The dependent variable in this study was the increase in students' pronunciation.

c. Research Indicators

The research indicator in this study was the effectiveness of the Say It application in increasing student pronunciation. According to the International Phonetic Alphabet (IPA), which allowed accurate description of sounds in all languages. Technically a diphthong can be two vowel sounds pronounced together.

C. Population and Sample

In this part, the researcher described about sample and population of the researcch:

1. Population

The population of this research was the eleventh grade students of SMA Negeri 8 Makassar academic year 2023/2024, with a total eleventh grade population of 224 consisting of 7 classes.

2. Sample

According to Arikunto (2010), Sample is number or part of investigated population. Therefore, to take the sample, present researcher used purposive sampling. Arikunto (2010) states that "purposive sampling is a sampling technique which is used by a researcher if the researcher has certain judgments in taking the sample".

This research has taken one class, the researcher chose class XI MIPA III as the sample for this research because this class had a higher quality of learning motivation than other classes.

Table 3.2 Sample of the Research

Class	Number of Students	
	Male	Female
XI	13	17
Total	30	

D. Research Instrument

The research instrument was a pronunciation test. It was implemented in pre-test and post-test segments. The initial test aimed to determine initial knowledge students' pronunciation and carried out in the first meeting. The post-test was designed to find out the increase in students' abilities pronunciation through the "say it" application and was done last meeting.

In the first test the researcher was given a test in the form of a written text which they would read well. After that the researcher assessed their ability to pronounce the words correctly. And make their score a consideration score in the first test. Then the researcher gave treatment to students in the form of teaching English through the say it application for four meetings.

For the final assessment or post-test the researcher gave a test in the form of a text which was read properly according to what has been obtained at the previous meeting. The results of the post test was used to evaluate the success of the program or intervention.

E. Data Collection

Musdalifah (2008), the act of obtaining and analyzing data on specified variables in a predetermined, methodical way allows for the evaluation of results and the answering of pertinent questions..

The following timeline provides a chronological explanation of the data collection process:

1. Pre-test

The researcher gave a written test as a pretest. The format of the test was pronounciation text which contained twenty selected words to be tested and two questions on the number of syllables for each selected word and the emphasis on syllables containing vowels, especially diphthongs on each selected word.

2. Treatment

The treatment was given after the students have done the pretest. The treatment of this research as follows:

a) At the first meeting the teacher provides material related to pronunciation material according to the learning plan.

b) At the second meeting, while remembering the lessons on the first day the teacher also provided material related to the use of "Say It".

c) At the third meeting the teacher gave a test related to the use of "Say It" by listening to the sound of the application using objects around them and try to pronounce it.

d) At the last meeting the teacher gave a test regarding pronunciation material using the "Say It" application in front of the class in front of their friends.

3. Post-test

The "Say it" application's audio was used to teach students pronunciation techniques before they took the post exam in this study. A written test was given by the researcher. The format of the exam was a dialogue text with two questions concerning the number of syllables in each selected word and the word stress in each selected word. The selected words to be tested were different from the pre-test dialog.

F. Data Analysis

In analyzing, the data collected through the pre-test and post-test the researcher

used the indicator as follows:

Table 3.3 Indicator Score of Pronounciation

Aspek Penilaian	Description
Pronunciation Score	
20	There was a pronunciation error in the diphthongs which caused the message not to be conveyed.
40	There was an error in the pronunciation of the diphthong ending which caused the message to sometimes not be conveyed.
60	There was an error in pronunciation of diphthongs which was still unclear which caused the message not to be conveyed perfectly.
80	the pronunciation of diphthongs is clear but still requires repetition to convey the message perfectly.
100	clear pronunciation of diphthongs and no need for repetition. and the placement of the tongue and the shape of the lips in pronouncing diphthongs are correct.

1. To find out the individual score research by used follow

Formula: $\frac{\Sigma X}{N} \times 100$

Where :

ΣX = Score of the students

N = Score maximum

(Gay, 1981)

2. To calculate the percentage of the students' improvement based pre-test and post-test:

Formula:

$$\overline{X} = \frac{\Sigma X}{N} \times 100$$

Where:

$\overline{X}$ = Mean score

$\sum x$ = The row score

N = The number of students

(Sudjiono,2003:78)

3. To calculate the percentage of the students' improvement phased pre-test and post-test:

Formula:

$$P = \frac{K2 - K1}{K2} \times 100 \%$$

Where:

P = percentage

K2 = Average score of Post test

K1 = Average of Pre-test

(Sudjana, 2003:76)

4. There were seven categories utilized to categorize the pupils' scores, and they were as follows:

Table 3.4 Table of Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Poor
56-65	Fair
36-55	Poor
0-35	Very Poor

De Jong and Hulstijn, (2009)

4. To find out the improvement of students' vocabulary, the researcher used a t-test:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D2 - \frac{(\Sigma D).2}{N}}{N(N-1)}}}$$

Where:

t   = Test of significant difference

D = The mean of the difference score

$\sum D$ = The sum of all score

$\sum D2$= The square of the sum for difference

N   = The total number of sample

(Sudjiono, 2003: 326)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

According to Joanne (1987), the English spelling system is "rich in both regularities and irregularities," which presents difficulties for non-native learners (as well as for English-speaking youngsters learning to write their language).

After analysing the data derived from the pre-test and post-test, the data were served 4 tables which consist of some forms of analysis namely classification, score, frequency and percentage. Below was the result of data analysis.

1. Mean Score of Pre-Test and Post-Test Pronunciation

After calculating the result of the students" score, the mean score of the pre-test and post-test could be present in the following:

Table 4.1 Mean score of pre-test and post-test Pronunciation

Kind of Test	Mean Score	Improvement
Pre-Test	70.3	
Post-Test	88.6	26 %

The table above showed that the students mean score of pre-test was 70.3 while the students mean score in post-test was 88.6. It was analysed that there was Improvement of students pronunciation after applying of "Say It" application in the classroom (26 %).

2. Pre-Test of the Students' Pronunciation

In this research, the researcher used a pre-experimental research to find out the improvement of the students pronunciation through the use of "Say It' Application at the eleventh grade student of SMA Negeri 8 Makassar in academic year 2023/2024. The result of pre-test could be present in the following:

Table 4.2 The Result Frequency of pre-test

No.	Classification	Score	Pre-Test	
			F	%
1.	Excelent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	5	17%
4.	Fairly Poor	66-75	20	67 %
5.	Fair	56-65	4	13%
6.	Poor	36-55	1	3%
7.	Very Poor	0-35	0	0%
	Total		**30**	**100%**

Based on Table 1.4. the percentage of the pre-test showed that there were no students (0%) who got Excellent Category (96-100) score and also for Very Good Category (86-95) score for the Students Pronunciation. For Good Category (76-85) score, there were 5 student (17%). There were 20 student (67%) who got fairly Poor Category (66-75) score. And for Fair category (56-65) there were 4

(13%) students. For Poor category there were 1(3%) student. And there were no students (0%) who got Very Poor Category. So the result can be concluded that the Students' Pronunciation pre-test was poor categorized.

According to Kelly (2000) asserts that pronunciation is a key component of communication. One must be a master of pronunciation if they wish to succeed in communicating.

1.Diphthongs [eɪ]

There were 23 students who could pronounce the diphthong [eI] badly. This means that from the 3 diphthongs [eɪ], students can only pronounce the word "Eight" correctly while for the pronunciation of "Raised and Gateway" students still pronounce it incorrectly.

2.Diphthongs [aɪ]

There are 25 students pronouncing the words "by, wife, right, light" correctly, and the remaining five students still pronounce the diphthongs incorrectly. And for the words "behind, design, and height" there are 27 students who still pronounce the diphthongs. wrong and the rest of the pronunciation is correct.

3.Diphthongs [əʊ]

There are 29 students said the words "domed and own" with the wrong pronunciation and one student with the correct pronunciation.

4.Diphthongs [aʊ]

There is students pronounce the word "glow" correctly. This is because students are still distracted by words that are often spoken by their surroundings, so they still pronounce these words incorrectly.

5.Diphthongs [ɪə]

There is no student pronounces the word "dear and experience" correctly because this diphthong is one of the most difficult diphthongs to pronounce, and students are still distracted from the pronunciation of the word from their environment, which causes the pronunciation of the word still wrong.

6.Diphthongs [ʊə]

There is no student pronounces the word "tour and pure" correctly because this diphthong is a diphthong that is difficult to pronounce and students are still distracted from the surrounding environment to say the word, so the pronunciation of the word is still not quite right.

7.Diphthongs [eə]

There is no student pronounces the word "square" correctly, because in this diphthong each letter has very significant similarities so that at the end of the pronunciation of the diphthong it is sometimes not heard or not pronounced at all. This is what causes the pronunciation of this diphthong to be inaccurate.

8.Diphthongs [ɔɪ]

In this diphthong [ɔɪ], all of students can pronounce the word "voice" correctly, because this diphthong is a diphthong that is very easy to pronounce, and mistakes are very rare in pronouncing this diphthong.

3. Post-Test of the Students' Pronunciation

The result of pre-test could be present in the following:

Table 4.3 The Result Frequency of post-test

No.	Classification	Score	Post-Test	
			F	%
1.	Excelent	96-100	0	0%
2.	Very Good	86-95	26	86%
3.	Good	76-85	2	7%
4.	Fairly Poor	66-75	2	7%
5.	Fair	56-65	0	0%
6.	Poor	36-55	0	0%
7.	Very Poor	0-35	0	0%
	Total		**30**	**100%**

Based on Table 1.5 the percentage of the post-test showed that there were 26 (86%) of 30 students got Very Good Category (86-95) score of the students pronunciation. There were 2 students (7%) got Good Category (76-85), and 2 (7%) students got fairly good category. So the result can be concluded that the students' pronunciation in post-test was very good categorized

1.Diphthongs [eɪ]

There were 27 students could pronounce the words "located, way, stairways, and name" correctly, and the remaining students pronounced the diphthong words almost correctly.

2.Diphthongs [aɪ]

There were 28 students who correctly pronounced the words "like, five, entire, design, divided, either and size", and the remaining two students still mispronounced the diphthongs.

3.Diphthongs [əʊ]

There were 24 students pronounce the word "known" with the correct pronunciation and 6 students with the incorrect pronunciation.

4.Diphthongs [aʊ]

There were 19 students who pronounced the words "surrounded, crowned, bound" correctly. in this diphthong there has been a significant increase from the previous pre-tes

5.Diphthongs [ɪə]

There were 17 students who said the word "entire" correctly and the remaining 13 were still wrong, but in this diphthong there was an increase in some students compared to the previous pre-test.

6.Diphthongs [ʊə]

There were 21 students who pronounced the word "endure and our" correctly and 9 students pronounced the diphthongs wrong. but in the pronunciation of this diphthong there has been an increase in students.

7.Diphthongs [eə]

There were 23 students who pronounce the word "hair" correctly, and the rest of the students pronounce this diphthong still wrong.

8.Diphthongs [ɔɪ]

In this diphthong [ɔɪ], all of students can pronounce the word "employ" correctly, because this diphthong is a diphthong that is very easy to pronounce, and mistakes are very rare in pronouncing this diphthong.

4. Hypothesis Testing

The test variable (pre-test and post-test) are statiscally different on alpha (@) = 0.05, at the degree of freedom (df) N-1 = 29 to see the difference.

Table 4.4 Hypothesis testing

Variable	t-test Value	t-test Table
X2-X1	13.8	2.045

Based on the hypothesis testing table above, the t-test value (13.8) is greater than the t-table value (2.045). This shows that there is an increase in pronunciation in students, which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. DISCUSSION

1. The Use of "SAY IT" Application

According to Lateharu (in Suryani, 2012: 137), states that Learning media are materials, tools, or techniques used in learning teaching and learning activities with the aim of an interaction process Communication between teachers and students can take place effectively an useful. Learning media used in the process This learning is very capable of influencing the effectiveness of learning. Ketut Juliantara (2009) describes learning media as everything related to software and hardware that can be done used to

convey teaching material from learning resources. to students 20 that stimulate students' thoughts, feelings, attention and interest so that learning becomes more effective They are usually utilised for the sole purpose of learning and teaching (Webcrawler, 2013). In this research the learning media that used by researcher is "Say It" Application.

The description of data collection using the "Say It" application as described in the previous section shows that students are stimulated. This is supported by the frequency and percentage of students' pre-test and post-test scores. Student scores after the students were implemented to say a few words in English through the "say better" application than before the treatment was given to students.

Based on research results from Anugrah (2019) who in his research used a text-to-speech application and the results had a significant impact regarding increasing student pronunciation. In this way, the researchers used the results of this research as a reference that the use of applications in learning media Say it application can have an impact related to increasing pronunciation. This is shown based on the results of the research previously described.

Based on the findings, the percentage of students' pronunciation scores before using the "Say It" application shows that the pronunciation of students in eleventh grade at SMAN 8 Makassar, especially Class X MIPA III is poor. This is because most students do not know how to pronounce some words correctly.

In the treatment, at the first meeting the researcher found that most students experienced problems in pronunciation, because most students still had difficulty pronouncing some sounds. In the second to last meeting, they tried to pronounce some sounds well and also paid attention to the explanations given by the researcher at the end of each meeting. When the researcher has implemented the use of the "say it" application in teaching and learning English until the last meeting for treatment, the researcher gives a Post-Test to measure student scores.

The researcher attempted to gauge the improvement in the students' pronunciation after administering the Post-Test. The researcher received an average score of 46 on the Pre-Test and an average score of 82 on the Post-Test. The rise in students' pronunciation from Pre-Test to Post-Test, according to the researcher, was 26%. This indicates that the students' pronunciation improved as a result of repeated use of the "say it" application.

2. Analysis

In analyzing the data, the researcher used the score from 3 raters and from the researchers" analysis. There are eight English diphthongs that were analyzed in this research. They are English centering diphthong consist of [ɪə], [ɛə], [ʊə]. The English closing diphthong consists of [aɪ], [eɪ], [ɔɪ], [aʊ], and [əʊ]. The raters identified students pronounce and the researcher analyzed was categorized into following table.

3. Test of Significance Testing and Hypothesis

Based on the results of the t-test, the researcher found that there was increase in students' pronunciation. This means that there are significant differences in the results of the pre-test before and after the learning process using the "say it" application in class. This is because students learn and practice saying a few words through the use of the "say it" application in class which can broaden their new experiences and knowledge. Based on these data it can be concluded that class XI MIPA III students at SMAN 8 Makassar have experienced increase.
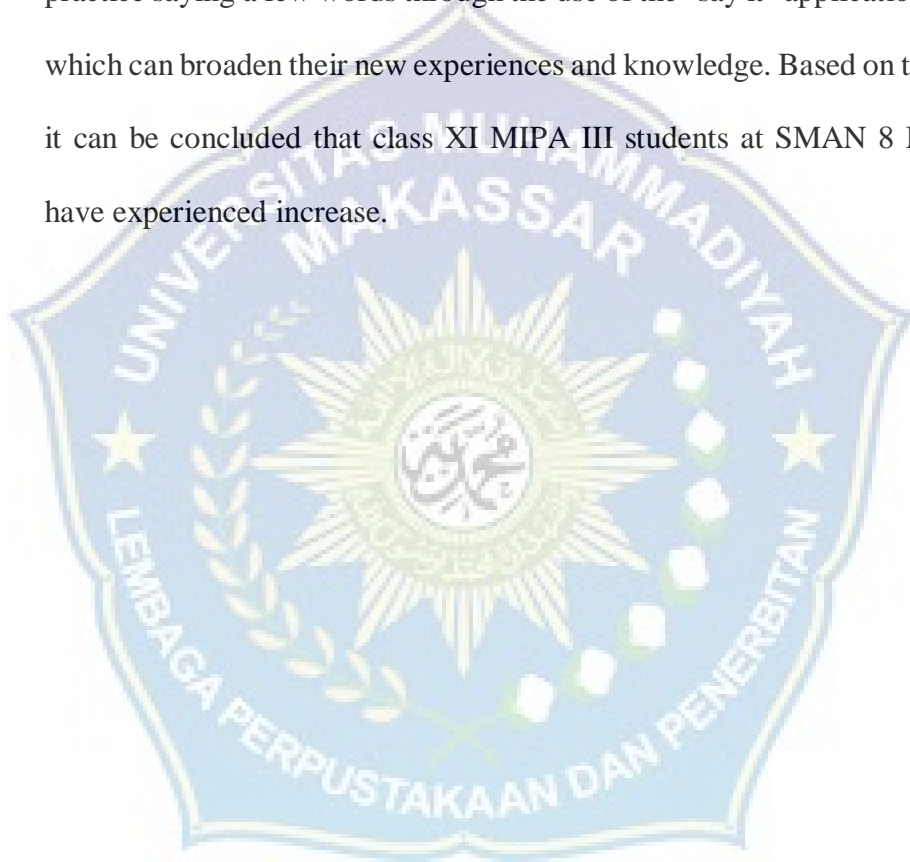
CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the findings and discussion, it can be concluded that the use of the "say it" application is effectived in improving students' pronunciation. This is shown from the comparison of the pre-test and post-test of SMA Negeri 8 Makassar Class XI MIPA which shows an increase. This is evident from the average pre-test score of 70.3 to 88.6 on the post test. As a result, the "Say It" application is effectived in improving students' pronunciation.

B. Suggestion

Based on the conclusion above, the researcher proposes some suggestions, that teacher should sometimes make a cooperative learning in class. The researcher would like to suggest as follows:

1. For the Teacher

The "say it" application can significantly improve students' pronunciation skills at SMAN 8 Makassar. So, it is highly recommended for English teachers to apply it in teaching English pronunciation in class to improve students' progress.

2. For the Student

Students should play an active role in the learning process, don't be shy and afraid to speak English, especially in their pronunciation. They must be confident to speak English to their teacher or friends to improve their pronunciation skills during the learning process

3. For the next Researcher

For future researchers, it is suggested that this research can be used as a reference for conducting other research in the same field. The next researcher can use the pre-experimental research design to find out whether the use the application of "Say It" has the effect of increasing students' abilities in other skills, such as writing, reading and listening. Then, future researchers can also conduct research on the use of the application "Say It" in writing of other genres to see the effect of its use.

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APPENDICES

APPENDICES A

(Pre-Test)

A PRE-TEST
Pre-Test Pronounce the words correctly

1. Eight

2. By

3. Dear

4. Wife

5. Right

6. Behind

7. Raised

8. Square

9. Domed

10. Tone

11. Design

12. Own

13. Height

14. Gateway

15. Tour

16. Pure

17. Voice

18. Glow

19. Light

20. Experience

APPENDICES B

A POST-TEST
Post-Test Pronounce the words correctly

1. Ancient

2. Located

3. Known

4. Influenced

5. Like

6. Stone

7. Five

8. Surrounded

9. Entire

10. Crowned

11. Way

12. Stairways

13. Design

14. Devided

15. Bound

16. Our

17. Name

18. Either

19. Employ

20. Size

APPENDICES C

(Result Of Pre-Test)

1. List sample and score of the students pronunciation pre-test

No	Code	Score	Classification
1.	AAS	73	Fairly Good
2.	DNI	68	Fairly Good
3.	K	75	Fairly Good
4.	MADP	65	Fair
5.	MR	74	Fairly Good
6.	NRR	66	Fairly Good
7.	PYA	70	Fairly Good
8.	ASP	72	Fairly Good
9.	NMB	73	Fairly Good
10.	NA	66	Fairly Good
11.	PSA	68	Fairly Good
12.	RW	65	Fair
13.	AI	54	Poor
14.	ANS	62	Fair
15.	MAM	67	Fairly Good
16.	ARF	57	Fair
17.	DPE	73	Fairly Good
18.	NJFA	80	Good
19.	IZ	68	Fairly Good
20.	MNAAP	72	Fairly Good
21.	TRM	70	Fairly Good
22.	MHS	77	Good
23.	MFF	80	Good
24.	MWRP	71	Fairly Good
25.	ZPI	75	Fairly Good
26.	LIA	76	Good
27.	MFFK	72	Fairly Good
28.	AMU	72	Fairly Good
29.	MRWM	77	Good
30.	SCK	71	Fairly Good
Total Score	$\sum x$	2109	
Mean Score	x	70.3	

APPENDICES D
(Result Of Post-Test)

2. The score of the students' pronunciation Post-Test

No	Code	Score	Classification
1	AAS	85	Good
2	DNI	90	Very Good
3	K	89	Very Good
4	MADP	87	Very Good
5	MR	92	Very Good
6	NRR	87	Very Good
7	PYA	87	Very Good
8	ASP	90	Very Good
9	NMB	93	Very Good
10	NA	92	Very Good
11	PSA	90	Very Good
12	RW	90	Very Good
13	AI	72	Good
14	ANS	82	Good
15	MAM	87	Very Good
16	ARF	72	Good
17	DPE	89	Very Good
18	NJFA	96	Very Good
19	IZ	89	Very Good
20	MNAAP	87	Very Good
21	TRM	91	Very Good
22	MHS	94	Very Good
23	MFF	92	Very Good
24	MWRP	88	Very Good
25	ZPI	90	Very Good
26	LIA	92	Very Good
27	MFFK	91	Very Good
28	AMU	94	Very Good
29	MRWM	92	Very Good
30	SCK	90	Very Good
Total score	$\sum x$	2660	
Mean score	x	88.6	

APPENDICES E
(Table of Data)

3. Table of Data

No	Code	Score Pre-Test (X_1)	Score Post-Test (X_2)	D (X_2-X_1)	X_1^2	X_2^2	D^2
1	AAS	73	85	12	5329	7225	144
2	DNI	68	90	22	4624	8100	484
3	K	75	89	14	5625	7921	196
4	MADP	65	87	22	4225	7569	484
5	MR	74	92	18	5476	8464	324
6	NRR	66	87	21	4356	7569	441
7	PYA	70	87	17	4900	7569	289
8	ASP	72	90	18	5184	8100	324
9	NMB	73	93	20	5329	8649	400
10	NA	66	92	26	4356	8464	676
11	PSA	68	90	22	4624	8100	484
12	RW	65	90	25	4225	8100	625
13	AI	54	72	18	2916	5184	324
14	ANS	62	82	20	6844	6724	400
15	MAM	67	87	20	4489	7569	400
16	ARF	57	73	16	3249	5329	256
17	DPE	73	89	16	5329	7921	256
18	NJFA	80	96	10	6400	8100	100
19	IZ	68	89	21	4624	7921	441
20	MNAAP	72	87	15	5184	7569	225
21	TRM	70	91	21	4900	8281	441
22	MHS	77	94	17	5929	8836	289
23	MFF	80	92	12	6400	6464	144
24	MWRP	71	88	17	5041	7744	289
25	ZPI	75	90	15	5625	8100	225
26	LIA	76	92	16	5776	8464	256
27	MFFK	72	91	19	5184	8281	361
28	AMU	72	94	22	5184	8836	484
29	MRWM	77	92	15	5929	8464	225
30	SCK	71	90	19	5041	8100	361
Total score	$\sum x$	2109	2660	546	147597	233717	10348
Mean score	x	70.3	88.6	19.4	4920	7790	3447

51

4. Mean score of Pre-Test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{2109}{30}$$

$$= 70.3$$

APPENDICES G

(Resut mean score of post-test)

5. **Mean score of Post-Test:**

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{2660}{30}$$

$$= 88.6$$

(Result percentage of students' score in pronunciation)

6. **The precentage of students' score in prounciation:**

$$P = \frac{88.6 - 70.3}{x1} \times 100$$

$$= \frac{18.3}{70.3} \times 100$$

$$= 26\%$$

(Resut calculating the t-test)

7. Calculating the t-test

$$t = \frac{D}{\sqrt{\frac{\Sigma D2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

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

$$= \frac{546}{30}$$

$$= 19.4$$

$$t = \frac{19.4}{\sqrt{\frac{10342 - \frac{(546)^2}{30(30-1)}}{}}}$$

$$t = \frac{19.4}{\sqrt{\frac{10342 - 9.937}{30(29)}}}$$

$$\frac{19.4}{\sqrt{\frac{411}{870}}}$$

$$\frac{19.4}{1.40}$$

t=13.8
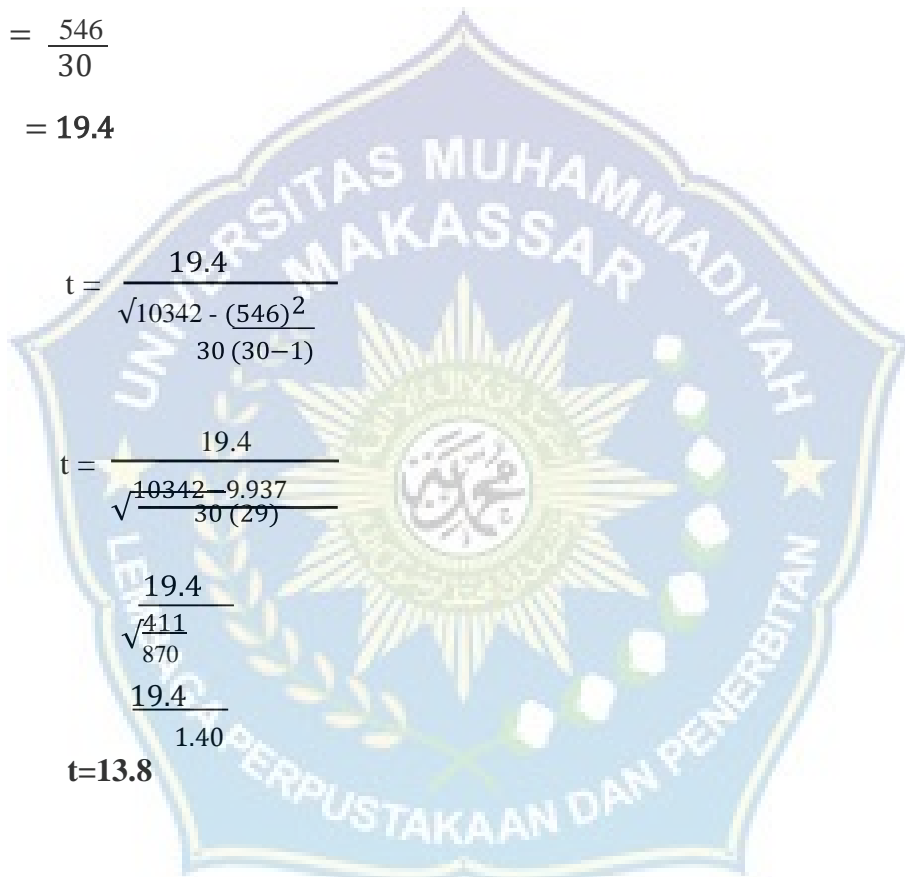
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : SMA Negeri 8 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Materi pokok : Speaking (Pronunciation)

Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan.	Membedakan kebahasaan beberapa teks lisan dan tulisan dengan memberi dan meminta informasi terkait benda-benda yang ada di sekitar secara sederhana, sesuai dengan konteks penggunaannya.

B. Tujuan pembelajaran :

1. Siswa dapat mengucapkan diphtongs sound dengan pengucapan yang benar

2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam percakapan

   Bahasa Inggris.

Phonetic atau dalam bahasa Indonesia kita sering menyebutnya sebagai **fonetik**. Phonetic atau fonetik adalah salah satu ilmu yang menjelaskan dan menerangkan bagaimana suatu bunyi dapat dihasilkan oleh manusia dengan baik dan benar.

Sementara itu, menurut fonologi atau ilmu yang mempelajari mengenai perbendaharaan bunyi-bunyi bahasa beserta distribusinya, *phonetic* atau *fonetik* ini adalah ilmu yang berdasarkan fonetik. Selain itu, juga sebuah ilmu yang mempelajari apa itu sebenarnya sistem fonetik.

APPENDIX
STUDENTS WORKSHEET

*S-1 Pre-test

1. Eight	/eɪtθ/	100
2. By	/baɪ/	100
3. Dear	/dɪə(r)/	80
4. Wife	/waɪf/	100
5. Right	/raɪt/	100
6. Behind	/bɪ'haɪnd/	60
7. Raised	/reɪzd/	60
8. Square	/skweə(r)/	60
9. Domed	/dəʊmd/	40
10. Tone	/toʊn/	60

11. Design	/dɪ'zaɪn/	60
12. Own	/əun/	60
13. Height	/haɪt/	60
14. Gateway	/geɪtweɪ/	60
15. Tour	/ tʊər /	60
16. Pure	/pʊər/	60
17. Voice	/vɔɪs/	100
18. Glow	/glaʊ/	80
19. Light	/laɪt/	100
20. Experience	/ɪk'spɪəriən/	60

$\frac{1460}{2000}$ x 100
= 73 Good

*S-1 Post-test

1. Ancient	/əɪnʃənt/	60
2. Located.	/ləʊ'keɪtɪd/	80
3. Known.	/nəun/	80
4. endure	/ɪn'djʊə(r)/	60
5. like	/laɪk/	100
6. stone	/stoʊn/	100
7. five	/faɪv/	100
8. surrounded	/sə'raʊnɪd/	80
9. entire	/ɪn'taɪə(r)/	60
10. crowned	/kraʊnd/	80

11. way	/weɪ/	100
12. stairways	/'steəweɪ/	80
13. design	/dɪ'zaɪn/	100
14. divided	/dɪ'vaɪdid/	100
15. bound	/baʊnd/	80
16. our	/aʊə(r)/	80
17. name	/neɪm/	100
18. either	/'aɪðə(r)/	80
19. employ	/ɪm'plɔɪ /	80
20. size	/saɪz/	100

$\frac{1700}{2000}$ x 100
= 85 Good

58

*S-2 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	60	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	40
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	60
9. Domed	/dəʊmd/	60	19. Light	/laIt/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	60

$\frac{1360}{2000}$ x 100
= 68 Fairly Good

*S-2 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$\frac{1840}{2000}$ x 100
= 90 Very Good

*S-3 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	60	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	80	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	80	16. Pure	/pʊər/	60
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	80

$\frac{1500}{2000}$ x 100

= 75 Fairly Good

*S-3 Post-test

1. Ancient	/əInʃənt/	60	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	60	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$\frac{1780}{2000}$ x 100

= 89 Very Good

*S-4 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	60	13. Height	/haIt/	40
4. Wife	/waIf/	100	14. Gateway	/geItweI/	40
5. Right	/raIt/	80	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	60
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	60

$$\frac{1300}{2000} \text{ x } 100$$
= 65 Fairly Good

*S-4 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	60
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	60	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1740}{2000} \text{ x } 100$$
= 87 Very Good

*S-5 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	80
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	60
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	80

$$\frac{1480}{2000} \times 100$$
= 74 Fairly Good

*S-5 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1840}{2000} \times 100$$
= 92 Very Good

*S-6 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	40
4. Wife	/waIf/	100		14. Gateway	/geItweI/	60
5. Right	/raIt/	60		15. Tour	/ tuər /	40
6. Behind	/bI'haInd/	40		16. Pure	/puər/	40
7. Raised	/reIzd/	60		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40		18. Glow	/glaʊ/	100
9. Domed	/dəʊmd/	20		19. Light	/lait/	100
10. Tone	/toʊn/	40		20. Experience	/Ik'spIəriən/	60

$\frac{1320}{2000}$ x 100
= 66 Fairly Good

*S-6 Post-test

1. Ancient	/əInʃənt/	60		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	60		12. stairways	/'steəweI/	80
3. Known.	/nəun/	80		13. design	/dI'zaIn/	100
4. endure	/In'djuə(r)/	60		14. divided	/dI'vaIdId/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	80
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80		20. size	/saIz/	100

$\frac{1740}{2000}$ x 100
= 87 Very Good

*S-7 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	60
3. Dear	/dIə(r)/	80		13. Height	/haIt/	60
4. Wife	/waIf/	100		14. Gateway	/geItweI/	40
5. Right	/raIt/	80		15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	80		16. Pure	/pʊər/	40
7. Raised	/reIzd/	100		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60		18. Glow	/glaʊ/	40
9. Domed	/dəʊmd/	60		19. Light	/lait/	100
10. Tone	/toʊn/	60		20. Experience	/Ik'spIəriən/	40

$$\frac{1400}{2000} \text{ x } 100$$
= 70 Fairly Good

*S-7 Post-test

1. Ancient	/əInʃənt/	60		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	80
3. Known.	/nəun/	60		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	80		16. our	/aʊə(r)/	80
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80		20. size	/saIz/	100

$$\frac{1740}{2000} \text{ x } 100$$
= 87 Very Good

*S-8 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	80		13. Height	/haIt/	60
4. Wife	/waIf/	100		14. Gateway	/geItweI/	60
5. Right	/raIt/	80		15. Tour	/ tuər /	60
6. Behind	/bI'haInd/	80		16. Pure	/puər/	60
7. Raised	/reIzd/	800		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40		18. Glow	/glaʊ/	100
9. Domed	/dəʊmd/	40		19. Light	/lait/	100
10. Tone	/toʊn/	40		20. Experience	/Ik'spIəriən/	60

$$\frac{1440}{2000} \times 100$$
$$= 72 \text{ Fairly Good}$$

*S-8 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	80
3. Known.	/nəun/	80		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	80		16. our	/aʊə(r)/	80
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	100		20. size	/saIz/	100

$$\frac{1800}{2000} \times 100$$
$$= 90 \text{ Very Good}$$

*S-9 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	60
4. Wife	/waIf/	60		14. Gateway	/geItweI/	60
5. Right	/raIt/	40		15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40		16. Pure	/pʊər/	40
7. Raised	/reIzd/	60		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60		18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40		19. Light	/lait/	100
10. Tone	/toʊn/	60		20. Experience	/Ik'spIəriən/	80

$$\frac{1480}{2000} \text{ x } 100$$
= 73 Fairly Good

*S-9 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	100		12. stairways	/'steəweI/	80
3. Known.	/nəun/	100		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80		14. divided	/dI'vaIdId/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	80
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	100		20. size	/saIz/	100

$$\frac{1860}{2000} \text{ x } 100$$
= 93 Very Good

*S-10 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	80	14. Gateway	/geItweI/	60
5. Right	/raIt/	60	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	40
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	60

$$\frac{1320}{2000} \times 100$$
= 66 Fairly Good

*S-10 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	100	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$$\frac{1840}{2000} \times 100$$
= 92 Very Good

*S-11 Pre-test

1. Eight	/eɪtθ/	100	11. Design	/dɪ'zaɪn/	60
2. By	/baɪ/	100	12. Own	/əun/	40
3. Dear	/dɪə(r)/	80	13. Height	/haɪt/	60
4. Wife	/waɪf/	100	14. Gateway	/geɪtweɪ/	60
5. Right	/raɪt/	80	15. Tour	/ tʊər /	60
6. Behind	/bɪ'haɪnd/	80	16. Pure	/pʊər/	60
7. Raised	/reɪzd/	40	17. Voice	/vɔɪs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	60
9. Domed	/dəʊmd/	40	19. Light	/laɪt/	100
10. Tone	/toʊn/	40	20. Experience	/ɪk'spɪəriən/	60

$\frac{1360}{2000}$ x 100
= 68 Fairly Good

*S-11 Post-test

1. Ancient	/əɪnʃənt/	80	11. way	/weɪ/	100
2. Located.	/ləʊ'keɪtɪd/	100	12. stairways	/'steəweɪ/	80
3. Known.	/nəun/	100	13. design	/dɪ'zaɪn/	100
4. endure	/ɪn'djʊə(r)/	100	14. divided	/dɪ'vaɪdid/	100
5. like	/laɪk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faɪv/	100	17. name	/neɪm/	100
8. surrounded	/sə'raʊnɪd/	80	18. either	/'aɪðə(r)/	80
9. entire	/ɪn'taɪə(r)/	80	19. employ	/ɪm'plɔɪ /	100
10. crowned	/kraʊnd/	100	20. size	/saɪz/	100

$\frac{1880}{2000}$ x 100
= 90 Very Good

*S-12 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	60	14. Gateway	/geItweI/	60
5. Right	/raIt/	40	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	60
7. Raised	/reIzd/	40	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	80

$$\frac{1300}{2000} \text{ x } 100$$
= 65 Very Good

*S-12 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	100
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	80	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1800}{2000} \text{ x } 100$$
= 90 Very Good

*S-13 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	60	13. Height	/haIt/	40
4. Wife	/waIf/	40	14. Gateway	/geItweI/	40
5. Right	/raIt/	40	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	40
7. Raised	/reIzd/	40	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	60
9. Domed	/dəʊmd/	40	19. Light	/laɪt/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	60

$$\frac{1080}{2000} \times 100$$
$$= 54 \text{ Poor}$$

*S-13 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	80	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1800}{2000} \times 100$$
$$= 72 \text{ Good}$$

*S-14 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	40
4. Wife	/waIf/	60	14. Gateway	/geItweI/	40
5. Right	/raIt/	60	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	40
7. Raised	/reIzd/	40	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	80

$\frac{1240}{2000}$ x 100

= 62 Poor

*S-14 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	100
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$\frac{1840}{2000}$ x 100

= 82 Good

*S-15 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	60
4. Wife	/waIf/	60		14. Gateway	/geItweI/	60
5. Right	/raIt/	100		15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60		16. Pure	/pʊər/	40
7. Raised	/reIzd/	100		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	40		18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40		19. Light	/laIt/	100
10. Tone	/toʊn/	40		20. Experience	/Ik'spIəriən/	60

$\frac{1340}{2000}$ x 100
= 67 Fairly Good

*S-15 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	100
3. Known.	/nəun/	80		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	60
6. stone	/stoʊn/	80		16. our	/aʊə(r)/	60
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	60
9. entire	/In'taIə(r)/	60		19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100		20. size	/saIz/	100

$\frac{1740}{2000}$ x 100
= 87 Very Good

*S-16 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	40
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	40	13. Height	/haIt/	40
4. Wife	/waIf/	40	14. Gateway	/geItweI/	60
5. Right	/raIt/	40	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40	16. Pure	/pʊər/	40
7. Raised	/reIzd/	40	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	40	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	60

$$\frac{1140}{2000} \times 100$$
$$= 57 \text{ Poor}$$

*S-16 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	80	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	80
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1760}{2000} \times 100$$
$$= 72 \text{ Good}$$

*S-17 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60	
2. By	/baI/	100	12. Own	/əun/	40	
3. Dear	/dIə(r)/	60	13. Height	/haIt/	40	
4. Wife	/waIf/	60	14. Gateway	/geItweI/	80	
5. Right	/raIt/	60	15. Tour	/ tʊər /	60	
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	60	
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100	
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80	
9. Domed	/dəʊmd/	60	19. Light	/lait/	100	
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	100	

$$\frac{1460}{2000} \text{ x } 100$$
= 73 Fairly Good

*S-17 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100	
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	60	
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100	
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100	
5. like	/laIk/	100	15. bound	/baʊnd/	80	
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80	
7. five	/faIv/	100	17. name	/neIm/	100	
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80	
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100	
10. crowned	/kraʊnd/	80	20. size	/saIz/	100	

$$\frac{1780}{2000} \text{ x } 100$$
= 89 Very Good

*S-18 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	80
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	40
4. Wife	/waIf/	60		14. Gateway	/geItweI/	40
5. Right	/raIt/	60		15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	40		16. Pure	/pʊər/	40
7. Raised	/reIzd/	60		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80		18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60		19. Light	/lait/	100
10. Tone	/toʊn/	60		20. Experience	/Ik'spIəriən/	80

$$\frac{1420}{2000} \times 100$$
= 80 Good

*S-18 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	80
3. Known.	/nəun/	80		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	80
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	60		19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	100		20. size	/saIz/	100

$$\frac{1800}{2000} \times 100$$
= 89 Good

*S-19 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	60	13. Height	/haIt/	40
4. Wife	/waIf/	80	14. Gateway	/geItweI/	60
5. Right	/raIt/	80	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	40
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	60

$\frac{1360}{2000}$ x 100
= 68 Fairly Good

*S-19 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$\frac{1820}{2000}$ x 100
= 91 Very Good

*S-20 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	40
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	80	16. Pure	/pʊər/	40
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/laIt/	100
10. Tone	/toʊn/	80	20. Experience	/Ik'spIəriən/	60

$\frac{1440}{2000}$ x 100
= 72 Fairly Good

*S-20 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	60
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$\frac{1740}{2000}$ x 100
= 87 Very Good

*S-21 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	40
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/laIt/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	60

$$\frac{1400}{2000} \times 100$$
= 70 Fairly Good

*S-21 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	80	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	80	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	60	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$$\frac{1820}{2000} \times 100$$
= 91 Very Good

*S-22 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right/	raIt/	100	15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	40
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	100	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	80	19. Light	/lait/	100
10. Tone	/toʊn/	80	20. Experience	/Ik'spIəriən/	80

$$\frac{1540}{2000} \times 100$$
$$= 77 \text{ Good}$$

*S-22 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	100
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	60	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$$\frac{1880}{2000} \times 100$$
$$= 94 \text{ Very Good}$$

*S-23 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	80
5. Right	/raIt/	100	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	60
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	80

$$\frac{1600}{2000} \times 100$$
$$= 80 \text{ Good}$$

*S-23 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	100
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	80
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	60	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1840}{2000} \times 100$$
$$= 92 \text{ Very Good}$$

*S-24 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	40
4. Wife	/waIf/	80		14. Gateway	/geItweI/	60
5. Right	/raIt/	80		15. Tour	/ tuər /	60
6. Behind	/bI'haInd/	60		16. Pure	/puər/	60
7. Raised	/reIzd/	60		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60		18. Glow	/glaʊ/	100
9. Domed	/dəʊmd/	60		19. Light	/lait/	100
10. Tone	/toʊn/	60		20. Experience	/Ik'spIəriən/	60

$$\frac{1420}{2000} \text{ x } 100$$
$$= 71 \text{ Fairly Good}$$

*S-24 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	80
3. Known.	/nəun/	100		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	100
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80		20. size	/saIz/	100

$$\frac{1760}{2000} \text{ x } 100$$
$$= 88 \text{ Very Good}$$

*S-25 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	40
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	80	16. Pure	/pʊər/	60
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	40	20. Experience	/Ik'spIəriən/	80

$$\frac{1500}{2000} \times 100$$
= 75 Fairly Good

*S-25 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	60
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	60	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔɪ /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1800}{2000} \times 100$$
= 90 Very Good

*S-26 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	80	13. Height	/haIt/	60
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	60	16. Pure	/pʊər/	60
7. Raised	/reIzd/	60	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	80

$$\frac{1520}{2000} \times 100$$
$$= 76 \text{ Good}$$

*S-26 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	100
6. stone	/stoʊn/	80	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1840}{2000} \times 100$$
$$= 92 \text{ Very Good}$$

*S-27 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	60
3. Dear	/dIə(r)/	80	13. Height	/haIt/	40
4. Wife	/waIf/	100	14. Gateway	/geItweI/	40
5. Right	/raIt/	100	15. Tour	/ tuər /	40
6. Behind	/bI'haInd/	60	16. Pure	/puər/	40
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80	18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60	19. Light	/laIt/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	60

$$\frac{1440}{2000} \times 100$$
$$= 72 \text{ Fairly Good}$$

*S-27 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	60
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdid/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	80	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	80	20. size	/saIz/	100

$$\frac{1820}{2000} \times 100$$
$$= 91 \text{ Very Good}$$

*S-28 Pre-test

1. Eight	/eItθ/	100		11. Design	/dI'zaIn/	60
2. By	/baI/	100		12. Own	/əun/	40
3. Dear	/dIə(r)/	60		13. Height	/haIt/	60
4. Wife	/waIf/	100		14. Gateway	/geItweI/	60
5. Right	/raIt/	100		15. Tour	/ tʊər /	40
6. Behind	/bI'haInd/	60		16. Pure	/pʊər/	40
7. Raised	/reIzd/	80		17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	60		18. Glow	/glaʊ/	80
9. Domed	/dəʊmd/	60		19. Light	/lait/	100
10. Tone	/toʊn/	60		20. Experience	/Ik'spIəriən/	80

$$\frac{1440}{2000} \text{ x } 100$$
$$= 72 \text{ Fairly Good}$$

*S-28 Post-test

1. Ancient	/əInʃənt/	80		11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80		12. stairways	/'steəweI/	80
3. Known.	/nəun/	100		13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100		14. divided	/dI'vaIdid/	100
5. like	/laIk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	100
7. five	/faIv/	100		17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80		18. either	/'aIðə(r)/	80
9. entire	/In'taIə(r)/	80		19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100		20. size	/saIz/	100

$$\frac{1880}{2000} \text{ x } 100$$
$$= 94 \text{ Very Good}$$

*S-29 Pre-test

1. Eight	/eItθ/	100	11. Design	/dI'zaIn/	60
2. By	/baI/	100	12. Own	/əun/	40
3. Dear	/dIə(r)/	80	13. Height	/haIt/	40
4. Wife	/waIf/	100	14. Gateway	/geItweI/	60
5. Right	/raIt/	100	15. Tour	/ tʊər /	60
6. Behind	/bI'haInd/	80	16. Pure	/pʊər/	60
7. Raised	/reIzd/	80	17. Voice	/vɔIs/	100
8. Square	/skweə(r)/	80	18. Glow	/glaʊ/	100
9. Domed	/dəʊmd/	60	19. Light	/lait/	100
10. Tone	/toʊn/	60	20. Experience	/Ik'spIəriən/	80

$\frac{1540}{2000}$ x 100
= 77 Fairly Good

*S-29 Post-test

1. Ancient	/əInʃənt/	80	11. way	/weI/	100
2. Located.	/ləʊ'keItId/	80	12. stairways	/'steəweI/	80
3. Known.	/nəun/	100	13. design	/dI'zaIn/	100
4. endure	/In'djʊə(r)/	100	14. divided	/dI'vaIdId/	100
5. like	/laIk/	100	15. bound	/baʊnd/	80
6. stone	/stoʊn/	100	16. our	/aʊə(r)/	100
7. five	/faIv/	100	17. name	/neIm/	100
8. surrounded	/sə'raʊnId/	80	18. either	/'aIðə(r)/	60
9. entire	/In'taIə(r)/	80	19. employ	/Im'plɔI /	100
10. crowned	/kraʊnd/	100	20. size	/saIz/	100

$\frac{1840}{2000}$ x 100
= 92 Very Good

*S-30 Pre-test

1. Eight	/eɪtθ/	100		11. Design	/dɪ'zaɪn/	60
2. By	/baɪ/	100		12. Own	/əun/	40
3. Dear	/dɪə(r)/	60		13. Height	/haɪt/	40
4. Wife	/waɪf/	100		14. Gateway	/geɪtweɪ/	40
5. Right	/raɪt/	100		15. Tour	/ tuər /	40
6. Behind	/bɪ'haɪnd/	80		16. Pure	/puər/	40
7. Raised	/reɪzd/	80		17. Voice	/vɔɪs/	100
8. Square	/skweə(r)/	80		18. Glow	/glaʊ/	60
9. Domed	/dəʊmd/	80		19. Light	/laɪt/	100
10. Tone	/toʊn/	60		20. Experience	/ɪk'spɪəriən/	60

$$\frac{1420}{2000} \times 100$$
$$= 71 \text{ Fairly Good}$$

*S-30 Post-test

1. Ancient	/əɪnʃənt/	80		11. way	/weɪ/	100
2. Located.	/ləʊ'keɪtɪd/	80		12. stairways	/'steəweɪ/	100
3. Known.	/nəun/	100		13. design	/dɪ'zaɪn/	100
4. endure	/ɪn'djʊə(r)/	100		14. divided	/dɪ'vaɪdid/	100
5. like	/laɪk/	100		15. bound	/baʊnd/	100
6. stone	/stoʊn/	100		16. our	/aʊə(r)/	100
7. five	/faɪv/	100		17. name	/neɪm/	100
8. surrounded	/sə'raʊnɪd/	80		18. either	/'aɪðə(r)/	80
9. entire	/ɪn'taɪə(r)/	80		19. employ	/ɪm'plɔɪ /	100
10. crowned	/kraʊnd/	80		20. size	/saɪz/	100

$$\frac{1880}{2000} \times 100$$
$$= 90 \text{ Very Good}$$

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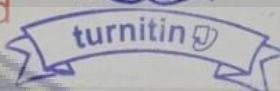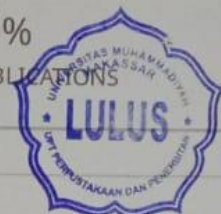
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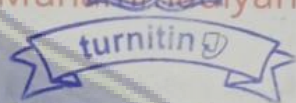
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor : 1311QFKIP/A.4-II/III/1444/2023
Lampiran : 1 (Satu) Rangkap Proposal
Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat
1. Dr. Nunung Anugrawati, S.Pd., M.Pd.
2. Ariana S.Pd., M.Pd
Di -
　　Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 16-03-2023 perihal pembimbingan penyusunan tugas akhir mahasiwa. Berdasakan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini :

Nama : Adriana Revananda
Stambuk : 105351104619
Judul Penelitian : IMPROVINGSTUDENTS PRONOUNCIATION THROUGH "SAY IT" APPLICATIONAT THE SMA NEGERI8 MAKASSAR

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
18 Maret 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM 860934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 1866/05/C.4-VIII/VII/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

18 Dzulhijjah 1444 H
06 July 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor 139634FKIP/A.4-Ii/VII/1444/2023 tanggal 5 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **ADRIANA REVANANDA**
No. Stambuk : **10535 1104619**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IMPROVING STUDENTS' PRONOUNCIATION THROUGH THE "SAY IT" APPLICATION AT SMA NEGERI 8 MAKASSAR"

Yang akan dilaksanakan dari tanggal 8 Juli 2023 s/d 8 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

07-23

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Adriana Revananda
NIM	:	105351104619
Judul Penelitian	:	Improving Students Pronunciation through the "Say It" Application at SMA Negeri 8 Makassar
Tanggal Ujian Proposal	:	08 juli 2023
Tempat/Lokasi Penelitian	:	SMA Negeri 8 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin, 07 Jun 23	Observasi awal		4
2	Kamis, 13 Juli 23	Antar surat & observasi kelas		4
3	21 Juli 23	Pre-test		4
4	26 Juli 23	Pertemuan-1		4
5	29 Juli 23	Pertemuan-2		4

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
6	02 Agustus 23	Pertemuan-3		4
7	04 Agustus 23	Pertemuan-4		4
8	09 Agustus 23	Post test		4
9				
10				

Makassar, ... 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Iwanuddin, S.Pd
NIP. 197312252005021003

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 8 MAKASSAR
Jln . A. Mangerangi II No. 24 Makassar (0411-873790 Kode Pos 90223
Web: www.sman8makassar.sch.id E-mail : sman8mksr@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 800/252/UPT- SMA.8/MKS I/VIII/DISDIK/2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Makassar

N A M A	:	IWANUDDIN, S.Pd
N I P	:	197312252005021003
PANGKAT/GOLONGAN	:	Pembina Tk.I /IV.b
J A B A T A N	:	Kepala Sekolah
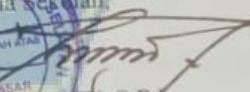
Menerangkan bahwa :

N A M A	:	ADRIANA REVANANDA
NOMOR POKOK	:	105351104619
PROGRAM STUDI	:	Pendidikan Bahasa Inggris
PEKERJAAN/LEMBAGA	:	Mahasiswa (S1)
A L A M A T	:	Jl. Sln Alauddin 259 Makassar

Yang bersangkutan telah selesai mengadakan Penelitian di SMA Negeri 8 Makassar pada **Tanggal, 13 Juni s/d 09 Agustus 2023** berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan Nomor : 21112/S.01/PTSP/ 2023 untuk penelitian Penyusunan **SKRIPSI** dengan Judul

IMPROVING STUDENTS' PRONOUNCIATION THROUGH THE "SAY IT"
APPLICATION AT SMA NEGERI 8 MAKASSAR "

Demikian Surat Keterangan ini di buat untuk di pergunakan sebagaimana mestinya.-

Makassar, 09 Agustus 2023
Kepala Sekolah,

IWANUDDIN, S.Pd
Pangkat : Pembina, Tk.I IV/b
NIP.19731225 200502 1 003

Documentation

Picture 1

Researcher give pre-test

Picture 2

Researcher explain about Pronunciation

Picture 3

Researcher give a chance to the students to read the words related the material

Picture 4

Researcher give post test

CURICULUM VITAE

The researcher, Adriana Revananda was born in Soppeng, on 27 February 2001. She is the first child of two siblings. In 2013, she graduated from SD Negeri 175 Kawarasan and continued her study at SMP Negeri 1 Tomoni and graduated in 2016. In the same year, she continued her study at SMA Negeri 8 Luwu Timur and finished in 2019. And at the same year, she continued her study at Universitas Muhammadiyah Makassar, she accepted in English Education Department of Teacher Training and Education Faculty. At the completion of her studies, she was able to complete her thesis entitled "Improving Students' Pronunciation through the "Say It" Apllication at SMA 8 Negeri Makassar".