

**THE EFFECT OF HOWJSAY WEBSITE AS ENGLISH
PRONUNCIATION DICTIONARY ON STUDENTS' PRONUNCIATION
(A Quasi-Experimental Research Design at the 7th Grade of SMPN 23
Makassar)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for Degree of Sarjana Pendidikan*

**ALYNA DEWI MIRANTY ALIMUDDIN
105351116017**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2022**



الرحمن الرحيم الله بسم

LEMBAR PENGESAHAN

Skripsi atas nama **Alyna Dewi Miranty Alimuddin** NIM **105351116017**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulq'adah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu **23 Juli 2022**.

Makassar, 24 Dzulhijjah 1443 H
23 Juli 2022 M

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Alib, S.Pd., M.Pd., Ph.D.
3. Sekretaris : Dr. Baharuddin, M.Pd.
4. Dosen Penguji : 1. Dr. Syamsirna Nappu, M.Pd.
2. Firdan, S.Pd., M.Pd.
3. Alka Sastrawati, S.Pd., M.Hum.
4. Dr. Nur Qalbi, S.S., M.Hum.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Alib, S.Pd., M.Pd., Ph.D.
NBIM 860 934



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

Jalan Sultan Alauddin No. 259 Makassar
Telp. : (0411) 1782101 (Secretary)
Email : prodi@umamuh.ac.id
Web : hg.fkip.umamuh.ac.id

الرحيم الرحمن الله بسم

APPROVAL SHEET

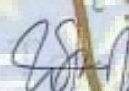
Title : The Effect of Howjsay Website as English Pronunciation
Dictionary on Students' Pronunciation
Name : Alyna Dewi Miranty Alimuddin
Reg. Number : 105351116017
Programmer : English Education Department Strata I (S1)
Faculty : Teacher Training and Education

Makassar, 23 Juli 2022

Approved By

Consultant I

Consultant II

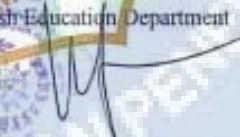

Dr. Svamsianza Sappu, M.Pd.
NIDN. 0912117209


Muhammad Fauzi Han, S.Pd., M.Tl.
NIDN. 0916072005

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department


Erwin Akiba, M.Pd., Ph.D.
NBM. 860 434


Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Alyna Dewi Miranty Alimuddin
NIM : 105351116017
Department : Pendidikan Bahasa Inggris
Title : The Effect of Howjsay Website as English Pronunciation Dictionary on Students' Pronunciation
Consultant I : Dr. Syamsiarna Nappu, M.Pd.

Day / Date	Chapter	Note	Sign
Monday 1-8-2022		- Revise the findings discussion and the conclusion - Write the findings and discussion explain Based on the quest	
wednesday 10-8-2022		AEE	

Makassar,

Approved by:

Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 2599 Makassar
Telp : 0811 1762101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : http://unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Alyna Dewi Miranty Alimuhammad
NIM : 105351116017
Department : Pendidikan Bahasa Inggris
Title : The Effect of Howsay Website as English Pronunciation
Dictionary on Students' Pronunciation
Consultant II : Muhammad Zia Ul Haq, S.Pd., M.Ti

Day / Date	Chapter	Note	Sign
14/07/2022		Perbaiki abstrak kesalahan format dalam penulisan Perbaiki dan cek kembali	
26/07/2022		Periksa kesalahan hipotesis penulisan in, of, dan diperbaiki	
03/08/2022		Tambahkan Bibliography tambahkan kesimpulan dan saran.	
		ace	

Makassar,

Approved by:

Head of English Education Department



Dr. Ummi Khherati Svam, S.Pd., M.Pd
NBM: 977 807



Terakreditasi Institut



SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Alyna Dewi Miranty Alimuddin

NIM : 105351116017

Jurusan : Pendidikan Bahasa Inggris

JudulSkripsi : **The Effect of Howjsay Website as English Pronunciation
Dictionary on Students' Pronunciation**

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Agustus 2022

Yang Membuat Pernyataan

Alyna Dewi Miranty Alimuddin



SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama : Alyna Dewi Miranty Alimuddin

NIM : 105351116017

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi saya, saya akan menyusun sendiri skripsi saya, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Agustus 2022

Yang Membuat Perjanjian

Alyna Dewi Miranty Alimuddin

MOTTO

“Don't be afraid or doubtful when things get tough, because those times will teach you how to be a strong, tough person, and always believe in Allah”.



DEDICATION

In the name of Allah, with love, honor, and gratitude,
I dedicate this thesis to my beloved parents, my beloved brother and sister,
distinguished teacher and lecturer, friends,

My Almameter Muhammadiyah University of Makassar

ABSTRACT

Alyna Dewi Miranty Alimuddin, 2022. *The Effect of Howjsay Website as English Pronunciation Dictionary on Students' Pronunciation.* (A Quasi-Experimental Study at the Seventh-Grade of SMP Negeri 23 Makassar in Academic Year 2021/2022). A Thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervisor: Syamsiarna Nappu & Muhammad Zia Ul Haq.

This research aims to find out the effect of the Howjsay Website as an English Pronunciation Dictionary on students' pronunciation. The researcher applied a quasi-experimental method. The population of this research is the seventh grade of SMP Negeri 23 Makassar, which consisted of 8 classes with 258 students, and the sample of this study was 64 students. It was divided into two classes with 32 students in each. Purposive sampling was used to divide the group into two classes: VII.5, which was treated with the Howjsay Website as an English Pronunciation Dictionary, and VII.6, which was treated with the conventional method. To collect the data, the researcher used Test (Pre-test & Pots-test) and Recorder.

The data was analyzed and processed by using the statistical data calculation formula T-test using SPSS. The results of the study prove that there is a difference in scores between students' scores in learning to pronounce English words using the Howjsay Website and the Conventional Method. Based on the results of statistical calculations, it can be seen that the result post-test score in the experimental class is 81.25 and the result post-test score in the control class is 68.75. The t-count value is 17,765 with a probability (Sig.) 0,000. Because the probability (Sig.) is $0,000 < 0.05$, then H_0 is rejected. This means that there is a significant effect of using the Howjsay Website Dictionary on students' pronunciation.

Keywords: Pronunciation, English Pronunciation Dictionary

ABSTRAK

Alyna Dewi Miranty Alimuddin, 2022. *Pengaruh Website Howjsay sebagai Kamus Pengucapan Bahasa Inggris terhadap Pelafalan Siswa. (Studi Kuasi Eksperimen di Kelas VII SMP Negeri 23 Makassar Tahun Ajaran 2021/2022).* Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing: Syamsiarna Nappu & Muhammad Zia Ul Haq.

Penelitian ini bertujuan untuk mengetahui pengaruh Website Howjsay sebagai Kamus Pengucapan Bahasa Inggris terhadap Pelafalan Siswa. Peneliti menerapkan Metode Quasi Eksperimental. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 23 Makassar yang terdiri dari 8 kelas dengan jumlah siswa 258 siswa, dan sampel penelitian ini adalah 64 siswa. Itu dibagi dengan 32 siswa untuk setiap kelas. dipilih dengan teknik purposive sampling dan dibagi menjadi dua kelas; VII.5 sebagai kelas eksperimen yang diberi perlakuan menggunakan Website Howjsay sebagai Kamus Pengucapan Bahasa Inggris dan VII.6 sebagai kelas kontrol yang diberi perlakuan menggunakan metode konvensional. Untuk mengumpulkan data, peneliti menggunakan Tes (Pre-test & Pots-test) dan Recorder.

Data dianalisis dan diolah dengan menggunakan rumus perhitungan data statistik T-test menggunakan SPSS. Hasil penelitian membuktikan bahwa terdapat perbedaan skor antara skor siswa dalam pembelajaran mengucapkan kata-kata bahasa Inggris menggunakan Website Howjsay dan Metode Konvensional. Berdasarkan hasil perhitungan statistik dapat diketahui bahwa rata-rata skor post-test pada kelas eksperimen adalah 81,25 dan rata-rata skor post-test pada kelas kontrol adalah 68,75. Nilai t-hitung adalah 17.765 dengan probabilitas (Sig.) 0,000. Karena probabilitas (Sig.) adalah $0,000 < 0,05$, maka H_0 ditolak. Artinya ada pengaruh yang signifikan dari penggunaan Kamus Situs Howjsay terhadap pengucapan siswa.

Kata kunci: *Pengucapan, Kamus Pengucapan Bahasa Inggris*

ACKNOWLEDGEMENT

Praise to Allah SWT, for His blessings, so that the researcher could finish this thesis entitled “The Effect of Howjsay Website as English Pronunciation Dictionary on Students’ Pronunciation ” Shalawat and greetings are addressed to beloved and chosen messenger of our prophet Muhammad SAW, peace be upon him. The researcher would like to express her highest appreciation and deepest thankfulness to beloved parents Alimuddin and Mariaty, who always pray for her, A million words would never be enough to endless love, care, attention, encouragement and heart they have given. Her love is very much to her parents. Therefore, the researcher expressed her appreciation to all people who cared and helped the researcher to carry out this work, and it goes to:

- a. Prof. Dr. H. Ambo Asse, M.Ag. the rector Muhammadiyah University of Makassar.
- b. Erwin Akib M.Pd., P.hd, as the Dekan of Teacher Training and Education Faculty.
- c. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the head of English Education Department of Teacher Training and Education of Muhammadiyah University of Makassar and Academic advisor.
- d. Dr. Syamsiarna Nappu, M.Pd. as her first consultant and Muhammad Zia Ul Haq ,S.Pd.,M.Ti. as a second consultant who has given guidance, correction, patience and support since preliminary state of manuscript till the completion of this thesis.
- e. All of the res in English Education Department, for teaching precious knowledge and for giving wonderful study experience.

- f. Hj. Sarlina T, S.Pd., M.Pd. the headmaster of SMPN 23 Makassar; Husnah Muhammad, S.Pd as the English teacher; and the member of class VII-5 and VII-6 of SMPN 23 Makassar for their cooperation and participation during the research.
- g. Thanks to her brothers; Darwis, Darwin, S.Pdi, Darmawan and her sisters; Darmawati, Ainul Damayanti, A.Md whom always gives motivation to finishing her study.
- h. Especially for her close friends who always give support and always bethere for her until she finishes this thesis, of course for the best friend,RRS, (Nurul Muthmainnah Alda, Nurul Faidah, Nurul Annisa Jufri and Andi Alyana Ramadhani).
- i. Her lovely BFFs, Ega Nurwani, Annisa Satria, Nurfadillah, Wahyudi, Fadhly, and Hairul, always give her motivation until she finishes this thesis.
- j. All Eagle Class (E) students, for unforgettable experience, study partners, intellectual discussion and participation during the research.
- k. Last but not least, every person who cannot be mentioned here one by one who has given valuable suggestion, guidance, assistance and advice to completion this thesis.

May Allah SWT. Be with us now and ever after. Aamiin

Makassar, Juni 2022

Alyna Dewi Miranty Alimuddin

TABLE OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSELLING SHEET.....	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLE	xvi
LIST OF FIGURE	xvii
LIST OF APPENDIX	xviii
CHAPTER I. INTRODUCTION	1
A. Background	1
B. Research Problems	4
C. Objective of Study.....	4
D. Significance of Study	5
E. Scope of the Study	5
CHAPTER II. REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings.....	6

B. Some Pertinent ideas	8
1. Concept of Pronunciation.....	8
a. Definition of pronunciation.....	8
b. Features of pronunciation.....	10
c. Problems in teaching pronunciation.....	15
2. Dictionary	17
3. Howjsay Website as Online Dictionary	18
a. Definition of online dictionary.....	18
b. Types of online dictionary	19
c. Concept of Howjsay Online Dictionary.....	20
d. How to use Howjsay Online Dictionary	22
e. Advantages & disadvantages of Howjsay Online Dictionary.....	22
C. Conceptual Framework	24
D. Hypothesis.....	25
CHAPTER III. RESEARCH METHODOLOGY	26
A. Researh Design.....	26
B. Population and Sample	27
1. Population	27
2. Sample.....	27
C. Research Variable and Indicator	28
1. Variables	28
2. Indicator	28
D. Research Instrument.....	29

E. Technique of Data Collection.....	30
F. Technique of Data Analysis.....	31
CHAPTER IV FINDINGS AND DISCUSSIONS.....	34
A. Findings.....	34
B. Discussions.....	40
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	46
A. Conclusions.....	46
B. Suggestions.....	47
BIBLIOGRAPHY	48
APPENDICES	51
CURRICULUM VITAE.....	99

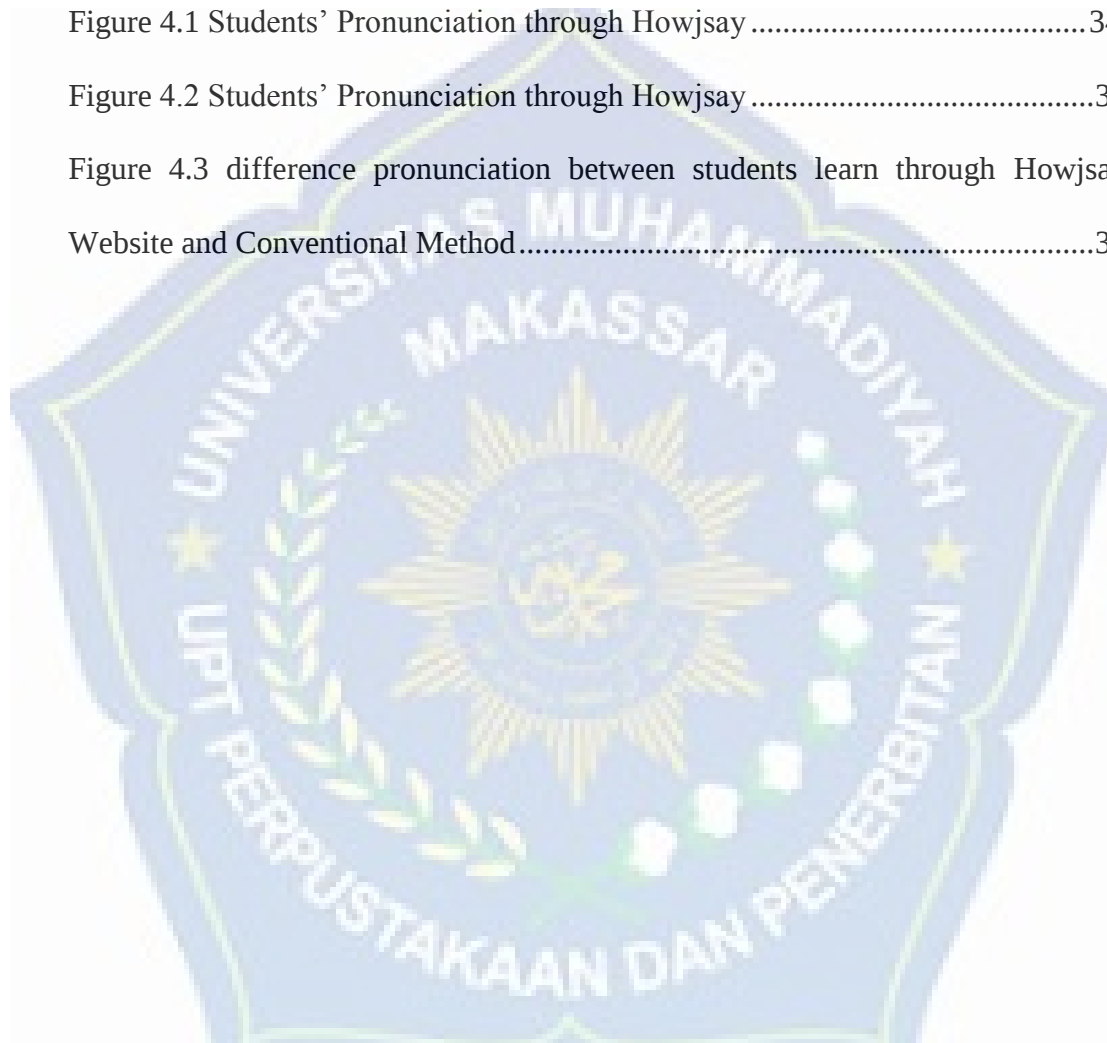
LIST OF TABLE

Table 2.1 Conceptual Framework	24
Table 3.1 Research Design.....	26
Table 3.2 Students Population	27
Table 3.3 Scale of Classifying Score	31
Table 4.1 Rate Percentage in Experimental Class	35
Table 4.2 Rate Percentage in Control Class.....	37
Table 4.3 The difference pronunciation between students learn through Howjsay Website and Conventional Method.....	39



LIST OF FIGURE

Figure 2.1 Features of Pronunciation	10
Figure 2.2 Segmental Features of the Phonemes	10
Figure 2.3 The English Vowel Chart	12
Figure 4.1 Students' Pronunciation through Howjsay	34
Figure 4.2 Students' Pronunciation through Howjsay	36
Figure 4.3 difference pronunciation between students learn through Howjsay Website and Conventional Method.....	38



LIST OF APPENDIX

Appendix 1 (Lesson Plan Experimental Class).....	52
Appendix 2 (Lesson Plan Control Class).....	59
Appendix 3 (Pre-Test).....	68
Appendix 4 (Post-Test)	69
Appendix 5 (List Name of Students')	70
Appendix 6 (Rekapitulasi Hasil Nilai Tes)	72
Appendix 7 (Students' Worksheet).....	74
Appendix 8 (SPSS Analysis)	86
Appendix 9 (Cohen's Effect Size)	90
Appendix 10 (Sertifikat Bebas Plagiasi)	91
Appendix 11 (Research Permit).....	92
Appendix 12 (Surat Selesai Meneliti).....	94
Appendix 13 (Research Control)	95
Appendix 14 (LOA).....	96
Appendix 15 (Documentation).....	97

CHAPTER 1

INTRODUCTION

A. Background

Communication is a significant piece of human life. In communicating, human utilize language to express their desires, feelings, and ideas. Language is also used to establish meaningful communication between people. In other words, communication is the main function of language (Putro, 2020). One of the languages that have an vital part in human life is English. English is one of the languages that are utilized by most people in this world to communicate.

In Indonesia, learning English starts from elementary school to university. The important thing in learning English is mastery of necessary skills. Speaking, listening, reading, and writing are the four skills. Not only that, but there are also important elements. One of them is pronunciation. Pronunciation is the way we pronounce a word, especially in a way that is generally understood and accepted well. Pronunciation becomes key to achieve the received talks in the English language (Arrumaisa et al., 2019). Therefore, pronunciation is an important part of speaking skills as communication.

There are many pronunciation categories that students must learn. For example: Vowels, phoenetics, syllables, stress, and intonation. However, one of the important pronunciation categories is vowels. Vowels are used to realize how the sound comes out from our mouth, so that we

can produce English well. By learning vowels, we will be able to pronounce vowels correctly in daily conversations.

In order to get a good pronunciation and fluent spoken language, we must know how we produce consonants and vowels. The pronunciation is usually different from other people, because people may be native English speakers, which means people use English as native language, non-native speakers of English as a second language, or learners of English as a foreign language.

Today, the emergence and development of online resources has influence on the field of education, including foreign language learning. According to Sari (2020), technology is an important tool for students in the digital era to master language learning by maximizing the use of digital media and the Internet. Utilizing technology in language learning can help students improve their academic performance (Mandasari, 2020). While, Nappu (2014), learning using ICT can increase the efficiency and attractiveness of student learning in learning English.

One technology that helps teachers support teaching pronunciation is an online dictionary. According to Hartmann & James (2001), online dictionaries are dictionaries or other reference books that can be obtained through a computer network (such as the Internet). To use the dictionary, students only need a smartphone or PC connected to the Internet. This means that online dictionaries can become an important tool for students to learn foreign languages, making it easy and effective for students to

learn English. According to Singleton (2016), An online dictionary has the ability to provide instant access to the key symbols used in the relevant phonological transcription from inside a given entry and to model the pronunciation of any word in audio mode with the click of a button. Online Learning Media English Pronunciation is a good option to help improve the ability to pronounce English vocabulary correctly (Sofiyanti, 2014).

Based on the researcher experience while doing teaching practice, most students have difficulty understanding pronunciation in English. Many students make mistakes in pronouncing English words. According to Maiza (2020), “The English pronunciation is complicated and confusing because the system of vowels and consonants has a lot of different sounds. It drives to the reason of why it is very hard for non-native speakers to deal with the English pronunciation”.

Based on the explanation above, the researcher chose to conduct research at SMPN 23 Makassar because the teaching of pronunciation has not been fully implemented by the teacher. Teachers sometimes only focus on understanding the meaning of a word. So that students only understand the meaning without practicing how to pronounce a word. As an English teacher, the teacher needs media that can support students' pronunciation. One of the media that can be used in teaching pronunciation is Howjsay Website. According to Sinta, S., & Saftari (2021), Dictionary website can increase Pronunciation Skill. Howjsay

Website is a talking dictionary of English pronunciation. Howjsay is a pronunciation dictionary that can be used as a tool to help in improving pronunciation (Shaheen & Godavarthi, 2021). By using this dictionary students can find out how to pronounce the correct words easily without having to spend a lot of time.

Related to explanation above, the researcher is interested in carrying out a study entitled “The Effect of Howjsay Website as English Pronunciation Dictionary on students’ pronunciation”

B. Research Problems

Related to statement above, the problems statements of this formulated as the following:

1. How is the students’ pronunciation through Howjsay Website ?
2. How is the students’ pronunciation through lecture method?
3. Is there any different pronunciation between students learn through Howjsay website and conventional method?

C. Objective of Study

The following are the objectives of this study, which are based on the concerns mentioned above are to find out :

1. Students pronunciation through Howjsay Website
2. Students pronunciation through lecture method
3. The different pronunciation between students learn through Howjsay Website and Conventional method

D. Significance of the Study

The result of this research expected to be usefull theoretically and practically. Theoretically, the result of this research expected to motivate the students to learn about the way to pronounce English words through Howjsay website as English pronunciation dictionary. Practically, the result of this research expected to be meaningful and useful for the teachers'. It can improve the way that the teachers train their students in pronunciation. This research also can be used as a reference for the other researchers.

E. Scope of the study

The aims of this study is to find out the effect of the Howjsay Website in teaching pronunciation at the first grade students of SMPN 23 Makassar. This research is limited on the students' pronunciation in English sounds; long vowels (/i:/, /ɜ:/, /a:/, /u:/, /ɔ:/) and short vowels (/ɪ/, /e/, /æ/, /ə/, /ʌ/)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher found several previous researches who are related to this research, those are:

Rahayuningtyas (2019) *The Effectiveness of Using Online Dictionaries on the Tenth Grade Students' Pronunciation Achievement at SMAN 1 Ngunut*. In her research, applied Quasi Experimental design with quantitative approach. The researcher used two classes, one for the experimental class and the other for the controlled class. The mean score of students on a pre-test taught by using online dictionaries was 58.40, and the mean score of the post-test was 70.93. The mean rating increased by 12.53 points. Students' average pre-test scores without using online dictionaries was 56.42, and their average post-test scores were 58.23. It demonstrates the great impact that online dictionaries have on language learners, especially in learning pronunciation.

Utami (2017) *Students Responses on the Use of Online Dictionary at SMPN 15 Yogyakarta*. In her research, to the eighth graders, she used a survey study approach (pre- and post-test). Based on the study's findings, using an online dictionary can make the learning English in class easier and more efficient.

Muhić & Milinović (2014) *Using Web-Based (Re)sources In Teaching Academic-Level English*. In this research, they used various online corpora and websites with online exercises, such as Howjsay (an online dictionary of English pronunciation), Breaking News English, and the Corpus of Contemporary American English. Which is routinely used in teaching English to students at the University of Banja Luka English Language and Literature Department. The results of this research indicate that student learning outcomes are easier to achieve because the learning materials are presented in an attractive manner. The presence of new technology makes the whole learning process easier.

Kyprianou (2011) *The Phonetics and User-friendliness of Free Online Dictionaries: an overview*. In her survey, she reviewed seven online dictionary sites looking at the large range of dictionaries, including Howjsay.com, Cambridge Online Dictionaries, Longman Dictionary of Contemporary English, Merriam-Webster Online Dictionary, The Free Dictionary.com, Dictionary.com, and the American Heritage Dictionary, in terms of usability features and phonetic representation of words, both visually and audibly.

From the related findings above, there is difference and similarity with the researcher's research. The similarity between Rahayuningtyas research and this research, both are studying about online dictionary and about students pronunciation, but in Rahayuningtyas research focuses only on part of manner of articulation that are frivative consonant, affricative,

mid vowels, open vowels, centering diphthong, and closing diphthong. While this research focuses on pronouncing words in English sounds; long vowels and short vowels. In Utami research, she just want to know how the students responded regarding the use of online dictionaries. This research focus on students' pronunciation through the Howjsay Website dictionary. The similarity between Muhić & Milinović research and this research, both apply technology as a medium in learning, but in Muhić & Milinović research the researcher uses several online corpora and websites, such as Howjsay (an online dictionary of English pronunciation), the Corpus of Contemporary American English and, Breaking News English, in teaching English to students at the University of Banja Luka English Language and Literature Department. While this study will use the howjsay website to teach English pronunciation to students at SMPN 23. In Kypriano research, she want to provide an overview of free online dictionaries regarding phonetic content representation and ease of use, both visual and auditory. This research focus on students' pronunciation through the Howjsay Website dictionary.

B. Some Pertinent Ideas

1. Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation (also known as phonology) includes the role of individual sounds and sound segments. As one of the elements of English, pronunciation is thought of as a tool for enhancing oral

communication abilities. Pronunciation is the act or way of saying words; Speech utterances, the way words are pronounced, especially the forms that are generally accepted or understood, and graphic representations of pronunciation of words with phonetic symbols (Aufa, 2017). Pronunciation is a way of producing the sound of words (Ulfiani, 2020).

According to Richard and Schmidt in Gilakjani (2016, p. 2) pronunciation is a method of producing certain sounds. Gilakjani (2016, p. 2) pointed out that pronunciation is the production of a sound system, and it does not interfere with communication from the perspective of the speaker or the listener.

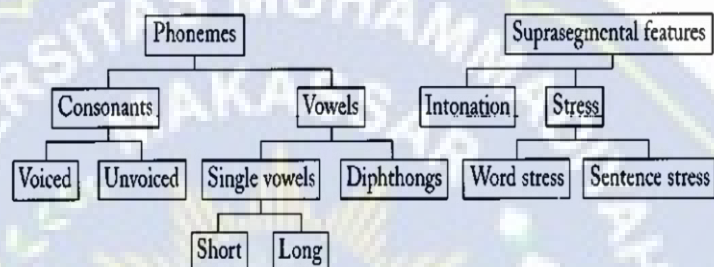
According to Hornby (1995), the way a word is spoken, the way a word is pronounced, and the way a person speaks the words of a language are definitions of pronunciation. Meanwhile, Dauer (1993), described pronunciation as the act of producing the sounds of speech, which includes vowels, formation, articulation, accent inflection and intonation, usually referring to the correctness or acceptability of the speech of sounds.

Based on the definition above, it can be concluded that pronunciation is a way to understand the meaning and accuracy of others when communicating or in the process of teaching and learning English.

b. Features of Pronunciation

According to Kelly (2000) divides main features of pronunciation into two parts includes, phonemes and suprasegmental features. The set of Phonemes consist of vowels and consonants. While, the set of suprasegmental consist of intonation and stress. These have been well described in this figure below:

Figure 2.1: Features of Pronunciation



(Kelly, 2000)

a. Phonemes

The set of phonemes consist of two categories : vowels and consonants sound. When describing the sound system of any language, one must understand what a phoneme is. These have been well described in this figure below:

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	f	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

(Kelly, 2000)

Figure 2.2: Segmental Features of the Phonemes

1) Vowels

Vowels are created by voiced air passing through various mouth shapes. Any sound made during a free passage is a vowel. The production of vowel sounds is unhindered in a free passage. English vowels come in two varieties: short vowels and long vowels.

1) Short vowels

There are several various vowel sounds in English.

Short vowels are the ones that are examined first.

The short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɒ /, /ɔ /.

2) Long vowels

Long vowels must be spoken slowly because they

are longer than short vowels. The long vowels are

/a:/, /i:/, /ɜ:/, /ɔ:/, /u:/.

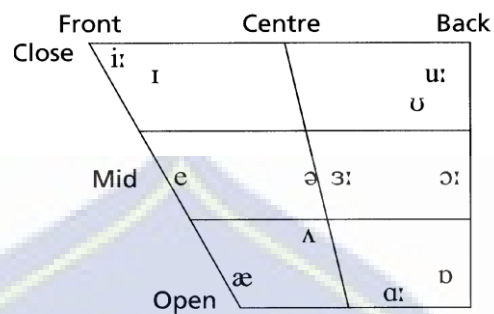
A long vowel can be identified

by the length or by the presence of two dots [:]. In

light of the fact that it consists of one vowel and two dots [:], this is also a simple vowel.

Vowel production is influenced by several factors, including the position of the soft palate, the shape of the tongue, the shape of the lips, and the space between the jaws. Vowels are classified according to their height, roundness, and backness or frontness. The following chart

is typically used in phonetics to schematically represent the position of vowels:



(Kelly, 2000)

Figure 2.3 The English Vowel Chart

2) Diphthong

According to Kelly (2000), diphthongs are combinations of vowels that involve moving from one vowel to another, such as /ei/ as in /late/. There is an intentional glide (or tongue, lips, and jaw movements) between each vowel position. The first sound in each phoneme is longer and stronger than the second sound in English.

English is usually described as having eight diphthongs, which can be grouped in the following ways: the first is the center diphthong that ends with a glide towards /ə/, for example: /ɪə/, /eə/ and /ʊə/. They are called "centered" because /ə/ is the central vowel. Then, the second is closing diphthongs end with a glide towards /ʊ/ or towards /ɪ/, for example: /ɔɪ/, /eɪ/, /aʊ/, /aɪ/, and /əʊ/.

Gliding is towards a higher position in the mouth. In other words, when the tongue moves toward the center vowel /ə/, the diphthong is called the center diphthong. Diphthong is known to as a closing diphthong when the tongue moves from the open vowel position to the closed vowel position.

3) Consonant

Consonants are sounds that are not vowels. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, l, r, w, and j.

Based on the consonants position, it can be divided into:

- a. Voiced consonants: / d, b, g, v, z, ʒ, dʒ, ð, j, m, n, ŋ, h, l, r, j, w/
- b. Unvoiced consonants: / p, t, k, f, s, ʃ, tʃ, θ /

A finger on the throat can be used to determine whether a consonant is voiced or unvoiced. Consonants are voiced if they vibrate while being spoken. On the other hand, if there is no movement in the throat and only a short burst of air, the consonant is unvoiced.

b. Suprasegmental

Super segmental features are like styles used in words or sentences. The two important parts that can affect a clear pronunciation are the first stress and the second is intonation.

1) Stress

This part of pronunciation plays an important role in the clarity of speaking. If a person says an event, but the stress is incorrect, That word can have a different meaning to another person who listens to him. The use of stress in pronunciation is really meant to be said. That word or phrase will be increased in volume, pitch, or length to make sure the listener understands and pay attention to the stressed word or phrase.

2) Intonation

Speech is produced by a certain musical intonation or accompaniment. When we speak, our voices rise and fall in pitch in a way called as intonation. According to Kelly (2000), intonation plays a crucial role in how we express our own ideas and how we understand others'.

Intonation refers to the changes in the sound of the voice while producing speech. For example, When someone is angry, she or he tends to speak with high

intonation. But, when someone is in a polite situation, she or he tends to speak with low intonation.

c. Problems in Teaching Pronunciation

Teaching English pronunciation is not an easy job. It requires a lot of practice for the teacher. Both students and teachers face many problems in teaching and learning pronunciation. According on Sholeh & Muhaji (2015) the problems that occur in the pronunciation class are as follows:

1. A strong impact of mother tongue

Most students find it difficult to ignore their mother tongue's impact. It has the effect of making it harder for students to pronounce words in English naturally, and also causing them to talk with the accent of their mother tongues.

2. Consonant or vocal mispronouncing

Students often make mistakes when pronouncing vowels or consonants because it is difficult to distinguish between English and Indonesian phonetics. For example, the sound of 'G' is pronounced as /dʒ/ in English. However, in Indonesia the sound of 'G' is pronounced as /g/. This is what makes students often make mistakes in pronunciation. Students sometimes speak in English but pronounce consonants and vowels using Indonesian phonetics.

3. Difficulty in pronouncing suffix of words ex:”s” and”ed”

Additionally, suffixes such as "-s" and "-d" can make it challenging for students to pronounce the words. These suffixes usually need to be spoken with a significant sound. Unfortunately, it is rare to hear students speaking with these sounds.

4. Minimal pairs and homographs

Several studies support the fact that minimal pairing and homographs are among the most general problems in pronouncing classes. Mispronunciation of homographs and minimal pairs is a significant communication problem. Examples of minimal pairs include: eat-it, sheep-ship, and many more. For homographs, One example for a homograph is the word "read" in the following sentence:

- 1) “I can read your writing”, and
- 2) “She picked up the letter and read it”.

even though the word "read" has the same spelling, both words must be pronounced differently.

5. Organ of speech disorder

In some particular cases, speech organ disorders make it difficult for students to pronounce words correctly. The pronunciation issued by students who have speech disorders is difficult to understand because the sound is not clear, so it can

lead to misunderstandings. For example, when a student with a speech disorder says "run!", they pronounce "wn" instead of "rn," and the listeners hear it as "one," not "run."

2. Dictionary

Dictionary is one of the "Bibles" for language learners. For language learners, mastering a new language is one of the most important things. According to Utami (2017), dictionary is a tool that contains many of vocabularies. While, Rohmatillah (2016) stated that a dictionary have the same functions as grammar book. Dictionary is important tool in foreign language. For language learners, dictionaries are also a guide for acquiring new knowledge or new skills.

According to Yongwei (2012), a dictionary can be defined as a book that contains a list of words in alphabetical order and an explanation of their meaning. In general, in terms of form, dictionaries can be divided into two types: paper and digital dictionaries. The paper dictionary is also called as printed dictionary. While, digital dictionary is a dictionary that was produced due to technological developments, so the dictionary no longer uses paper. Digital dictionary can be divided into electronic dictionary and online dictionary.

3. Howjsay Website as Online Dictionary

a. Definition of Online Dictionary

According to Hartmann & James (2001), an online dictionary is a dictionary or other reference work available via a computer network such as the internet. The online dictionary is one type of electronic dictionary that is built on the network. It is an important online reference tool that provides real-time information that can be shared all over the world. The main feature of online dictionaries is the abundance of resources they provide (Xueping Li, 2014)

According to Rahayuningtyas (2019), an online dictionary is a dictionary that is accessible to the internet through a web browser. While, Collins (2017) comments that students no longer need to carry heavy paper dictionaries or pocket electronic dictionaries with them in today's era. Students just connect their gadget to the internet, go to the online dictionary page, and type the word into the search box. It works with WIFI or data voucher. Meanwhile, (Metruk, 2017) recommends that EFL Learners make extensive use of the ease of pronouncing online dictionaries.

An online dictionary provides the way to pronounce the words in an audible way. This allows students to hear the exact words spoken by a native speaker. The teacher does not need to be difficult to spell words when presenting the media. Students only need to listen to the

sounds from the online dictionary to predict the words that have been spelled.

b. Types of Online Dictionary

According to Yongwei (2012) there are types of online dictionary; “clicks-and-mortar”, “one-stop”, and “DIY” dictionaries. The “clicks-and-mortar” dictionary is basically the digital version of a number of already published print dictionaries. For instance, Oxford Advanced Learners Dictionary changes to oxford.com, Cambridge changes to dictionary.cambridge.org, and Macmillan changes to macmillan dictionary.

The second type of online dictionary is one-stop dictionary sites. The one-stop dictionary site is a website that can show the meanings of some words from a variety of online dictionaries, such as: *The Free Dictionary .com*, *Dictionary.com*, *OneLook.com*, and *Wordink*.

DIY dictionaries are the third category of internet dictionaries. Anyone who visits the website can add their own items or modify existing ones, there is absolutely no need for an editorial team. Therefore, it can be argued that thousands of people is authors of this dictionary.

There are various online dictionaries available on websites that can be utilized to learn English. Some dictionaries offers eases, such as the Howjsay website (<http://www.howjsay.com>), which

provides word meaning in addition to sound. As a result, language learners can easily learn on English pronunciation through imitation.

c. Concept of Howjsay Website



(<https://howjsay.com/>)

Howjsay is a free online pronunciation dictionary with sound. *Howjsay* is a talking dictionary of English pronunciation. *Howjsay* is a tool that teaches how to pronounce English words. The site is maintained by Bowyer (2006).

Howjsay is a pronunciation dictionary that can be used as a tool to help in improving pronunciation (Shaheen & Godavarthi, 2021). Howjsay pronunciation dictionary is an ad-supported web site that has been helping to improve spoken English for more than a decade (Basu, 2019).

The Howjsay website is suitable for learners. By using Howjsay Website, users get clear definitions and audio pronunciations of words. Howjsay Pronunciation Dictionary is

available for android, iPad, and iPhone users and also online website (<http://www.howjsay.com>). The Howjsay website currently has 181916 entries (as of December 2021). The number of entries is updated daily as entries are added. Tim Bower, the website's creator, records each word individually using instant voice. Furthermore, there is no synthetic speech in this dictionary.

Another feature that makes Howjsay user-friendly is that if the search term is misspelled, the results will show the entry closest to the entry typed by the user. In addition, during the search for correctly spelled entries, the search results also indicate other entries before or after the search term in alphabetical order.

From several types of online dictionaries, the researcher prefers to use the howjsay online dictionary because it is packaged in a simple but very useful way. The advantages of Howjsay website compared with other online dictionary is that the user can type one or more semicolon-separated entries, which is very useful if the user wants to compare the pronunciation of words. So users can easily learn correct pronunciation by imitating sounds, which is focus on English.

The reason why the researcher choose to use the Howjsay website over the Howjsay app because the Howjsay website does not require a lot of storage on a smartphone, and also this website can be accessed for free. Compared to the use of the Howjsay

Application on smartphones which require storage and also cannot be accessed for free or must be paid for.

d. How to Use Howjsay Website Dictionary

1. Visit the Howjsay website at <http://www.howjsay.com>
2. After that, the user will see the search bar or empty box in the middle of the home page.
3. Enter the word that the user want to hear the pronunciation
4. Then press the search button, the desired word will appear along with the closest search according to the word you are looking for
5. Click the sound player to listen to the pronunciation of the word (can be heard as much as the user wants)

e. Advantages and Disadvantages of Howjsay Website Dictionary

Technology's quick development has also had a significant impact on how language is conveyed, which has cleared the way for online dictionaries, which are based on the internet's integration (Tulgar, 2017)

Another participant stated that, in addition, internet dictionaries are undoubtedly more technological and provide quick access to information (Tulgar, 2017). The advantage of an online dictionary over a paper or printed dictionary is that it is constantly updated.

1. The advantages of Howjsay Website

- 1) Browsing is easier and faster; users only need to type in the words, and the search engine will do the rest.
- 2) It is user-friendly; if the search item is misspelled, the results will show the entry that is the most similar to what the user typed.
- 3) It is light; users can take it with them wherever they go.
- 4) Auto-update

2. Disadvantages of Howjsay Website Dictionary

- 1) User have to connected with the internet
- 2) Distracting images or pop-ups

C. Conceptual Framework

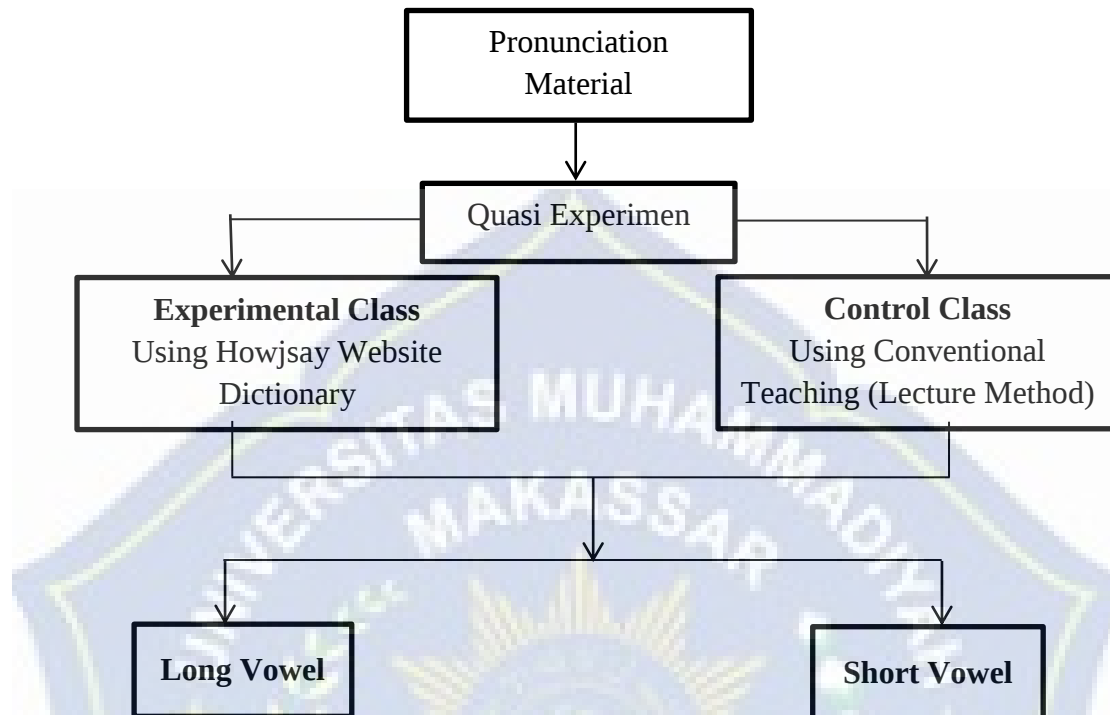


Table. 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher wants to find out how students' pronunciation between using Howjsay Website dictionary and conventional teaching, and to find out the difference in pronunciation between students learn with Howjsay Website dictionary and Conventional. The researcher use quantitative method with Quasi Experimental design. The research collecting data based on pre-test and post-test. The researcher can find out the effect of using Howjsay Website as English Pronunciation Dictionary on students pronunciation after conducting this conceptual framework.

D. Hypothesis

According to (Creswell, 2012), the hypothesis is a statement quantitative re by researchers to predict or speculate on the results of the relationship between attribute characteristics.

Based on the theoretical framework and conceptual framework above, the hypothesis can be formatted :

1. Null Hypothesis (H0): There is no significant effect of using Howjsay Website Dictionary on students' pronunciation.
2. Alternative Hypothesis (H1): There is significant effect of using Howjsay Website Dictionary on students' pronunciation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The purpose of this study was to determine the impact of using the Howjsay website on students' pronunciation using a quasi-experimental research design. In this study, researcher used two classes, namely Experimental class and Control class. Students in the experimental class learn pronunciation using the Howjsay website dictionary, while those in the control class learn pronunciation through conventional teaching.

The research design can be describing as:

Table 3.1 Research Design

Group	Pre test	Independent Variable	Post test
E	Y1	X	Y2
C	Y1	-	Y2

(Ary et al., 2010)

Note :

E : Experimental class

C : Controlled class

Y1: Pre-test (Experimental and controlled class)

Y2: Post test (Experimental and controlled class)

X = treatment using Howjsay Website Dictionary

- = The group without treatment or using conventional

B. Population and Sample

1. Popoulation

A population is a set of participants that the researchers have chosen to investigate and reach conclusions. The population of this study was SMP Negeri 23 Makassar 7th grade students. There were about 258 students in total divided into eight classes, which are VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, VII.8.

Table 3.2 Students Population

No	Class	Number of Students
1	VII-1	32
2	VII-2	32
3	VII-3	32
4	VII-4	32
5	VII-5	32
6	VII-6	32
7	VII-7	32
8	VII-8	34
Total		258 students

(Source: SMPN 23 Makassar)

2. Sample

The sample of this research was be conduct in two classes at SMPN 23 Makassar. In this research, the researcher used a purposive sampling technique.

The things that must be considered in sampling are as follows:

1. The sample are class VII students at SMP Negeri 23 Makassar
2. Both classes have the same English skill level.

64 students made up the sample for this study; they were divided into 2 groups: the experimental class, which was VII.5, had 32 students, and the control class, which was VII.6, had 32 students.

C. Research Variable and Indicator

1. Variables

There are two variables in this research; they were independent variable and dependent variable:

a. Independent variable (X)

The independent variable of this study is the use of Howjsay Website Dictionary in teaching pronunciation.

b. Dependent variable (Y)

The dependent variable of this study is students' pronunciation.

2. Indicator

The indicator of this study is the used of the Howjsay Website Dictionary on students' pronunciation. It focused on students' pronunciation words in long and short vowels. After the students train to learn words using the Howjsay Website Dictionary, the students have a good quality on their basics of pronunciation. Besides, the students' scores are higher than before.

D. Research Instrument

The instrument of this research used pronunciation test and Recorder.

1. Test

The students were to pronounce the list of words. The test is used to investigate students' pronunciation. The test is carried out in two stages. Pretest: do before applying the treatment to know the knowledge about pronunciation; post-test: do after applying the treatment to find out the students' achievement in learning after getting the treatment. The material test consists of 20 items each of long vowels and short vowels. The total score is 100 if students pronounce the words correctly.

2. Recorder

The recorder was used to help the researcher listen repeatedly to the students' pronunciation ability in a pronunciation test. The recording started when students started uttering the list of words prepared by the teacher.

E. Technique of Data Collection

The procedure of data collecting used the following steps:

1. Pretest

A pretest was administer at the first meeting. The researcher asked the student to pronounce list of words. The researcher given a pre-test to students'; it was supposed to know their basic knowledge about pronunciation

2. Treatment

The treatment was conducted for four meetings. Each meeting lasted for 2 x 45 minutes. The first meeting, the researcher gave the students a general description of the Howjsay website as an English Pronunciation Dictionary. Next, the researcher gave activities to practice Howjsay Website in listen the pronunciation of the word. The researcher used the same activity in the following meeting, but she covered a different topic. And at the last meeting, the researcher gave the students an opportunity to express their opinion about Howjsay Website.

3. Post-test

A Post-test was used by the researcher after administering the treatment. The post-test is administered during the last meeting. The post-test was used by the researcher to determine whether the treatment was effective and whether the post-test results were better to the pre-test.

F. Technique of Data Analysis

The data used analyzed quantitatively. Data from the test were used in the data analysis. The test was utilized twice by the researcher: once before treatment and once after treatment. The mean of the pre-test and post-test scores compared to the data. SPSS 21 used to analyze the test data.

a. Descriptive Analysis

Descriptive analysis aims to describe the data obtained in order to obtain useful information in research. Research is conducted using descriptive analysis to determine the values of the independent and dependent variables. Descriptive analysis done with the help of IBM SPSS 21 statistical software for windows.

Classifying the score in pre-test and post-test of the students' using the following scale:

Table 3.3 : Scale of Classifying Score

No	Rating	Classification
1	86-100	Very Good
2	71-85	Good
3	56-70	Average
4	<56	Poor

(Depdiknas, 2017)

b. Normality Test

The purpose of the research normality test was to determine whether the experimental and control group's data came from a population with a normal distribution. Therefore, the normality test was performed on both sample groups. Using the Kolmogorov-Smirnov test, researchers can determine whether their data are normal (Misbahuddin, Iqbal Hasan 2013). The researcher employed IBM SPSS 21 statistical software for Windows to assess this normality.

c. Homogeneity Test

The researcher conducted a homogeneity test after the normality test's conclusion indicated that the outcome was normally distributed. The aim of the homogeneity test is to determine whether or not the variance is the same for the two groups. The group is referred to as homogeneous if both groups share the same variance. Similar to the normality test, the researcher also uses SPSS implementation to evaluate the homogeneity test.

d. Hypothesis Test

T-test must be used to analyze the data after the researcher has completed the testing (Normality and Homogeneity test). The t-test was used to investigate the difference between the two research groups. A t-test could be used by the researcher to determine whether the hypothesis is accepted or rejected. This technique is used after all treatment ends later given a test (post-test). The data obtained is then analyzed to find out whether the results are in accordance with the expected hypothesis. To

looking for the t Test, researchers use the program IBM SPSS 21 statistical software.

e. Cohen Effect Size

The last step to produce the test outcome is to assess the effect-size by the writer. This test was performed to understand the impact level of meaning. In this research, the Cohens's d effect size formula was applied. Furthermore, the formula for measuring the effect size could be seen as follows:

$$D = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled Standard Deviation}}$$

(Cohen et al., 2007)

Explanation:

D: Effect Size

Mean of Group A: Mean for experimental class

Mean of Group B: Mean for controlled class

(Pooled standard deviation: Standard deviation of Group A + Standard deviation of Group B / 2)

The level of significance could be determined using the result of the impact size formulation calculation. The Cohens' effect size criterion were as follows:

0-0.20	: Weak effect
0.21- 0.50	: Modest effect
0.51 – 1.00	: Moderate effect
> 1.00	: Strong effect

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

1. Students' Pronunciation Through Howjsay Website

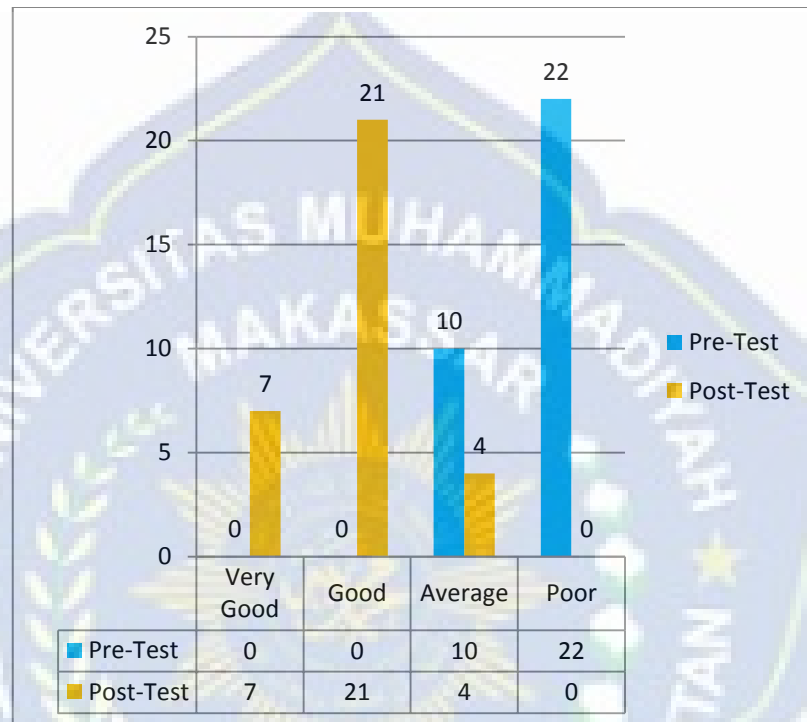


Figure 4.1 Students Score of Pre-test and Post-test in Experimental Class

Based on Figure 4.1, it can be concluded that students in the experimental class had an improved learning outcome after using the Howjsay website to learn English words. This is seen by the post-test results, which were better than the pre-test result.

Table 4.1 Rate Percentage in Experimental Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1		0	0%	7	21,875 %
2	Good	0	0 %	21	65,625 %
3	Average	10	31,25 %	4	12,5 %
4	Poor	22	68,75 %	0	0 %
Total		32	100%	32	100%

The data shown in Table 4.1 above shows that before to the treatment (Pre-Test session), there were 22 (68.75%) students were categorized as "Poor," and the remaining 10 (31.25%) students were categorized as "Average." After receiving treatment, 4 (12,5%) students received a "Average" classification, 21 (65,625%) students received a "Good" classification, and 7 (21.875%) students received a "Very Good" classification. The rate percentage after the treatments (Post-Test) has grown in comparison to before the treatment, based on the findings of the students' presentations (Pre-Test).

2. Students' Pronunciation Through Conventional Method

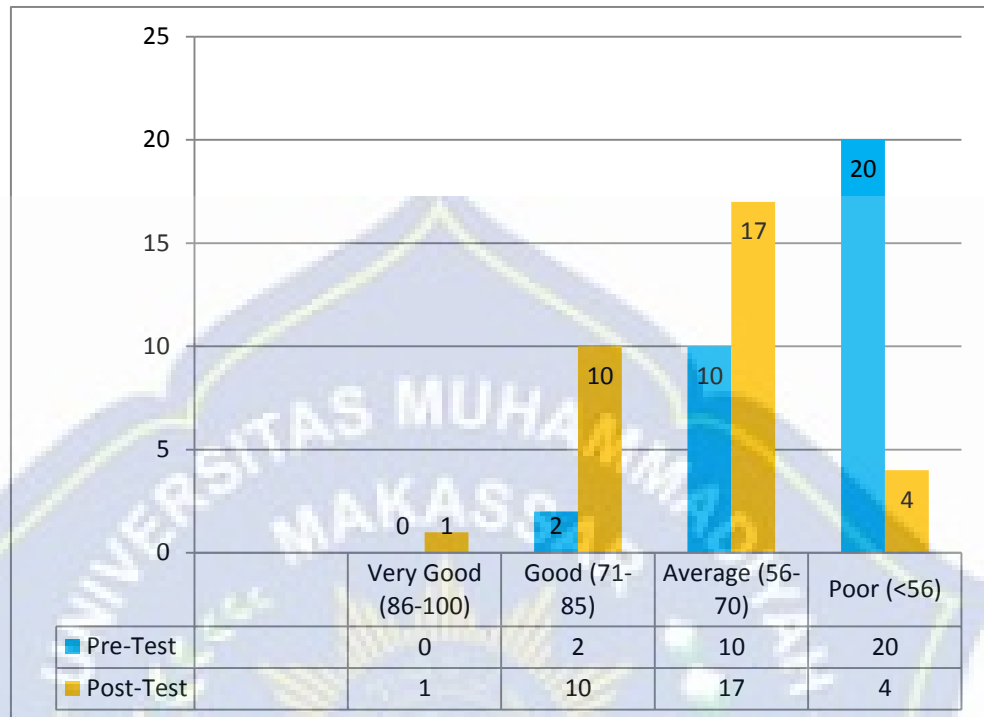


Figure 4.2 Students Score of Pre-test and Post-test of Control Class

Based on Figure 4.2, it can be concluded that students in the control class had an improved learning outcome after using the conventional method, but there were still some students who did not have an improved learning outcome. This is seen from the post-test results, which are better than the pre-test results.

Table 4.2 Rate Percentage in Control Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Very Good	0	0%	1	3,125 %
2	Good	2	6,25 %	10	31,25 %
3	Average	10	31,25 %	17	53,125 %
4	Poor	20	62,5 %	4	12,5 %
Total		32	100%	32	100%

Based on the data in Table 4.2, it is clearly that during the Pre-Test session, 20 students (or 62.5%) were categorized as "Poor," 10 students (or 31.25%) as "Average," and the final 2 students (or 6.25%) were categorized as "Good."

Based on the results of the post-test, 4 (12.5%) students received a "Poor" classification, 17 students (53.125%) were classed as "Average," 10 students (31.25%) were rated as "Good," and 1 student (3.125%) was classified as "Very Good." The rate percentage (Post-Test) has grown in comparison to before the treatment, based on the results of the students' presentations (Pre-Test).

3. Different Pronunciation between Students' learn through Howjsay Website and Conventional Method

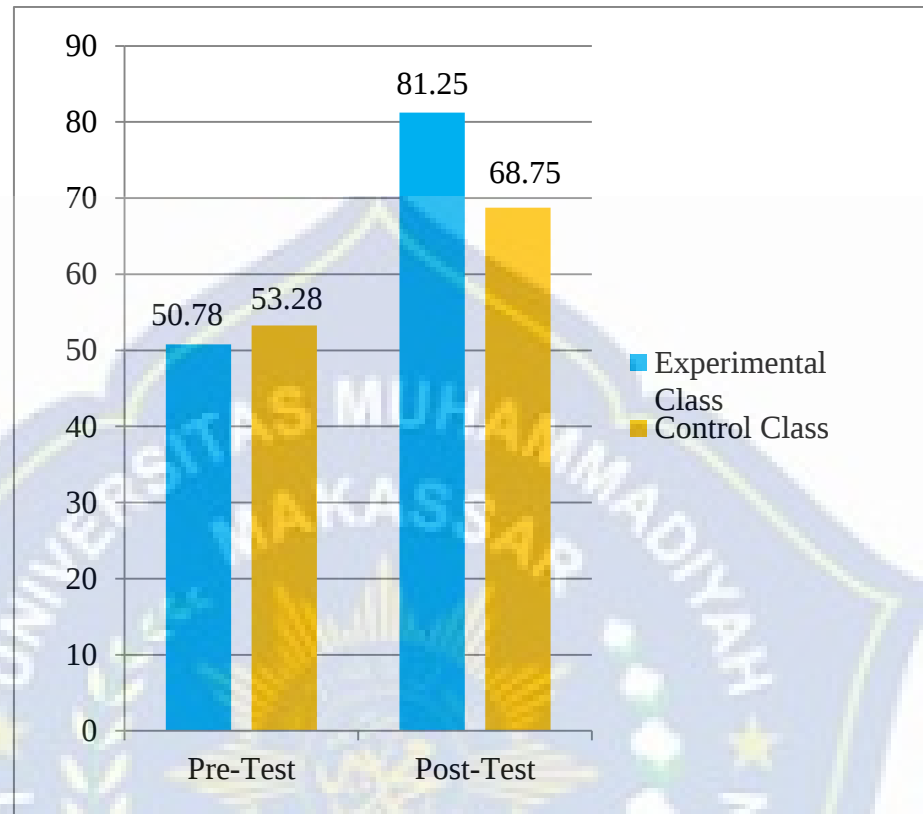


Figure 4.3 The Difference Between Students' Score of Experimental Class and Control Class

Based on the Figure 4.3, students in the experimental class received higher ratings on pronunciation understanding. It happened after the experimental class was taught using Howjsay Website as English Pronunciation Dictionary and control class students were instructed using conventional learning methods (lecture method). In conclusion, Howjsay Website as English Pronunciation Dictionary was effective in students' Pronunciation achievement.

Table 4.3 The Difference Between Students' Score of Experimental Class and Control Class

No	Classification	Experimental Class				Control Class			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
1	Very Good	0	0%	7	21,87 5	0	0%	1	3,125 %
2	Good	0	0%	21	65,63 5%	2	6,25 %	10	31,25 %
3	Average	10	31,25 %	4	12,5 %	10	31,25 %	17	53,125 %
4	Poor	22	68,75 %	0	0%	20	62,5 %	4	12,5%
Total		32	100%	32	100%	32	100%	32	100%

Based on Table 4.3, it can be seen that the students in the experimental class before the Howjsay Website was applied (pre-test) were still in the poor category, and the control class students were also in the poor category. After the Howjsay Website was applied to the experimental class, the highest frequency was in the "good" category, with a percentage of 65.635%. There are also seven students in the "Very Good" category. While in the control class, the learning outcomes after teaching with conventional methods, the highest frequency is in the "Average" category with a percentage of 53.125%. In conclusion,

Howjsay Website as English Pronunciation Dictionary was effective in students' Pronunciation.

B. Discussion

1. Students' Pronunciation Through Howjsay Website

Before giving treatment to the experimental class, the researcher first gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' understanding of pronunciation is classified as poor. This is known through the students' pre-test scores which show that the highest frequency is in the poor category, namely 68.75%, while 31.25% is in the average category.

After giving the pre-test, the researcher then applied the Howjsay Website to the experimental class. When implementing the Howjsay Website, it makes students more active in learning. This is because students become more excited and interested when they can listen to the pronunciation of various words by native speakers quickly using gadgets. Students listen to the pronunciation of a word through the Howjsay Website and then students follow the pronunciation repeatedly. In addition, students can find the definition of a word in a fast time. This is in line with Tulgar (2017), which states that online dictionaries provide easy access to information.

After the researcher gave the treatment, the researcher then gave a post-test to the students in order to find out the results of the treatment, whether the results from the post-test were better than the pre-test or not. After doing the post-test, the researcher can conclude that there is an increase in the students' pronunciation ability. This can be seen from the post-test score which shows that the highest frequency is in the "Good" category, which is 65.63%, at the "Average" level there are 12.5 and there are no more students classified in the "Poor" category.

2. Students' Pronunciation Through Conventional Method

The researcher gave a pre-test to determine the students' initial understanding before being given treatment. After being given a pre-test, the researcher can conclude that students' understanding of pronunciation is classified as poor. This is known through the students' pre-test scores which show that the highest frequency is in the poor category, namely 62.5%.

After conducting the pre-test, the researcher used conventional teaching for the control class in the learning process. In this learning process the teacher mentions a word and the students listen and repeat it. This method makes students not too active because they only listen to what the teacher says so that some students who are embarrassed to ask questions prefer to be silent.

Then the researcher gave a post-test to the students. After doing the post-test, the researcher can conclude that there is an increase in students' pronunciation ability. This can be seen from the post-test score which shows that the highest frequency is in the "Average" category, which is 53.1253%, at the "Good" level, there are 12.5 but there are still 12.5% of students belonging to the "Poor" category.

3. Different Pronunciation Between Students Learn Through Howjsay Website & Conventional Method

The effectiveness of the technique was proven by the gap analysis of the mean scores on the post-test between the experimental class and the control class. The experimental class's average score were 81.25, while the control class was 68.75. This indicates there is a 12.5 points difference in the scores between the experimental class and the control class. Based on the explanation of the difference between the two classes, the result of the experimental class shows a greater score than the control class.

The Paired Sample t-Test calculation results using SPSS 21 also show that the t-test value is 17,765 with a probability (Sig.) of 0.000. The probability (Sig.) is $0.000 < 0.05$ which indicates that there is a significant difference between the ability to pronounce long vowels and short vowels in the experimental class after the implementation of Website Howjsay compared to the control class using conventional methods.

A significance (Sig.) of $0.000 < 0.05$ was obtained by calculating the Independent Sample t-Test using SPSS 21. This indicates that the learning results in the experimental class and the control class are

significantly different. It is clear from the results obtained that students who use the Howjsay Website have significantly different learning outcomes. In this research, using the Howjsay website for teach students English has greater results than using conventional method, especially in the pronunciation of long vowels and short vowels.

The use of the Online Dictionary is very effective for use in teaching pronunciation. This is in accordance with Sari's findings (2020), that technology is an important tool for students in the digital era to learn languages by maximizing the use of digital media and the internet. It is also similar with the findings of Mandasari (2020), that the use of technology in language learning can help students improve academic performance.

The use of online dictionaries makes it easier for students to access information related to the words they need in just one lifetime. Online Dictionary is an interesting learning media. It just connects the smartphone with the internet then click the Online Dictionary site and enter the word in the empty box. This is also in line with Shaheen & Godavarthi (2021), Howjsay is a pronunciation dictionary that can be used as a tool to help improve pronunciation. It is proven that the Online Dictionary has a positive effect on the teaching and learning process. In the pre-test, the experimental class did not perform as well as the control class. Vowel pronunciation abilities in the experimental class showed significant changes as a result of treatment. The use of Howjsay website is proven to

be able to help students who have difficulty in pronouncing English. This finding is suitable with previous research from Utami (2017), who found that the use of online dictionaries offered convenience and effectiveness that could help students' learn English in class. Meanwhile, Rahayuningtyas (2019) also found that the use of online dictionaries has a significant effect on language learners, especially in pronunciation learning. In addition, Muhić & Milinović (2014) in their research, that the use of Howjsay as an online corpora media shows that student learning outcomes are easier to achieve because learning materials are presented in an attractive manner. The presence of new technology makes the whole learning process easier. In addition, the results of this study certainly support research related to previous thoughts and show that the use of the Howjsay Website is efficient for students in understanding the pronunciation of vowels. It also shows that teaching the pronunciation of long vowels and short vowels makes the learning process easier.

Furthermore, from the hypothesis testing, alternative hypothesis (H1) is approved and the null hypothesis (Ho) is rejected. It was also emphasized that the result of the effect size test was 1.31. Based on Cohens' d-effect size criteria, 1.31 is categorized as a strong effect. In other words, the use of Howjsay Website as English Pronunciation Dictionary has a significant effect on improving students' pronunciation. Therefore, the processed data is given a response to the research questions posed. In conclusion, the study results show that the use of Howjsay

Website as English Pronunciation Dictionary is effective on students' pronunciation of seventh grade students of SMP Negeri 23 Makassar.



CHAPTER V

RESEARCH CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Before using the Howjsay Website, students' understanding of pronunciation was in the poor category, as evidenced by the average pre-test result, which was 50.78. Students' understanding of pronunciation increased after being given treatment using the Howjsay Website, as evidenced by the post-test average score of 81.25.
2. The understanding of students in the control class on pronunciation is included in the poor category, indicated by the average pre-test result, which is 53.28. As evidenced by the post-test results, after learning using conventional methods, student learning outcomes increased to 68.75.
3. There is a difference in the pronunciation of students who study using the website Howjsay and the conventional method, although there is an increase in the post-test in both classes. Significant changes were seen in the experimental class. This can be seen in the average score in both classes, the experimental group and the control group, where the experimental group obtained a higher average score than the control group after being given treatment. That's the reason why the Howjsay Website is more effective than the conventional method.

B. Suggestions

a. English Teacher

English language learning should be further improved, especially in terms of improving the pronunciation of students. Therefore, the teacher should focus on the pronunciation of the students. English teacher should choose media more creatively in teaching learning, one of which is the Howjsay website to make students more interested and motivated to learn English.

b. Students

The researcher recommended students to use the Howjsay website to continue practicing their pronunciation. In the teaching and learning process, especially when speaking, students need to be more interested, and unafraid to make mistakes. They should enjoy the classes and speak English more.

c. Other Researcher

This research can be a guideline for other researchers who are interested in conducting similar research. The researcher also hopes that other researchers can explore more with different media or skills, and research designs.

BIBLIOGRAPHY

- Arrumaisa, E., Rusmanayanti, A., Arapah, E., Language, E., Study, E., & Mangkurat, U. L. (2019). the Teacher Talks in Teaching Reading. *Lingua Educatia Journal*, 1(1), 28–41.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th Editio). United States of Amerika: Wadsworth.
- Aufa, N. (2017). *Using Movie to Increase Students' Pronunciation*. Ar- Raniry State Islamic University.
- Basu, S. (2019). *Howjsay & 6 Pronunciation Dictionaries to Improve Your Spoken English*. <https://www.makeuseof.com/tag/howjsay/>
- Bowyer, T. (2006). *Howjsay.com: An English Pronouncing Dictionary with Instant Sound*. <https://howjsay.com>
- Cohen, L., Manion, L., & Morrison, K. (2007). Case studies. In *Research Methods in Education*. <https://doi.org/10.4324/9781315456539-19>
- Collins, J. B. (2017). Online Dictionaries and the Involvement Load Hypothesis : An Empirical Study. *APU Journal of Language Research*, 33–49.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearsons Education. Inc.
- Dauer, R. M. (1993). Accurate English: A Complete Course in Pronunciation. In *TESOL Quarterly* (Vol. 27, Issue 4). <https://doi.org/10.2307/3587423>
- Depdiknas. (2017). *Panduan Penelitian Oleh Pendidik Dan Satuan Pendidikan Sekolah Menengah Atas*. Curriculum Center: Jakarta.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1), 1–6. <http://ijreeonline.com/article-1-21-en.html>
- Hartmann, R. R. K., & James, G. (2001). Dictionary of Lexicography. In *Dictionary of Lexicography*. <https://doi.org/10.4324/9780203159040>
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Howjsay. (n.d.). :Free Online English Pronunciation Dictionary. Retrieved October 18, 2021, from <https://howjsay.com/>

- Kelly, G. (2000). *How To Teach Pronunciation*. Longman, Pearson Education Limited.
- Kyprianou, M. (2011). The Phonetics and User-friendliness of Free Online Dictionaries: An Overview. *Selected Papers on Theoretical and Applied Linguistics*, 19. <https://doi.org/10.26262/istal.v19i0.5507>
- Maiza, M. (2020). An Analysis of Students' Pronunciation Errors. *JOEEL: Journal of English Education and Literature*, 1(1), 18–23. <https://doi.org/10.38114/joeel.v1i1.27>
- Mandasari, B. (2020). The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course. *EDUTEC: Journal of Education And Technology*, 4(1), 98–110. <https://doi.org/10.29062/edu.v4i1.74>
- Metruk, R. (2017). *The Use of Electronic Dictionaries for Pronunciation Practice by University* THE USE OF ELECTRONIC DICTIONARIES FOR PRONUNCIATION. October.
- Misbahuddin, I. H. (2013). *Analisis Data Penelitian Dengan Statistik*, Jakarta, PT Bumi Aksara.
- Muhić, E., & Milinović, D. (2014). *Using Web-based (Re)sources in Teaching Academic-level English*. 393–396. <https://doi.org/10.15308/sinteza-2014-393-396>
- Nappu, S. (2014). *Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa Melalui Pembelajaran Bahasa Berbantuan Komputer*. 269, 145–156.
- Putro, D. B. H. (2020). *Using Jigsaw Learning to Teach Student's Pronunciation Ability Toward English Club at MAN 3* (Issue May). Islamic Institute of Tulungagung.
- Rahayuningtyas, Y. B. (2019). *The Effectiveness of Using Online Dictionaries on the Tenth Grade Students*. State Islamic Institute (IAIN) of Tulungagung.
- Rohmatillah, R. (2016). Dictionary Usage In English Language Learning. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 186–197.
- Sari, F. M. (2020). Exploring English Learners' Engagement and Their Roles in the Online Language Course. *Journal of English Language Teaching and Linguistics*, 5(3), 349. <https://doi.org/10.21462/jeltl.v5i3.446>

- Shaheen, S., & Godavarthi, G. (2021). Teaching English in Digital Era : Some Observances and Strategies. *Journal of Xi'an Shiyou University, Natural Science Edition*, 17(10), 59–71.
- Sholeh, A., & Muhaji, U. (2015). Pronunciation Difficulties Encountered By Efl Students in Indonesia. *Jurnal Inspiraasi Pendidikan Universitas Kanjuruhan Malang*, 5(2), 698–707.
- Singleton, D. (2016). *Language and the Lexicon. An Introduction*. Newyork: Routledge.
- Sinta, S., & Saftari, M. (2021). Increasing Pronunciation Skill Using Cambridge Dictionary Website at ELC Students ISB ATMA. *Jurnal Ilmiah Bina Bahasa*, 14.
- Sofiyanti, Y. (2014). Enhance Students' Ability to Pronounce English Word with Online English Pronunciation. *Jurnal Wawasan Ilmiah Manajemen Dan Teknik Informatika*, 6–11(September).
- Tulgar, A. T. (2017). Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present. *Universal Journal of Educational Research*, 5(12B), 51–57. <https://doi.org/10.13189/ujer.2017.051406>
- Ulfiani, N. (2020). *The Effectiveness of U-Dictionary Application Teaching Media towards English Pronunciation of The Eleventh Grade Students at SMK Islam 1 Durenan* (Issue 17203153005). State Islamic Institute (IAIN) Tulungagung.
- Utami, T. A. T. (2017). *Students' responses on the use of online dictionary at SMPN 15 Yogyakarta*. Sanata Dharma University.
- Xueping Li. (2014). Facilitating Reading Comprehension with Online Dictionaries. *International Journal of Languages and Literatures*, 2(2), 297–306.
- Yongwei, G. (2012). Online English dictionaries: Friend or foe? *Proceedings of the 15th EURALEX International Congress*, 422–433.



APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

Nama sekolah : SMPN 23 Makassar
 Subjek : Bahasa Inggris
 Kelas/semester : VII/5
 Alokasi waktu : 4 x pertemuan

A. Kompetensi Inti:

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

- 3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
- 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 3.8.2 Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 4.8.1 Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 4.8.2 Menulis makna teks lagu dan Menangkap makna lagu.

D. Tujuan Pembelajaran

Diharapkan Peserta didik mampu menemukan fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs. Dan Mampu menulis makna teks pendek, lagu dan menangkap makna lagu terkait kehidupan remaja SMP/MTs.

E. Materi Pembelajaran

1. Fungsi Sosial : mengembangkan nilai-nilai kehidupan dan karakter yang positif
2. Unsur Kebahasaan:
 - a. Kosakata dan tata bahasa dalam lirik lagu
 - b. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

F. Media, alat, dan sumber belajar

1. Media:
 - a. *Howjsay Website* sebagai kamus *pronunciation* online (<https://howjsay.com>)
 - b. Lembar kerja siswa dan lagu bahasa Inggris
2. Alat/Bahan : Spidol, Papan Tulis, Laptop, LCD Proyektor, dan Speaker.
3. Sumber:
 - a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris ” *When English Rings The Bell* ” Kelas VIII, Kemendikbud.
 - b. Internet

G. Metode Pembelajaran

Model Pembelajaran : *Scientific Approach*

Metode Pembelajaran : Diskusi, Penugasan dan Praktik

H. Langkah-langkah Pembelajaran

Pertemuan Pertama

	Deskripsi	Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - o Do you like listening music? - o What kind of music do you like most? - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti	Mengamati - Guru menjelaskan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs.	5 Menit

Menanya		
	- Peserta didik bersama guru melakukan tanya jawab terkait dengan lirik lagu	10
	o Have you heard the song before?	menit
	o What is the title of the song?	
	o Who is the singer of the song?	
	- Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati.	
Mengeksplorasi		10
	- Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs.	menit
	- Guru mengarahkan siswa untuk mengidentifikasi fungsi sosial dari lirik lagu tsb.	
Mengasosiasi		20
	- Siswa melakukan aktivitas dengan menggunakan <i>Howjsay Website</i> dengan topic sesuai teks yang telah dibagikan.	menit
Langkah-langkah:		
	o Siswa dibagi menjadi berpasangan	
	o Siswa mengamati teks yang diberikan oleh guru	
	o Dibimbing oleh guru, siswa berlatih pengucapan kata dengan mendengar pelafalan dari <i>Howjsay Website</i>	
	o Siswa diminta mengucapkan kata dengan benar	
Mengkomunikasikan		15
Penutup	- Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	menit
	- Bersama siswa, guru menyimpulkan materi yang telah diajarkan.	10
	- Mengakhiri proses pembelajaran dengan berdoa	menit

Pertemuan Kedua

Deskripsi		Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - o Did you still remember the song that you heard last meeting?	5 Menit

	○ What was the title? ○ Who was the singer of the song	
	- Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	
Inti	Mengamati - Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Siswa diperdengarkan sebuah lagu - Menyimak lagu yang di perdengarkan Menanya - Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati . Mengeksplorasi - Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs. - Guru mengarahkan siswa untuk menyebutkan kosakata dari lagu yang didengarkan dan ditulis oleh guru di papan tulis Mengasosiasi - Siswa melakukan aktivitas dengan menggunakan <i>Howjsay Website</i> sesuai dengan topik ○ Siswa dibagi menjadi berpasangan ○ Dibimbing oleh guru, siswa berlatih pengucapan kata dengan mendengar pelafalan dari <i>Howjsay Website</i> ○ Siswa diminta mengucapkan kata dengan benar Mengkomunikasikan - Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	5 Menit 10 menit 10 menit 20 menit 15 menit
Penutup	- Bersama siswa, guru menyimpulkan materi yang telah diajarkan. - Mengakhiri proses pembelajaran dengan berdoa	10 menit

Pertemuan Ketiga

	Deskripsi	Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti	Mengamati - Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs. Menanya - Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati . Mengeksplorasi - Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs. - Peserta didik diminta untuk menuliskan kata yang dianggap sulit yang ditemukan dalam teks lirik lagu. - Guru mengarahkan siswa untuk menyebutkan teks pesan dan memahami pesan moral lagu	5 Menit 10 menit 10 menit

		Mengasosiasi	20 menit
		- Siswa melakukan aktivitas dengan menggunakan <i>Howjsay Website</i> dengan topic sesuai teks yang telah dibagikan.	
		Langkah-langkah:	
		- o Siswa dibagi menjadi berpasangan - o Siswa mengamati teks yang diberikan oleh guru. - o Dibimbing oleh guru, siswa berlatih pengucapan kata yang dianggap sulit dengan mendengar pelafalan dari <i>Howjsay Website</i> - o Siswa diminta mengucapkan kata dengan benar	
		Mengkomunikasikan	15 menit
		- Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	
Penutup		- Bersama siswa, guru menyimpulkan materi yang telah diajarkan. - Mengakhiri proses pembelajaran dengan berdoa	10 menit
Pertemuan Keempat			
		Deskripsi	Waktu
Pendahuluan		- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti		Mengamati - Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs.	5 Menit
		Menanya	10 menit
		- Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati .	

Mengeksplorasi

10 menit

- Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs.
- Peserta didik diminta untuk menuliskan kata yang dianggap sulit yang ditemukan dalam teks lirik lagu.
- Guru mengarahkan siswa untuk membandingkan makna dari kedua lagu

Mengasosiasi

20 menit

- Siswa melakukan aktivitas dengan menggunakan *Howjsay Website* dengan topic sesuai teks yang telah dibagikan.

Langkah-langkah:

- o Siswa dibagi menjadi berpasangan
- o Siswa mengamati teks yang diberikan oleh guru.
- o Dibimbing oleh guru, siswa berlatih pengucapan kata yang dianggap sulit dengan mendengar pelafalan dari *Howjsay Website*
- o Siswa diminta mengucapkan kata dengan benar

Mengkomunikasikan

15 menit

- Menyampaikan hasil kerja tentang lirik lagu yang terkait dengan kehidupan sehari-hari.

Penutup

- Bersama siswa, guru menyimpulkan materi yang telah diajarkan.
- Mengakhiri proses pembelajaran dengan berdoa

10 menit

I. Penilaian

1. Setiap pengucapan long vowel dan short vowel yang benar akan diberikan skor 5
2. Skor maksimal = 100
3. Teknik = Pre-Test& Post-Test : pronunciation test

Makassar, ... Desember 2022

Guru Mata Pelajaran

Mahasiswa

Husnah Muhammad., S.Pd.Alyna Dewi Miranty.A

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

Nama sekolah : SMPN 23 Makassar
 Subjek : Bahasa Inggris
 Kelas/semester : VII/6
 Alokasi waktu : 4 x pertemuan

A. Kompetensi Inti:

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

- 3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
- 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 3.8.2 Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 4.8.1 Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- 4.8.2 Menulis makna teks lagu dan Menangkap makna lagu.

D. Tujuan Pembelajaran

Diharapkan Peserta didik mampu menemukan fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs. Dan Mampu menulis makna teks pendek, lagu dan menangkap makna lagu terkait kehidupan remaja SMP/MTs.

E. Materi Pembelajaran

- a. Fungsi Sosial : mengembangkan nilai-nilai kehidupan dan karakter yang positif
- b. Unsur Kebahasaan:
 - a. Kosakata dan tata bahasa dalam lirik lagu
 - b. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

F. Media, alat, dan sumber belajar

- a. Media:
 - a. Lembar kerja siswa dan lagu bahasa Inggris
- b. Alat/Bahan : Spidol, Papan Tulis, Laptop, LCD Proyektor, dan Speaker.
- c. Sumber:
 - a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris "When English Rings The Bell" Kelas VIII, Kemendikbud.
 - b. Internet

G. Metode Pembelajaran

- Model Pembelajaran : *Scientific Approach*
 Strategi Pembelajaran : *Conventional Strategy*
 Metode Pembelajaran : *Ceramah, Pair Work, dan Diskusi*

H. Langkah-langkah Pembelajaran

Pertemuan Pertama

	Deskripsi	Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - o Do you like listening music? - o What kind of music do you like most? - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti	Mengamati - Guru menjelaskan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs.	5 Menit

	Menanya	
	- Peserta didik bersama guru melakukan tanya jawab terkait dengan lirik lagu	10 menit
	○ Have you heard the song before? ○ What is the title of the song? ○ Who is the singer of the song?	
	- Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati.	
	Mengeksplorasi	10 menit
	- Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs.	
	- Guru mengarahkan siswa untuk mengidentifikasi fungsi sosial dari lirik lagu tsb.	
	Mengasosiasi	20 menit
	- Siswa melakukan aktivitas dengan mendengarkan guru melafalkan kata dengan topic sesuai teks yang telah dibagikan (<i>Lecture Method</i>)	
	Langkah-langkah:	
	○ Siswa dibagi menjadi berpasangan ○ Siswa mengamati teks yang diberikan oleh guru ○ Dibimbing oleh guru, siswa berlatih pengucapan kata dengan mendengar pelafalan dari guru ○ Siswa diminta mengucapkan kata dengan benar	
	Mengkomunikasikan	15 menit
	- Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	
	- Bersama siswa, guru menyimpulkan materi yang telah diajarkan.	10 menit
	- Mengakhiri proses pembelajaran dengan berdoa	
Pertemuan Kedua		

	Deskripsi	Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. ○ Did you still remember the song that you heard last meeting?	5 Menit

	○ What was the title? ○ Who was the singer of the song	
	- Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	
Inti	Mengamati - Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Siswa diperdengarkan sebuah lagu - Menyimak lagu yang di perdengarkan Menanya - Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati . Mengeksplorasi - Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs. - Guru mengarahkan siswa untuk menyebutkan kosakata dari lagu yang didengarkan dan ditulis oleh guru di papan tulis Mengasosiasi - Siswa melakukan aktivitas dengan mendengarkan guru melafalkan kata sesuai dengan topic (<i>Lecture Method</i>) ○ Siswa dibagi menjadi berpasangan ○ Dibimbing oleh guru, siswa berlatih pengucapan kata dengan mendengar pelafalan dari guru ○ Siswa diminta mengucapkan kata dengan benar Mengkomunikasikan - Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	5 Menit 10 menit 10 menit 20 menit 15 menit
Penutup	- Bersama siswa, guru menyimpulkan materi yang telah diajarkan. - Mengakhiri proses pembelajaran dengan berdoa	10 menit

Pertemuan Ketiga

	Deskripsi	Waktu
Pendahuluan	- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti	Mengamati - Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs. Menanya - Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati . Mengeksplorasi - Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs. - Peserta didik diminta untuk menuliskan kata yang dianggap sulit yang ditemukan dalam teks lirik lagu. - Guru mengarahkan siswa untuk menyebutkan teks pesan dan memahami pesan moral lagu	5 Menit 10 menit 10 menit

		Mengasosiasi	20 menit
		- Siswa melakukan aktivitas dengan mendengarkan guru melafalkan kata dengan topic sesuai teks yang telah dibagikan. (<i>Lecture Method</i>)	
		Langkah-langkah:	
		- o Siswa dibagi menjadi berpasangan - o Siswa mengamati teks yang diberikan oleh guru. - o Dibimbing oleh guru, siswa berlatih pengucapan kata yang dianggap sulit dengan mendengar pelafalan dari guru - o Siswa diminta mengucapkan kata dengan benar	
		Mengkomunikasikan	15 menit
		- Menyampaikan hasil kerja bersama pasangan tentang lirik lagu yang terkait dengan kehidupan sehari-hari.	
Penutup		- Bersama siswa, guru menyimpulkan materi yang telah diajarkan. - Mengakhiri proses pembelajaran dengan berdoa	10 menit
Pertemuan Keempat			
Deskripsi			Waktu
Pendahuluan		- Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengajukan pertanyaan yang ada keterkaitannya pelajaran yang akan dilakukan. - Menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan - Menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	5 Menit
Inti		Mengamati	5 Menit
		- Guru melanjutkan materi tentang lirik lagu terkait kehidupan remaja SMP/MTs. - Peserta didik mengamati materi yang dijelaskan tentang lirik lagu terkait kehidupan remaja SMP/MTs.	
		Menanya	10 menit
		- Memberikan kesempatan peserta didik untuk mengembangkan pertanyaan yang berkaitan dengan materi yang telah diamati .	

Mengeksplorasi

10 menit

- Guru membagikan lembar lirik lagu berkaitan dengan kehidupan remaja SMP/MTs.
- Peserta didik diminta untuk menuliskan kata yang dianggap sulit yang ditemukan dalam teks lirik lagu.
- Guru mengarahkan siswa untuk membandingkan makna dari kedua lagu

Mengasosiasi

20 menit

- Siswa melakukan aktivitas dengan mendengarkan pelafalan dari guru dengan topic sesuai teks yang telah dibagikan. (*Lecture Method*)

Langkah-langkah:

- o Siswa dibagi menjadi berpasangan
- o Siswa mengamati teks yang diberikan oleh guru.
- o Dibimbing oleh guru, siswa berlatih pengucapan kata yang dianggap sulit dengan mendengar pelafalan dari guru
- o Siswa diminta mengucapkan kata dengan benar

Mengkomunikasikan

15 menit

- Menyampaikan hasil kerja tentang lirik lagu yang terkait dengan kehidupan sehari-hari.

Penutup

- Bersama siswa, guru menyimpulkan materi yang telah diajarkan.
- Mengakhiri proses pembelajaran dengan berdoa

10 menit

I. Penilaian

- Setiap pengucapan long vowel dan short vowel yang benar akan diberikan skor 5
- Skor maksimal = 100
- Teknik = Pre-Test& Post-Test : pronunciation test

Makassar, ... Desember 2022

Guru Mata Pelajaran

Mahasiswa

Husnah Muhammad., S.Pd.Alyna Dewi Miranty.A

LAMPIRAN MATERI PEMBELAJARAN

- A. Fungsi Sosial : Mengembangkan nilai-nilai kehidupan dan karakter yang positif
- B. Unsur Kebahasaan : Kosa kata dan tata bahasa dalam lirik lagu
- C. Teks lirik lagu

Count On Me

Bruno Mars

If you ever find yourself stuck in the middle of the sea

I'll sail the world to find you

If you ever find yourself lost in the dark and you can't see

I'll be the light to guide you

We'll find out what we're made of

When we are called to help our friends in need

You can count on me like one, two, three

I'll be there

And I know when I need it, I can count on you like four, three, two

And you'll be there

'Cause that's what friends are supposed to do, oh, yeah

Ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh, ooh, yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep

I'll sing a song beside you

And if you ever forget how much you really mean to me

Every day I will remind you, oh

We'll find out what we're made of

When we are called to help our friends in need

You'll always have my shoulder when you cry

I'll never let go, never say goodbye

You know...

Mama's Song

Popularized by: Carrie

Mama you taught me to do the right
things So now you have to let your
baby fly You've given me everything
that I will need

To make it through this crazy thing called
life

And I know you watch me
grow up And only want what's
best for me And I think I found
the answer

To your prayers

And he is good, so good

He treats your little girl like a real man
should He is good, so good, he makes
promises he keeps

No he's never gonna leave

So don't you worry about me

Mama there's no way you'll ever lose
me And giving me away is not
goodbye

As you watch me walk down to my
future, I hope tears of joy are in your eyes

APPENDIX 3

PRE-TEST

Pronounce the words correctly

Long Vowel i:/

1. Heat
2. See

Short vowels /ɪ/

11. Remind
12. Sing

Long vowel ɜ:/

3. World
4. Learn

Short vowel /e/

13. Friend
14. Ten

Long vowel /ɑ:/

5. Heart
6. Father

Short vowel /æ/

15. Fat
16. Family

Long vowel /u:/

7. Food
8. School

Short vowel /ə/

17. Vacation
18. Ever

Long vowel /ɔ:/

9. Born
10. Fall

Short vowel /ʌ/

19. Country
20. Son

APPENDIX 4

POST-TEST

Pronounce the words correctly

Long Vowel i:/

1. Feel
2. Mean

Short vowels /ɪ/

11. Wish
12. Middle

Long vowel ɜ:/

3. Turn
4. Girl

Short vowel /e/

13. Help
14. Best

Long vowel /ɑ:/

5. Dark
6. Far

Short vowel /æ/

15. Cat
16. Happy

Long vowel /u:/

7. Too
8. Blue

Short vowel /ə/

17. Shoulder
18. Forget

Long vowel /ɔ:/

9. Four
10. Call

Short vowel /ʌ/

19. Stuck
20. Cup

APPENDIX 5

The list name of VII.5 at SMP Negeri 23 Makassar

NO	NAME	CODE
1	ALIMUDDIN	S-1
2	ALMIRA RAIS	S-2
3	ALYA CHANDRA	S-3
4	ANDIKA	S-4
5	ANUGRAH FITRAH RAMADHAN	S-5
6	ASYRAAF ZAKI BACHTIAR	S-6
7	BRAYEN ERVAN ADITYA PALI	S-7
8	FAHRI SYAKIR MUSYAARI	S-8
9	GERIND KINAYA	S-9
10	INDRIANI	S-10
11	JESICA LELE PADANG	S-11
12	KARINA AGNESIA SURYANTI DAMA	S-12
13	KRISTIAN SALEPPANG	S-13
14	KURNIAWAN RIZKY	S-14
15	MARCO JASTIN ISECSON	S-15
16	MUH ALIF ILHAM	S-16
17	MUH SYECH AHYAR	S-17
18	MUH ILHAM	S-18
19	NADIA NUR PRATIWI M	S-19
20	NILA	S-20
21	NUR MASYITA	S-21
22	NUR NAILA ARSYAD	S-22
23	NURWAHDA AINI	S-23
24	PUTRI NABILA H.R	S-24
25	RASTI MEILANI PUTRI	S-25
26	SALSABILA AHMAD	S-26
27	SALZABILA KANSA AULIA	S-27
28	SASHIA GERALDINE ANTHONY	S-28
29	ST. FADILAH ASSYIFAH RUSDI	S-29
30	STEFANIA NIAR KAREL	S-30
31	TENGKU RIFQY	S-31
32	VIDELFIA AIRA AGATHA	S-32

The list name of VII.6 at SMP Negeri 23 Makassar

NO	NAME	CODE
1	ADISTI AMELIA	S-1
2	AFGAN SUHARDI	S-2
3	AHMAD RENO	S-3
4	AHMADLY	S-4
5	ALEXANDRA LOVELY TAPI	S-5
6	ANAS ZHARIF	S-6
7	ARLAN FADILLA	S-7
8	SYIFA	S-8
9	BANYU A. MANAWAN	S-9
10	FIRDA AMELIA	S-10
11	HENDRO PRIANTO	S-11
12	INAYA NUR FITRI	S-12
13	KELVIN	S-13
14	KEVIN	S-14
15	ZUL KIFLI	S-15
16	M. AGUS	S-16
17	M. HAIKAL YASIN	S-17
18	REINAN HARIS	S-18
19	M. AKBAR	S-19
20	M. FATHIR AZHAR	S-20
21	M. FAUZI	S-21
22	M. FAUZAN	S-22
23	M. REIHAN	S-23
24	MUTHIAH PUTRI	S-24
25	NUR AQIFA NAILAH	S-25
26	NURUL FATIMA	S-26
27	RESKY AMELIA	S-27
28	RIANTO	S-28
29	RIVALNO ARIEF	S-29
30	RESKI ALDIANSYA	S-30
31	SILVIA DEWI	S-31
32	SINTA	S-32

APPENDIX 6

Rekapitulasi Hasil Nilai Tes Siswa

Students	Experimental Class				Control Class			
	Pre-Test	Category	Post-Test	Category	Pre-Test	Category	Post-Test	Category
S-1	30	P	60	A	35	P	60	A
S-2	55	A	85	G	70	G	90	VG
S-3	70	G	100	VG	50	A	50	A
S-4	40	P	75	G	40	P	60	A
S-5	50	A	80	G	55	A	80	G
S-6	50	A	80	G	50	A	75	G
S-7	45	P	90	VG	50	A	70	G
S-8	65	A	85	G	50	A	70	G
S-9	30	P	75	G	75	G	80	G
S-10	30	P	80	G	35	P	70	G
S-11	45	P	80	G	50	A	75	G
S-12	40	P	85	G	40	P	65	A
S-13	55	A	80	G	60	A	75	G
S-14	50	A	70	G	45	P	70	G
S-15	70	G	75	G	75	G	65	A
S-16	50	A	85	G	50	A	55	A
S-17	45	P	90	VG	45	P	65	A
S-18	35	P	70	G	40	P	75	G
S-19	50	A	85	G	55	A	55	A
S-20	35	P	75	G	40	P	60	A
S-21	45	P	80	G	40	P	60	A
S-22	60	A	85	G	65	A	65	A
S-23	60	A	75	G	70	G	70	G
S-24	65	A	90	VG	65	A	85	G

S-25	55	A	85	G	60	A	70	G
S-26	70	G	100	VG	65	A	65	A
S-27	45	P	75	G	45	P	75	G
S-28	70	G	95	VG	60	A	50	A
S-29	55	A	75	G	55	A	80	G
S-30	40	P	60	A	35	P	65	A
S-31	60	A	90	VG	65	A	80	G
S-32	60	A	85	G	70	G	70	G

KET:

P: POOR

A: AVERAGE

G: GOOD

VG: VERRY GOOD



APPENDIX 7

STUDENTS' WORKSHEET

Students Worksheet Experimental Class

***S1 Pre-Test**

- | | | |
|----------------|--------------------|------------|
| 1. /hi:t/ (+) | 11. /remin/ (-) | True : 6 |
| 2. /si:/ (+) | 12. /sin/ (+) | False : 14 |
| 3. /wor/ (-) | 13. /frin/ (-) | |
| 4. /lirn/ (-) | 14. /tin/ (-) | |
| 5. /hert/ (-) | 15. /fat/ (-) | |
| 6. /feder/ (-) | 16. /famil/ (-) | |
| 7. /fu:d/ (+) | 17. /vacation/ (-) | |
| 8. /sku:l/ (+) | 18. /evər/ (+) | |
| 9. /bron/ (-) | 19. /country/ (-) | |
| 10. /fal/ (-) | 20. /son/ (-) | |

***S1 Post-Test**

- | | | |
|----------------|-------------------|-----------|
| 1. /fi:l / (+) | 11. /wiʃ/ (+) | True : 12 |
| 2. /mi:n/ (+) | 12. /middle/ (-) | False : 8 |
| 3. /turn/ (-) | 13. /help/ (+) | |
| 4. /gril/ (-) | 14. /best/ (+) | |
| 5. /da:rk (+) | 15. /cat/ (-) | |
| 6. /fa:r/ (+) | 16. /hæpi / (+) | |
| 7. /to/ (-) | 17. /ʃəʊldər/ (+) | |
| 8. /blu:/ (+) | 18. /fər'get/ (+) | |
| 9. /fɔ: r/ (+) | 19. /stuck/ (-) | |
| 10. /cal/ (-) | 20. /cup/ (-) | |

***S2 Pre-Test**

- | | | | | | |
|--------------|-----|----------------|-----|-------|-----|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True | :11 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 9 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fat/ | (-) | | |
| 6. /fa:ðər / | (+) | 16. / fæməli/ | (+) | | |
| 7. /fu:d/ | (+) | 17. /və'keiʃn/ | (+) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. / bɔ:rn / | (+) | 19. /country/ | (-) | | |
| 10. /fal/ | (-) | 20. /son/ | (-) | | |

***S2 Post-Test**

- | | | | | | |
|--------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /witch/ | (-) | True | : 17 |
| 2. /mi:n/ | (+) | 12. /midl/ | (+) | False | : 3 |
| 3. /t ʒ:rn/ | (+) | 13. /help/ | (+) | | |
| 4. / gʒ:rl / | (+) | 14. /bist/ | (-) | | |
| 5. /da:rk | (+) | 15. / kæt/ | (+) | | |
| 6. /fa:r/ | (+) | 16. /hæpi / | (+) | | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. / stʌk/ | (+) | | |
| 10. /cal/ | (-) | 20. / kʌp/ | (+) | | |

*S3 Pre-Test

- | | | | | | |
|--------------|-----|----------------|-----|-------|------|
| 1. /hi:t/ | (+) | 11. /ri'maind/ | (+) | True | : 14 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 6 |
| 3. /wor/ | (-) | 13. /frend/ | (+) | | |
| 4. /lɜ:rn / | (+) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fæt/ | (+) | | |
| 6. /fa:ðər / | (+) | 16. /famili/ | (-) | | |
| 7. /fu:d/ | (+) | 17. /vacation/ | (-) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. /bɔ:rn / | (+) | 19. /country/ | (-) | | |
| 10. /f ɔ:l/ | (+) | 20. /son/ | (-) | | |

*S3 Post-Test

- | | | | | | |
|--------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 20 |
| 2. /mi:n/ | (+) | 12. /midl/ | (+) | False | : 0 |
| 3. /tɜ:rn / | (+) | 13. /help/ | (+) | | |
| 4. /gɜ:rl | (+) | 14. /best/ | (+) | | |
| 5. /da:rk | (+) | 15. /kæt/ | (+) | | |
| 6. /fa:r | (+) | 16. /hæpi / | (+) | | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. /stʌk/ | (+) | | |
| 10. /k ɔ:l / | (+) | 20. /kʌp/ | (+) | | |

***S8 Pre-Test**

- | | | | | |
|-------------|-----|----------------|-----|-----------|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True : 13 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False : 7 |
| 3. /wor/ | (-) | 13. /frend/ | (+) | |
| 4. /lɜ:rn/ | (+) | 14. /ten/ | (+) | |
| 5. /hert/ | (-) | 15. /fæt/ | (+) | |
| 6. /fetər / | (-) | 16. /fæməli/ | (+) | |
| 7. /fu:d/ | (+) | 17. /vacation/ | (-) | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | |
| 9. /bɔ:rn / | (+) | 19. /country/ | (-) | |
| 10. /f ɔ:l/ | (+) | 20. /son/ | (-) | |

***S8 Post-Test**

- | | | | | |
|-------------|-----|---------------|-----|-----------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True : 17 |
| 2. /mi:n/ | (+) | 12. /middle/ | (-) | False : 3 |
| 3. /turn/ | (-) | 13. /help/ | (+) | |
| 4. /gɜ:rl | (+) | 14. /best/ | (+) | |
| 5. /da:rk | (+) | 15. /kæt/ | (+) | |
| 6. /fa:r | (+) | 16. /hæpi / | (+) | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | |
| 9. /f ɔ: r/ | (+) | 19. /stʌk/ | (+) | |
| 10. /cal/ | (-) | 20. /kʌp/ | (+) | |

***S12 Pre-Test**

- | | | | | | |
|--------------|-----|-----------------|-----|-------|------|
| 1. /het/ | (-) | 11. /remin/ | (-) | True | :8 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 12 |
| 3. /wor/ | (-) | 13. /frend/ | (+) | | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fat/ | (-) | | |
| 6. /fa:ðər / | (+) | 16. /family | (-) | | |
| 7. /fu:d/ | (+) | 17. / vacation/ | (-) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. / bron / | (-) | 19. /country/ | (-) | | |
| 10. /fal/ | (-) | 20. /son/ | (-) | | |

***S12 Post-Test**

- | | | | | | |
|-------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 17 |
| 2. /mi:n/ | (+) | 12. /middle/ | (-) | False | : 3 |
| 3. / tʒ:rn/ | (+) | 13. /help/ | (+) | | |
| 4. / gir / | (-) | 14. /best/ | (+) | | |
| 5. /da:rk | (+) | 15. /kæt/ | (+) | | |
| 6. /fa:r/ | (+) | 16. /hæpi / | (+) | | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. / stʌk/ | (+) | | |
| 10. /k ɔ:l/ | (+) | 20. / cup/ | (-) | | |

***S14 Pre-Test**

- | | | | | | |
|--------------|-----|-----------------|-----|-------|------|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True | :10 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 10 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fat/ | (-) | | |
| 6. /fa:ðər / | (+) | 16. / fæməli/ | (+) | | |
| 7. /fu:d/ | (+) | 17. / vacation/ | (-) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. / bron / | (-) | 19. /country/ | (-) | | |
| 10. /f ɔ:l/ | (+) | 20. /son/ | (-) | | |

***S14 Post-Test**

- | | | | | | |
|-------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 14 |
| 2. /mi:n/ | (+) | 12. /middle/ | (-) | False | : 6 |
| 3. / tʒ:rn/ | (+) | 13. /help/ | (+) | | |
| 4. / gir / | (-) | 14. /best/ | (+) | | |
| 5. /drak | (-) | 15. /kæt/ | (+) | | |
| 6. /fa:r/ | (+) | 16. /hæpi / | (+) | | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. / stuk/ | (-) | | |
| 10. /k al/ | (-) | 20. / cup/ | (-) | | |

***S18 Pre-Test**

- | | | | | | |
|--------------|-----|----------------|-----|-------|-----|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True | :11 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 9 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fat/ | (-) | | |
| 6. /fa:ðər / | (+) | 16. / fæməli/ | (+) | | |
| 7. /fu:d/ | (+) | 17. /və'keiʃn/ | (+) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. / bɔ:rn / | (+) | 19. /country/ | (-) | | |
| 10. /fal/ | (-) | 20. /son/ | (-) | | |

***S18 Post-Test**

- | | | | | | |
|-------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 14 |
| 2. /mi:n/ | (+) | 12. /midl/ | (+) | False | : 6 |
| 3. /turn/ | (-) | 13. /help/ | (+) | | |
| 4. / gir / | (-) | 14. /best/ | (+) | | |
| 5. /da:rk | (+) | 15. / cat/ | (-) | | |
| 6. /fa:r/ | (+) | 16. /hæpi / | (+) | | |
| 7. /to/ | (-) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. / stʌk/ | (+) | | |
| 10. /cal/ | (-) | 20. / cup/ | (-) | | |

***S27 Pre-Test**

- | | | | | | |
|--------------|-----|----------------|-----|-------|------|
| 1. /heat/ | (-) | 11. /remin/ | (-) | True | : 9 |
| 2. /se/ | (-) | 12. /siŋ/ | (+) | False | : 11 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | | |
| 4. /lʒ:rn/ | (+) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fæt/ | (+) | | |
| 6. /fa:ðər / | (+) | 16. /famili/ | (-) | | |
| 7. /fu:d/ | (+) | 17. /vacation/ | (-) | | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | | |
| 9. /bɔ:rn / | (+) | 19. /country/ | (-) | | |
| 10. /f el/ | (-) | 20. /son/ | (-) | | |

***S27Post-Test**

- | | | | | | |
|--------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 15 |
| 2. /mi:n/ | (+) | 12. /midl/ | (+) | False | : 5 |
| 3. /turn/ | (-) | 13. /help/ | (+) | | |
| 4. /girl | (-) | 14. /best/ | (+) | | |
| 5. /da:rk | (+) | 15. /kat/ | (-) | | |
| 6. /fa:r | (+) | 16. /hæpi / | (+) | | |
| 7. /to/ | (-) | 17. /ʃəʊldər/ | (+) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. /stuk/ | (-) | | |
| 10. /c ɔ:l / | (+) | 20. /kʌp/ | (+) | | |

*S31 Pre-Test

- | | | | | |
|--------------|-----|----------------|-----|-----------|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True : 12 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False : 8 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | |
| 5. /hert/ | (-) | 15. /fæt/ | (+) | |
| 6. /fa:ðər / | (+) | 16. /fæməli/ | (+) | |
| 7. /fu:d/ | (+) | 17. /vacation/ | (-) | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | |
| 9. /bɔ:rn / | (+) | 19. /country/ | (-) | |
| 10. /f ɔ:l/ | (+) | 20. /son/ | (-) | |

*S31 Post-Test

- | | | | | |
|-------------|-----|---------------|-----|-----------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True : 18 |
| 2. /mi:n/ | (+) | 12. /midl/ | (+) | False : 2 |
| 3. /turn/ | (-) | 13. /help/ | (+) | |
| 4. /gɜ:rl | (+) | 14. /best/ | (+) | |
| 5. /da:rk | (+) | 15. /kæt/ | (+) | |
| 6. /fa:r | (+) | 16. /hæpi / | (+) | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | |
| 9. /f ɔ: r/ | (+) | 19. /stʌk/ | (+) | |
| 10. /cal/ | (-) | 20. /kʌp/ | (+) | |

Students Worksheet Control Class

*S10 Pre-Test

- | | | |
|-----------------|---------------------|------------|
| 1. /het/ (-) | 11. /remin/ (-) | True :7 |
| 2. /si:/ (+) | 12. /siŋ/ (+) | False : 13 |
| 3. /wor/ (-) | 13. /frin/ (-) | |
| 4. /lirn/ (-) | 14. /ten/ (+) | |
| 5. /hert/ (-) | 15. /fæt / (+) | |
| 6. /fader / (-) | 16. /family (-) | |
| 7. /fu:d/ (+) | 17. / vacation/ (-) | |
| 8. /sku:l/ (+) | 18. /evər/ (+) | |
| 9. / bron / (-) | 19. /country/ (-) | |
| 10. /fal/ (-) | 20. /son/ (-) | |

*S10 Post-Test

- | | | |
|-----------------|-------------------|-----------|
| 1. /fi:l / (+) | 11. /wiʃ/ (+) | True : 14 |
| 2. /mean/ (-) | 12. /midl/ (+) | False : 6 |
| 3. / turn/ (-) | 13. /help/ (+) | |
| 4. / gir / (-) | 14. /best/ (+) | |
| 5. /da:rk (+) | 15. / ket/ (-) | |
| 6. /fa:r/ (+) | 16. /hæpi / (+) | |
| 7. /to/ (-) | 17. /ʃəuldər/ (+) | |
| 8. /blu:/ (+) | 18. /fər'get/ (+) | |
| 9. /f ɔ: r/ (+) | 19. / stuk/ (-) | |
| 10. /k ɔ:l/ (+) | 20. / kʌp/ (+) | |

*S13 Pre-Test

- | | | | | |
|--------------|-----|----------------|-----|-----------|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True : 12 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False : 8 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | |
| 4. /lirn/ | (-) | 14. /ten/ | (+) | |
| 5. /hert/ | (-) | 15. /fæt/ | (+) | |
| 6. /fa:ðər / | (+) | 16. /fæməli/ | (+) | |
| 7. /fu:d/ | (+) | 17. /vacation/ | (-) | |
| 8. /sku:l/ | (+) | 18. /evər/ | (+) | |
| 9. /bɔ:rn / | (+) | 19. /country/ | (-) | |
| 10. /f ɔ:l/ | (+) | 20. /son/ | (-) | |

*S13 Post-Test

- | | | | | |
|-------------|-----|---------------|-----|-----------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True : 15 |
| 2. /mi:n/ | (+) | 12. /maidel/ | (-) | False : 5 |
| 3. /tɜ:rn/ | (+) | 13. /help/ | (+) | |
| 4. /girl/ | (-) | 14. /best/ | (+) | |
| 5. /drak/ | (-) | 15. /kæt/ | (+) | |
| 6. /fa:r | (+) | 16. /hæpi / | (+) | |
| 7. /tu:/ | (+) | 17. /ʃəʊldər/ | (+) | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | |
| 9. /f ɔ: r/ | (+) | 19. /stʌk/ | (+) | |
| 10. /cal/ | (-) | 20. /cup/ | (-) | |

***S16 Pre-Test**

- | | | | | | |
|--------------|-----|-----------------|-----|-------|------|
| 1. /hi:t/ | (+) | 11. /remin/ | (-) | True | :10 |
| 2. /si:/ | (+) | 12. /siŋ/ | (+) | False | : 10 |
| 3. /wor/ | (-) | 13. /frin/ | (-) | | |
| 4. /lɜ:rn / | (+) | 14. /ten/ | (+) | | |
| 5. /hert/ | (-) | 15. /fat/ | (-) | | |
| 6. /fa:ðər / | (+) | 16. / fæməli/ | (+) | | |
| 7. /fu:d/ | (+) | 17. / vacation/ | (-) | | |
| 8. /skol/ | (-) | 18. /evər/ | (+) | | |
| 9. / bɔ:rn / | (+) | 19. /country/ | (-) | | |
| 10. /fa l/ | (-) | 20. /son/ | (-) | | |

***S16 Post-Test**

- | | | | | | |
|-------------|-----|---------------|-----|-------|------|
| 1. /fi:l / | (+) | 11. /wiʃ/ | (+) | True | : 11 |
| 2. /mi:n/ | (+) | 12. /midle/ | (-) | False | : 9 |
| 3. / trun/ | (-) | 13. /help/ | (+) | | |
| 4. / gir / | (-) | 14. /best/ | (+) | | |
| 5. /da:rk | (+) | 15. / cet/ | (-) | | |
| 6. /fa:r/ | (+) | 16. /hæpi / | (+) | | |
| 7. /to/ | (-) | 17. /solder// | (-) | | |
| 8. /blu:/ | (+) | 18. /fər'get/ | (+) | | |
| 9. /f ɔ: r/ | (+) | 19. / stuk/ | (-) | | |
| 10. /k al/ | (-) | 20. / cup/ | (-) | | |

APPENDIX 8

1. Output Normality Test Using SPSS 21

Case Processing Summary							
	Kelas	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Pre-Test Experimental	32	100.0%	0	0.0%	32	100.0%
	Post-Test Experimental	32	100.0%	0	0.0%	32	100.0%
	Pre-Test Control	32	100.0%	0	0.0%	32	100.0%
	Post-Test Control	32	100.0%	0	0.0%	32	100.0%

Descriptives					
	Kelas			Statistic	Std. Error
Hasil Belajar Siswa	Pre-Test Experimental	Mean		50.78	2.155
		95% Confidence Interval for Mean	Lower Bound	46.39	
			Upper Bound	55.18	
		5% Trimmed Mean		50.87	
		Median		50.00	
		Variance		148.564	
		Std. Deviation		12.189	
		Minimum		30	
		Maximum		70	
		Range		40	
		Interquartile Range		19	
		Skewness		-.037	.414
		Kurtosis		-.853	.809
	Post-Test Experimental	Mean		81.25	1.665
		95% Confidence Interval for Mean	Lower Bound	77.85	
			Upper Bound	84.65	
		5% Trimmed Mean		81.39	
		Median		80.00	
		Variance		88.710	
		Std. Deviation		9.419	

		Minimum		60	
		Maximum		100	
		Range		40	
		Interquartile Range		10	
		Skewness		-.201	.414
		Kurtosis		.460	.809
	Pre-Test Control	Mean		53.28	2.161
		95% Confidence Interval for Mean	Lower Bound	48.87	
			Upper Bound	57.69	
		5% Trimmed Mean		53.09	
		Median		50.00	
		Variance		149.370	
		Std. Deviation		12.222	
		Minimum		35	
		Maximum		75	
		Range		40	
		Interquartile Range		24	
		Skewness		.187	.414
		Kurtosis		-1.091	.809
	Post-Test Control	Mean		68.75	1.710
		95% Confidence Interval for Mean	Lower Bound	65.26	
			Upper Bound	72.24	
		5% Trimmed Mean		68.72	
		Median		70.00	
		Variance		93.548	
		Std. Deviation		9.672	
		Minimum		50	
		Maximum		90	
		Range		40	
		Interquartile Range		14	
		Skewness		-.021	.414
		Kurtosis		-.233	.809

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experimental	.089	32	.200*	.952	32	.160
	Post-Test Experimental	.128	32	.195	.954	32	.185
	Pre-Test Control	.137	32	.132	.942	32	.087
	Post-Test Control	.114	32	.200*	.974	32	.604
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

2. Output Homogenitas

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	2.073	3	124	.107
	Based on Median	1.722	3	124	.166
	Based on Median and with adjusted df	1.722	3	120.575	.166
	Based on trimmed mean	2.061	3	124	.109

3. Output Hipotesis T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	50.78	32	12.189	2.155
	Post-Test Experimental	81.25	32	9.419	1.665
Pair 2	Pre-Test Control	53.28	32	12.222	2.161
	Post-Test Control	68.75	32	9.672	1.710

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental - Post-Test Experimental	-30.469	9.702	1.715	-33.967	-26.971	-17.765	31	.000
	Pre-Test Control - Post- Test Control	-15.469	12.659	2.238	-20.033	-10.905	-6.912	31	.000

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Pre-Test Experimental	32	50.78	12.189	2.155
	Post-Test Experimental	32	81.25	9.419	1.665

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	2.837	.097	-11.189	62	.000	-30.469	2.723	-35.912	-25.026
	Equal variances not assumed			-11.189	58.291	.000	-30.469	2.723	-35.919	-25.019

APPENDIX 9

Cohen Effect Size

$$D = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled Standard Deviation}}$$

$$\text{Pooled standard deviation } \frac{9.419 + 9.672}{2} = 9.54$$

$$D = \frac{(81.25 - 68.75)}{9.54} = \frac{12.5}{9.54}$$

$$D = 1.31$$

1.31 = Strong Effect

The above calculation outcome showed that this research's effect size was 1,31. Based on the Cohens' effect size criteria, 1,31 was classified as a strong impact. In other words, using Howjsay Website as English Pronunciation Dictionary has an important effect on the increase students pronunciation.

APPENDIX 10

Sertifikat Bebas Plagiasi



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No. 259 Makassar 90222 Telp. (0411) 864972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Alyn Dewi Miranty Alimuddin
NIM : 105351116017
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 16 Agustus 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


 M. L. P.
 081 593 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 11

A. Research permit (LP3M Unismuh Makassar)


**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 :lp3munismuh@plasma.com


Nomor : 1602/05/C.4-VIII/IV/40/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

21 Ramadhan 1443 H

22 April 2022 M

Kepada Yth,
 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
 di –
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9673/FKIP/A.4-III/TV/1443/2022 tanggal 21 April 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ALYNA DEWI MIRANTY ALIMUDDIN**
 No. Stambuk : **10535 1116017**
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Pekerjaan : **Mahasiswa**

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

"The Effect of Howjsay Website As English Pronunciation Dictionary on Students' Pronunciation"

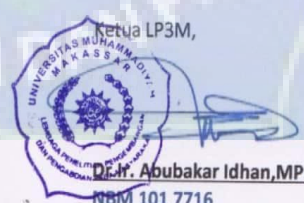
Yang akan dilaksanakan dari tanggal 26 April 2022 s/d 26 Juni 2022.

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 katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,


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

04-22

B. Research permit (UPT P2T BKPM Makassar Prov.Sul-Sel)



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor : 352/S.01/PTSP/2022 Lampiran : - Perihal : <u>Izin penelitian</u>	Kepada Yth. Walikota Makassar di- Tempat
--	--

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1602/05/C.4-VIII/IV/30/40/2022 tanggal 22 April 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: ALYNA DEWI MIRANTY ALIMUDDIN
Nomor Pokok	: 105351116017
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Slt Alauddin No. 259, Makassar

PROVINSI SULAWESI SELATAN

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

" THE EFFECT OF HOWJSAY WEBSITE AS ENGLISH PRONUNCIATION DICTIONARY ON STUDENTS' PRONUNCIATION "

Yang akan dilaksanakan dari : Tgl. **27 April s/d 26 Juni 2022**

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

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 27 April 2022

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



Dra. Hj SUKARNIATY KONDOLELE, M.M.
 Pangkat : PEMBINA UTAMA MADYA
 Nip : 19650606 199003 2 011

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

APPENDIX 12

Surat Keterangan Selesai Meneliti

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 23 MAKASSAR
 Kecamatan: Panakuk kang
 Jl. Paccinang Raya II No.35 B Telp.445366 Tello Baru Makassar (90233)
 NSS: 201196010172. NPSN:40307328

SURAT KETERANGAN PENELITIAN
 Nomor 423.4/66/UPT SPF SMP 23/VI/2022

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 23 Makassar, menerangkan bahwa mahasiswa tersebut di bawah ini

N a m a	ALYNA DEWI MIRANTY ALIMUDDIN
NIM	105351116017
PROGRAM STUDI	Pendidikan Bhs. Inggris
FAKULTAS	Fakultas Keguruan dan Ilmu Pendidikan
A l a m a t	Jl. Abd Dg Sirua Makassar

Benar telah melaksanakan penelitian di SMP Negeri 23 Makassar pada tanggal 26 April 2022 s/d 26 Mei 2022, dengan judul Penelitian

"The Effect of Howjsay Website As English Pronunciation Dictionary on Students' Pronunciation

Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Makassar, 6 Juni 2022
 Kepala UPT SPF SMPN 23 Makassar, *[Signature]*

Hj.SARLINA, T.S.Pd., M.Pd.
 Pangkat Pembina Tk.1
 NIP.1960128 198512 2 004

APPENDIX 13

Research Control



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

Alamat: Jalan Azzahra No. 289 Makassar
Telp: (0411) 179210 (Pusat)
Email: pendi@umam.ac.id
Web: http://umam.ac.id

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **ALYNA DEWI MIRANTY ALIMUDDIN**
 NIM : **105351116017**
 Judul Penelitian : **The Effect of Howsay Website as English Pronunciation Dictionary on Students' Pronunciation**
 Proposal : **05 Februari 2022**
 Tempat/Lokasi Penelitian : **SMP NEGERI 23 MAKASSAR**

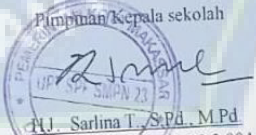
No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Mon, 09/05/2022	Izin Penelitian	Husnah Muhammad, S.Pd	
2	Tue, 10/05/2022 09.30- 10.30	Pre-Test Control	Husnah Muhammad, S.Pd	
3	Wed, 11/05/2022 09.30- 10.30	Pre- Test Experimental	Husnah Muhammad, S.Pd	
4	Thu, 12/05/2022 07.30-08.30	Treatment Experimental	Husnah Muhammad, S.Pd	
	10.30- 11.30	Class Control	Husnah Muhammad, S.Pd	
5	Tue, 17/05/2022 09.30 - 10.30	Class Control	Husnah Muhammad, S.Pd	
6	Wed, 18/05/2022 08.00 - 09.00	Treatment Experimental	Husnah Muhammad, S.Pd	
7	Thu, 19/05/2022 07.30-08.30	Treatment Experimental	Husnah Muhammad, S.Pd	
	10.30- 11.30	Class Control	Husnah Muhammad, S.Pd	
8	Tue, 24/05/2022 09.30 - 10.30	Class & Post-test Control	Husnah Muhammad, S.Pd	
9	Wed, 25/05/2022 09.30 - 10.30	Treatment & Post-test Experimental	Husnah Muhammad, S.Pd	

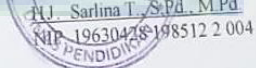
Makassar, 06 Juni 2022

Mengetahui,

Ketua Jurusan

Pimpinan/Kepala sekolah


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


 HJ. Sarlina T., S.Pd., M.Pd
 NIP. 19630428-198512 2 004

 Terakreditasi Institusi

APPENDIX 14

LOA (LETTER OF ACCEPTANCE)



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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0602/BG-FKIP/LOA/B/VIII/1444/2022

Dear ALYNA DEWI MIRANTY ALIMUDDIN

It is our pleasure to inform you that, after reviewing your paper:

**THE EFFECT OF HOWSAY WEBSITE AS ENGLISH PRONUNCIATION
DICTIONARY ON STUDENTS' PRONUNCIATION**

The manuscript ID: 321

Detail checklist:

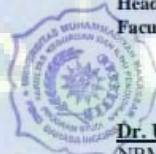
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been **ACCEPTED** to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jals@bg.unismuhmakassar.ac.id

Makassar, 21 August 2022 M
24 Muharram 1444 H

**Head of English Education Department
Faculty of Teacher Training and Education**



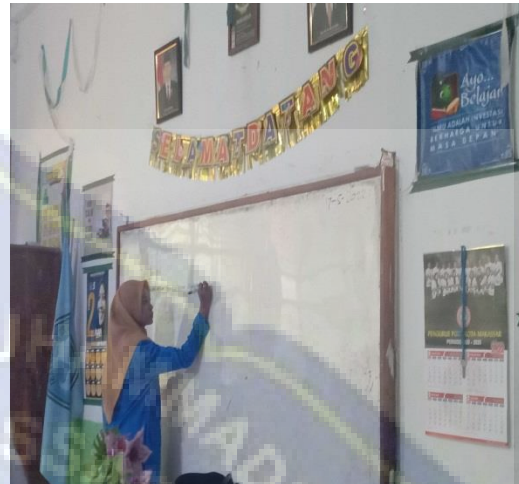
Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977.807



Terakreditasi Institusi

APPENDIX 15

Documentation





CURRICULUM VITAE



The researcher, Alynah Dewi Miranty Alimuddin was born on January 12, 2000 in Makassar . She was the sixth child from the marriage of Alimuddin & Mariaty. She has two sisters and three brothers. She began her study at SD INP. Tello Baru and graduated in 2011. Then, she continued her education at UPT SPF SMP Negeri 23 Makassar and graduated in 2014. Afterwards, she continued her study at SMA Negeri 12 Makassar and graduated in 2017. In year 2017, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Then, the end of her study, she could finish her thesis by the title The Effect of Howjsay Website as English Pronunciation Dictionary on Students' Pronunciation.