

**IMPROVING THE STUDENTS' PRONUNCIATION THROUGH THE
USE OF TEXT-TO-SPEECH SOFTWARE**

*(A Pre-Experimental Research at the Tenth Grade Students of SMAN 8
Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of The Requirement For The
Degree of Education In English Department*

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MOTTO

“Patience is needed when you want to achieve a success”



ABSTRACT

AGUNG TEGUH ANUGRAH, 2019. *Improving The Students' Pronunciation Through The Use of Text-To-Speech Software (a pre-experimental reasearch)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Erwin Akib and Amar Ma'ruf).

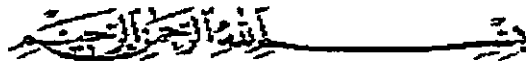
This study aims to improve the students' pronunciation through text-to-speech software. This software was developed at Electrotechnical Laboratory, Japan in 1968.

This research used pre-experimental research. It consisted of three steps, they were pre-test, treatment, and post-test. There were 30 students of SMA Negeri 8 Makassar involved in this research. The test was pronounce word which consist of 20 words for pre-test and post-test.

The findings of the study indicated that the Text-To-Speech is significant in improving students' pronunciation. This was proven by the average score before treatment was 49.33 and the average score after Treatment has given was 78.67, the precentage of the improvement was 59.47%. This means that there is improvement of students' prnonunciation

Keyword: Text-to-speech software, Pronunciation, Diphtong

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Makassar, Agustus 2019
The Researcher

Agung Teguh Anugrah

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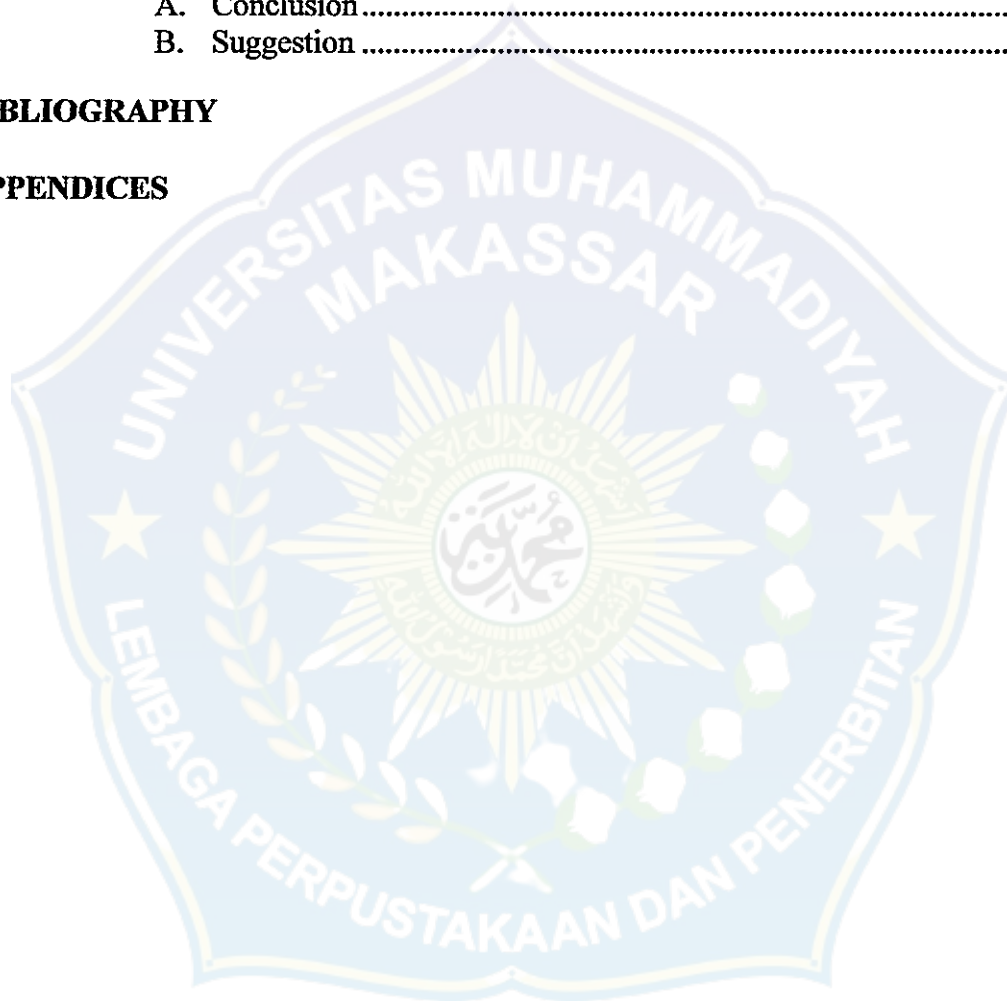
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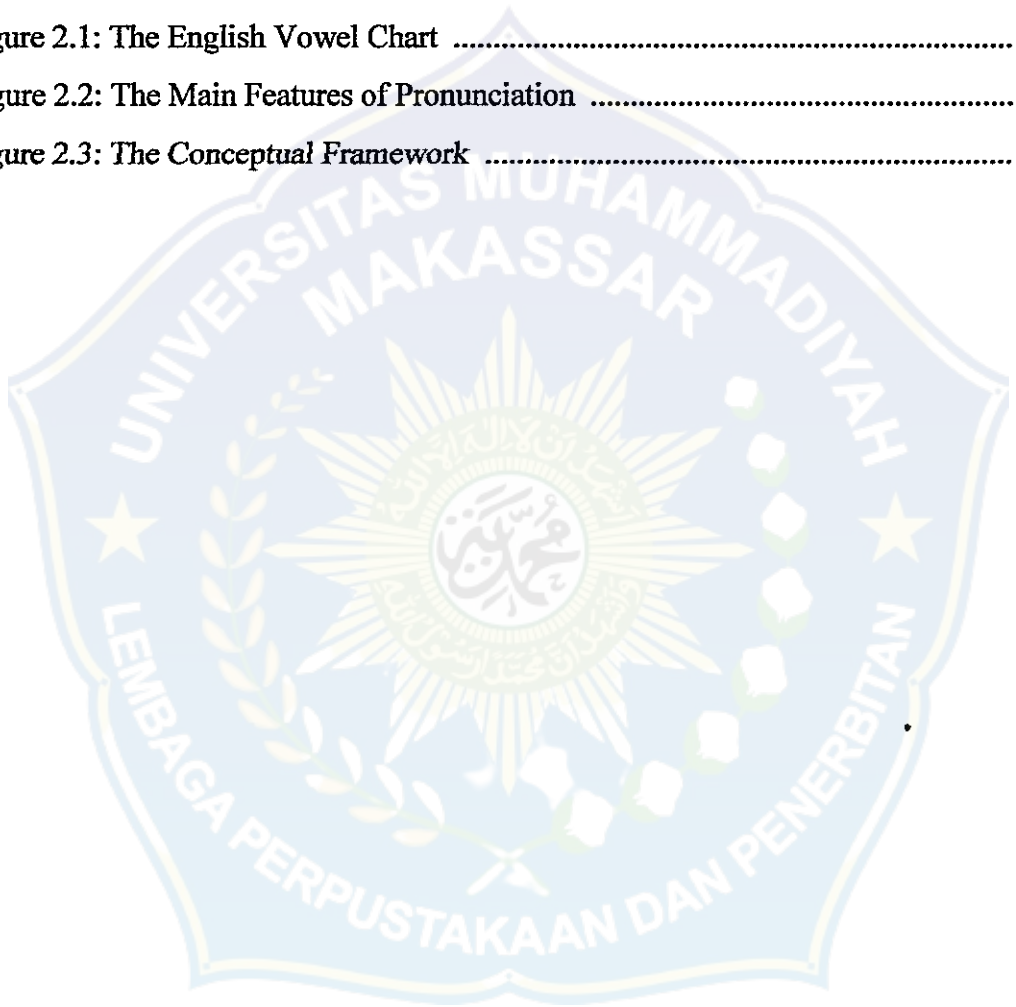


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CHAPTER I

INTRODUCTION

A. Background

English is the world's most important language. Because, English is an international language. It is spoken by many people all over the world, either as a first or a second language. English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. English is a top requirement of those who are seeking jobs. English as a foreign language is taught in all schools in Indonesia. It has been taught in every Educational Institution Level.

In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. All skills in English are essential because all these skills relate to each other. This research will not focus on the four skills, since it consumes a lot of times and needs continuous efforts. This research is only related to one skill, namely Speaking and I choose one part of the speaking, that is "Pronunciation". Pronunciation is one of important aspects in English. Leohart (2008) defines pronunciation is the way of word or a language is customarily spoken. As a foreign language,

English is considered difficult to pronounce since there are differences between the symbol and its sounds. In many cases, students understand the meaning but find difficulties to express the word in spoken language, because it is very different between how to spell and to pronounce the word.

In fact, based on the writer's experience most of students get difficulties to speak English because they have a lot of vocabularies and they do not know the way to pronounce it. Therefore, in the teaching learning process most of students want to speak English in a good pronunciation, they want to have more media to practice their English pronunciation not only from book or dictionary but also from the other media such as mobile phone, listen a song, or watch movie from television or from laptop.

The technology nowadays has become an important thing in human life. The technology has gotten into every aspect in our life including education aspect. For example, in the old days, people or students who learn foreign language are practicing how to pronounce a word by reading the sounds on the dictionary or listening to a native speaker directly or by a certain recording and of course it's a little complicated to learn to pronounce a specific word. But today as the effect of advanced technology, people can listen the pronunciation of any words by just typing them in text-to-speech software.

Pronunciation is a very important part when someone is transferring knowledge to other people. Someone needs to pronounce some words clearly enough to be understood. When the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people

will not get understood. Learning will not succeed if the students don't participate actively in learning.

Text-to-speech software is a type of software used to learn pronunciation. Dutoit (1997) in his book define text-to-speech as production of speech by machines, by way of the automatic phonetization of the sentences to utter. There are many reasons why anyone would want to improve their pronunciation. At the most basic, clear pronunciation ensures clear communication, communicates confidence, competence and credibility. When you're conducting business within an international setting, it's important that you neutralize communication problems caused by differences in ways of speaking. Text-to-speech software such as Google Translate software that can read any text with the accent and the language you want, start from English, French, and German etc. Google Translate is change Text to Speech indifferent languages. It is suitable for many persons. They are someone who learning a foreign language and want to know how the pronunciation of a foreign language correctly, someone who want to practice reading in a foreign language, someone who lazy to read long passage. They just use Google Translate to listen it without having read it.

Basically, in teaching, students communicate in foreign language understandably, the teachers should be creative that can make the class enjoyable and interesting. So, the students are motivated and excited to study. The researcher uses text-to-speech software as medium to improve students' pronunciation, hope that students can be more interested and easy to

understand English pronunciation in teaching learning process than through teachers' pronunciation.

B. Problem Statement

Based on the previous background, the researcher formulated the research question as follow:

How is the improvement of the students' pronunciation through the use of text-to-speech software at the tenth grade student of SMAN 8 Makassar?

C. Objective of the Research

Based on the problem statement above, the objective of this research is to find out the improvement of students' pronunciation through the use of text-to-speech software at the tenth grade student of SMAN 8 Makassar

D. Significance of the Research

This research is expected to give some benefits:

1. To other researcher, the result if this research can be a reference for conducting other research related to this research study.
2. To the English teacher, the result of this research can give additional knowledge and to enrich their techniques in teaching English, especially pronunciation.
3. For the students, it can be an interesting method to learn pronunciation.

E. Scope of the Research

This research is restricted to the improvement of the students' pronunciation skill through text-to-speech software. The students were given list of words to think, discuss, and share to the classroom. The pronunciation assessment is focused on vowel sound especially in diphthongs. And then, this research had conducted at the tenth grade student of SMAN 8 Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Findings

There are many researchers who attempt to study the topic related to the technique of teaching and learning in many classrooms. Here are some studies in line with the researcher's research:

1. Kilickaya (2011) in his research *"Improving pronunciation via accent reduction and text-to-speech software"* found that the use of text-to-speech in teaching English can help learners of English to improve their pronunciation due to factor such as practice sessions in which the learner can take risks without stress of error immediate feedback. Since the study was carried out for 16 weeks and two hours for each week with a small number of participants due to the time constraint and the availability of the participants, it is suggested that similar experiments with a large number of subjects should be replicated.
2. Hang (2015) in her research *"a study of text-to-speech (tts) in children's English learning"* found indicate that the digital material enhances students' spelling ability ad self-study motivation, according to the interviews with students and teachers, observation, questionnaires and documentations.

Researchers would like to offer some suggestion, based on the results and the procedure: Text-to-speech technology gives English educators a tool for integrating informational teaching and English teaching materials. In addition, teachers can determine what computer-aided teaching content to apply without being limited by textbooks, which increases the richness of the teaching. Before memorizing words' pronunciation in order to effectively learn English. Developing interesting and interactive teaching and learning activities should be promoted to help students with learning spelling.

3. Muna (2011) with the title "*the use of pronunciation software to improve students' pronunciation*". The researcher collected the data from the observation and tests. There are three cycles; teacher give difference of the students' achievement between the results scoring in every cycle was increasing. It was found that teaching pronunciation using pronunciation software is effective and helpful in improving students' ability of pronunciation skill. As the result in the tests that the students' improvement during the treatment through pronunciation software, the average of the tests scores increased from 69.1025 in the pre cycle, it was becoming 77.5641 in the first cycle, it was becoming 80.1282 in the second cycle, and then it was becoming 87.4358 in the third cycle.

From the related findings above, there is difference and similarity with the researcher research. Kilickaya (2011) and Huang (2015), used text-to-speech software to improve students English sounds, word stress and intonation. The researcher use text-to-speech to improve students' English

vowel sound. While, Muna (2011) used a pronunciation software and the researcher use text-to-speech software. The similarity between the previous research and the researcher's research is all of this research use software to improve the students' pronunciation.

B. The Concept of Pronunciation

In order to develop communicative efficiency in pronunciation, the students should understand how sounds are made, then how stress and intonation are used. This case is something the teacher can tell them through explanation and example. Furthermore, they also need hear the language used to. But, teacher must explain what pronunciation is and how it covers sounds, stress, and intonation in English. That is why, what is pronunciation?

1. Definition of Pronunciation

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown.

According to Hornby (1995), pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language. Meanwhile, Rebecca (1993) defines pronunciation as the act of producing the sound of speech including

articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

Those above definitions have already covered the whole meaning of pronunciation. In general, it can be conclude that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

2. Element of Pronunciation

Ramelan (2003) divides the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmental. On the other hand, suprasegmental cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental.

The researcher concludes that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them

because both segmental and suprasegmental features are connected to each other.

3. Segmental Features of Pronunciation

English segmental features include vowels, diphthongs, and consonants. Here are the classifications:

1) Vowel.

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction. English vowels are divided into two kinds, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/.

There are some processes that are responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/frontness and roundedness. In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below:

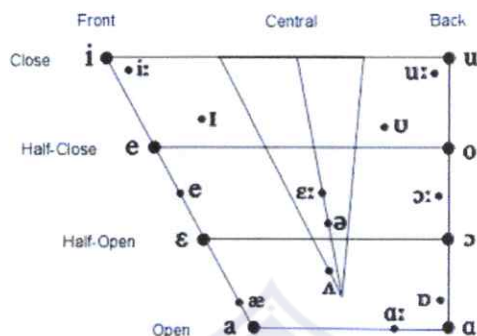


Figure 2.1 The English Vowel Chart

2) Diphthong.

Diphthong is included in a vowel sound with a special feature. Gerald Kelly (2000) draws that diphthong is a part of vowels in the main features of pronunciation diagram as follow:

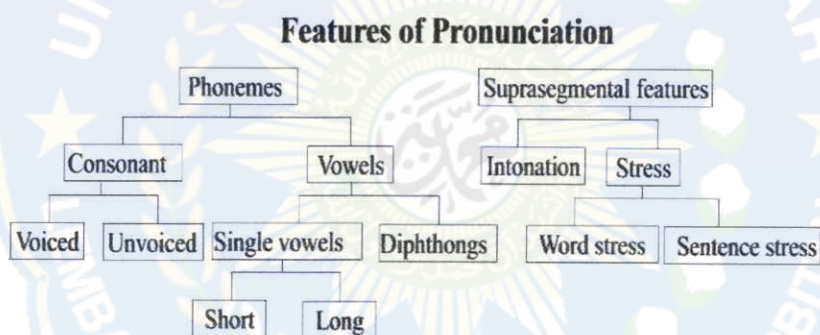


Figure 2.2 The Main Features of Pronunciation

According to Kelly (2000), diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: 'lay', 'how', 'hair', 'boy', 'poor', etc.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. There are two kinds of diphthongs in English, centering diphthongs end with a glide toward /ə/ such as: /eə/, /ɪə/, and /ʊə/, they are called 'centring' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. The glide is towards a higher position in mouth. In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a closing diphthong. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthong.

3) Consonant

The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʒ, ʒ, θ, ð, m, n, ŋ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

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

To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced.

Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

4. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate a meaning and intention.

The second is intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

The third is pause. English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language. In English, rhythm is stress timed. For example, "Can you see the van?" the words see and van take primary stresses for special purposes. This means that the time between two primary stresses is the same. Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

5. Students' Problem in English Pronunciation

In our country, English plays as a foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word Island is pronounced /'aɪ.lənd/. Whereas in Indonesian language, we pronounce it /island/. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words. O'Connor (1980) gives a good illustration related to how important our ears are. He says:

"Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these

sounds and therefore cannot imitate them and will not speak.”

The above illustrations often occur to somebody who learns English.

If one cannot listen to English pronunciation well, he cannot produce it well too. In general, it can be concluded that there are many differences between English and Indonesian pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in Indonesian language. It's possible that students find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning.

C. The Concept of Text-To-Speech Software

In the recent years, computer assisted teaching and learning systems have been focusing on communication training, directly leading to an increase in the practice of people's communication skills as compared to previous years. This is made possible because computers are now capable of detecting, identifying, and processing spoken languages (Ehsani et al., 1998).

This subsequently leads to TTS and Speech Recognition's increasing popularity in language learning. TTS converts text information directly into a voice reading, and then uses natural semantic analysis techniques generated through artificial intelligence to make effective judgments on letters, words, the tone of numerals and special reading methods, and then employs speech synthesis patented technology to clearly read out the anthropomorphic sounds with adjusted speed and frequency. This allows each word to be pronounced

correctly and naturally. According to Dutoit (1997), the functioning of TTS includes:

- 1) Natural Language Processing (NLP), a module that is able to produce voice recording of articles and combine the tone and rhyme.
- 2) Digital Signal Processing (DSP), a module which can convert the received symbol information into a voice.

Zhu (2005) detailed the four major modules of TTS:

- 1) Textual Analysis: Analyzes the syntax and semantics of the text and converts it into language characteristic parameters. In other words, the computer can identify words, sentences, and pronunciations, and knows how to pronounce and when and how long to pause.
- 2) Rhythm Generator: Sends language characteristic parameters into the rhythm generator to produce the corresponding rhythm message of each syllable in the text, including the baseband track, volume, and duration, and converts the tone, voice, pause mode, and length of pronunciation into rhythmic parameters.
- 3) Synthesis Unit Generator: Outputs synthesis unit by following monosyllabic phonemes speech waveform samples in the speech database.
- 4) Text-to-Speech Synthesizer: Selects acoustic parameters from the sound database to match the sounds needed to be pronounced.

Many studies have pointed out that phonetics is the combination of phonemic awareness and phonological awareness (Drezek, 2007; Anthony & Lonigan, 2004). Drezek (2007) interpreted phonemic awareness as cognition of a smaller phonemic stage. By way of moving, deleting and combining phonemes, phonological awareness (PA) displays the ability to manipulate sound and distinguish the difference between writing and speaking (Kamii & Manning 2002). For instance, phonological awareness appears when the teacher asks students to read the word "pat" and then changes the letter p to c and re-reads the word "cat". Performing phonological awareness requires the identification of the difference between phonetics. For example, in the sentence, "I like to read," "read" is pronounced /rid /, however, in "I read a book yesterday," it is pronounced as /red/. Phonetic awareness includes syllables, consonants and vowels.

Many students often feel troubled while memorizing words because of not knowing how to pronounce them, but, at the same time, they are unable to keep up with the CD, due to failure to understand the content that the speaker is saying. Some students even become frustrated with learning English because they have no idea of how to speak with beautiful cadence. For this reason, research on developing teaching methods to improve these specific problems of learning English becomes a necessity. With substantial and rapid progress in TTS development, the most natural pronunciation and intonation generated through this technology has replaced the mechanized synthetic speech that was popular early before. This technology can provide learners not only with the best demonstration of the analog tone pronunciation, but also adds the

flexibility and efficiency which cannot be achieved with prerecorded files. Therefore, exploring the correlation between TTS and students' learning English proves to be necessary. In addition, related research on TTS has been not very common in Indonesia. This research will employ TTS to produce digital material to further study the students' learning English at senior high school.

D. Conceptual Framework

The conceptual framework underlying in this research is given in the following:

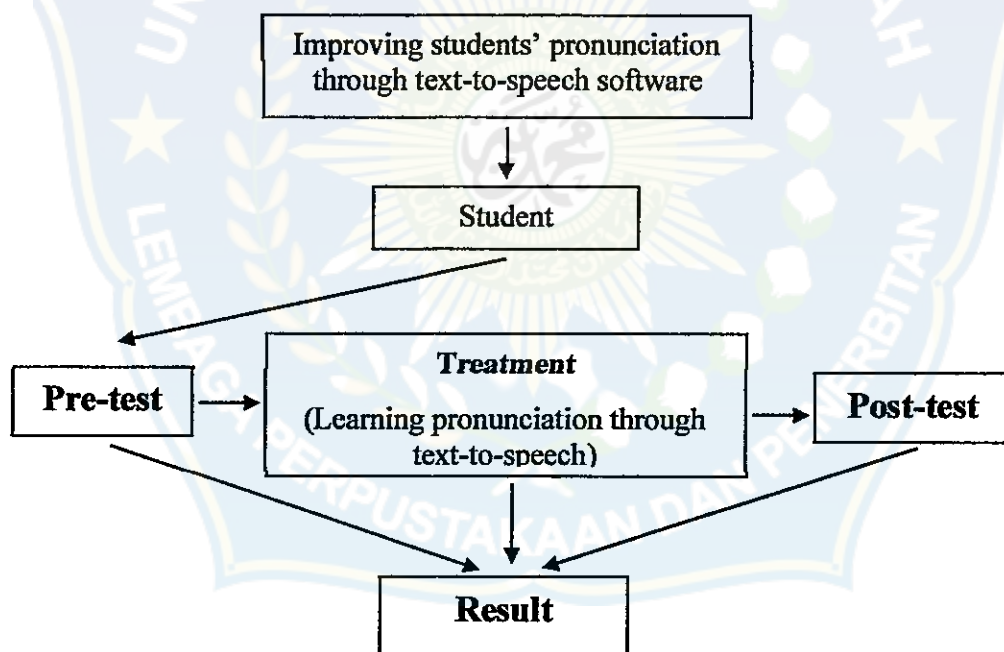


Figure 2.3 The Conceptual Framework

In this research, the researcher will analyze the improvement of the students' pronunciation through text-to-speech software. Before the treatment using text-to-speech software the researcher will give pre-test, after the test will use text-to-speech software in the class, after the pre-test and treatment

researcher will give the final test or post-test to know the data that text-to-speech software can improve students' pronunciation.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. According to Cohen, Manion & Morrison (2007:446), method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this research, the researcher used a quantitative approach to analyze the data. The researcher applied a pre-experimental research design, involving pre-test and post-test to measure students' ability in pronunciation. Also, the researcher used test in the last meeting to find out the students' improvement through the use of text-to-speech software. The research design is presented in the following table

Table 3.1: Research Design

O1	X	O2
----	---	----

(Gay, 1981)

Where: O1 : Pre-Test

X : Treatment use text-to-speech

O2 : Post-Test

1. Pre-test

The students were given oral test as a pre-test to asses and examine the pronunciation skill in English. The pre-test takes one meeting

2. Treatment

The treatment were given after students have done the pre-test. The treatment of this research as follows:

- a. The teacher gave prior knowledge about pronunciation
- b. Teacher explained about text-to-speech software
- c. The teacher gave example how to use text-to-speech
- d. The teacher gave a few words as exercise using text-to-speech
- e. The students tried to pronounce the words that they listen in text-to-speech

3. Post-test

The post-test were given to the students after giving treatment and to find out the improvement of the students' pronunciation.

B. Variable of The Research

In this research consisted two variables. They were independent variable and dependent variable. The independent variable of this research is the use of text-to-speech software in teaching pronunciation. The dependent variable is students' pronunciation skill.

C. Population and Sample

In this part, the researcher was describing about population and sample of the research:

1. Population

The population in this research is the tenth grade students of SMAN 8 Makassar. The population in the tenth grade is 160 students.

Table 3.2: Population in the Tenth Grade

Class	Male	Female	Total
X MIPA 1	13	20	33
X MIPA 2	11	19	30
X MIPA 3	16	18	33
X MIPA 4	16	17	33
X MIPA 5	14	17	31
Total		160	

(Tata Usaha SMAN 8 Makassar)

2. Sample

This research used Purposive sampling Technique. Where there were five classes in class X, those are X MIPA 1, X MIPA 2 until X MIPA 5. The research took X MIPA 2. According to the teacher, class X MIPA 2 is one of class which has a low pronunciation than the other classes. The class consists of 30 students. Thus, the total number of sample is 30 students.

D. Research hypothesis

The hypothesis of this research are formulated as follows:

1. Null hypothesis (H_0) : There is no improvement of the students' pronunciation.
2. Alternative hypothesis (H_a) : There is an improvement of the students' pronunciation.

Table 3.3: Hypothesis Testing

No	Testing	Null Hypothesis	Alternative Hypothesis
1.	$t\text{-test} > t\text{-table}$	Rejected	Accepted
2.	$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Gay 2015: 22)

E. Research Instrument

The instrument of this research was pronunciation test. It was applied in pre-test and post-test segment. Pre-test aimed to find out the prior knowledge of students' pronunciation and it was conducted at the first meeting. While, post-test aims were designed to find out the improvement of the students' pronunciation through text-to-speech software and it was conducted at the last meeting.

F. Data Collection Procedure

In collecting the data, the researcher conducted these steps:

1. The researcher asked permission to the teacher of the class.

2. The researcher came to the class as a sample of this research to do pre-test.
3. After doing the pre-test, the researcher applied the text-to-speech software.
4. After doing the treatment, the researcher gave post-test to the students in the last meeting.

G. The Technique of Data Analysis

In analyzing, the data collected through the pre-test and post-test the researcher used the procedures as follows:

1. To find out the mean score of the students' answer by using the formula:

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

Where:

\bar{X} = Mean score

$\sum X$ = Total Score

N = The Number of Subjects

(Gay, 2006:320)

To classify the students' score, there are seven classifications which uses as follows:

Table 3.4 Classification of Score

Score	Classification
96-100	Excellent

86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 1985:6)

2. To know the development of the students' pronunciation, the researcher uses the percentage technique.

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P = Percentage Improvement of The Students

X1 = Pre-Test Mean Score

X2 = Post-Test Mean Score

(Harmer in Amirullah:1987)

3. To find out the significant different between the pre-test and post-test by calculating the value of the test using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} = Deviation

$\sum D$ = Standard Deviation

N = Number of Students

(Gay 1981:298)

4. To find out the significant differences between the score of pre-test and post-test, the researcher uses the following formula:

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

Where:

t = Test of Significant

D = The difference between the scores of pre-test and post-test ($X_1 - X_2$)

\bar{D} = The mean score of the difference between the scores of pre-test and post-test

$\sum D^2$ = The Sum of the difference scores

N = The number pairs of subject in the study

1 = Constant Number

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

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

1. Pre-Test of The Students' Pronunciation

In this research, the researcher used a pre-experimental research to find out the improvement if the students' pronunciation through the use of text-to-speech software at the tenth grade student of SMA Negeri 8 Makassar in academic year 2018/2019. The result of pre-test could be present in the following:

Table 4.1 Pre-Test of the Students' Pronunciation

No	Classification	Pre-Test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	0	0%
3	Good (76-85)	1	3.33%

4	Fairly Good (66-75)	1	3.33%
5	Fair (56-65)	8	26.67%
6	Poor (36-55)	14	46.67%
7	Very Poor (0-35)	6	20%
Total		30	100%

Based on Table 4.1. the percentage of the pre-test showed that there were no students (0%) who got Excellent Category (96-100) score and also for Very Good Category (86-95) score for the Students' Pronunciation. For Good Category (76-85) score, there was a student (3.33%). There was a student (3.33%) who got Fairly Good Category (66-75) score. There were 8 students (26.67%) who got Fair Category (56-65) score. For Poor Category (36-55) score, there were 14 students (46.67%) and there were 6 students (20%) who got Very Poor Category (0-35) score. So the result can be concluded that the Students' Pronunciation's pre-test was poor categorized.

2. The Post-Test of the Students' Pronunciation

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

Table 4.2 Post-Test of the Students' Pronunciation

No	Classification	Post-Test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	8	26.67%
3	Good (76-85)	9	30%
4	Fairly Good (66-75)	9	30%

5	Fair (56-65)	3	10%
6	Poor (36-55)	1	3.33%
7	Very Poor (0-35)	0	0%
Total		30	100%

Based on Table 4.2, the percentage of the post-test showed that there was no student (0%) of 30 students got Excellent Category (91-100) score of the students' pronunciation. There were 8 students (26.67%) got Very Good Category (86-95), there were 9 students (30%) got Good Category (76-85), there were 9 students (30%) got Fairly Good Category (66-75), there were 3 students (10%) who got Fair Category (56-65). There was a student (3.33%) who got Poor Category (36-55) and there was no student (0%) who got Very Poor Category (0-35). So the result can be concluded that the students' pronunciation in post-test was good categorized.

3. Mean Score of Pre-Test and Post-Test

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

Table 4.3: Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre – Test	49.33	59.47%
Post – Test	78.67	

The table above showed that the students mean score of pre-test was 49.33 while the students' mean score in post-test was 78.67. It was

analysed that there was improvement of students' pronunciation after applying of text-to-speech software in the classroom (59.47%).

4. Hypothesis Testing

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

Table 4.4: Hypothesis testing

Variable	t-test value	t-table value
X2-X1	10.1	2.043

Table 4.4, indicates that the value of the t-test (10.1) was greater than the value of the t-table (2.043). It means that there was an improvement of the students' pronunciation.

B. Discussion

1. The Use of Text-to-Speech

The description of the data collection used text-to-speech software as explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to pronounce some words in English through text-to-speech software was better than before the treatment given to the students.

Based on the findings result, the students' score percentaged in pronunciation before used text-t-speech showed that the students' pronunciation at the tenth grade student of SMAN 8 Makassar especially Class X MIPA II were poor.. It was because most of students did not know how to pronounce some words correctly.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in pronunciation, because the most of students still difficult to pronounce some sounds. The second meeting until the last they tried to pronounce some sounds well and also they paid attention to explanation that given by the researcher to them at the end of each meeting.

When the researcher have applied text-to-speech in English Teaching and Learning until the last meeting for doing treatment, the researcher gave Post-Test to measured the students' score.

After giving Post-Test, the researcher tried to measured the improvement of the students' pronunciation. In the Pre-Test, the researcher got 49.33 as mean score and the Post-Test got 78.67 as mean score. The researcher found that the improvement of the students' pronunciation in Pre-Test to Post-Test was 59.47%. It means that after giving some treatments by using text-to-speech software, the students' pronunciation was improved.

2. Test of Significance Testing and Hypothesis

From the t-test, the researcher found that the value of t-test (10.1) was greater than the value of t-table (2.043) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 29. It's the result of teaching the students' pronunciation through text-to-speech software in the classroom.

Based on the result of the t-test, the researcher found that there was an improvement of the students' pronunciation. It means that there was significant difference result of the pre-test before and after teaching and learning processed by used text-to-speech in the classroom. It was because the students learned and practiced to pronounce some words through text-to-speech in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the students in X MIPA II at SMAN 8 Makassar was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the improvement of the students' pronunciation through the use of text-to-speech software at the tenth grade student of SMAN 8 Makassar was improved. It was proved by the mean score of the pre test (49.33) and the mean score of the post test (78.67) it showed that the students' pronunciation in post test was higher than the pre test, besides, the test value (10.1) which was higher than t-table value (2.043).

B. Suggestions

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

1. For the Teacher

The text-to-speech software could significantly improve the students' pronunciation skill at SMAN 8 Makassar. So, it is strongly suggested

for English teacher to be applied in teaching English pronunciation in the classroom to improve the students' improvement.

2. For the Student

The students should take part actively in learning process, do not shy and afraid to speak using English especially in pronunciation. They should be confident to speak using English to the teacher or to their friend to improve their skill in pronunciation during learning process.

3. For the next Researcher

For future researchers, it is suggested that this research could be a reference to conduct other research on the same field. Future researchers may use pre-experimental Research design to know whether use of text-to-speech software has effect to improve students' abilities in other skills, such as writing, reading and listening. Then, future researchers also may conduct the research on the use of text-to-speech software in writing other genres to see the effect on the use of it.

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APPENDICES

APPENDIX A

PRE-TEST

Pre-Test

Pronounce the words correctly

Diphthong (aɪ)

1. Pipe
2. Divide

Diphthong (eɪ)

3. Fake
4. Communicate

Diphthong (ɔɪ)

5. Avoid
6. Boil
7. Voiceless

Diphthong (ɪə)

8. Weary
9. Appear
10. Really

Diphthong (eə)

11. Bear
12. Sharing

Diphthong (ʊə)

13. Pure
14. Tourist

Diphthong (aʊ)

15. Mouth
16. Underground
17. Hometown

Diphthong (əʊ)

18. Throat
19. Although
20. Smartphone

APPENDIX B

POST-TEST

Post Test

Pronounce the words correctly

Diphthong (aɪ)

1. Child
2. Side
3. Wild

Diphtong (eə)

11. Care
12. Scare
13. Chair

Diphthong (eɪ)

4. Mail
5. Pain
6. Drain

Diphtong (ʊə)

14. Sure
15. Cure
16. Poor

Diphthong (ɔɪ)

7. Choice
8. Enjoy

Diphtong (aʊ)

17. South
18. Found

Diphthong (ɪə)

9. Clear
10. Here

Diphtong (əʊ)

18. Bone
19. Know

APPENDIX C

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA
Mata Pelajaran : Bahasa Inggris
Kelas/Smt : X/Genap
Materi : Vowel Sound
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkang pergaulan dan keberadaannya.	2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

	2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.	4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Tujuan Pembelajaran

1. Siswa dapat mengucapkan vowel sound dengan pengucapan yang benar
2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam percakapan Bahasa Inggris

C. Materi Pembelajaran

Contoh vowel sound

- | | |
|----------|------------|
| 1. Eye | 11. Rare |
| 2. Fight | 12. Ear |
| 3. Pray | 13. Tour |
| 4. Day | 14. Europe |
| 5. Voice | 15. Out |
| 6. Boy | 16. House |
| 7. Coin | 17. About |
| 8. Ear | 18. Toast |
| 9. Deer | 19. Boat |
| 10. Ear | 20. Coast |

D. Metode Pembelajaran

Scientific Approach

E. Media Pembelajaran

Suara guru, Komputer/Handphone, koneksi internet, Rekorder

F. Langkah-langkah Pembelajaran

Pendahuluan 10'	
Tahap	Kegiatan
Salam, Tegur, Sapa	<ul style="list-style-type: none">• Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa• Guru memeriksa kehadiran siswa• Guru mempersiapkan teks terkait dengan materi yang akan dipelajari
Kegiatan Inti 60'	
	<ul style="list-style-type: none">• Siswa mengamati cara guru menggunakan melalui <i>text-to-speech</i>• Siswa mengamati hal-hal atau informasi yang

	<p>digunakan dalam text-to-speech</p> <ul style="list-style-type: none"> • Siswa diminta untuk memahami cara menggunakan text-to-speech • Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan text-to-speech • Siswa berlatih mengucapkan vowel sound menggunakan text-to-speech • Guru memberikan feedback atau koreksi kepada siswa • Guru dan siswa menyimpulkan pelajaran terkait dengan consonant sound • Siswa secara bergantian maju di depan kelas satu per satu mengucapkan vowel sound secara lisan
Penutup 10'	
Closing	<ul style="list-style-type: none"> • Guru menyimpulkan materi yang telah dipelajari hari tersebut • Guru menanyakan kesulitan siswa • Guru memberikan motivasi kepada siswa • Guru mengakhiri pelajaran dengan berdoa

APPENDIX D **DATA ANALYSIS**

1. List sample and score of the students' pronunciation Pre-Test

No	Code	Score	Classification
1	S-1	65	Fair
2	S-2	40	Poor
3	S-3	55	Poor
4	S-4	45	Poor
5	S-5	45	Poor
6	S-6	50	Poor
7	S-7	60	Fair
8	S-8	60	Fair
9	S-9	45	Poor
10	S-10	50	Poor
11	S-11	60	Fair
12	S-12	65	Fair
13	S-13	40	Poor
14	S-14	40	Poor
15	S-15	70	Fairly Good
16	S-16	40	Poor
17	S-17	50	Poor
18	S-18	35	Very Poor
19	S-19	35	Very Poor
20	S-20	60	Fair
21	S-21	25	Very Poor
22	S-22	35	Very Poor
23	S-23	45	Poor
24	S-24	80	Good
25	S-25	60	Fair
26	S-26	40	Poor
27	S-27	35	Very Poor
28	S-28	35	Very Poor
29	S-29	50	Poor
30	S-30	65	Fair
Total score	$\sum x$	1480	
Mean score	x	49.3	

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

No	Code	Score	Classification
1	S-1	75	Fairly Good
2	S-2	65	Fair
3	S-3	85	Good
4	S-4	65	Fair
5	S-5	80	Good
6	S-6	70	Fairly Good
7	S-7	70	Fairly Good
8	S-8	75	Fairly Good
9	S-9	80	Good
10	S-10	90	Very Good
11	S-11	70	Fairly Good
12	S-12	75	Fairly Good
13	S-13	50	Poor
14	S-14	60	Fair
15	S-15	90	Very Good
16	S-16	80	Good
17	S-17	75	Fairly Good
18	S-18	80	Good
19	S-19	85	Good
20	S-20	90	Very Good
21	S-21	95	Very Good
22	S-22	75	Fairly Good
23	S-23	90	Very Good
24	S-24	95	Very Good
25	S-25	80	Good
26	S-26	80	Good
27	S-27	90	Very Good
28	S-28	90	Very Good
29	S-29	75	Fairly Good
30	S-30	80	Good
Total score	$\sum x$	2360	
Mean score	\bar{x}	78.67	

3. Table of Data

No	Code	Score Pre- Test (X_1)	Score Post- Test (X_2)	D (X_2 - X_1)	X_1^2	X_2^2	D^2
1	S-1	65	75	10	4225	5625	100
2	S-2	40	65	25	1600	4225	625
3	S-3	55	85	30	3025	7225	900
4	S-4	45	65	20	2025	4225	400
5	S-5	45	80	35	2025	6400	1225
6	S-6	50	70	20	2500	4900	400
7	S-7	60	70	10	3600	4900	100
8	S-8	60	75	15	3600	5625	225
9	S-9	45	80	35	2025	6400	1225
10	S-10	50	90	40	2500	8100	1600
11	S-11	60	70	10	3600	4900	100
12	S-12	65	75	10	4225	5625	100
13	S-13	40	50	10	1600	2500	100
14	S-14	40	60	20	1600	3600	400
15	S-15	70	90	20	4900	8100	400
16	S-16	40	80	40	1600	6400	1600
17	S-17	50	75	25	2500	5625	625
18	S-18	35	80	45	1225	6400	2025
19	S-19	35	85	50	1225	7225	2500
20	S-20	60	90	30	3600	8100	900
21	S-21	25	95	70	625	9025	4900
22	S-22	35	75	40	1225	5625	1600
23	S-23	45	90	45	2025	8100	2025
24	S-24	80	95	15	6400	9025	225
25	S-25	60	80	20	3600	6400	400
26	S-26	40	80	40	1600	6400	1600
27	S-27	35	90	55	1225	8100	3025
28	S-28	35	90	55	1225	8100	3025
29	S-29	50	75	25	2500	5625	625
30	S-30	65	80	15	4225	6400	225
Total score	$\sum x$	1480	2360	880	77850	177450	33200
Mean score	\bar{x}	49.33	78.67	29.33	5815	5815	1106.67

4. Mean score of Pre-Test:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{1480}{30} \\ &= 49.33\end{aligned}$$

5. Mean score of Post-Test:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{2360}{30} \\ &= 78.67\end{aligned}$$

6. The precentage of students' score in prounciation:

$$\begin{aligned}P &= \frac{x_2 - x_1}{x_1} \times 100 \\ &= \frac{78.67 - 49.33}{49.33} \times 100 \\ &= 59.47\%\end{aligned}$$

7. Calculating the t-test

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

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{880}{30} \\ &= 29.33\end{aligned}$$

$$t = \frac{29.33}{\sqrt{\frac{33200 - \frac{(880)^2}{30}}{30(30-1)}}$$

$$\frac{29.33}{\sqrt{\frac{33200 - 25813.33}{30(29)}}$$

$$\frac{29.33}{\sqrt{\frac{7386.33}{870}}}$$

$$\frac{29.33}{\sqrt{8.5}}$$

$$\frac{29.33}{2.9}$$

$$t = 10.1$$

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N - 1 = 30 - 1 = 29$

T- table= 2.04253

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.05	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256

APPENDIX E **STUDENS WORKSHEET**

***S-1 Pre-test**

1. /paɪp/	(+)	11. /beə/	(-)	True : 13
2. /dɪvaɪd/	(+)	12. /feərɪŋ/	(+)	False : 7
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunikeɪt/	(-)	14. /tʊərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(+)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(+)	18. /θrəʊt/	(+)	
9. /əprɪər/	(-)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(+)	20. /smatfəʊn/	(+)	

***S-1 Post-test**

1. /tʃaɪld/	(+)	11. /keə/	(-)	True : 15
2. /saɪd/	(+)	12. /skeə/	(-)	False : 5
3. /waɪld/	(+)	13. /tʃeə/	(-)	
4. /meɪl/	(+)	14. /ʃuə/	(-)	
5. /peɪn/	(+)	15. /kjuə/	(+)	
6. /dreɪn/	(+)	16. /sauθ/	(+)	
7. /tʃɔɪs/	(+)	17. /sauθ/	(+)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(+)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-2 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 8
2. /drɪvəd/	(+)	12. /feərɪŋ/	(+)	False : 12
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunɪkət/	(-)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(-)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əpiər/	(-)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(+)	

*S-2 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(-)	True : 13
2. /saɪd/	(+)	12. /skeə/	(-)	False : 7
3. /waɪld/	(+)	13. /tʃeə/	(-)	
4. /meɪl/	(+)	14. /ʃuə/	(+)	
5. /peɪn/	(+)	15. /kjuə/	(+)	
6. /dreɪn/	(+)	16. /saʊθ/	(-)	
7. /tʃɔɪs/	(+)	17. /saʊθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-3 Pre-test

1. /paɪp/	(-)	11. /beə/	(+)	True : 9
2. /dɪvɪd/	(-)	12. /ʃeərɪŋ/	(-)	False : 11
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunɪkət/	(-)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(-)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əprɪər/	(+)	19. /ɔlðəʊ/	(-)	
10. /rɪəli/	(+)	20. /smatfəʊn/	(+)	

*S-3 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 17
2. /saɪd/	(+)	12. /skeə/	(+)	False : 3
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃuə/	(-)	
5. /peɪn/	(+)	15. /kjuə/	(+)	
6. /drem/	(+)	16. /sauθ/	(+)	
7. /tʃɔɪs/	(+)	17. /sauθ/	(+)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-4 Pre-test

1. /paɪp/	(-)	11. /beə/	(-)	True : 9
2. /drɪvəɪd/	(-)	12. /feərɪŋ/	(+)	False : 11
3. /feɪk/	(+)	13. /pɜʊə/	(-)	
4. /kəmjunɪkət/	(-)	14. /tuərɪst/	(-)	
5. /əvəɪd/	(+)	15. /mavð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əprɪət/	(+)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(+)	

*S- Post-test

1. /tʃaɪld/	(+)	11. /keə/	(-)	True : 13
2. /saɪd/	(+)	12. /skeə/	(+)	False : 7
3. /waɪld/	(+)	13. /tʃeə/	(-)	
4. /meɪl/	(+)	14. /ʃʊə/	(+)	
5. /peɪn/	(+)	15. /kɜʊə/	(+)	
6. /dreɪn/	(+)	16. /sauθ/	(-)	
7. /tʃɔɪs/	(+)	17. /sauθ/	(-)	
8. /ɪndʒɔɪ/	(-)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-5 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 9
2. /dɪvaɪd/	(+)	12. /ʃeərɪŋ/	(+)	False : 11
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunikeɪt/	(-)	14. /tuərist/	(-)	
5. /əvɔɪd/	(-)	15. /maʊð/	(+)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əpiər/	(-)	19. /ɔlðəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(+)	

*S-5 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 16
2. /saɪd/	(+)	12. /skeə/	(-)	False : 4
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃuə/	(-)	
5. /peɪn/	(+)	15. /kjuə/	(+)	
6. /dreɪn/	(+)	16. /sauθ/	(+)	
7. /tʃɔɪs/	(+)	17. /sauθ/	(+)	
8. /ɪndʒər/	(+)	18. /faʊnd/	(+)	
9. /kliə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-6 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 10
2. /dɪvaɪd/	(+)	12. /ʃeərɪŋ/	(+)	False : 10
3. /feɪk/	(+)	13. /pɜʊə/	(-)	
4. /kəmjunɪkeɪt/	(-)	14. /tʊərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(+)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(+)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(-)	18. /θrəʊt/	(-)	
9. /əpɪər/	(-)	19. /ɔldəʊ/	(-)	
10. /rəli/	(+)	20. /smatfəʊn/	(-)	

*S-6 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(-)	True : 14
2. /saɪd/	(+)	12. /skeə/	(-)	False : 6
3. /waɪld/	(+)	13. /tʃeə/	(-)	
4. /meɪl/	(+)	14. /ʃʊə/	(-)	
5. /peɪn/	(+)	15. /kɜʊə/	(+)	
6. /dreɪn/	(+)	16. /saʊθ/	(+)	
7. /tʃɔɪs/	(+)	17. /saʊθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(+)	

***S-7 Pre-test**

1. /paɪp/	(+)	11. /beə/	(-)	True : 12
2. /drɪvaɪd/	(+)	12. /feərɪŋ/	(+)	False : 8
3. /feɪk/	(+)	13. /pɜʊə/	(-)	
4. /kəmjunikeɪt/	(-)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(+)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(+)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(+)	18. /θrəʊt/	(-)	
9. /əpɪər/	(+)	19. /ɔldəʊ/	(-)	
10. /rəli/	(+)	20. /smatfəʊn/	(-)	

***S-7 Post-test**

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 14
2. /saɪd/	(+)	12. /skeə/	(+)	False : 6
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃʊə/	(+)	
5. /peɪn/	(+)	15. /kɜʊə/	(+)	
6. /dreɪn/	(+)	16. /sauθ/	(-)	
7. /tʃɔɪs/	(-)	17. /sauθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(-)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-8 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 12
2. /drɪvəd/	(+)	12. /ʃeəriŋ/	(+)	False : 8
3. /feɪk/	(+)	13. /pɪʊə/	(-)	
4. /kəmjunɪkət/	(+)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(+)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(+)	18. /θrəʊt/	(-)	
9. /əpɪər/	(+)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(+)	

*S- Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 15
2. /saɪd/	(-)	12. /skeə/	(+)	False : 5
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃʊə/	(-)	
5. /peɪn/	(+)	15. /kɪʊə/	(-)	
6. /drem/	(+)	16. /sauθ/	(-)	
7. /tʃɔɪs/	(-)	17. /sauθ/	(+)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(+)	
10. /hɪər/	(+)	20. /nəʊ/	(+)	

*S-9 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 8
2. /dɪvaɪd/	(+)	12. /ʃeərɪŋ/	(-)	False : 12
3. /feɪk/	(-)	13. /pɪʊə/	(-)	
4. /kəmjunikeɪt/	(+)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(-)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(+)	18. /θrəʊt/	(-)	
9. /əprɪət/	(+)	19. /ɔlðəʊ/	(-)	
10. /rəli/	(-)	20. /smatfəʊn/	(-)	

*S-9 Post-test

11. /tʃaɪld/	(+)	11. /keə/	(+)	True : 16
12. /saɪd/	(+)	12. /skeə/	(+)	False : 4
13. /waɪld/	(+)	13. /tʃeə/	(+)	
14. /meɪl/	(+)	14. /ʃʊə/	(+)	
15. /peɪn/	(+)	15. /kɪʊə/	(+)	
16. /dreɪn/	(-)	16. /saʊθ/	(-)	
17. /tʃɔɪs/	(+)	17. /saʊθ/	(+)	
18. /ɪndʒɔɪ/	(-)	18. /faʊnd/	(-)	
19. /klɪə/	(+)	19. /bəʊn/	(+)	
20. /hɪər/	(+)	20. /nəʊ/	(+)	

***S-10 Pre-test**

1. /paɪp/	(-)	11. /beə/	(-)	True : 9
2. /dɪvaɪd/	(-)	12. /ʃeərɪŋ/	(+)	False : 11
3. /feɪk/	(+)	13. /pɜʊə/	(-)	
4. /kəmjunɪkət/	(+)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaɪn/	(-)	
8. /wɪəri/	(+)	18. /θrəʊt/	(+)	
9. /əpɪət/	(+)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(-)	

***S-10 Post-test**

11. /tʃaɪld/	(+)	11. /keə/	(+)	True : 16
12. /saɪd/	(+)	12. /skeə/	(+)	False : 4
13. /waɪld/	(+)	13. /tʃeə/	(+)	
14. /meɪl/	(+)	14. /ʃʊə/	(+)	
15. /peɪn/	(+)	15. /kɜʊə/	(+)	
16. /drem/	(-)	16. /saʊθ/	(+)	
17. /tʃɔɪs/	(+)	17. /saʊθ/	(+)	
18. /ɪndʒɔɪ/	(-)	18. /faʊnd/	(+)	
19. /klɪə/	(+)	19. /bəʊn/	(-)	
20. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-11 Pre-test

1. /paɪp/	(-)	11. /beə/	(+)	True : 12
2. /drɪvəɪd/	(-)	12. /ʃeəriŋ/	(+)	False : 8
3. /feɪk/	(+)	13. /pʃʊə/	(-)	
4. /kəmjunɪkət/	(+)	14. /tuərist/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(+)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(+)	18. /θrəʊt/	(+)	
9. /əprɪər/	(-)	19. /ɔɪðəʊ/	(-)	
10. /rɪəli/	(+)	20. /smatfəʊn/	(-)	

*S-11 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 14
2. /saɪd/	(+)	12. /skeə/	(+)	False : 6
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃʊə/	(-)	
5. /peɪn/	(+)	15. /kʃʊə/	(-)	
6. /drem/	(+)	16. /sauθ/	(-)	
7. /tʃɔɪs/	(+)	17. /sauθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(-)	

*S-12 Pre-test

1. /paɪp/	(+)	11. /beə/	(-)	True : 13
2. /dɪvaɪd/	(+)	12. /fearɪŋ/	(+)	False : 7
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunɪkeɪt/	(-)	14. /tuəɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bəɪl/	(+)	16. /ʌndəgraʊnd/	(+)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(+)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əpiər/	(+)	19. /ɔldəʊ/	(-)	
10. /rəli/	(+)	20. /smatfəʊn/	(+)	

*S-12 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True : 15
2. /saɪd/	(+)	12. /skeə/	(+)	False : 5
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃuə/	(-)	
5. /peɪn/	(+)	15. /kjuə/	(-)	
6. /dreɪn/	(+)	16. /saʊθ/	(-)	
7. /tʃɔɪs/	(+)	17. /saʊθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(-)	
9. /klɪə/	(+)	19. /bəʊn/	(+)	
10. /hɪər/	(+)	20. /nəʊ/	(+)	

*S-13 Pre-test

1. /paɪp/	(-)	11. /beə/	(-)	True : 8
2. /drɪvaɪd/	(+)	12. /ʃeərɪŋ/	(+)	False : 12
3. /feɪk/	(+)	13. /pjuə/	(-)	
4. /kəmjunɪkət/	(+)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(-)	18. /θrəʊt/	(-)	
9. /əprɪət/	(+)	19. /ɔɪðəʊ/	(-)	
10. /rɪəli/	(-)	20. /smatfəʊn/	(-)	

*S-13 Post-test

11. /tʃaɪld/	(+)	11. /keə/	(-)	True : 10
12. /saɪd/	(+)	12. /skeə/	(-)	False : 10
13. /waɪld/	(+)	13. /tʃeə/	(+)	
14. /meɪl/	(-)	14. /ʃuə/	(-)	
15. /peɪn/	(+)	15. /kjuə/	(-)	
16. /dreɪn/	(+)	16. /saʊθ/	(-)	
17. /tʃɔɪs/	(+)	17. /saʊθ/	(-)	
18. /ɪndʒɔɪ/	(-)	18. /faʊnd/	(-)	
19. /kliə/	(+)	19. /bəʊn/	(-)	
20. /hɪər/	(+)	20. /nəʊ/	(+)	

*S-14 Pre-test

1. /paɪp/	(-)	11. /beə/	(-)	True :8
2. /dɪvaɪd/	(+)	12. /feərɪŋ/	(+)	False : 12
3. /feɪk/	(+)	13. /pɜʊə/	(-)	
4. /kəmjunɪkeɪt/	(+)	14. /tuərɪst/	(-)	
5. /əvɔɪd/	(+)	15. /maʊð/	(-)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmtaʊn/	(-)	
8. /wɪəri/	(-)	18. /θrəʊt/	(-)	
9. /əpɪər/	(-)	19. /ɔldəʊ/	(-)	
10. /rɪəli/	(+)	20. /smatfəʊn/	(-)	

*S-14 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(-)	True : 12
2. /saɪd/	(+)	12. /skeə/	(-)	False : 8
3. /waɪld/	(+)	13. /tʃeə/	(-)	
4. /meɪl/	(+)	14. /ʃʊə/	(-)	
5. /peɪn/	(+)	15. /kɜʊə/	(-)	
6. /dreɪn/	(+)	16. /saʊθ/	(-)	
7. /tʃɔɪs/	(+)	17. /saʊθ/	(-)	
8. /ɪndʒɔɪ/	(+)	18. /faʊnd/	(-)	
9. /klɪə/	(+)	19. /bəʊn/	(+)	
10. /hɪər/	(+)	20. /nəʊ/	(+)	

*S-15 Pre-test

1. /paɪp/	(+)	11. /beə/	(+)	True : 13
2. /dɪvɪd/	(+)	12. /ʃeərɪŋ/	(+)	False : 7
3. /feɪk/	(+)	13. /pɜːə/	(+)	
4. /kəmˌjʊnɪkət/	(-)	14. /tʊərɪst/	(-)	
5. /əvɔɪd/	(-)	15. /maʊð/	(+)	
6. /bɔɪl/	(+)	16. /ʌndəgraʊnd/	(-)	
7. /vɔɪsləs/	(+)	17. /həʊmˌtaʊn/	(+)	
8. /wɪəri/	(-)	18. /θrəʊt/	(+)	
9. /əprɪər/	(+)	19. /ɔlðəʊ/	(-)	
10. /rɪəli/	(+)	20. /smatfəʊn/	(+)	

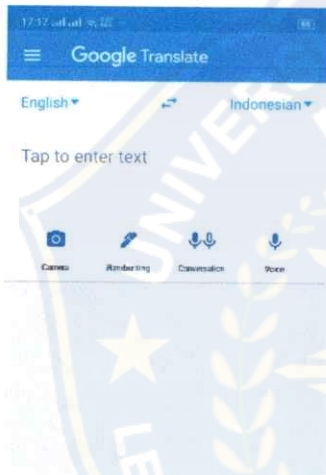
*S-15 Post-test

1. /tʃaɪld/	(+)	11. /keə/	(+)	True :
2. /saɪd/	(+)	12. /skeə/	(+)	False :
3. /waɪld/	(+)	13. /tʃeə/	(+)	
4. /meɪl/	(+)	14. /ʃʊə/	(+)	
5. /peɪn/	(+)	15. /kɜːə/	(+)	
6. /dreɪn/	(+)	16. /saʊθ/	(+)	
7. /tʃɔɪs/	(+)	17. /saʊθ/	(+)	
8. /ɪndʒər/	(-)	18. /faʊnd/	(+)	
9. /klɪə/	(+)	19. /bəʊn/	(-)	
10. /hɪər/	(+)	20. /nəʊ/	(+)	

APPENDIX E

MANUAL INSTRUCTION

1. There are many translator website and application that are using text-to-speech software. But in this case, the researcher wants to give a manual instruction to use a Text-To-Speech software. Firstly, we open the software and change the language to English.



2. The second step is, we type the word that we want to hear, for example, we want to know how to pronounce “mother”



3. Then, we tap the voice button like in the picture, and the software will convert the text to speech and we just listen what the software say.



APPENDIX G

DOCUMENTATION







CURRICULUM VITAE



AGUNG TEGUH ANUGRAH was born in Bulukumba, on August 11th, 1996. His father's name is Arfah and his mother's name is Nurhaedah. He began his elementary school at SDN 158 Benjala and graduated in 2008. He continued his study at SMPN 4 Bontobahari and graduated in 2011. After finishing his study in junior

high school, he continued his study at SMAN 3 Bulukumba and graduated in 2014. in the same year, he was registered as a student of English Education Department in Muhammadiyah University of Makassar on strata one program.

