

**THE USE OF VIDEO LEARNING “AMERICAN
PRONUNCIATION” TO IMPROVE STUDENTS
PRONUNCIATION ABILITY OF THE ELEVENTH GRADE AT
SMK NEGERI 5 LUWU**

A THESIS

*Submitted to English Language Study of SI Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo in partial Fulfill of Requirement for S.Pd Degree
of English Education*



IAIN PALOPO

Written By:

UCI

Reg. Num: 17. 0202. 0221

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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THE STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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Thursday 12th May 2022
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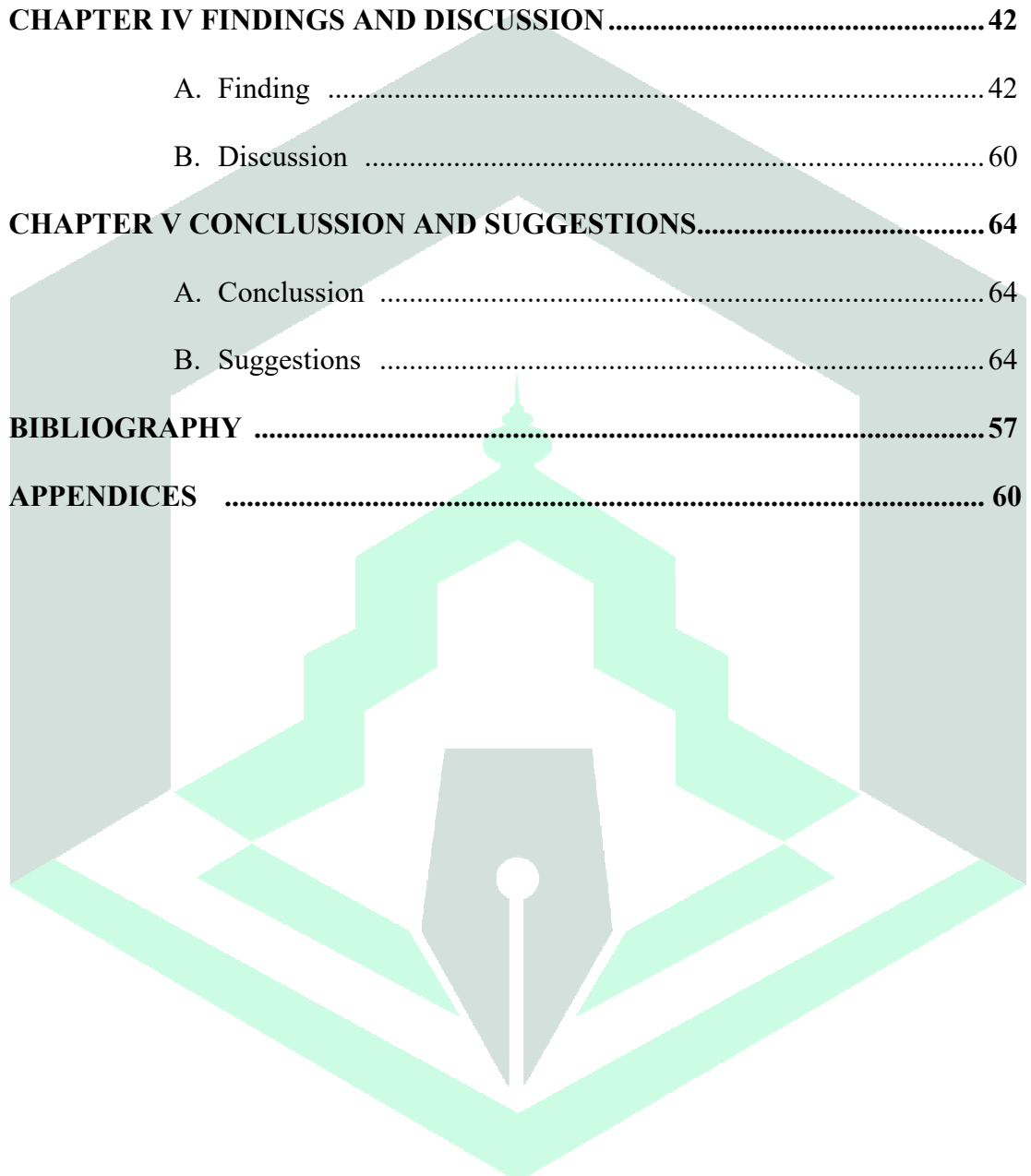
The researcher hopes that this thesis can be useful for all readers. Worth worship and get rewarded, Amiin.

Palopo, 24 January 2022

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ABSTRACT

Uci, 2022 *“The Use of Video Learning “American Pronunciation” to Improve Students pronunciation ability of the Eleventh Grade at SMK Negeri 5 Luwu”* English Language Education study program Tarbiyah And Teacher Training Faculty State Islamic Institute of Palopo 2022, Supervisor by: **(1) Dr. Jufriadi, S.S., M.Pd.** and **(2) Dewi Furwana, S.Pd.I., M.Pd.**

This thesis is about teaching pronunciation ability in the use of video learning American pronunciation at SMK Negeri 5 Luwu. The research question is, "Is the use of video learning American pronunciation effective to improve students' pronunciation ability of the eleventh grade at SMK Negeri 5 Luwu"? The objective is the research this research objective is to find out whether or not the use of video learning American pronunciation is effective to improve the English pronunciation ability of the students' eleventh grade at SMK Negeri 5 Luwu. This research used a pre-experimental method with pre-test and post-test designs. Data were collected using pronunciation test (to determine students' ability). The research population was the eleventh-grade of accounting students at SMK Negeri 5 Luwu. The researcher chose this class as a sample because the students in that class were less active in learning English, especially in pronunciation ability. The results of this research show that $(1,196 < 3,892)$ the score is (t_t) 1,196 was lower than the score (t_0) 3,892. The researcher concluded the use of video learning American pronunciation is effective to improve students' pronunciation ability of the eleventh grade at SMK Negeri 5 Luwu.

Keywords: Pronunciation Ability, American Pronunciation, Video Learning

CHAPTER I

INTRODUCTION

A. Background

Pronunciation is one of the most important parts of English to communicate with other people because there is a difference between symbols and sounds. When communicating with other people we must not only have good vocabulary but also have good pronunciation. Everyone will speak with their own dialect, almost all languages, including English has a dialect¹. According to Richards Platt, and Weber (in Sadtono 1987)² what is a language variant that differs in speech, vocabulary or expressions and grammar. However, the existence of variants of British English and American English can bring abnormalities in pronunciation, spelling, vocabulary, or grammar in English pronunciation. Therefore, it is important to learn pronunciation, especially in American pronunciation.

In this case using video learning American pronunciation needs to be applied so that students can pronounce word like native speakers' accents. With the use of video learning students will know the sound of spoken words or the intonation of words in English and it will make it easier for students to understand what the speaker saying, especially in the ability to pronounce American pronunciation.

¹ Devi Ulatsih, "English Language and Learning," vol.2, no.2, (Mey 2015): 294

² According to Richards Platt, and Satono: 1987)

The reason for choosing general pronunciation and American pronunciation to overcome the problem of general pronunciation is to understand what native speakers

(native language speakers) are saying, because we often fail to understand what native speakers say. Pronunciation is related to our accent, but that doesn't mean we have to get rid of our accent, but the point is to make the English we speak sound clear and not different so it doesn't cause confusion for those who listen, why is that, because in English there are so many words that are read almost the same or even some are the same. American pronunciation is the most influential and powerful variation of English in the world today. There are many reasons for this, firstly the United States of America is currently the most powerful country in the world, Secondly, America is Political influence is expanded. Through American popular culture, especially through the international reach of American films (films, and music) the third namely the international excellence of American English is closely related to the extremely fast development of communication technology.³

Based on the pre observations at SMK Negeri 5 Luwu it is known that the eleventh-graders lack in understanding vocabulary, especially in pronouncing it correctly. There are still students who make mistakes in pronouncing this word because of the lack of interest in learning English, especially in learning pronunciation. To overcome this problem, the researcher will apply the method of using learning videos in improving students' pronunciation ability so that students are

³ Andy Kirkpatrick, Cambridge University Press: 2007.

more interested and motivated namely through video learning American pronunciation.⁴

Video is an electronic media that combines audio and video to create a dynamic and appealing display. As a learning medium, video media has four functions: attention, effectiveness, cognitive function, and counterpart function (Arsyad 2003). Attention function, namely the video media can attract attention and direct student concentration on video material. The effective function, namely the video media can arouse students' emotions and attitudes. Cognitive function can accelerate the achievement of learning objectives to understand and remember messages or information contained in symbols. Meanwhile, the compensatory function is to provide context to students whose abilities are weak in organizing and recalling the information that has been obtained. Thus the use of video learning American pronunciation in SMK Negeri 5 Luwu will help students who are weak and slow to catch a message because videos can with original audio.⁵

Using video learning American pronunciation is one of the media that is effectively used in class XI students of SMK Negeri 5 Luwu to improve their English pronunciation ability which serve as an effective learning tool for understanding learning in the era of the industrial revolution 4.0 with video media, students will better understand the material which was conveyed by the teacher through the video that was played.

⁴ Satria Syahrudin, "Teaching Method Interviews,":Class XI at SMKN 5 Luwu , (5 April 2021)

⁵ Arieff Yudianto, " Penerapan Video sebagai Media Pembelajaran," (2017): hal 234-237

B. Research Question

Based on the explanation in the background above, the research question is as follows: “Is the use of video learning American pronunciation effective to improve students' pronunciation ability of the eleventh grade at SMK Negeri 5 Luwu?”

C. Objectives of the Research

This research aims to find out whether or not the use of video learning American pronunciation to improve students pronunciation ability of the eleventh-grade students at SMK Negeri 5 Luwu.

D. Significance of the Research

1 For teacher

The teacher can apply to learn using this video to improve students' pronunciation ability in learning English, especially pronunciation.

2 For student

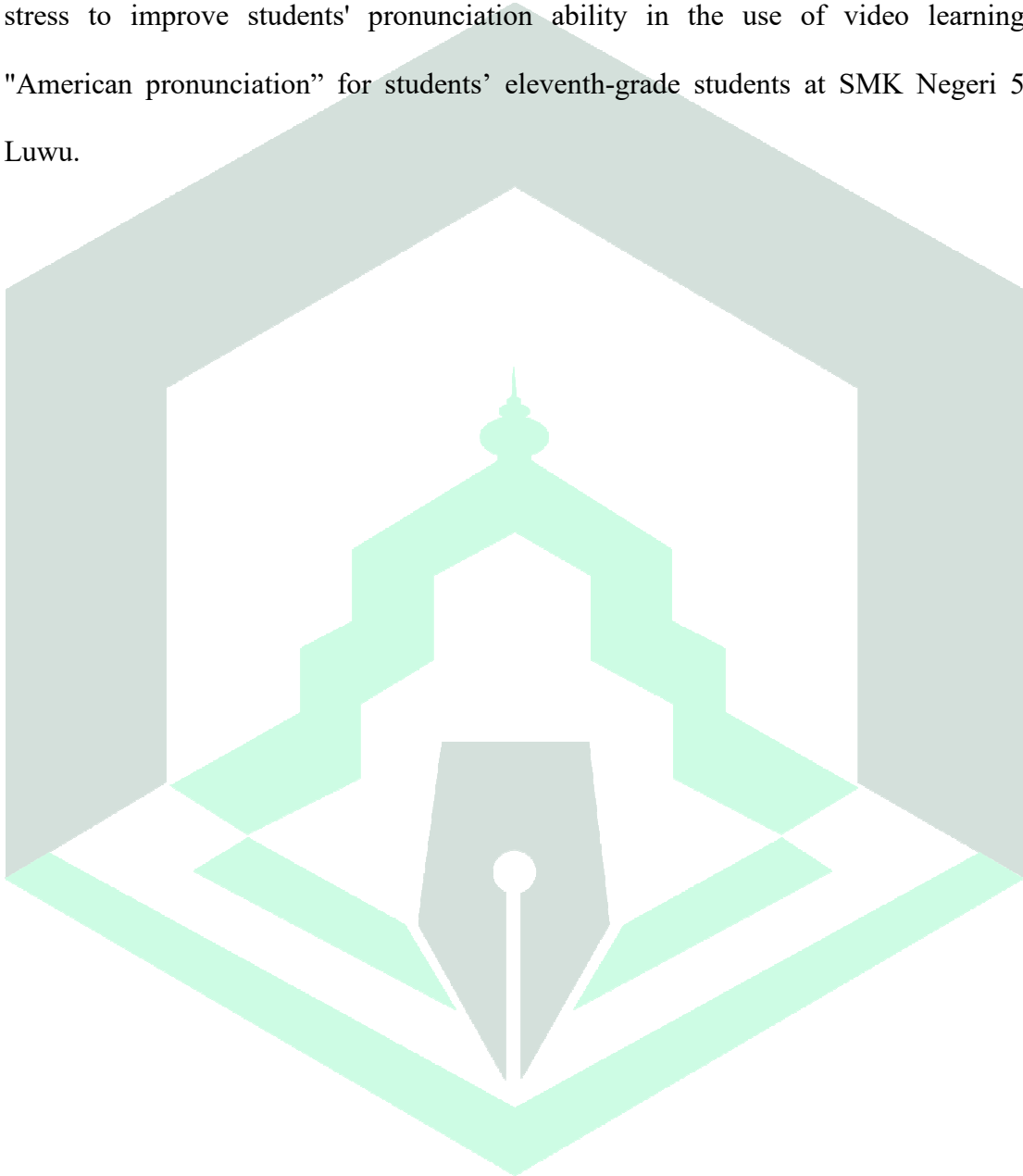
The student is expected to be more interested and pays more attention to learning English and they should get new experiences about learning English, especially pronunciation in speaking with this American pronunciation video to improve students' pronunciation ability.

3 For reader

The benefits for readers are expected to be able to practice learning English pronunciation on their own by viewing videos to improve pupils' pronunciation abilities.

E. Scope of the research

This research, this research focuses on pronunciation in terms of word stress to improve students' pronunciation ability in the use of video learning "American pronunciation" for students' eleventh-grade students at SMK Negeri 5 Luwu.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Previous Research

In thesis writing, the researcher found some literature that connected to this research as follows:

1. Tri Budiarti, (2015) Improving Pronunciation of English Vocabulary Using Video Media in Class VII Mts Mamba'ul Ulum, Kecamatan Astambul Kabupaten Banjar. The research was conducted using a qualitative approach with the classroom action research method, which was carried out through observation, namely direct observation by researchers of teaching-learning activities using video media with material about body parts. Learning activities using video media are declared effective and can improve student abilities, showing maximum learning outcomes. Student learning outcomes in the first cycle of the meeting I had an average value of 6,47 and at the second meeting an average value of 7,00. The test results of students with an average score at the first meeting of cycle II was 7,58 and at the second meeting an average score of 8,35.

The difference between Tri Budiarti and this research is the research method and the material it teaches. He used a classroom action research method with material about body parts and this researcher used pre-experimental with American pronunciation words as material. Similarities

between Tri Budiarti research with this research the two researchers used video as a teaching method.⁶

2. Unswagati (2019) Improving Students Pronunciation using Video Dubbing a Classroom Action Research for Tenth Grade and Eleventh-grade Students of Vocational High School. This research aims to find out the impact of Video Dubbing on Improving Students Speaking Pronunciation. This research was applied for the tenth grade and eleventh grade of vocational high school in the medium city, province of east java, Indonesia. The subject of the research consisted of 20 students, in collecting the data, the researcher used observation to observe the implementation of video dubbing during the teaching-learning process and used a test to find the improvement of students speaking pronunciation during the implementation of video dubbing. The research was conducted in 4 meetings. The research findings showed that the implementation of video dubbing could improve students speaking pronunciation, it can be concluded that the implementation of video dubbing in the learning process has a beneficial effect on students speaking skills, especially in pronunciation.

The difference between Unswagati and this research is the purpose of the research Unswagati's research aims to determine the effect of video dubbing on improving students' pronunciation and this research aims to determine the

⁶ Tri Budiarti, "Improving Pronunciation of English Vocabulary Using Video Media in Class VII Mts Masamba ul ulum kecamatan Astambul Kabupaten Banjar," : (UIN Antasari Banjarmasin: 2015),

use of American pronunciation videos to improve students' pronunciation ability. He used video dubbing and this researcher used American pronunciation learning videos. What Unswagati research has in common with this research is that the two researchers conducted research in vocational high schools and conducted research in 4 meetings. And the second data collection uses a test to determine the initial ability of students to improve pronunciation.⁷

3. Al Malikul Ikhwanda Putra Afrizal (2018) Using Video to Improve Pronunciation of the Second Years Students of FKU UIR Pekanbaru. The purpose of the research is to find out the Use of Video to Improve Students' Pronunciation. The study employed classroom action research. The participants of this study were 37 students. They were the second-year students of FKIP 9 (faculty of teacher training and education) in Islamic University Riau (UIR) Pekanbaru, Indonesia. This study was conducted in two cycles. Each cycle comprised four meetings. The data of this research were obtained through, observation, sheets, field notes, interviews, and tests which consisted of consonants in detail, linking, and stress within target segments based on the phonetic symbols. The findings showed that the use of video in mastering pronunciation was able to improve students' pronunciation. The study also revealed that the activities of using video enable students to

⁷ Unswagati, "Improving Students Pronunciation using Video Dubbing A classroom action research for tenth-grade eleventh-grade students of vocational high school," (Academic journal perspective education:2019),

enhance the quality of sound patterns they pronounce. The average class score of students' pronunciation increased from 58.4 in the first cycle to 88.3 in the second cycle. Material, media, classroom activities, classroom management, teacher's approach, and teacher's strategy were also significantly essential for the improvement of students' pronunciation.

The difference between Al Malikul Ikhwanda Putra Afrizal's research is the research method and the participants are 37 students using the classroom action research method this research uses the pre-experimental method and the participants are 30 students. The similarities of research by Almalikul Ikhwanda Putra Afrizal and this research are that both focus on the use of video to improve students' pronunciation.⁸

B. Some pertinent ideas

1. Definition of Pronunciation

Pronunciation is the act of giving the true sounds of letters in a word and the true accents and quantity of syllables. Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as articulation stress and intonation, often about some standard of correctness or acceptability. A word can be spoken in different ways by various individuals or

⁸ Al Malikul Ikhwanda Putra Afrizal, "Using Video to Improve Pronunciation of The Second Years Students of FKI UIR Pekanbaru," (2018).

groups, depending on many factors, such as the area in which they grew up, the area in which they now live.

According to Harmer (2001: 187) the areas of pronunciation which we need to draw our students' attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress, and intonation. But students will also need help with connected speech for fluency and the correspondence between sounds and spelling and if there is no creativity from the teacher, it will be hard for students especially a foreign language student to pronounce the word correctly.

There are some reasons why pronunciation is important for example improved pronunciation shows that students have become more native-like in their categorical perception of sounds. This means that they are more likely not only to sound like native to them (i.e., improved pronunciation aloud). According to Kelly (2002:222) states at some stage, when a text is read aloud either by the teacher or the students' pronunciation work can be integrated. Such text as poems, rhymes, extracts from plays, song lyrics, etc. can be used creatively in the classroom and offer plenty of scopes for pronunciation work.⁹

2. Received Pronunciation

Received Pronunciation often abbreviated as RP, is the standard accent of English. RP has a relationship with regional accents similar to the relationship between standard accents and regional accents in other European languages. In the

⁹ Devi Mulatsih, "Journal of English Language and Learning," English Education Department Swadaya Gunung Jati University Cirebon, vol.2, No.2,; (Mei 2015) ISSN: 2354-7340

concise oxford English Dictionary, RP is defined as ‘the standard accent of English spoken in the South of England’ but today it is widespread throughout England and Wales. Peter Trudgill estimated in 1974 that 3% of the British Population were accented speakers of RP.

Although the absence of an intrinsic element in RP makes RP superior to other accent variations, a number of sociolinguistic factors make RP sound more prestigious in some parts of Britain. RP is considered the accent of people with power, wealth and influence, but recently and associated with rights that speakers do not deserve. Since the 1960s, an attitude of condoning the regional accent of English has persisted in British education and media.

It is important to distinguish received pronunciation – the standard ‘accent’ from the standard accent from the variations of the standard English accent in Britain which are commonly dubbed “Standard English” the Queens English oxford English” or BBC English RP studies focus more on pronunciation, while standard language studies also study grammar, vocabulary, and style . a person with an RP accent usually uses Standard English, but not the other way around a standard language can be spoken with regional accent such as a Scottish or Yorkshire accent cannot be used by someone who speaks Scots or a Yorkshire dialect.

3. General English Pronunciation

In English, every word has a given syllable emphasis. Stress itself is a vowel sound in a syllable that should sound high, long, or loud. Emphasis this can create

a language rhythm. This is very important especially when native speakers want to understand a word in English that we say.

Sometimes we can also estimate the place of emphasis of word. The following general rules apply:

Table 2.1 General word stress

Word type		Where is the stress?	Examples
Two syllables	Nouns	On the first syllable	Center, Object, Flower
	Verbs	On the last syllable	Release, Admit, Arrange
Compound	Nouns (N+N)	On the first part	Desktop , pencilcase, bookshelf, greenhouse
	Adjective (Adj + N)		Well-meant, Hard-headed
	Adjective (Adj+ p.p)		Old-fashioned
Phrasal	Verbs (prep+verb)	On the last part (the verb part)	Understand overlook outperform
		On the particle	Turnoff, buckleup, hand out

Word with added ending	-is	The syllable before the ending	Economic ,geometric, electrical
	-tion,-sion		Technician, graduation, cohesion
	-phy, try, fy,-al	The third from the last syllable	Photography Biology Geometry
	-gy, -cy,-meter		Parameter Thermometer Barometer

4. Teaching Pronunciation

Teaching English especially on pronunciation using American pronunciation videos, the first thing to do is understand how to pronounce a word correctly and guide students well so that students imitate good speech. During teaching the teacher must make accurate sounds so that students understand the correct pronunciation. Then proceed by directing students to the point where they can begin to determine whether the sound of a word they say is correct, but it is hoped that it can motivate students to practice pronouncing the target language.

In teaching pronunciation, several factors that affect pronunciation accuracy are the native language, the age amount of exposure phonetic obvious that learner cannot change their age or their phonetic ability. They can only enlarge exposure and motivation to a certain degree. Motivation and concern for good pronunciation can be increased in the following ways:

- a. Persuading learners the importance of good pronunciation to make communication.
- b. Giving Emphasize to the learners that intelligibility and communicative efficiency are the goals of communication.¹⁰

5. Types of American pronunciation in English

- a. Sound symbols

Table 2.2 Vowel Pronunciation of Words

Focus on vowel pronunciation of words		
Keywords	Clear speech	Cambridge dictionary of American English international phonetic Alphabet
Cake, mall, pay	/ey/	/eI/
Pan, bat, hand	/æ/	/æ/
Tea, feet, key	/iy/	/i:/
Ten, well, red	/ε/	/e/
Ice, pie, night	/ay/	/aI/
Is, fish, will	/I/	/I/

¹⁰ Sitti Aminah, "pronunciation A handbook Departement Undergraduate students faculty of letters and humanities," (UIN Sunan Ampel Surabaya:2014),

Cone, road, know	/Ow/	/oʊ/
Top, rock, stop	/ɑ/	/ɑ/
Blue, school, new, cube,	/uw/	/u:/
Cut, cup, us, rust, love	/ʌ/	/ʌ/
House, our, cow	/aw/	/ɑʊ/
Saw, talk, applause	/ə/	/ə:/
Boy, coin, join	/ə ɟ/	/əɪ/
Put, book, woman	/ʊ/	/ʊ/
Alone, open, pencil, atom, ketchup	/ə/	/ə/

b. Sound symbols

Table 2.3 Consonants Pronunciation of Words

Focus on consonants pronunciation of words		
Keywords	Clear speech	Cambridge dictionary of American English international phonetic Alphabet
Bid, job	/b/	/b/
Do, feed	/d/	/d/
Food, safe, leaf	/f/	/f/
Go, dog	/g/	/g/
Home, behind	/h/	/h/
Kiss, back	/k/	/k/
Load, pool, fail	/l/	/l/
Man, plum	/m/	/m/

Need, open	/n/	/n/
Sang, sink	/ŋ/	/ŋ/
Pen, hope	/p/	/p/
Road, card	/r/	/r/
See, recent	/s/	/s/
Show, nation, wash	/ʃ/	/ʃ/
Team, meat	/t/	/t/
Choose, watch	/tʃ/	/tʃ/
Think, both, teeth	/θ/	/θ/
This, father, teethe	/ð/	/ð/
Visit, save, leave	/v/	/v/
Watch, away	/w/	/w/
Yes, onion	/j/	/j/
Zoo, these, ease	/z/	/z/
Beige, measure, Asia	/ʒ/	/ʒ/
Jump, bridge	/dʒ/	/dʒ/

American speakers use the sound /t/, which is like a quick /d/, in many words spelled with /t/ - /or/- /tt/. It is used in words after a vowel or /r/, and before an unstressed vowel or /r/, and before an unstressed vowel or syllabic /l/: city /sɪtɪ /; parting / pɑːtɪŋ /; little /'lɪtəl /.

The sounds /l/ and /n/ can often be “syllabic” – that is, they can form a syllable by themselves with an extremely reduced vowel. This is shown by the

symbols /ɹ/ and /n/, for example in the words botany / 'batni/ and finalist/ 'fainlɪst/.

Sound and weak forms some very common words for example an, for, of, and that, have two or more pronunciations: a strong form and one or more weak forms. For example, for is pronounced /fər/ in the sentence it's for you. The strong form occurs when the word comes at the end of a sentence or when it is given special emphasis. For example, for is pronounced / for/ in who's it for? And the present isn't from Anna it's for her.¹¹

6. American pronunciation standard

A standard language is a variety of language that is used by governments, in the media, in schools and for international communication. There are different standard varieties of English in the world, such as North American English, Australian English and Indian English. Although these standard varieties differ in terms of their pronunciation, there are few differences in grammar between them. In contrast, there are non-standard forms of a language that are used, for example, in different regional dialects and these non-standard varieties are different from each other.

This book is a grammar of standard written and spoken British English. It has examples of forms of English that are standard but that are more common in speaking than in writing. The book also has some examples of language that are

¹¹ Judy B Gilbert, "clear speech teacher's resource and assessment book: pronunciation listening comprehension in North American English," University Press (2012).

non-standard and not acceptable or appropriate. All users of English make choices all the time about what is most acceptable or appropriate in different contexts. Learners of English should use standard forms of the language in most situations.

British English and American English have their own differences. The differences can be known from the dialect when spoken or from the written word. Maybe some of you are still confused about the difference between British English and American English we will try to help you understand the difference between the two. So you have no more trouble guessing the dialect that is being used by native speakers. The different is:

British English still retains spellings that are more heavily derived from French. While American English is spelled more often in almost the same way as it is pronounced and American English removes letters that are not needed. Dialect of American English usually pronounce the letter by rolling the tongue back and pressing the roof of the mouth while dialects of British English do not pronounce the letter *r* in a word, especially if there is a word ending.

7. The material in pronunciation teaching

a. American pronunciation of words

Words are speech sounds that symbolize and communicate meaning usually without being divided or separated into smaller units and can stand alone or can be used independently. The words spoken by someone will be caught in

the memory, causing stimulation to both to be heard and read in the pronunciation method, for example of these words.

- 1) When (/wɛn/), /(/^hwɛn/)
- 2) Make (/meɪk/)
- 3) Can (/kæn/), / (kən/)
- 4) Like (/laɪk/)
- 5) Time (/Taɪm/)
- 6) No (/noʊ/)
- 7) Just (/dʒʌst/)
- 8) Him (/hɪm/)
- 9) Know (noʊ)
- 10) Take (/teɪk/)
- 11) Even (/ˈiː vən/)
- 12) Her (/hər/)
- 13) Very (/veə riː/)
- 14) One (/wʌn/)
- 15) Tell (/tɛl/)
- 16) Those (/ðoʊz/)
- 17) Only (/ˈoʊn liː/)
- 18) Well (/wɛl/)
- 19) Many (/ˈmɛn iː/)

- 
- 20) Give (/gIv/)
- 21) Thing (/θIŋ/)
- 22) Find (/faynd/)
- 23) Man (/mæn/)
- 24) No (/nəʊ/)
- 25) Use (/juːz/)
- 26) More (/mɔː/)
- 27) Day (/deɪ/)
- 28) Because (/biː'kɔːz/)
- 29) New (/nuː/)
- 30) Also (/ɔːsəʊ/)
- 31) First (fɜːst /)
- 32) Look (/lʊk/)
- 33) Way (/weɪ/)
- 34) Want (/wɒnt/)
- 35) These (/ðiːz/)
- 36) Two (/tuː/)
- 37) Our (/ˈæ wə/ or /ɑː/)
- 38) Its (/ɪts/)
- 39) Then (/ðen/)

40) How (/hæw/)

8. The problem of Pronunciation

Pronunciation is very important in the language curriculum and students and teachers must pay attention to pronunciation. Pronunciation must be taught in all second language classes through a variety of activities, (Scarcella & Oxford, 1994). The question is not whether pronunciation should be taught in pronunciation classes and how it should be taught (Morley, 1991). The problem today, then, is that most language teachers don't have a useful strategy for teaching pronunciation, and they don't know what strategy is appropriate when they encounter a particular problem.

Another part of the problem is that teachers are embarrassed by the lack of this teaching strategy. We feel comfortable teaching strategy for this reason, with video-based learning students will be more motivated and not feel bored in improving their pronunciation skills but in terms of pronunciation, they often do not have basic articulatory phonetic knowledge (not difficult to obtain) to offer our students something more than basic (and often unhelpful) advice like 'sounds like this: Uuh' (Dalton, 2002). If language teachers spend time learning and practicing strategies for teaching pronunciation, they will feel less embarrassed and students' pronunciation will improve effectively.¹²

Many students struggle with English pronunciation. Here are some of the issues students confront, particularly in spoken English:

¹² Michael Wei ph. D, "A literature review on strategies for teaching pronunciation," the University of Maryland at College Park, 2006

a. What students can hear

Some students have courage in making speeches, mistakes often occur in pronunciation of English words, produce the language we want even though it is difficult for them to pronounce, they produce frequency waves from the different first language and have problems with different sounds.

b. What students can say

It is physically difficult to make sounds with specific areas of the mouth, uvula, or nasal cavity when learning a new language, physical unfamiliarity is a common concern.

c. Problem of intonation

There are a few of us and many of the students find it very difficult to adjust the pitch or to identify the distinct patterns of rising and falling tones.¹³

To solve this problem the pronunciation teacher needs the following:

1) A good theoretical foundation of knowledge

Before the teacher teaches pronunciation, the teacher must first know how to pronounce words so that during the teaching process students can give or say words well to the students they have imitated.

2) Practical skills in the classroom

The teacher must have a strategy on how to attract students' interest so that students do not feel confused with the material present so that students easily understand the material provided.

¹³ H Asngari, "review of related literature pronunciation", IAIN tulungagung: (2018).

3) Great ideas for classy fun

Teachers need to teach pronunciation by attracting students' attention. So that students will not be bored with the material provided, and students will be more enthusiastic in learning pronunciation.¹⁴

9. The Goal of English pronunciation

According to James (2010), acceptable pronunciation can be understood based on the following basic levels, In level;

- a. In level 1 what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and bailey (1980, as cited in Celce- Murcia and Goodwin, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/ she will not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary.
- b. In level 2 what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented .it can affect the speaker's understanding.

¹⁴ Anggun Kusuma Dewi, "pronunciation problem faced by the English department students in pronouncing- ed ending". Universitas negri semarang.(2009)

c. In level, 3 people understand the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation. ¹⁵

10. The teachers' role in English pronunciation

According to Morley (1991), teachers perform pronunciation diagnostic analyses and select those aspects that can have a great effect on changing the speech of learners toward increased comprehensibility, assist learners in setting both long-range and short term objectives, develop a lot of instructional modes and modules (e.g., whole-class instruction, small group work, individual one-on-one tutorial sessions; prerecorded audio and/or video materials: work, with new computer program speech analysis systems). Structure in-class speaking and listening activities with invited native speakers and non-native speakers of English, provide models, cues, and suggestions for modifications of elements in the speech patterning for all learners, monitor learners, speech production classes, and they should convince their learners that their language is understandable. This can help their learners improve their pronunciation by listening to them carefully (Bradley-Bennett, 2007).¹⁶

¹⁵ Abbas Pourhosein, Gilakjani, " International Journal of research in English education," Lahijan Branch Islamic Azad University, vol.1, No.1 (2016): Hal 2,

¹⁶ Abbas Pourhosein, Gilakjani, " International Journal of research in English education," Lahijan Branch Islamic Azad University, vol.1, No.1 (2016): Hal 4,

11. Teaching pronunciation by using video learning “American pronunciation”

Using video learning to teach "American pronunciation" is an effective way to help students enhance their pronunciation skills, particularly when it comes to spoken word pronunciation. It will improve their pronunciation ability. In connection with this in the teaching process using video learning can clarify the material presented, students feel interested and enthusiastic to facilitate and improve the learning process and result.

Video as the media of teaching can be classified into audio Aids Media (AVA) or media that can be seen or heard. In this case, interactive learning video (ILV) is a media tool that can be used in the classroom as a means of delivering educational materials through visual presentation (pictures) and audio (voice). ILV combines the power of video as a learning tool and interactivity between the audience and the content of the material. Video is an effective learning tool because it allows teachers and students to watch and learn from other teachers' learning practices.¹⁷

The combination of video and interactivity makes ILV a very effective tool that can be used to deliver educational materials and promote active classroom discussions and learning and professional development environments. Benefits of ILV media usage are;

¹⁷ Jeremy Harmer, "The practice of English Language Teaching", Pearson education limited, (2007)

- a. Can stimulate the active participation of students
- b. Presenting messages and information simultaneously for all students
- c. Generating motivation to learn
- d. Overcoming the limitations of space and time.¹⁸

1) Learning media

Learning media is a method, tool, or process, which is used to convey message from the message source to the recipient of the message that is ongoing education. The use of media in learning or also called deep media learning the teaching and learning process can generate new desires and interests, arouse motivation and stimulation of learning activities, even carry psychological effects towards students.

These main elements are the main characteristics in identifying the media learning, including:

- a) Sound, Sound is also differentiated into broadcast media (telecommunication) engineering technology with high resolution but support for every speech computer system and media record (recording).
- b) Visual, divided into three, namely pictures, lines, and symbols which are one a continuum of forms that can be grasped by the sense of sight.
- c) Motion, from the above opinion it can be concluded that the characteristics of good learning media are learning in the form of learning aids which can be in

¹⁸ I Gde Putu Agus pramerta, "yavana Bhasha Journal of English Language Education," :Institut Hindu Dharma Negeri Denpasar, (2018),

the form of learning sound, images, recordings, films/ videos, lines, symbols that may be transformed into objects in the form of a summary of events which is then displayed again as an illustration¹⁹

2) Criteria Video

Video is a media that provides audio and visual content good learning messages containing concepts, principles, procedure knowledge application theory to help to understand of learning material. Video is an audio-visual learning material that can be used to convey messages/ subject matter. It says it looks like it is the listening element (audio) and the visual / video element (visible) can be viewed through a video / VCD player that plugs into a television monitor.

Purpose of using learning videos, the use of video as a learning medium has several objectives, including:

- a) Clarify and facilitate the delivery of messages so as not to be too verbalize
- b) Overcoming the limitations of time, space, and sensory power of students as well instructor
- c) Can be used appropriately and varies.²⁰

¹⁹ Rizal farista, Ilham Ali, Pengembangan Video Pembelajaran, Universitas Muhammadiyah Sidoarjo: hal 3, (2018).

²⁰ Rizal farista, Ilham Ali, Pengembangan Video Pembelajaran, Universitas Muhammadiyah Sidoarjo: hal 4, (2018).

3) Characteristics of video media

To produce learning videos that can increase the motivation and effectiveness of its users, the development of learning videos must pay attention to several characteristics and criteria, namely, among others:²¹

- a) Clarity of message, clarity of the message with video media students can understand the learning message more meaningful and information can be received as a whole so that with itself the information will be stored in long term memory and memory and characteristically retention.
- b) Stand alone, stand-alone the video developed does not depend on other teaching materials or does not have to be used together with other teaching materials.
- c) User-friendly, friendly/ familiar with the wearer video media uses language that is simple, easy to understand and use the common language. The information exposure that appears is helpful and friendly to the wearer, including ease of use in responding, accessing as you wish.
- d) Content representation the material must be truly representative, for example, simulation or material demonstration. Both social and scientific subject matter can be made into a video medium.
- e) Visualization with media the material is packaged in multimedia, including text, animation, sound, and video according to materials used are applicable,

²¹ Id. At 8-11

unprocessed, difficult to reach dangerous if it is directly practiced, has a high level of accuracy.

f) Using high-resolution quality the graphic display of the video media is created with digital ²²

4) Strengths and weaknesses of video learning

Video as a learning media has its own advantages and disadvantages and disadvantages. Arif S. Sadiman 2012: 74 states that video media as a learning has advantages and disadvantages.

The advantages of video learning include:

- a) Can attract attention for short periods of other external stimuli.
- b) Difficult demonstrations can be prepared and recorded beforehand, so that when teaching the teacher can focus on the presentation and the students.
- c) It can save time and the recording can be played over and over again.
- d) Loudness of sound can be adjusted.
- e) Projected images can be frozen for viewing
- f) Objects in motion can be observed more closely.

The disadvantages of teaching and learning videos are:

- a) Communication is one-way and needs to be balanced with seeking other forms of feedback.

²² Rizal farista, Ilham Ali, Pengembangan Video Pembelajaran, Universitas Muhammadiyah Sidoarjo: hal 5, (2018).

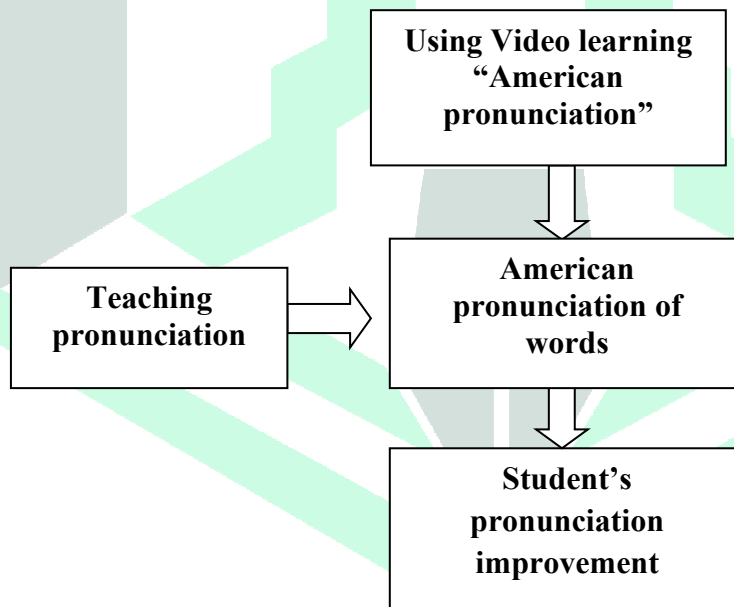
b) Less able to display the details of objects that are presented perfectly.

c) Requires expensive and complex equipment.

C. Theoretical Framework

Before to conducting the study, the researcher conducted preliminary observations and discovered that the teacher continued to use the lecture approach. As a result, researchers are interested in conducting an experiment using video learning to learn American pronunciation. This experimental study is research that allows individuals or groups of students to be instructed to do a method or experiment. The researcher concentrated on helping pupils improve their pronunciation. The steps for conducting research are depicted in the diagram below.

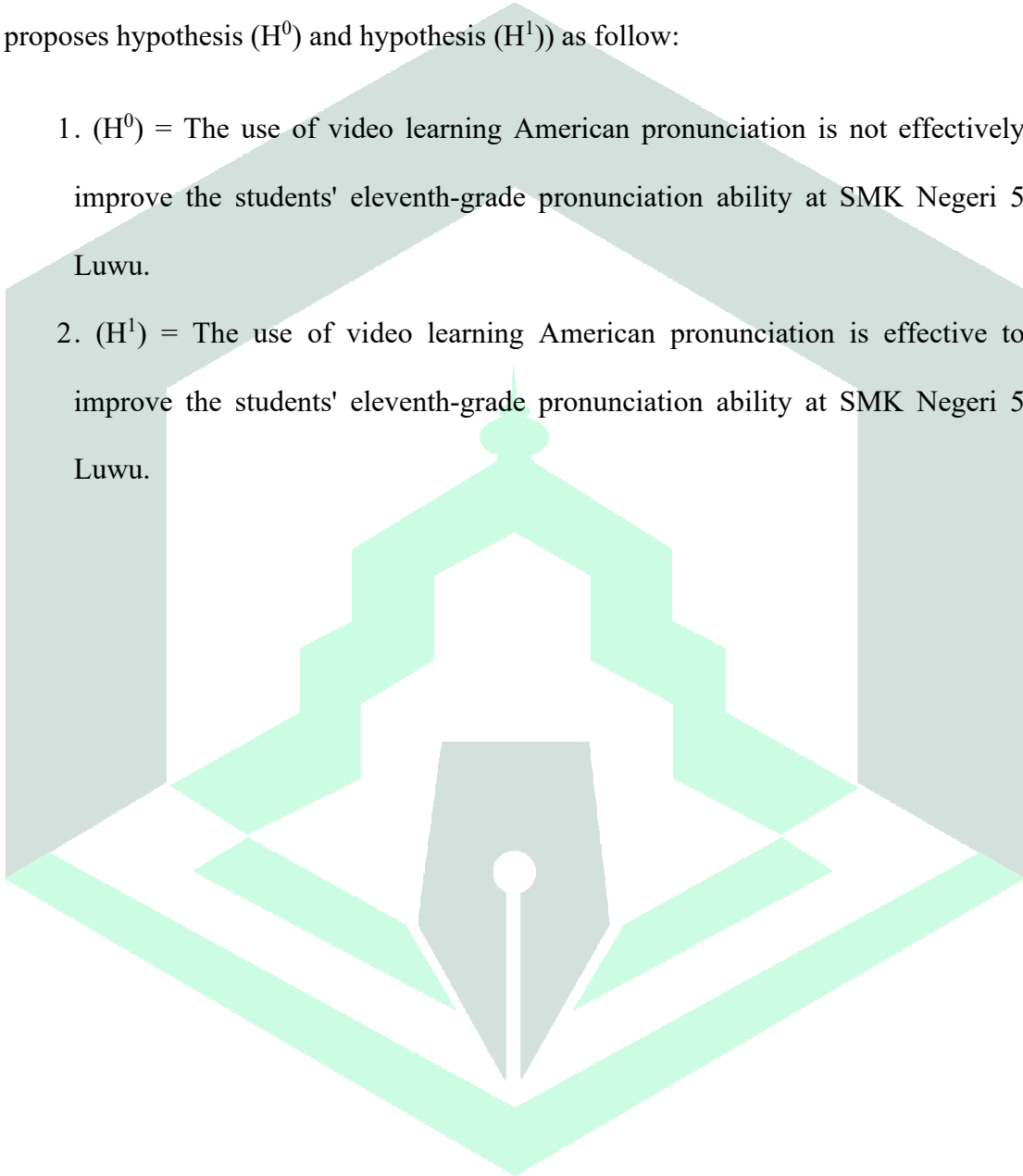
The conceptual framework in this research is present as follows:



D. Hypothesis

Based on the literature that has been explained before, the researcher proposes hypothesis (H^0) and hypothesis (H^1)) as follow:

1. (H^0) = The use of video learning American pronunciation is not effectively improve the students' eleventh-grade pronunciation ability at SMK Negeri 5 Luwu.
2. (H^1) = The use of video learning American pronunciation is effective to improve the students' eleventh-grade pronunciation ability at SMK Negeri 5 Luwu.



CHAPTER III
RESEARCH METHOD

A. Method and Design Of Research

The design to be applied in this research is a pre-experimental design. The comparison of the pre-test and post-test scores depends on the success of the treatment. This research aims to improve students' pronunciation ability after being given treatment to find out the result of the pre-test and post-test designed by the researcher as follows:

Pretest	Treatment	Post-test
O1	X	O2

Where :

O1 = The result of the pre-test.

X = The treatment using video learning American pronunciation.

O2 = The result of the students' post-test.

B. Time and Place of the Research

This research took place in SMK Negeri 5 Luwu. The purpose of this research was to see video learning could help students in the eleventh grade at SMK Negeri 5 Luwu, which is located on the Belopa-Palopo axis. This research was likewise carried out for four meetings.

Table 3.1 Research Table

	January	February	March	April	May	June	August
Pre observation	√						
Proposal seminar			√				
Giving pre-test					√		
Treatment					√		
Giving post-test						√	
Result seminar							
UT							

C. Operational Definition

Based the title above, "The use of Video Learning American Pronunciation to Improve Students' Pronunciation Ability of the Eleventh Grade at SMKN 5 Luwu". Researchers define as follow:

1. Pronunciation is a vocabulary that is spoken to other people that produces sounds. Therefore, students can use American pronunciation videos to convey their ideas easily.
- 2 Video learning is one type of audio-visual media that can reflect an object moving along with a reasonable or appropriate sound. Videos present information, Describe information, describe processes, explain complex concepts. Learning videos are used in learning to design knowledge or abilities that are acquired by teaching through video learning.

D. Population And Sample

a. Population

Population this research is students of eleventh-grade SMK Negeri 5 Luwu in the academic year of 2021. The total population is 182 students divided into 6 classes, namely eleventh Akuntansi, eleventh TKJ, eleventh Marketing, eleventh Automotive, eleventh Tourism, and eleventh Architect.

b. Sample

The research will use a purposive sampling technique. Researchers choose one class because these students were less active in Learning English in this case the researcher choose class eleventh of Akuntansi as a research sample of 18 eleventh grade students of SMK Negeri 5 Luwu.

E. Procedure Of Collecting Data

1 Pre-test

To assess students' initial abilities in relation to the lessons to be taught the researcher will utilize this predictor of students' beginning ability to determine how they should communicate about the classes they are taking, and for the first association, the researcher will administer test pronunciation.

2 Treatment

A treatment is the activity that the researcher undertakes after the test. The researcher administered the treatment after giving the students the pre-test. In four

research meetings, the researcher came to an agreement using several pronunciation materials. The treatments are as follows:

- a) The researcher prepares the material to be taught.
- b) The researcher conveys the material to be studied through a laptop connected to the LCD then students are allowed to watch the American pronunciation video that has been taken on YouTube and listen to the correct American pronunciation
- c) The researcher asks students to practice American pronunciation words.
- d) The researcher provides conclusions about the material they have learned at the meeting.

The materials that were given to the students during treatment are:

1) The first meeting

Material: words American pronunciation (noun, verb, adjective)

- 1 When (/wɛn/), /(/^hwɛn/)
- 2 Make (/meɪk/)
- 3 Can (/kæn/), / (kən/)
- 4 Like (/laɪk/)
- 5 Time (/Taɪm/)
- 6 No (/noʊ/)
- 7 Just (/dʒʌst/)
- 8 Him (/hɪm/)
- 9 Know (noʊ)
- 10 Take (/teɪk/)

2) The second meeting

Material: Plural nouns American pronunciation.

Last sound in pronouncing:

1 Voiced :

'S' =(z)

Beds = (bedz)

All vowels are voiced:

Trees = (tri:z)

Café = (kæ'feɪz)

Some consonants are voiced:

(b d g v m n ŋ l r ð)

Apples (æp əlz)

2 Unvoiced:

's' = (s)

Ship (ʃɪps)

Consonants: (p t k f θ)

3 special cases

-es = (ɪz)

Consonants: (s z ʃ ʒ ʒ dʒ)

Wishes (wɪʃɪz)

Age, ages (eɪdʒɪz)

Time, times (taɪmz)

Box, boxes (bɒksɪz)

Dog, dogs (dɒgz)

Cat, cats (kæts)

3) The third meeting

Material: Words stress and verbs American pronunciation.

1 I' am leaving soon.

Leave

Leaving

2 She's taking the bus

Taking

3 We're running late

Run

Running

4 I passed the test

Pass

Passed

4) The fourth meeting

Material: Vocabulary- words for fruit American pronunciation.

1 Watermelon = (wɔdər mɛlən) or (wɔd ər mɛl ən)

2 Apple = (æp əl)

3 Banana = (bə' næn ə)

4 Berry = (bəri)

5 Blackberry = (blæk beəri)

6 Strawberry = (stro beəri)

7 Blueberry = (blu beəri)

8 Raspberry = (ræz beəri)

9 Pear = (pɛər)

10 Cantaloupe = (kæn tə loʊp)

11 Cherry = (tʃeri)

12 Grapes = (greips)

13 Red grapes = (rɛd greips)

14 Green grapes = (grin greips)

15 Concord grapes = (kən kɔrd greips) (kən kɔrd greips)

16 Orange = (ɔrɪndʒ)

17 Kiwi = (ki wi)

18 Lemon = (lɛm ən), lime (laim)

19 Mango = (mæŋ gou)

20 Peach = (pi:tʃ) , pineapple (paɪ Næp əl)

3 Post test

After the topic to be taught that day has been provided a post-test is given by the researcher to see if the students have mastered the content that was just delivered that day. The goal of this post-test is to determine what skills have been acquired after the lesson has been provided.

The researchers' final step following the treatment was to examine the final results of the findings obtained after teaching.

F. Instrument of the research

One of the most crucial aspects of research is the data collection tool. This instrument is a device or method that assists researchers in obtaining prior data. To

address the following research questions, the following instrument was used: test pre-test and post-test.

- 1 Pre-test and post-test are instruments used in the research. The test used is pronunciation test consisting of 30 items. 20 items for words and 10 items for sentences to determine the ability of students' progress and the results of teaching and learning activities.

G. The technique of Analysis Data

The percentage technique was used to assess the data acquired in each cycle descriptively. The following measures were taken to examine it:

- 1 Pronunciation test result: Students' score of pronunciation ability test was counted using the formula

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

- 2 There are several assessments used in pronunciation:²³

Table 3.2 Pronunciation Assessment Rubric

No	Aspect	Standard	Score 1-4
1	Pengucapan (pronunciation)	Almost perfect	4
		There were some mistakes, but they didn't disturbing meaning.	3
		There were some mistakes and disturbing meanings.	2
		A lot of mistakes and disturbing Almost all wrong and disturbing	1

²³ Zetly Limbu, "RPP Bahasa Inggris" SMAN 4 Palopo: 2022

		meanings.	meaning.	
		Too many errors and disturbing meanings.		
		Almost perfect		4
		There were some mistakes but they didn't. Disturbing meaning.		3
		There were some mistakes and disturbing meanings.		2
2	Intonasi (<i>intonation</i>)	A lot of mistakes and disturbing meanings.	Almost all wrong and disturbing meaning.	1
		Too many errors and disturbing meanings.		
		Very fluently		4
		fluent		3
3	Kelancaran (<i>fluency</i>)	Quite fluently		2
		Less fluently		1
		Not fluently	Not very fluent.	
		Very precise		4
		Precise		3
4	Ketepatan Makna (<i>accuracy</i>)	Quite precisely		2
		Less precise		1
		Not precisely	Not very precise.	

H. Validity and Reliability of the Instrument

1 Validity

To find out whether an instrument is valid or not, it needs to be tested through validity testing techniques. Valid means that the instrument can be used. (Sugiyono, 2010: 1730). In this research, the researcher used construct validity testing techniques, to obtain validity. The instrument was also tested on respondents. After being tested, the data was tabulated using the SPSS 20 program. ²⁴Then, item analysis was tested. To determine the empirical validity of product-moment correlation technique, namely:

Then calculated by t- test with the formula:
$$t_{\text{Count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = Score t_{Count}

r = Correlation coefficient of t_{Count}

n = Total respondent

Distribution (table t) for $\alpha = 0,05$ and degrees of freedom (dk = n-2)

Decision rule: if $t_{\text{Count}} > t_{\text{table}}$ means valid otherwise.

If $t_{\text{Count}} < t_{\text{table}}$ means invalid.²⁵

²⁴ Resti Handayan, Penggunaan metode audio lingual terhadap keterampilan berbicara siswa dalam pembelajaran bahasa inggris: (2013).

²⁵ According to (Riduwan, 2009:98)

2 Reliability

To know the reliability of all tests used the formula:

$$r_{11} = \frac{2 r_b}{1 + r_b}$$

Where:

r_{11} = internal reliability coefficient of all items.

r_b = product-moment correlation between hemispheres (odd-even) or (beginning – end).

The reliability test was carried out using the Spearman brown formula where the r_{table} used was 0,553 with a significant level of 0,05 and degrees of freedom. (DK = n-2). As for making a decision: namely by comparing $r_{11} > r_{table}$. The criteria: if $r_{11} > r_{table}$ then the instrument is reliable, otherwise if $r_{11} < r_{table}$ then the instrument is not reliable.²⁶

²⁶ According to (Riduwan, 2009: 102)

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The pre-test and post-test percentage rate of students' scores as the overall mean and standard deviation of the students' pre- and post-test data. The pre-test was given before the treatment, and the post-test was given afterward.

1 Analysis of students' scores in the pre-test and post-test

a. Pre-test

The researcher provides the students' pre-test ability scores, as well as the mean and standard deviation. Data will be presented in a table, and the final result will be calculated using SPSS 20. The attached table was put together in the following manner.

Table 4.1
Mean Score of Pronunciation Ability in the Pre-Test

No	Respondents	Four Aspects of Pronunciation Assessment				Score of test
		Pronunciation (Pengucapan)	Intonation (Intonasi)	Fluency (Kelancaran)	Accuracy (Ketepatan Makna)	
1	RD 01	4	3	4	3	14
2	RD 02	4	4	4	3	15
3	RD 03	2	2	2	2	8
4	RD 04	3	2	2	4	11
5	RD 05	4	3	2	2	11

6	RD 06	4	2	2	2	10
7	RD 07	4	2	4	3	13
8	RD 08	4	2	3	2	11
9	RD 09	4	2	2	3	11
10	RD 10	4	3	4	3	14
11	RD 11	3	2	2	2	9
12	RD 12	3	2	2	2	9
13	RD 13	4	4	2	3	13
14	RD 14	2	2	2	2	8
15	RD 15	2	2	2	2	8
16	RD 16	2	3	2	2	9
17	RD 17	2	3	4	2	11
18	RD 18	3	2	2	2	9
	TOTAL	58	45	47	44	198
		MEAN SCORE				

The table shows the students' pronunciation ability scores. Pronunciation ability has four aspects consisting of (pronunciation), (intonation), (Fluency), and (Accuracy). In this section the analyst introduces and manages the students' average scores, as shown in the following table:

1 Pronunciation

To find out the average student pronunciation score in the pre-test, the researcher calculated it using SPSS 20. The results can be presented in the following statistical descriptive table:

Table 4.2
Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	18	2,00	4,00	3,2222	,87820
Valid N (listwise)	18				

Based on the table above, shows that the students' highest score is 4.00 and the lowest score is 2.00. Meanwhile, the average score of students' pronunciation on the pre-test was 3.2222 and the standard deviation was 87820. To find out the percentage score of students' pronunciation can be seen in the following table:

Table 4.3
Percentage Score of the Students pronunciation in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Almost perfect	4	9	50%
2	There were some mistakes, but they didn't disturbing Meaning	3	4	22%
3	There where some mistakes and disturbing meanings.	2	5	28%

4	A lot of mistakes and disturbing meanings.	Almost all wrong and disturbing meaning.	1	-	-
5	Too many errors and disturbing meanings.				
Total				18	100%

Table 4.3 shows that the scores in students' pronunciation are (5 students got category there where some mistakes and disturbing meanings 28%) and (4 students got category there were some mistakes, but they didn't disturbing Meaning 22%), 9 students got almost perfect category 50%).

2 Intonation

To find out the average score of students' intonation in the pre-test, the researcher calculated it using SPSS 20. The results can be seen in the descriptive statistics table as follows:

Table 4.4
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Intonation	18	2,00	4,00	2,5000	,70711
Valid N (listwise)	18				

Table 4.4 shows that the student's lowest intonation score is 2.00 and the highest score is 4.00. In addition, it shows that the average students score is 2.5000

and the standard deviation is 70711. To find out the percentage score of student intonation can be seen in the following table:

Table 4.5
Percentage Score of the Intonation in the pre-test

No	Classification	Score	Frequency	Percentage
1	Almost perfect	4	2	11%
2	There were some mistakes, but they didn't disturbing Meaning	3	5	28%
3	There where some mistakes and disturbing meanings.	2	11	61%
4	A lot of mistakes and disturbing meanings.	1	-	-
5	Too many errors and disturbing meanings.			
Total			18	100%

Table 4.5 shows that students' intonation scores are (11 students got category there where some mistakes and disturbing meanings 61%) and (5 students got category there were some mistakes, but they didn't disturbing Meaning 28%), 2 students got almost perfect category 11%).

3 Fluency

To find out the average score of students' fluency in the pre-test, the researcher calculates it using SPSS 20. The results can be seen in the descriptive statistics table as follows:

Table 4.6
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	18	2,00	4,00	2,6111	,91644
Valid N (listwise)	18				

Table 4.6 shows that the student's highest fluency score is 4.00 and the lowest is 2.00. While the average student score is 2.6111 and the standard deviation is 91644. To find out the student's fluency percentage score can be seen in the following table:

Table 4.7
Percentage Score of the Fluency in the pre-test

No	Classification	Score	frequency	Percentage
1	Very fluently	4	5	28%
2	Fluent	3	1	6%
3	Quite fluently	2	12	66%

4	Less fluently				
5	Not fluently	Not very fluent	1	-	-
Total				18	100%

Table 4.7 shows that students' fluency scores are 12 students got the quite fluently category (66%), 1 student got fluent category (6%), and 5 students got very fluently category (28%).

4 Accuracy

As shown in the descriptive statistics table the average score of students' accuracy in the pre-test was calculated using SPSS 20 by the researcher the following:

Table 4.8
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	18	2,00	4,00	2,4444	,61570
Valid N (listwise)	18				

As shown in the table 4.8 the student's maximum accuracy is 4.00, while the lowest is 2.00, the standard deviation is 61570, and the average student score is 2.4444. The following table can be used to determine the student's accuracy percentage score:

Table 4.9
Percentage Score of the Accuracy in the pre-test

No	Classification	Score	frequency	Percentage
1	Very precise	4	1	6%
2	Precise	3	6	33%
3	Quite precisely	2	11	61%
4	Less precise	1	-	-
5	Not precisely			
Total			18	100%

Table 4.9 shows that students' Accuracy scores 11 students got the quite precisely category (61%), 6 students got precise category (33%), and 1 student got very precise category (6%).

b. Post-Test

The students' pronunciation ability scores on the post-test can be observed based on the test results. The following table displays the data:

Table 5.0
Mean Score of Pronunciation Ability in the Post-Test

No	Respondents	Four Aspects of Pronunciation Assessment				Score of test
		Pronunciation (Pengucapan)	Intonation (Intonasi)	Fluency (Kelancaran)	Accuracy (Ketepatan Makna)	
1	RD 01	4	4	4	4	16
2	RD 02	4	3	3	3	13
3	RD 03	4	2	2	2	10
4	RD 04	4	4	2	3	13
5	RD 05	4	4	4	3	15
6	RD 06	2	2	2	2	8
7	RD 07	3	4	2	3	12
8	RD 08	2	3	2	3	10
9	RD 09	4	4	4	4	16
10	RD 10	4	4	4	4	16
11	RD 11	4	4	3	3	14
12	RD 12	4	4	2	3	13
13	RD 13	4	4	4	3	15
14	RD 14	4	4	4	3	15
15	RD 15	4	3	2	2	11

16	RD 16	4	4	3	3	14
17	RD 17	4	3	3	3	13
18	RD 18	4	3	2	3	12
	TOTAL	67	63	52	54	236

MEAN SCORE

The table shows the students' pronunciation ability scores who have been given treatment through learning videos presented through the frequency and percentage distribution table as follows:

1 Pronunciation

To find out the average student pronunciation score in the post-test. It was analyzed using SPSS 20 by the researcher. The following statistical descriptive table shows the results:

**Table 5.1
Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	18	2,00	4,00	3,7222	,66911
Valid N (listwise)	18				

In the table above, the students who improved the most had a score of 4.00, while the students who improved the least had a score of 2.00. The average post-test score for students' pronunciation is 3.7222, with a standard deviation of 66911. The following table shows the student's pronunciation percentage score:

Table 5.2
Percentage Score of the Pronunciation in Post-Test

No	Classification	Score	frequency	Percentage
1	Almost perfect	4	15	83%
2	There were some mistakes, but they didn't disturbing Meaning	3	1	6%
3	There where some mistakes and disturbing meanings.	2	2	11%
4	A lot of mistakes and disturbing meanings.	1	-	-
5	Too many errors and disturbing meanings.			
Total				100%

Table 5.2 shows that the scores in students' pronunciation are (15 students got the Almost perfect category 83%), (1 student got category a there were some mistakes and disturbing meanings 6%), (2 students got category there were some mistakes and disturbing meaning 11%) .

2 Intonation

To find out the average score of students' intonation in the post-test was calculated using SPSS 20. The results, as indicated in the descriptive statistics table, are as follows:

Table 5.3
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Intonation	18	2,00	4,00	3,5000	,70711
Valid N (listwise)	18				

Table 4.4 shows that the student's lowest intonation score is 2.00, while their highest is 4.00. Furthermore, it reveals that the average student score is 3.5000, with a standard deviation of 70711. The following table can be used to get the percentage score of student intonation:

Table 5.4
Percentage Score of the Intonation in Post-Test

No	Classification	Score	frequency	Percentage
1	Almost perfect	4	11	61%
2	There were some mistakes, but they didn't disturbing Meaning	3	5	28%
3	There where some mistakes and disturbing meanings.	2	2	11%
4	A lot of mistakes and disturbing meanings.	1	-	
5	Too many errors and disturbing meanings.	Almost all wrong and disturbing meaning.		

Total				18	100%
-------	--	--	--	----	------

Table 5.2 shows that the scores in students' intonation are (11 students got the Almost perfect category 61%), (5 students got category a there were some mistakes and disturbing meanings 28%), (2 students got category there were some mistakes and disturbing meaning 11%) .

3 Fluency

To find out the average score of students' fluency in the post-test, the researcher calculates it using SPSS 20. The results can be seen in the descriptive statistics table as follows:

**Table 5.5
Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	18	2,00	4,00	2,8889	,90025
Valid N (listwise)	18				

Table 5.5 shows that the student's highest fluency score is 4.00 and the lowest is 2.00. While the average student score is 2.8889 and the standard deviation is 90025. To find out the student's fluency percentage score can be seen in the follow:

Table 5.6
Percentage Score of the Fluency in Post-Test

No	Classification	Score	frequency	Percent age
1	Very fluently	4	6	33%
2	Fluent	3	4	22%
3	Quite fluently	2	8	45%
4	Less fluently	1	-	
5	Not fluently			
Total			18	100%

Table 5.6 shows that the scores in students' fluency are 6 students got the very fluently (33%), 4 students got a fluent category (22%), 8 students got quite fluently category (45%).

4 Accuracy

To find out the average score of students' accuracy in the post-test, the researcher calculated it using SPSS 20. The results can be seen in the descriptive statistics table as follows:

Table 5.7
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	18	2,00	4,00	3,7222	,66911
Valid N (listwise)	18				

Table 5.7 shows that the student's highest accuracy score is 4.00 and the lowest is 2.00. While the average student score is 3.7222 and the standard deviation is 66911. To find out the student's accuracy percentage score can be seen in the following table:

Table 5.8
Percentage Score of the Accuracy in Post-Test

No	Classification	Score	frequency	Percentage
1	Very precise	4	3	17%
2	Precise	3	12	66%
3	Quite precisely	2	3	17%
4	Less precise		0	0%
5	Not precisely	1		
Total			18	100%

Table 5.8 shows that the scores in students' accuracy are 3 students got the very precise category (17%), 12 students got a precise category (66%), 3 students got quite precisely category (17%).

Besides the researcher presents the total mean score and standard deviation on the pre-test and post-test. The results are presented in a descriptive statistical table as follows:

Table 5.9
The Mean Score and Standard Deviation of Pre-Test and Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	8,00	15,00	10,7778	2,23753
PostTest	18	8,00	16,00	13,1111	2,29805
Valid N (listwise)	18				

To see if the pre-test and post-test results are significantly different. The researcher employed a t-test (test of significance) and SPSS 20 to identify whether or not this research hypothesis is acceptable. To visualize the data, we can utilize paired sample statistics, paired sample correlation, and paired sample test. It was laid out as follows:

Table 6.0
The Paired Sample Statistic of Pre-Test and Post Test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	10,7778	18	2,23753	,52739
	PostTest	13,1111	18	2,29805	,54166

Table 6.1
The Paired Sample Correlation of Pre-Test and Post Test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PreTest & PostTest	18	,371	,129

Table 6.2
The Paired Sample Test of Pre-Test and Post Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-2,33333	2,54374	,59956	-3,59830	-1,06836	-3,892	17	,001

In test table 6.2 researcher got the data t-test is 3,892 and the DF (degree of freedom) is 17. According to Gozali 2016, hypothesis testing can be said to be significant when the t-test score is greater than 1,196. Meanwhile, if the score of the t-test is less than 1.196 then it is considered insignificant. Decision-making is done by looking at the significance score in the table. The basis of regression testing was carried out with a confidence level of 95% with a significant standard of 5% (0.05)²⁷.

The hypothesis in this research is as follows:

1. (H^0) = There is no significant development of students' pronunciation ability after using video learning American pronunciation in improving the pronunciation ability of the eleventh grade of SMKN 5 Luwu.
2. (H^1) = There is a significant development of students' pronunciation ability after using video learning American pronunciation in improving the pronunciation ability of the eleventh grade of SMKN 5 Luwu.

After analyzing the students' pronunciation ability, there is a substantial difference between the pre-test and post-test in improving students' pronunciation ability. Based on statistical analysis, it is known that 0,05 independence and significance level (df) + N-2, where (N) = 18 and (df) = 17 (0,00 0,05) and count (t_0) with a score (3,892) higher than table (t_t) with a score of (1,196) with degrees of freedom (df) = 17, and a significance level of 0,05 which indicates that the null hypothesis (H^0) is rejected. Alternative (H^1) is accepted, indicating that there is a significant difference between the results of the pre-test and post-test.

²⁷ Binus, "Accounting" University Faculty of economics and communication,(2021).

$$1,196 < 3,892$$

Related to the results of the T-test in the table above, it shows that the score is (t_t) 1,196 was lower than the score count (t_0) 3,892. This shows that it is significant of students' pronunciation ability after using video learning American pronunciation the media video learning is effective to improve the students' pronunciation ability of eleventh grade SMKN 5 Luwu.

B. Discussion

Teaching pronunciation is very important where many sounds and words in English are difficult to pronounce correctly, to improve the pronunciation ability of eleventh grade SMKN 5 Luwu is to practice pronouncing the sound or intonation of words correctly. In this case, the researcher chose the right media to improve students' pronunciation ability and make the atmosphere more interesting to motivate students to learn, one of which is by using video learning American pronunciation.

The standard deviation of the students' pre-test score is 10.77, and the standard deviation of the post-test score is 13,11, according to the statistics on their pronunciation ability. The pre-test has a standard deviation of 2,237, whereas the post-test has a standard deviation of 2,298. This suggests that students' ability to pronounce words will improve as a result of using video learning.

After giving the pre-test, the researcher gave treatment for four meetings. Students are expected to understand and watch American pronunciation learning

videos with goodwill in the learning process, the researcher first explained the method or media used to the students about the American pronunciation. All of these activities are implemented through media video learning, the researcher asked the student's readiness to learn. After that, the researcher explained the learning objectives, the researcher prepared material about the pronunciation of the American language through media video learning. The researcher asked students to ask questions and practice pronunciation ability based on the material that had been given. The results of the data analysis above show the use of video learning American pronunciation ability. This means that after being given treatment through media video learning students increased where the highest score obtained was 16.00 and the low score was 15.00. This shows that the use of video learning has a positive effect on English teachers, to teach students, especially in improving students' pronunciation ability.

Based on the results above, the researcher found that the use of video learning American pronunciation to improve students' pronunciation ability was effective. The students' pre-test scores had a standard deviation of 11.80 the score standard deviation post-test of 13.11 and the post-test standard deviation before the pre-test was 2,149 and the post-test standard deviation was 2,298. This means that using video learning American pronunciation will increase. This is in line with Firdaus Ditya's research which states that the application of video can improve students' pronunciation the application of video in the learning process has a positive or

beneficial effect on students speaking skills, especially in pronunciation.²⁸ According to Burston (2005, p. 90) statement said that video voiceover can provide rich so²⁹source of activity in all language skill areas: listening, reading, writing, and speaking. Requena (2016) explains that repetition voiceover activity elements give increased fluency and also have an impact on pronunciation.Can improve student behavior in teaching and learning process students more enthusiastic and interested teaching and learning process. They do tasks seriously when they train with adapt their voices to the actors in videos.³⁰

The findings of this research are that the use of video learning American pronunciation is effective in improving students' pronunciation ability this is relevant to the statement of several previous research which found the same results. The previous research is by:

Tri Budiarti (2015) Improving Pronunciation of English Vocabulary using Video Media in Class VII Mts Mamba'ul Ulum, Kecamatan Astambul Kabupaten Banjar. The results of this research indicate that learning activities using video media are declared effective and can improve students' abilities and show maximum learning outcomes.

Unswagati (2019) Improving Students Pronunciation Using Video Dubbing a Classroom Action Research for tenth Grade and Eleventh Grade of Vocational High

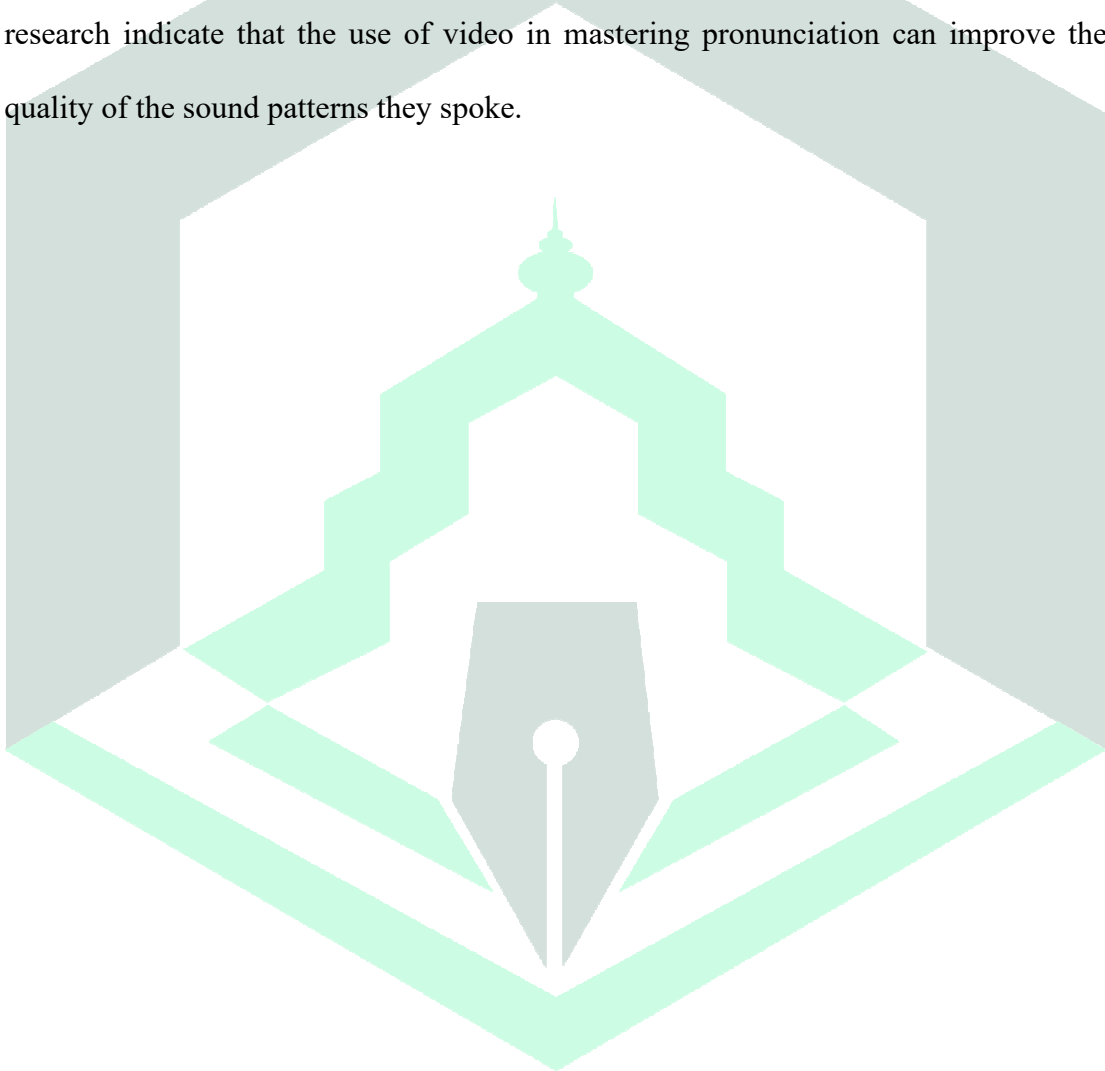
²⁸ Academic journal PERSPECTIVE, Language Education and Literature: Vol 7 (1 May 2019), Hal 11-17

²⁹ Burston, (2005, p. 90)

³⁰ Academic Journal PERSPECTIVE, Language Education and Literature: Vol 7 (1 May 2019), Hal 16.

School. The results of this research indicate that the application of video dubbing can improve students' pronunciation in the learning process video dubbing has a beneficial effect on students' speaking ability especially in pronunciation.

Al Malikul Ikhwanda Putra Afrizal,(2018) Using Video to Improve Pronunciation of the Second Years Students of FKI Pekanbaru. The results of this research indicate that the use of video in mastering pronunciation can improve the quality of the sound patterns they spoke.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based the finding and discussion from chapter above, the use of video learning American pronunciation to improve students' pronunciation ability, students more enthusiastic and motivated to learn English and have a very positive effect on improving the pronunciation of eleventh-grade students of SMKN 5 Luwu. The results of this report can show the relationship between the mean pre-test score of 10.77. The average post-test score of students was 13.11. So the H_0 hypothesis was not accepted and the H_1 hypothesis was automatically accepted. Therefore, it can be concluded that the use of video learning American pronunciation is effective in improve students pronunciation ability of the eleventh-grade SMK Negeri 5 Luwu.

B. Suggestions

Based the result of the research, I'd like to make the following suggestions:

- 1 Teachers can apply the use of video learning in English especially pronunciation ability a teacher must control the class so that it is not boring.
- 2 It is recommended for students to increase learning motivation in mastering English, especially pronunciation ability.
- 3 Future researchers are expected to research to find other significant forms of other English languages. Like vocabulary especially pronunciation ability.

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APPENDIX
RESEARCH INSTRUMENT
Pre-Test

Name:

Class:

A.	Try to pronounce the words below correctly!						
1.	When	6.	No	11.	Even	16.	Those
2.	Make	7.	Just	12.	Her	17.	Only
3.	Can	8.	Him	13.	Very	18.	Well
4.	Like	9.	Know	14.	One	19.	Many
5.	Time	10.	Take	15.	Tell	20.	Give

B.	Try to pronounce the sentence below correctly!
1.	I am here because of Alex.
2.	I will take umbrella for you.
3.	Please look at this picture.
4.	I make a birthday cake for you.
5.	I like watching tv.
6.	Can we go together.
7.	I will give you a smile.
8.	Can you find my money that loose.
9.	I see a man stand beside you.
10.	I have a new handphone from my father.

APPENDIX
RESEARCH INSTRUMENT
Post-Test

Name :

Class :

A.	Try to pronounce the words below correctly!						
1.	Their	6.	This	11.	Hair	16.	Bad
2.	Go	7.	Say	12.	Cup	17.	Five
3.	From	8.	With	13.	About	18.	Cat
4.	But	9.	Have	14.	How	19.	Say
5.	They	10.	The	15.	Got	20.	See

B.	Try to pronounce the sentence below correctly!
1.	I would like you to listen me now.
2.	Who is the writer of this novel.
3.	I watch football alone in the television.
4.	I see many people in the market.
5.	You are look handsome.
6.	I want to take a bath.
7.	I have two brother and one sister.
8.	Have a nice day.
9.	I make fried rice every day.
10.	I am very happy today.

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SCHOOL	SMKN 5 LUWU
CLASS/LEVEL	XI AKUNTANSI
TOPIC	ENGLISH PRONUNCIATION
OBJECTIVES	This research aims to whether or not the use of video learning American pronunciation is effective in learning English pronunciation skills at SMK Negeri 5 Luwu
MATERIALS	Words American pronunciation
TIME	1 X 50 Menit
<p>KOMPETENSI INTI</p> <p>KI 1 : menghayati dan mengamalkan agama yang dianutnya</p> <p>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab , peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p>	<p>KOMPETENSI DASAR DAN INDIKATOR</p> <p>3.4 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>4.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>5.5 Menganalisis fungsi sosial, struktur bahasa dalam “American pronunciation of words, dan unsure kebahasaan pada kemampuan pronunciation siswa dengan konteks apa yang telah disampaikan.</p> <p>3.5.1 Mengidentifikasi fungsi sosial pada pronunciation skills dan unsure kebahasaan pada kemampuan</p>

<p>KI.3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p> <p>KI 4 : Mengeloh, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>pengucapan siswa tentang pengucapan American pronunciation of words sesuai konteks dengan apa yang telah disampaikan</p> <p>3.5.2 Menangkap makna pronunciation skill dan American pronunciation of words</p> <p>3.5.3 Mendeskripsikan makna dalam kata kata pengucapan Amerika yang disajikan dan menjelaskannya secara lisan sesuai unsure kebahasaan pada pronunciation skills.</p> <p>3.5.4 Menyunting kemampuan pronunciation skill siswa dalam mengucapkan suatu kata American pronunciation dengan memperhatikan fungsi sosial, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>3.5.5 Mendeskripsikan pronunciation skills, American pronunciation of words dengan memperhatikan fungsi sosial dan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p> <p>4.5.1 menyusun kemampuan pronunciation skills siswa dalam mengucapkan kata-kata dan unsure kebahasaan pada pronunciation skill siswa dengan struktur bahasa, dan unsure kebahasaan, secara benar dan secara konteks</p> <p>4.5.2 Melakukan aksen atau praktek kata katapengucapan yang sederhana pada siswa dengan memperhatikan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p>
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MATERI PEMBELAJARAN

Words American pronunciation:

- 1) When (/wɛn/), /(/^hwɛn/)
- 2) Make (/meɪk/)
- 3) Can (/kæn/), / (kən/)
- 4) Like (/laɪk/)
- 5) Time (/taɪm/)
- 6) No (/noʊ/)
- 7) Just (/dʒʌst/)
- 8) Him (/hɪm/)
- 9) Know (noʊ)
- 10) Take (/teɪk/)

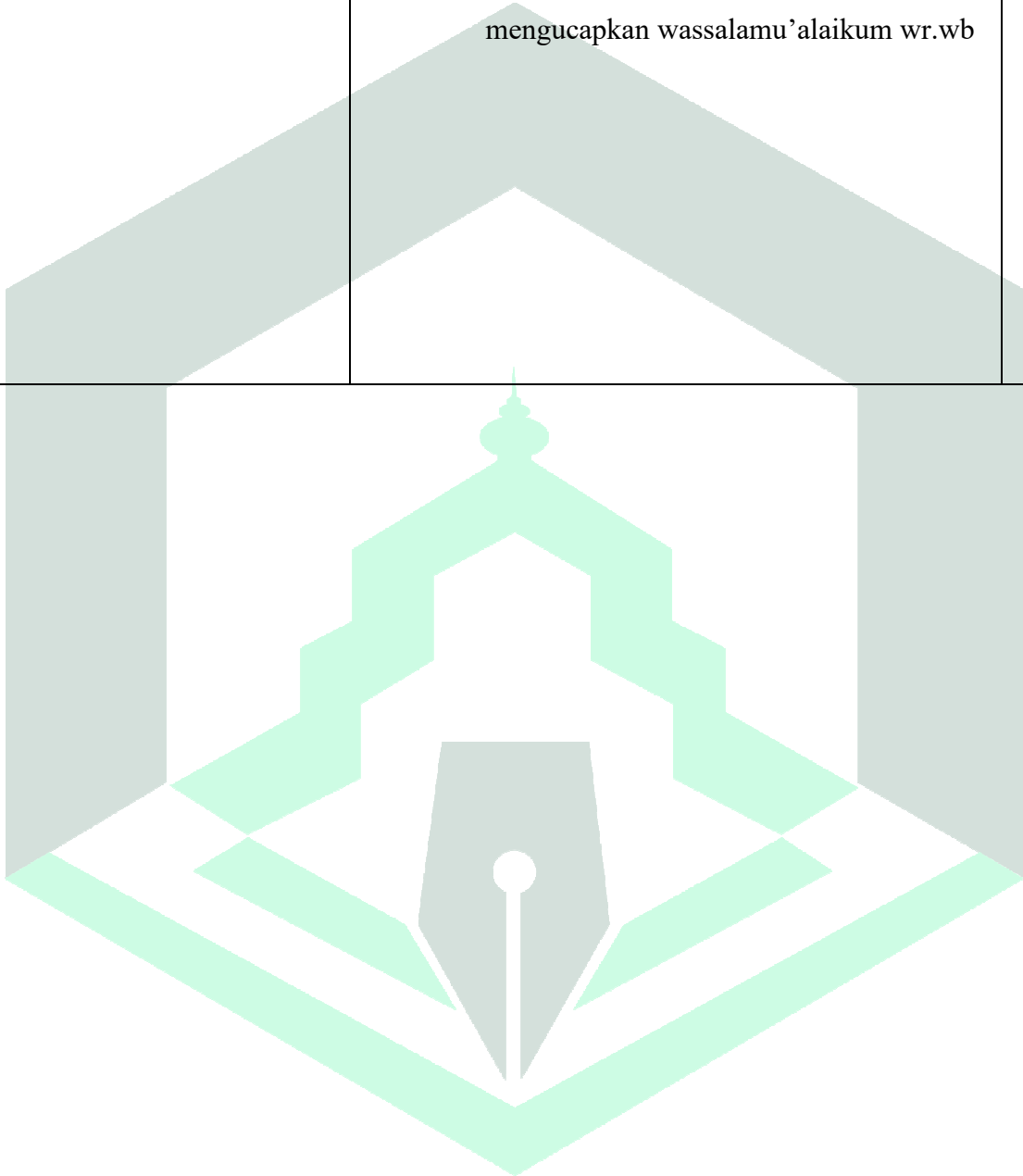
METODE PEMBELAJARAN

- Video learning / audio visual

<p>Langkah-langkah pembelajaran</p>	<p>kegiatan</p>	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki kelas dan mengecek kehadiran siswa. ▪ Dengan bimbingan peneliti, siswa mengungkapkan pengalaman belajar pengucapan kata melalui video pengucapan amerika 	<p>(15 menit)</p>
<p>Kegiatan inti</p>	<p>Inti</p>	<ol style="list-style-type: none"> 1 Mengamati <ul style="list-style-type: none"> ▪ Dengan bimbingan peneliti, siswa menyaksikan dan mendengarkan video pengucapan amerika yang telah diberikan 2 Menanya <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan peneliti, 	<p>(45 menit)</p>

	<p>siswa mempertanyakan kata-kata yang sulit</p> <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan tentang makna dan fungsi sosial dalam kata-kata pengucapan amerika <p>3 Mengumpulkan data atau informasi</p> <ul style="list-style-type: none"> ▪ Siswa menyaksikan kembali video pengucapan amerika ▪ Siswa menemukan informasi rinci dan informasi tertentu dalam video pengucapan amerika <p>4 Mengasosiasi/ menganalisis data atau informasi</p> <ul style="list-style-type: none"> ▪ Siswa menuliskan aspek kata-kata pengucapan yang benar dalam video penucapan amerika. <p>5 Mengomunikasikan</p> <p>Siswa maju memberikan pendapat/mempraktekkan dan siswa lain mengamati dan mendengarkan</p> <p>Penutup</p> <p>peneliti dan peserta didik secara bersama-sama membuat ringkasan bahan yang dipelajari pada pertemuan ini</p> <ul style="list-style-type: none"> ▪ peneliti memberikan tugas kepada siswa untuk mencari contoh pengucapan kata-kata amerika 	<p>(10 menit)</p>
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| | <ul style="list-style-type: none">▪ peneliti menjelaskan rencana kegiatan pembelajaran yang akan datang.▪ Peneliti menutup kelas dengan mengucapkan wassalamu'alaikum wr.wb | |
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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SCHOOL	SMKN 5 LUWU
CLASS/LEVEL	XI AKUNTANSI
TOPIC	ENGLISH PRONUNCIATION
OBJECTIVES	This research aims to whether or not the use of video learning American pronunciation is effective in learning English pronunciation skills at SMK Negeri 5 Luwu
MATERIALS	Plural nouns American pronunciation
TIME	1 X 50 Menit
<p>KOMPETENSI INTI</p> <p>KI 1 : menghayati dan mengamalkan agama yang dianutnya</p> <p>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab , peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p>	<p>KOMPETENSI DASAR DAN INDIKATOR</p> <p>3.4 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>4.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>5.5 Menganalisis fungsi sosial, struktur bahasa dalam “American pronunciation of words, dan unsure kebahasaan pada kemampuan pronunciation siswa dengan konteks apa yang telah disampaikan.</p> <p>3.5.1 Mengidentifikasi fungsi sosial pada pronunciation skills dan unsure kebahasaan pada kemampuan</p>

<p>KI.3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p> <p>KI 4 : Mengeloh, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>pengucapan siswa tentang pengucapan American pronunciation of words sesuai konteks dengan apa yang telah disampaikan</p> <p>3.5.2 Menangkap makna pronunciation skill dan American pronunciation of words</p> <p>3.5.3 Mendeskripsikan makna dalam kata kata pengucapan Amerika yang disajikan dan menjelaskannya secara lisan sesuai unsure kebahasaan pada pronunciation skills.</p> <p>3.5.4 Menyunting kemampuan pronunciation skill siswa dalam mengucapkan suatu kata American pronunciation dengan memperhatikan fungsi sosial, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>3.5.5 Mendeskripsikan pronunciation skills, American pronunciation of words dengan memperhatikan fungsi sosial dan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p> <p>4.5.1 menyusun kemampuan pronunciation skills siswa dalam mengucapkan kata-kata dan unsure kebahasaan pada pronunciation skill siswa dengan struktur bahasa, dan unsure kebahasaan, secara benar dan secara konteks</p> <p>4.5.2 Melakukan aksen atau praktek kata katapengucapan yang sederhana pada siswa dengan memperhatikan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p>
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MATERI PEMBELAJARAN

Plural nouns American pronunciation:

Sound in pronounce

1 Voiced :

'S' =(z)

Beds = (bɛdz)

All vowels are voiced:

Trees = (tri:z)

Café = (kæ'feɪz)

Some consonants are voiced:

(b d g v m n ŋ l r ð)

Apples (æp əlz)

2 Unvoiced:

's' = (s)

Ship (ʃɪps)

Consonants: (p t k f θ)

3 special cases

-es = (ɪz)

Consonants: (s z ʃ ʒ ʒ ʒ dʒ)

Wishes (wɪʃɪz)

Age, ages (eɪdʒɪz)

Time, times (taɪmz)

Box, boxes (bɒksɪz)

Dog, dogs (dɒgz)

Cat, cats (kæts)

METODE PEMBELAJARAN

- Video learning / audio visual

<p>Langkah-langkah kegiatan pembelajaran</p>	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki kelas dan mengecek kehadiran siswa. ▪ Dengan bimbingan peneliti, siswa mengungkapkan pengalaman belajar pengucapan kata melalui video pengucapan amerika 	<p>(15 menit)</p>
<p>Kegiatan inti</p>	<p>Inti</p> <ol style="list-style-type: none"> 1 Mengamati <ul style="list-style-type: none"> ▪ Dengan bimbingan peneliti, siswa menyaksikan dan mendengarkan video pengucapan amerika yang telah diberikan 2 Menanya <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan kata-kata yang sulit ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan tentang makna dan fungsi sosial dalam kata-kata pengucapan amerika 3 Mengumpulkan data atau informasi <ul style="list-style-type: none"> ▪ Siswa menyaksikan kembali video pengucapan amerika ▪ Siswa menemukan informasi rinci dan informasi tertentu dalam video pengucapan amerika 	<p>(45 menit)</p>

	<p>4 Mengasosiasi/ menganalisis data atau informasi</p> <ul style="list-style-type: none"> ▪ Siswa menuliskan aspek kata-kata pengucapan yang benar dalam video penucapan amerika. <p>5 Mengomunikasikan</p> <p>Siswa maju memberikan pendapat/mempraktekkan dan siswa lain mengamati dan mendengarkan</p> <p>Penutup</p> <p>peneliti dan peserta didik secara bersama-sama membuat ringkasan bahan yang dipelajari pada pertemuan ini</p> <ul style="list-style-type: none"> ▪ peneliti menjelaskan rencana kegiatan pembelajaran yang akan datang. ▪ Peneliti menutup kelas dengan mengucapkan wassalamu'alaikum wr.wb 	<p>(10 menit)</p>
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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SCHOOL	SMKN 5 LUWU
CLASS/LEVEL	XI AKUNTANSI
TOPIC	ENGLISH PRONUNCIATION
OBJECTIVES	This research aims to whether or not the use of video learning American pronunciation is effective in learning English pronunciation skills at SMK Negeri 5 Luwu
MATERIALS	Words stress and verbs American pronunciation
TIME	1 X 50 Menit
<p>KOMPETENSI INTI</p> <p>KI 1 : menghayati dan mengamalkan agama yang dianutnya</p> <p>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab , peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p>	<p>KOMPETENSI DASAR DAN INDIKATOR</p> <p>3.4 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>4.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>5.5 Menganalisis fungsi sosial, struktur bahasa dalam “American pronunciation of words, dan unsure kebahasaan pada kemampuan pronunciation siswa dengan konteks apa yang telah disampaikan.</p> <p>3.5.1 Mengidentifikasi fungsi sosial pada pronunciation skills dan unsure kebahasaan pada kemampuan</p>

<p>KI.3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p> <p>KI 4 : Mengeloh, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>pengucapan siswa tentang pengucapan American pronunciation of words sesuai konteks dengan apa yang telah disampaikan</p> <p>3.5.2 Menangkap makna pronunciation skill dan American pronunciation of words</p> <p>3.5.3 Mendeskripsikan makna dalam kata kata pengucapan Amerika yang disajikan dan menjelaskannya secara lisan sesuai unsure kebahasaan pada pronunciation skills.</p> <p>3.5.4 Menyunting kemampuan pronunciation skill siswa dalam mengucapkan suatu kata American pronunciation dengan memperhatikan fungsi sosial, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>3.5.5 Mendeskripsikan pronunciation skills, American pronunciation of words dengan memperhatikan fungsi sosial dan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p> <p>4.5.1 menyusun kemampuan pronunciation skills siswa dalam mengucapkan kata-kata dan unsure kebahasaan pada pronunciation skill siswa dengan struktur bahasa, dan unsure kebahasaan, secara benar dan secara konteks</p> <p>4.5.2 Melakukan aksen atau praktek kata katapengucapan yang sederhana pada siswa dengan memperhatikan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p>
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MATERI PEMBELAJARAN

Words stress and verbs American pronunciation:

1 I' am leaving soon.

Leav

Leaving

2 She's taking the bus

taking

3 We're running late

Run

Running

4 I passed the test

Pass

passed

METODE PEMBELAJARAN

- Video learning / audio visual

<p>Langkah-langkah kegiatan pembelajaran</p>	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki kelas dan mengecek kehadiran siswa. ▪ Dengan bimbingan peneliti, siswa mengungkapkan pengalaman belajar pengucapan kata melalui video pengucapan amerika 	<p>(15 menit)</p>
<p>Kegiatan inti</p>	<p>Inti</p> <ol style="list-style-type: none"> 1 Mengamati <ul style="list-style-type: none"> ▪ Dengan bimbingan peneliti, siswa menyaksikan dan mendengarkan video pengucapan amerika yang telah diberikan 2 Menanya <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan kata-kata yang sulit ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan tentang makna dan fungsi sosial dalam kata-kata pengucapan amerika 3 Mengumpulkan data atau informasi <ul style="list-style-type: none"> ▪ Siswa menyaksikan kembali video pengucapan amerika ▪ Siswa menemukan informasi rinci dan informasi tertentu dalam video pengucapan amerika 	<p>(45 menit)</p>

	<p>4 Mengasosiasi/ menganalisis data atau informasi</p> <ul style="list-style-type: none"> ▪ Siswa menuliskan aspek kata-kata pengucapan yang benar dalam video peneucapan amerika. <p>5 Mengomunikasikan</p> <p>Siswa maju memberikan pendapat/mempraktekkan dan siswa lain mengamati dan mendengarkan</p> <p>Penutup</p> <p>peneliti dan peserta didik secara bersama-sama membuat ringkasan bahan yang dipelajari pada pertemuan ini</p> <ul style="list-style-type: none"> ▪ peneliti menjelaskan rencana kegiatan pembelajaran yang akan datang. ▪ Peneliti menutup kelas dengan mengucapkan wassalamu'alaikum wr.wb 	<p>(10 menit)</p>
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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SCHOOL	SMKN 5 LUWU
CLASS/LEVEL	XI AKUNTANSI
TOPIC	ENGLISH PRONUNCIATION
OBJECTIVES	This research aims to whether or not the use of video learning American pronunciation is effective in learning English pronunciation skills at SMK Negeri 5 Luwu
MATERIALS	Vocabulary-words for fruit in American pronunciation
TIME	1 X 50 Menit
<p>KOMPETENSI INTI</p> <p>KI 1 : menghayati dan mengamalkan agama yang dianutnya</p> <p>KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab , peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p>	<p>KOMPETENSI DASAR DAN INDIKATOR</p> <p>3.4 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>4.5 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>5.5 Menganalisis fungsi sosial, struktur bahasa dalam “American pronunciation of words, dan unsure kebahasaan pada kemampuan pronunciation siswa dengan konteks apa yang telah disampaikan.</p> <p>3.5.1 Mengidentifikasi fungsi sosial pada pronunciation skills dan unsure kebahasaan pada kemampuan</p>

<p>KI.3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p> <p>KI 4 : Mengeloh, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>pengucapan siswa tentang pengucapan American pronunciation of words sesuai konteks dengan apa yang telah disampaikan</p> <p>3.5.2 Menangkap makna pronunciation skill dan American pronunciation of words</p> <p>3.5.3 Mendeskripsikan makna dalam kata kata pengucapan Amerika yang disajikan dan menjelaskannya secara lisan sesuai unsure kebahasaan pada pronunciation skills.</p> <p>3.5.4 Menyunting kemampuan pronunciation skill siswa dalam mengucapkan suatu kata American pronunciation dengan memperhatikan fungsi sosial, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>3.5.5 Mendeskripsikan pronunciation skills, American pronunciation of words dengan memperhatikan fungsi sosial dan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p> <p>4.5.1 menyusun kemampuan pronunciation skills siswa dalam mengucapkan kata-kata dan unsure kebahasaan pada pronunciation skill siswa dengan struktur bahasa, dan unsure kebahasaan, secara benar dan secara konteks</p> <p>4.5.2 Melakukan aksen atau praktek kata katapengucapan yang sederhana pada siswa dengan memperhatikan struktur bahasa dan unsure kebahasaan yang benar sesuai konteks</p>
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MATERI PEMBELAJARAN

Vocabulary words for fruit in American pronunciation:

- 1 Watermelon = (wɒdər mɛlən) or (wəd ər mɛl ən)
- 2 Apple = (æp əl)
- 3 Banana = (bə' næn ə)
- 4 Berry = (bəri)
- 5 Blackberry = (blæk bɛəri)
- 6 Strawberry = (stro bɛəri)
- 7 Blueberry = (blu bɛəri)
- 8 Raspberry = (ræz bɛəri)
- 9 Pear = (pɛər)
- 10 Cantaloupe = (kæn tə loʊp)
- 11 Cherry = (tʃəri)
- 12 Grapes = (greɪps)
- 13 Red grapes = (rɛd greɪps)
- 14 Green grapes = (grɪn greɪps)
- 15 Concord grapes = (kən kɔrd greɪps) (kən kɔrd greɪps)
- 16 Orange = (ɔrɪndʒ)
- 17 Kiwi = (ki wi)
- 18 Lemon = (lɛm ən), lime (laim)
- 19 Mango = (mæŋ gou)
- 20 Peach = (pi:tʃ) , pineapple (paɪ Næp əl)

METODE PEMBELAJARAN

- Video learning / audio visual

<p>Langkah-langkah kegiatan pembelajaran</p>	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki kelas dan mengecek kehadiran siswa. ▪ Dengan bimbingan peneliti, siswa mengungkapkan pengalaman belajar pengucapan kata melalui video pengucapan amerika 	<p>(15 menit)</p>
<p>Kegiatan inti</p>	<p>Inti</p> <p>1 Mengamati</p> <ul style="list-style-type: none"> ▪ Dengan bimbingan peneliti, siswa menyaksikan dan mendengarkan video pengucapan amerika yang telah diberikan <p>Menanya</p> <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan kata-kata yang sulit ▪ Dengan bimbingan dan arahan peneliti, siswa mempertanyakan tentang makna dan fungsi sosial dalam kata-kata pengucapan amerika <p>3 Mengumpulkan data atau informasi</p> <ul style="list-style-type: none"> ▪ Siswa menyaksikan kembali video pengucapan amerika ▪ Siswa menemukan informasi rinci dan informasi tertentu dalam video pengucapan amerika 	<p>(45 menit)</p>

	<p>4 Mengasosiasi/ menganalisis data atau informasi</p> <ul style="list-style-type: none">▪ Siswa menuliskan aspek kata-kata pengucapan yang benar dalam video penucapan amerika. <p>5 Mengomunikasikan</p> <p>Siswa maju memberikan pendapat/mempraktekkan dan siswa lain mengamati dan mendengarkan</p> <p>Penutup</p> <p>peneliti dan peserta didik secara bersama-sama membuat ringkasan bahan yang dipelajari pada pertemuan ini</p> <ul style="list-style-type: none">▪ peneliti menjelaskan rencana kegiatan pembelajaran yang akan datang.▪ Peneliti menutup kelas dengan mengucapkan wassalamu'alaikum wr.wb	<p>(10 menit)</p>
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Video Learning American pronunciation

1. The first meeting.



2. The second meeting



3. The third meeting



4. The fourth meeting



Instrument Validation Sheet For Lecturers

INSTRUMENT VALIDATION SHEET

1998-2000

1. Judul Penelitian: *Uji Validasi Instrumen "Kemampuan Berpikir Kritis" di
 Lingkungan Pembelajaran Matematika di Kelas
 di SMP Negeri 1000*

2. Penulis: *Andi*

3. NPM: *1102150000*

4. Jenis: *Kuisioner/ Angket*

5. Tujuan:

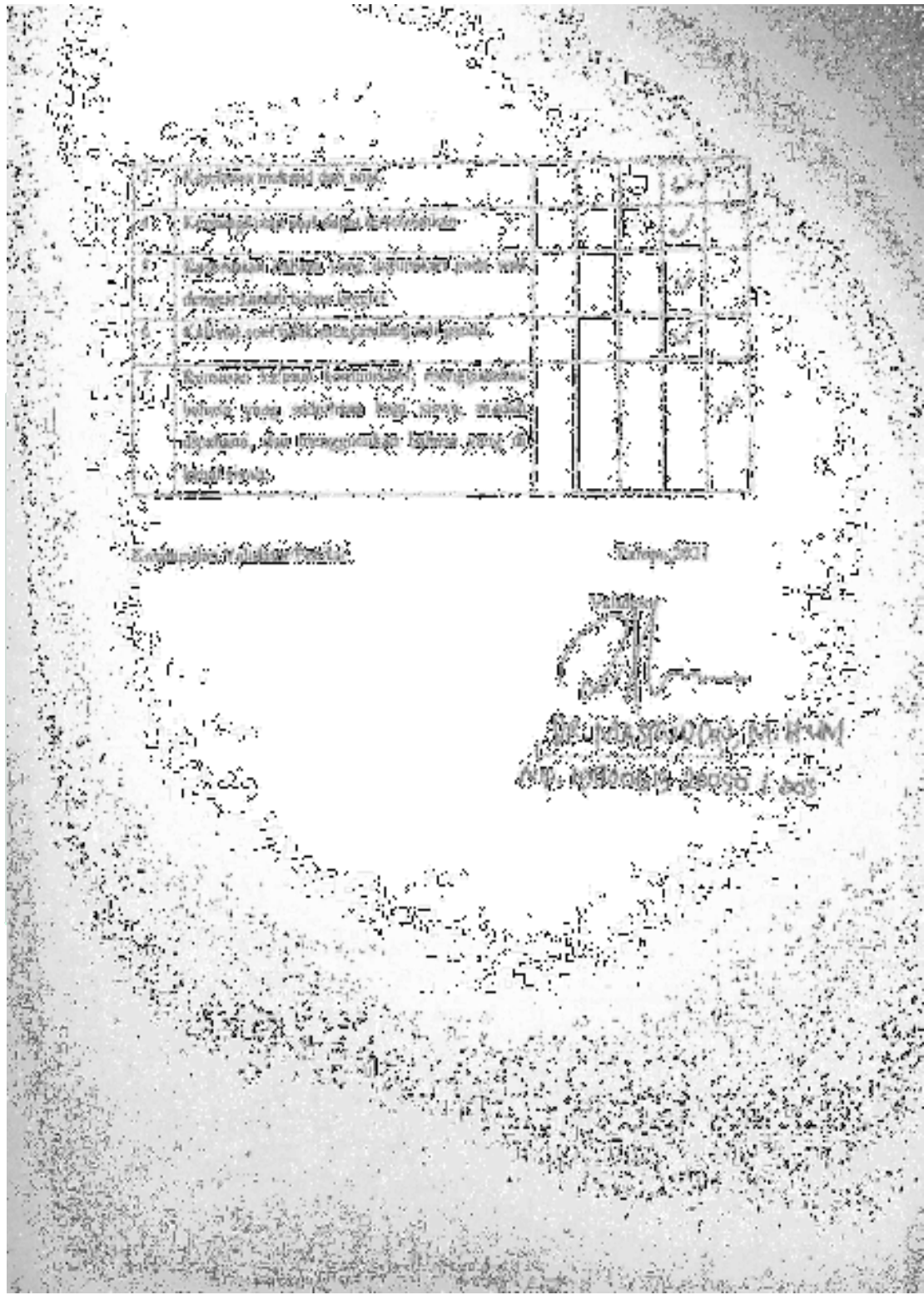
*Mengetahui kevalidan dan kepraktisan instrumen yang akan dipakai untuk mengukur
 berpikir kritis dan kemampuan verbal siswa pada kelas sebagai berikut:*

6. Jumlah: *40 Item*

7. Skala: *5 / Likert*

8. Cara Pengujian:

No. Item	K1	K2	K3	K4	K5
1. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
2. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
3. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
4. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
5. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
6. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
7. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
8. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
9. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					
10. Berpikir kritis adalah kemampuan yang digunakan untuk menganalisis informasi yang disajikan dan membuat keputusan berdasarkan informasi tersebut.					



LEARNING OBJECTIVES

Introduction

1. To understand the concept of 'Knowledge Management' and its importance in the organization.

2. To understand the concept of 'Information Management'.

3. To understand the concept of 'Data Management'.

4. To understand the concept of 'Knowledge Management'.

Objectives

1. To understand the concept of 'Knowledge Management' and its importance in the organization.

2. To understand the concept of 'Information Management'.

3. To understand the concept of 'Data Management'.

4. To understand the concept of 'Knowledge Management'.

No.	Aspect	Yes	No
1	Knowledge management is a process of creating, capturing, storing, and distributing knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Information management is a process of creating, capturing, storing, and distributing information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Data management is a process of creating, capturing, storing, and distributing data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1	Kepuasan dalam hal ini.						✓
2	Keberhasilan yang signifikan.						✓
3	Keberhasilan dalam hal ini yang signifikan yang telah tercapai.						✓
4	Keterampilan yang telah tercapai yang telah tercapai.						✓
5	Keterampilan yang telah tercapai yang telah tercapai yang telah tercapai.						✓

Keberhasilan dalam hal ini.

Keberhasilan

Dr. M. H. H. H., M. H.
 No. 1234567890 1000

Validation Sheet for Teachers

FORMULIR VALIDASI INSTRUMEN

No. Instrumen : 101
Tahun : 2018

Judul Penelitian : Efektifitas Model Pembelajaran "Antarjemah" dalam Meningkatkan Kemampuan Berpikir Kritis Siswa SMP/MTs
Penelitian : Kuantitatif
Metode : Kuisioner

Indikator :
 1. Kevalidan :
 2. Kepraktisan :
 3. Kebergunaan :

Hasil Penelitian : Penelitian ini bertujuan untuk mengetahui kevalidan, kepraktisan, dan kebergunaan model pembelajaran "Antarjemah" dalam meningkatkan kemampuan berpikir kritis siswa SMP/MTs.

1. Kevalidan : 4,0000
2. Kepraktisan : 4,0000
3. Kebergunaan : 4,0000

No	Kategori Instrumen	Nilai Koefisien			
		K1	K2	K3	K4
1	Kevalidan dan kepraktisan instrumen penelitian				
2	Kebergunaan instrumen penelitian				

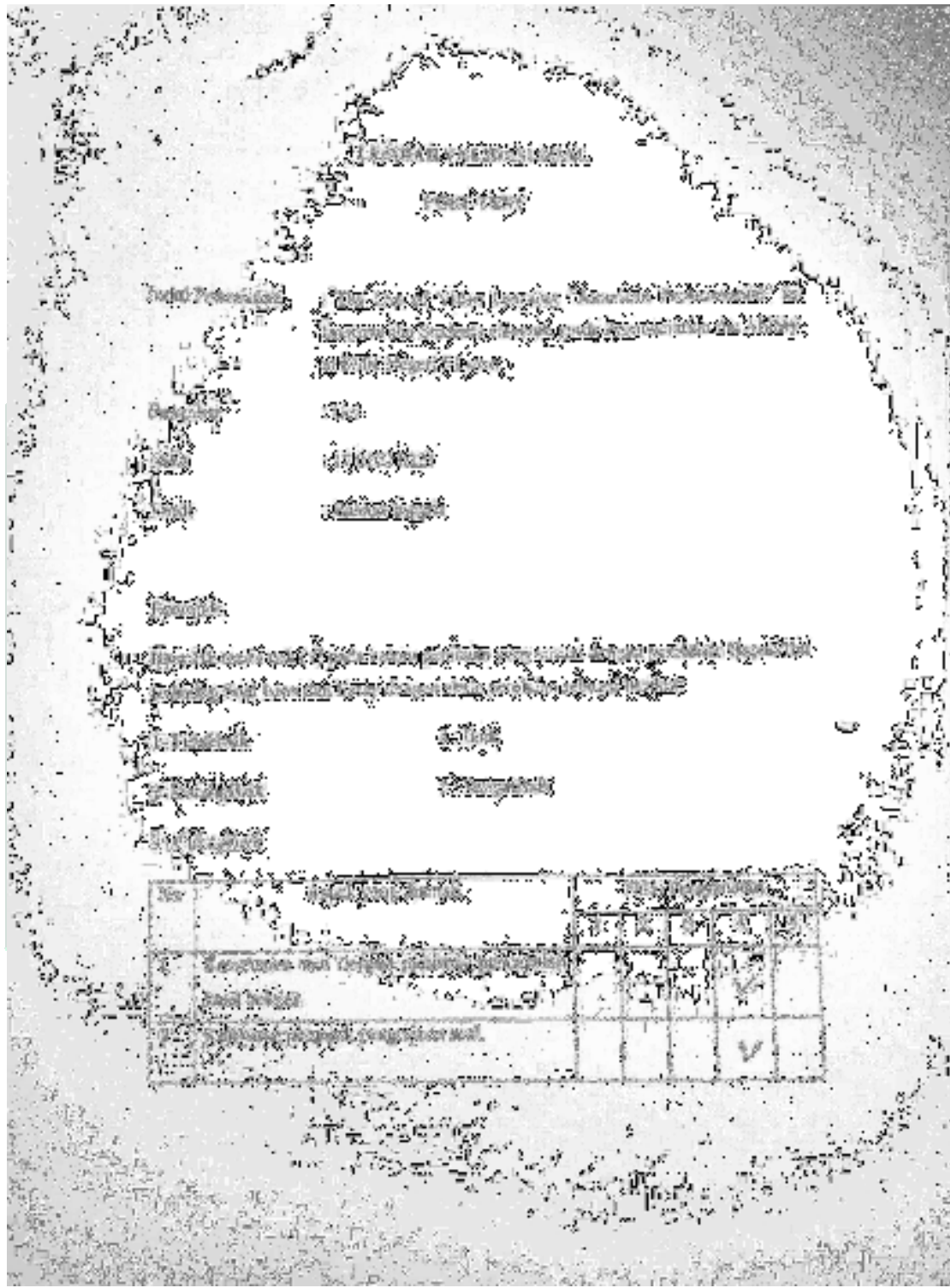
1	Kepuasan terhadap layanan					✓
2	Kemudahan dalam proses pendaftaran					✓
3	Ketersediaan layanan yang dibutuhkan pada saat dengan ketersediaan layanan					✓
4	Kepuasan terhadap penanganan keluhan					✓
5	Kemudahan dalam proses pendaftaran dan pembayaran					✓

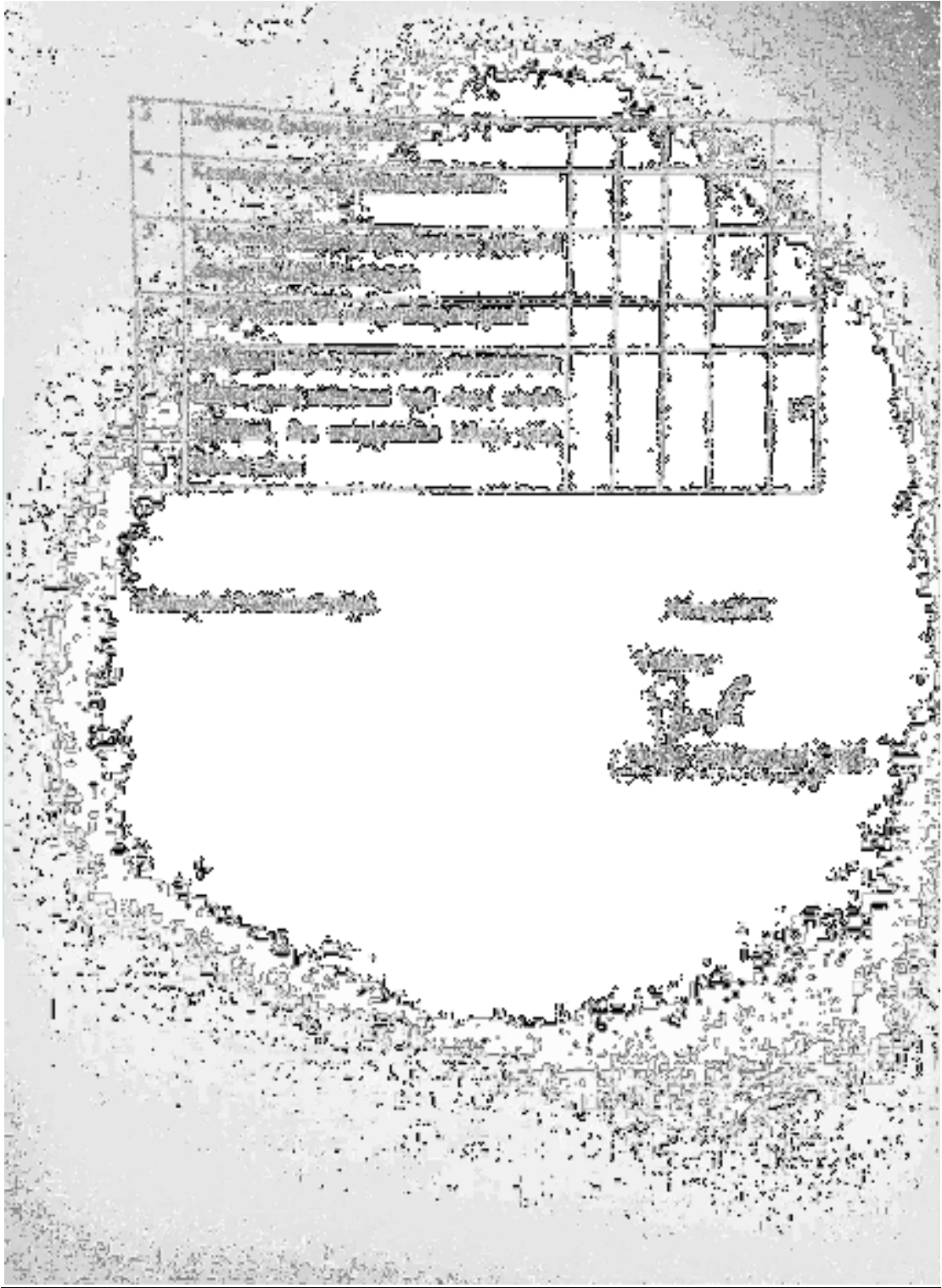
Kelompok Mahasiswa

Falena, 2021

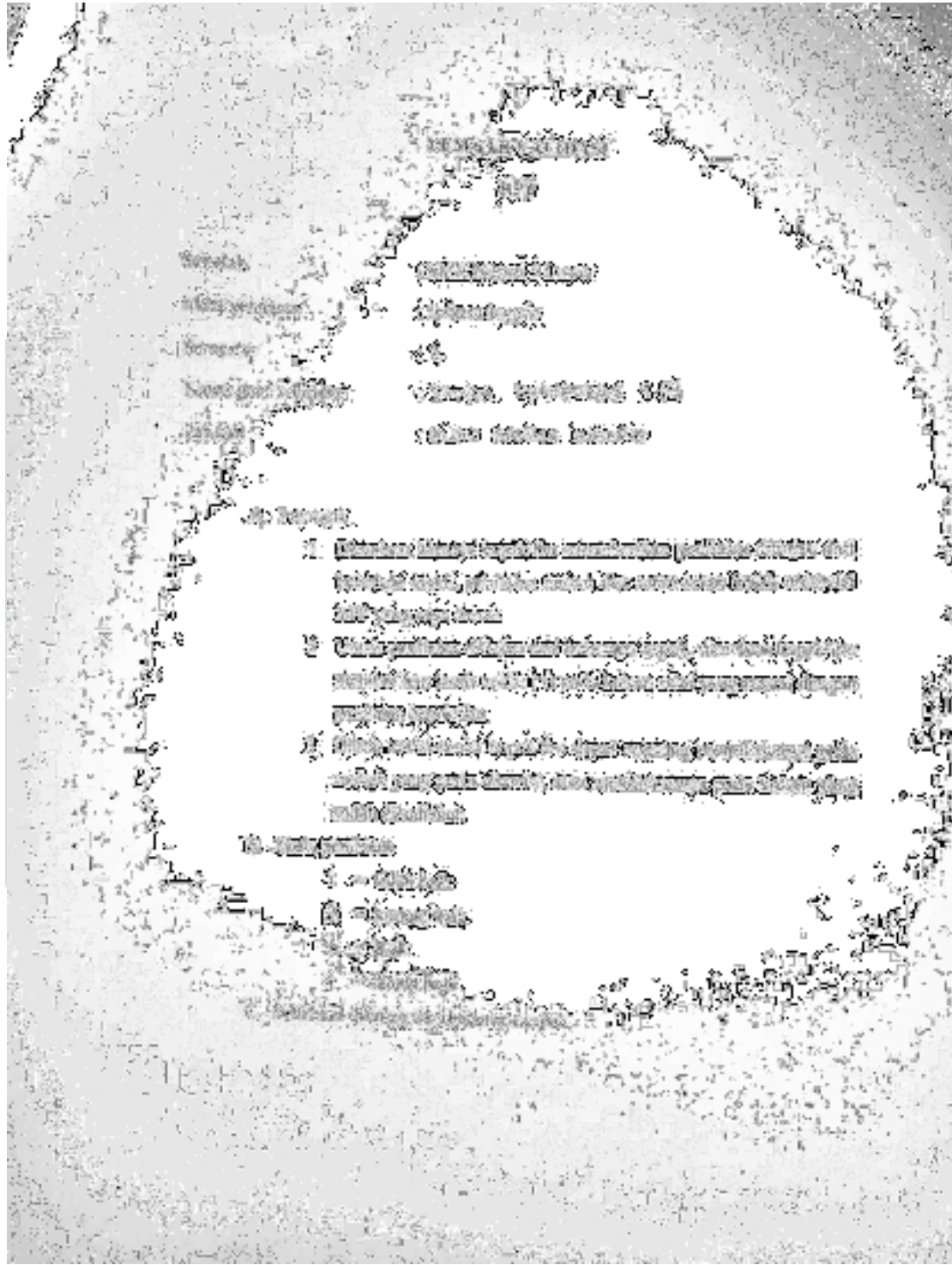
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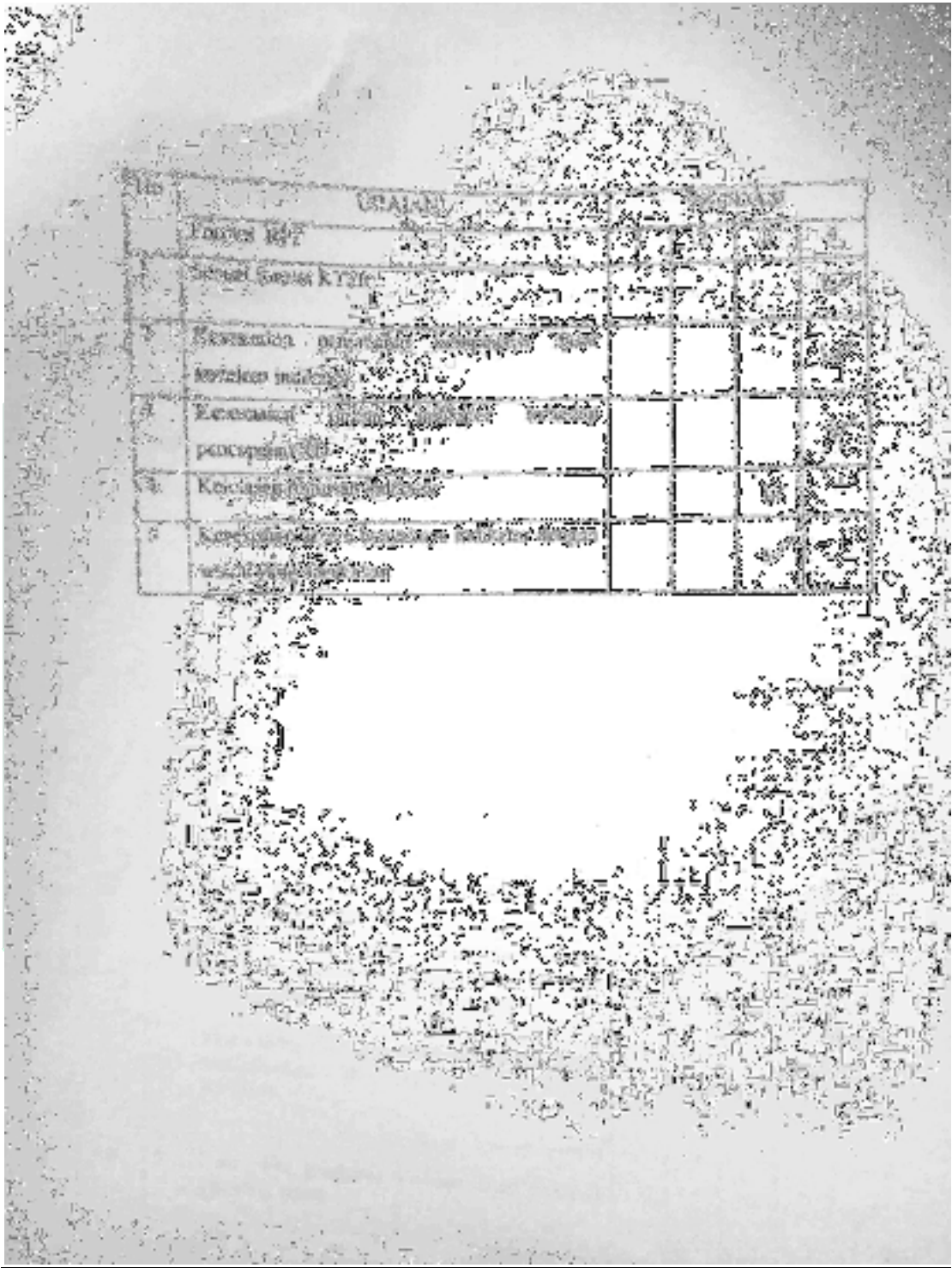
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Lesson Plan Validation Sheet





Validation Sheet Media / Learning Materials

LEMBAR VALIDASI MEDIA / BELAJAR

Nama peneliti/ :
No. HP :
Email :
Nama validator :
No. HP :
Email :

No	Aspek	Ya	Tidak	Nilai
1	Kebermanaknaan			
2	Kebermanaknaan			
3	Kebermanaknaan			
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100	Kebermanaknaan			

Validation Sheet Student's Pre-Test and Post-Test Score

LEMBAR VALIDASI JAWABAN NILAI SISWA

Judul Penelitian : The Use of Video Learning "American pronunciation" to Improve Students Pronunciation Ability of the Eleventh Grade at SMKN 5 Luwu.

Yth Ibu Satria Syahrudin S.Pd

Bersamaan dengan instrumen yang sudah peneliti susun, peneliti mohon Ibu Satria Syahrudin S.Pd berkenan untuk menilai dengan memberi tanda centang (✓) salah satu instrumen dengan ketentuan sebagai berikut:

1. Sangat kurang sesuai
2. Kurang sesuai
3. Cukup sesuai
4. sesuai
5. Sangat sesuai

A. Penilaian Siswa Tentang Kemampuan Pengucapan

No	Aspek yang di nilai	Skor					Catatan
		1	2	3	4	5	
1	Pronunciation (Pengucapan)					✓	Sangat sesuai Pre-test Post-test
2	Intonation (Intonasi)			✓			Cukup sesuai Pre-test Post-test
3	Fluency (Kelancaran)				✓		Sesuai dgn Pre-test Post-test
4	Accuracy (Ketepatan Makna)				✓		Sesuai dgn Pre-test Post-test

Peneliti:


Uci

Validator:


Satria Syahrudin S.Pd

1	Kejelasan masalah penelitian					✓
2	Ketepatan masalah yang diteliti					✓
3	Kejelasan format yang digunakan dan sesuai dengan kebidanan jiwa					✓
4	Kelengkapan data yang digunakan					✓
5	Ketepatan dalam format yang digunakan dan selaras dengan isi yang ada di dalamnya					✓

Kelompok Mahasiswa

Falena, 2021

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Transcripts students of answer on the post-test

1 Table 1

No	Words and Sentence	Respondent R1	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mek	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Laik	Ləik	√
5	Time	Taim	təym	√
6	No	Noo	Noʊ	X
7	Just	Just	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Kenow	Now	X
10	Take	Tek	Teyk	X
11	Even	Even	ly' vən	X
12	Her	Her	Hər	√
13	Very	Veri	veə riɪ	√
14	One	Wan	wʌn	√
15	Tell	Dell	Tɛf	X
16	Those	Dus	ðowz	X
17	Only	Only	Own liɪ	X
18	Well	Well	Wɛf	√
19	Many	Manii	Mɛ niɪ	X
20	Give	Gev	glv	X

21	I am here because of Alex	Aiem her bikoz of Alex	Aæm hlær bI' koz ^v Alex	X
22	I will take umbrella for you	Ai will teik ambrella for yu	aI will teyk ^m' brələ	X
23	Please look at this picture	Pliz lok at ds pikter	Pliz lŏk æf ðIs pIktʃə	X
24	I make a birthday cake for you	Ai mek birtdey kek for yu	aI meyk ə bʒθ dey kelk fo:r Ju	X
25	I like watching tv	Ai laik wet' ching tv	aI løyk ə wətʃIŋg tv	X
26	Can we go together	Ken wi gou tougeder	Kæn wI: goŪ tə gɛðə	√
27	I will give you a smile	Ai will gev yu e smail	aI wI l giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fend mai mony de'los	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	Ai siemen stend bi' said yu	aI siy ə mæn stænd bi'səɪd Ju	√
30	I have a new handphone from my father	Ai hev niu hendpon from mai fader	aI hæv ə nu hænd,fəŪn fro: faðər	X

2 Table 2

No	Words and Sentence	Respondent R2	Phonetic symbol vowels and consonants	Decription
1	When	Wen	Wɛn	√
2	Make	Maik	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Laik	Ləɪk	√
5	Time	Taim	təɪm	√

6	No	Noo	Noʊ	X
7	Just	Just	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Kenow	Now	X
10	Take	Teek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Verii	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛf	√
16	Those	Toss	ðowz	X
17	Only	Only	Own liy	X
18	Well	Well	Wɛf	√
19	Many	Mani	Mɛ niy	X
20	Give	Giv	gɪv	X
21	I am here because of Alex	Ai em her bi kaus of alex	Aəm hɪər bɪ' kɔz ʌv Alex	X
22	I will take umbrella for you	Ai will tek umbrella for yu	ɑɪ wɪl tɛk ʌm' brɛlə	X
23	Please look at this picture	Pliz luuk et dis pikçur	Pliz lʊk æt ðɪs pɪktʃə	√
24	I make a birthday cake for you	Ai meik e birthday ceik for yu	ɑɪ meɪk ə bɜ:ð deɪ kelk fɔ:r ju	√
25	I like watching tv	Ai laik watching tv	ɑɪ laɪk ə wə:tʃɪŋg tv	√
26	Can we go together	Ken we go tu togeder	Kæn wɪ: goʊ tə ɡeðə	X

27	I will give you a smile	Ai will yu smail giv e smaail	ɑI wɪl gɪv Ju ə smaɪf	√
28	Can you find my money that loose	Ken yu find my many de' los	Kæn Ju faɪnd maɪ mʌni ðat lus	X
29	I see a man stand beside you	ai si men sten beside yu	ɑɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphone from my father	Ai hev e not hendpon my fader	ɑɪ hæv ə nu hænd,fəʊn fro: faðər	X

3 Table 3

No	Words and Sentence	Respondent R3	Phonetic symbol vowels and consonants	Description
1	When	Wan	Wɛn	X
2	Make	Meyk	Meyk	√
3	Can	Ken	Kæn	√
4	Like	Tlaik	Ləɪk	√
5	Time	Taim	təɪm	√
6	No	Noo	Noʊ	X
7	Just	Yu u	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Now	Now	√
10	Take	Tek	Teyk	X
11	Even	Efeni	ɪv'vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√

14	One	Wan	w^n	√
15	Tell	Till	Tɛf	X
16	Those	Tus	ðowz	X
17	Only	Ongli	Own liy	X
18	Well	Wil	Wɛf	X
19	Many	Mani	Mɛ niy	X
20	Give	Geiv	gIv	X
21	I am here because of Alex	Aim hir teik off Alex	Aæm hIər bI' koz ^v Alex	X
22	I will take umbrella for you	Ai will teik ambrella for yu	aI will teyk ^m' brɛlə	√
23	Please look at this picture	Plis' luk it tis pickcur	Pliz lʊk æf ðIs pIktʃə	X
24	I make a birthday cake for you	Eim mek e birtdey kek for yu	aI meyk ə bʒθ dey kelk fo:r Ju	X
25	I like watching tv	ai lik wacing tv	aI ləyk ə wə:tʃɪŋg tv	X
26	Can we go together	Ken wi go tu tugeder	Kæn wI: goʊ tə gɛðə	X
27	I will give you a smile	Ai will wig iv yu ai smail	aI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fi I mai mani de los	Kæn Ju faɪnd mai m^ni ðæt lus	X
29	I see a man stand beside you	Ai si emen sten bisid yu	aI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphome from my father	Ai hev e new hendpon from mai fader	aI hæv ə nu hænd,fəʊn fro: faðər	X

4 Table 4

No	Words and Sentence	Respondent R4	Phonetic symbol vowels and consonants	Description
1	When	Win	Wɛn	X
2	Make	Maik	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Lik	Ləik	X
5	Time	Tem	təym	X
6	No	No	Noʊ	X
7	Just	Jast	Dʒʌst	√
8	Him	Him	hɪm	√
9	Know	Know	Now	X
10	Take	Teik	Teyk	√
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	On	wʌn	X
15	Tell	Tel	Tɛf	X
16	Those	Tos	ðowz	X
17	Only	Onlai	Own liy	X
18	Well	Wel	Wɛf	X
19	Many	Mani	Mɛ niy	X
20	Give	Giv	gɪv	√

21	I am here because of Alex	Ai em her cais uf Alex	Aæm hIær bI' koz ^v Alex	X
22	I will take umbrella for you	Ai will tek um for yu	aI will teyk ^m' brələ	X
23	Please look at this picture	Plis lok at picur	Pliz lŌk æt ðIs plktʃə	X
24	I make a birthday cake for you	Ai mek e bikdai keik for yu	aI meyk ə bʒθ dey kelk fo:r Ju	X
25	I like watching tv	Ai lek wacing tv	aI ləyk ə wə-tʃɪŋg tv	X
26	Can we go together	Ken wen go tu hev	Kæn wɪ: goŪ tə gədə	X
27	I will give you a smile	Ken will giv you	aI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken you mai mon det los	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	Ai si men sten bisid yo.u	aI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphome from my father	Ai hev e now honpe from yu fader	aI hæv ə nu hænd,fəŪn fro: fədər	X

5 Table 5

No	Words and Sentence	Respondent R5	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mak	Meyk	X
3	Can	Kan	Kæn	X
4	Like	Lik	Ləɪk	X
5	Time	Tim	taym	X
6	No	No	NoŪ	X
7	Just	Jus	Dʒ^st	X
8	Him	Him	hɪm	√

9	Know	Know	Now	X
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə ri:y	√
14	One	On	w^n	X
15	Tell	Tell	Tɛf	√
16	Those	Tos	ðowz	X
17	Only	Only	Own liy	X
18	Well	Well	Wɛf	√
19	Many	Mani	Mɛ niy	X
20	Give	Giv	gIv	√
21	I am here because of Alex	Aim hir bii kous of alex	Aəm hIər bl' koz ^v Alex	X
22	I will take umbrella for you	ai will tek umbrella for yu	aI will teyk ^m' brələ	X
23	Please look at this picture	Piliss lok this piktur	Pliz lʊk æf ðIs pIktʃə	X
24	I make a birthday cake for you	Ai make bir dai cak for yu	aI meyk ə bʒθ dey kelk fo:r Ju	X
25	I like watching tv	Ai lik wacing tv	aI ləyk ə wə:tʃɪŋg tv	X
26	Can we go together	Ken wi go togeder	Kæn wI: goʊ tə gəðə	X
27	I will give you a smile	Ai will giv yu a smill	aI wll giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken eyu fin mi money dat los	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	Ai se man stan besaid yu	aI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev new hendpon from my fader	aI hæv ə nu hænd,fəʊn fro: fadər	X

6 Table 6

No	Words and Sentence	Respondent R6	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Meik	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Lek	Ləik	X
5	Time	Taim	taym	√
6	No	No	Noʊ	X
7	Just	Jus	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Know	Now	X
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛt	√
16	Those	Tos	ðowz	X
17	Only	Ongli	Own liy	X
18	Well	Well	Wɛt	√
19	Many	Mani	Mɛ niy	X
20	Give	Giv	gɪv	√
21	I am here because	Ai am her bicaus of	Aɛm hlər bl' koz	X

	of Alex	Alex	Λv Alex	
22	I will take umbrella for you	Ai will tek ambrella for yu	αI will teyk Λm' brələ	X
23	Please look at this picture	Pleas lok at picur	Pliz lŪk æf ðls pɪktʃə	X
24	I make a birthday cake for you	Ai mek birtday kek for yu	αI meyk ə bɜθ dey kək fo:r Ju	X
25	I like watching tv	Ai lik watching tv	αI ləyk ə wətʃɪŋg tv	X
26	Can we go together	Ken wi o tu togeder	Kæn wI: goŪ tə gəðə	X
27	I will give you a smile	Ai sii emen stend bidai yu	αI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu faind may money dat los	Kæn Ju faind mai mΛni ðat lus	X
29	I see a man stand beside you	Ai sii emen stend bisai yu	αI siy ə mæn stænd bi'səid Ju	X
30	I have a new handpone from my father	Ai her ai hev hendpon from mai fader	αI hæv ə nu hænd,fəŪn fro: fədər	X

7 Table 7

No	Words and Sentence	Respondent R7	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Meik	Meyk	√
3	Can	Ken	Kæn	√
4	Like	Lik	Ləik	X
5	Time	Tim	taym	X
6	No	No	NoŪ	√
7	Just	Jus	DʒΛst	X
8	Him	Him	hɪm	√

9	Know	Now	Now	√
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	w^n	√
15	Tell	Tell	Tɛf	√
16	Those	Toss	ðowz	X
17	Only	Onli	Own liy	X
18	Well	Well	Wɛf	√
19	Many	Mani	Mɛ niy	X
20	Give	Giv	gIv	√
				X
21	I am here because of Alex	Em her bekos of Alex	Aəm hlər bI' koz ^v Alex	X
22	I will take umbrella for you	Ai tek umbrella e for yu	aI will teyk ^m' brələ	X
23	Please look at this picture	Pliss luuk his pikcur	Pliz lʊk æf ðIs pIktʃə	X
24	I make a birthday cake for you	Ai meik e birtdei keik for yu	aI meyk ə bɜθ dey kelk fɔ:r Ju	√
25	I like watching tv	Ai lik wocing tv	aI ləyk ə wə:tʃɪŋg tv	X
26	Can we go together	Ken wi got togeder	Kæn wI: goʊ tə gɛðə	X
27	I will give you a smile	Ai will yu giv yu esmail	aI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu may moni det lus	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	Ai sii emen sten bisaid yu	aI siy ə mæn stænd bi'səɪd Ju	X

30	I have a new handphone from my father	Ai hev enow hendpon fom mai foder	ɑI hæv ə nu hænd,fəʊn fro: fɑðər	X
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8 Table 8

No	Words and Sentence	Respondent R8	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mak	Meyk	X
3	Can	Ken	Kæn	X
4	Like	Lik	Ləik	X
5	Time	Tim	taym	X
6	No	No	Noʊ	X
7	Just	Jus	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Know	Now	X
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛf	√
16	Those	Tus	ðowz	X
17	Only	Only	Own liy	X
18	Well	Well	Wɛf	√

19	Many	Mani	Mɛ niy	X
20	Give	Giv	gɪv	√
21	I am here because of Alex	Ai em bi kaus of Alex	Aæm hlɛr bɪ' koz ^v Alex	X
22	I will take umbrella for you	Ai wel	aɪ wɪl teyk ^m' brɛlə	X
23	Please look at this picture	Tek ambrella for yu	Pliz lʊk æt ðɪs pɪktʃə	X
24	I make a birthday cake for you	Plis luk at tis pikcur	aɪ meyk ə bɜθ dey keɪk fo:r Ju	X
25	I like watching tv	Ai lik wocing tv	aɪ lɔyk ə wətʃɪŋg tv	X
26	Can we go together	Ken wig u tugeder	Kæn wɪ: goʊ tə gɛðə	X
27	I will give you a smile	Ai will you giv esmail	aɪ wɪl gɪv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu find mai mani det lus	Kæn Ju faɪnd mai m^ni ðæt lus	X
29	I see a man stand beside you	Ai si men stand bisaid yu	aɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev niu hendpon from mai fader	aɪ hæv ə nu hænd,fəʊn fro: faðər	X

9 Table 9

No	Words and Sentence	Respondent R9	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Make	Meyk	X
3	Can	Kan	Kæn	X
4	Like	Lik	Lɔik	X
5	Time	Tim	taym	X

6	No	No	Noʊ	X
7	Just	Jus	Dʒʌst	X
8	Him	Him	hɪm	X
9	Know	Nou	Now	X
10	Take	Take	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	✓
13	Very	Very	veə riy	X
14	One	On	wʌn	X
15	Tell	Til	Tɛf	X
16	Those	Tous	ðowz	X
17	Only	Oownly	Own liy	X
18	Well	Well	Wɛf	X
19	Many	Mani	Mɛ niy	X
20	Give	Gev	gɪv	X
21	I am here because of Alex	Ai her bikos off Alex	Aəm hlər bɪ' koz ʌv Alex	X
22	I will take umbrella for you	ai wil tak umbrella fo yu	aɪ wɪl teyk ʌm' brɛlə	X
23	Please look at this picture	Plis lok atis pik	Pliz lʊk æf ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai make birdai cek for yu	aɪ meyk ə bɜ:ð deɪ keɪk fɔ:r ju	X
25	I like watching tv	-ai lik wat cing tv	aɪ ləyk ə wə:tʃɪŋg tv	X
26	Can we go together	Ken wi go go go der	Kæn wɪ: goʊ tə geðə	X
27	I will give you a smile	Ai wil gev yu smail	aɪ wɪl gɪv ju ə smaɪf	X

28	Can you find my money that loose	Ken yu fin mi money los	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	Ai se stendbesid	ɑɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev hepon fom fater	ɑɪ hæv ə nu hænd,fəʊn fro: fɑðər	X

10 Table 10

No	Words and Sentence	Respondent R10	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mek	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Lik	Ləɪk	X
5	Time	Tim	taym	X
6	No	No	Noʊ	X
7	Just	jus	Dʒʌst	X
8	Him	Him	hɪm	X
9	Know	Know	Now	X
10	Take	Tak	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	w^n	√
15	Tell	Tell	Tɛf	√
16	Those	Tus	ðowz	X

17	Only	Only	Own liy	X
18	Well	Wiil	Wɛɪ	X
19	Many	Maniy	Mɛ niy	X
20	Give	Giv	gɪv	√
21	I am here because of Alex	Ai em her bi cause of alex	Aɛm hlɛr bɪ' kɔz ^v Alex	X
22	I will take umbrella for you	Ai wil tik umbrella for yu	aɪ wɪl teyk ^m' brɛlə	X
23	Please look at this picture	Plis lok et tis pikcur	Plɪz lʊk æt ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai mek ebirt dei keik for yu	aɪ meyk ə bɜθ deɪ keɪk fɔ:r ju	X
25	I like watching tv	Ai lik ewacing tv	aɪ ləyk ə wətʃɪŋg tv	X
26	Can we go together	ken wi toget	Kæn wɪ: goʊ tə gəðə	X
27	I will give you a smile	Ai wil giv e yu esmil	aɪ wɪl gɪv ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fin mi mon I dat los	Kæn ju faɪnd maɪ m^ni ðat lus	X
29	I see a man stand beside you	Ai si em sten bisid yu	aɪ siy ə mæn stænd bi'səɪd ju	X
30	I have a new handpone from my father	Ai hev hendpon from my fader	aɪ hæv ə nu hænd,fəʊn fro: fədər	X

11 . Table 11

No	Words and Sentence	Respondent R11	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mek	Meyk	√
3	Can	Ken	Kæn	√

4	Like	Lik	Ləik	√
5	Time	Tim	taym	√
6	No	No	Noʊ	√
7	Just	jus	Dʒ^st	X
8	Him	Him	hɪm	√
9	Know	Know	Now	X
10	Take	Tak	Teyk	X
11	Even	Even	ly' vən	√
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	w^n	√
15	Tell	Tell	Tɛf	√
16	Those	Tus	ðowz	√
17	Only	Only	Own liy	X
18	Well	Wiil	Wɛf	√
19	Many	Maniy	Mɛ niy	X
20	Give	Giv	glv	√
				√
21	I am here because of Alex	Aem hier bi kos of alex	Aəm hlər bl' koz ^v Alex	
22	I will take umbrella for you	Ai wil teik ambrella for yu	aɪ will teyk ^m' brələ	√
23	Please look at this picture	Plis lok a tis pikcer	Pliz lʊk æf ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai mek berdei kek kek for yu	aɪ meyk ə bɜθ dey keɪk fo:r Ju	X
25	I like watching tv	Ai laik woting tv	aɪ ləyk ə wətʃɪŋg tv	X

26	Can we go together	ken wi gotugeder	Kæn wI: goʊ tə gɛðə	X
27	I will give you a smile	Ai wil giv ya asmaile	ɑI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fain mai moni det lous	Kæn Ju faɪnd mai mʌni ðat lus	X
29	I see a man stand beside you	Ai sia mens sten besadi yu	ɑI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphome from my father	Ai hev e nu hendphome from may fader	ɑI hæv ə nu hænd,fəʊn fro: fɑðər	√

12 Table 12

No	Words and Sentence	Respondent R12	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mek	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Lik	Ləɪk	√
5	Time	Tim	taym	√
6	No	No	Noʊ	√
7	Just	jast	Dʒʌst	√
8	Him	Him	hɪm	√
9	Know	Kenow	Now	X
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	On	wʌn	X

15	Tell	Tell	Tɛf	√
16	Those	Tus	ðowz	√
17	Only	Only	Own liy	X
18	Well	Wiil	Wɛf	√
19	Many	Maniy	Mɛ niy	X
20	Give	Giv	gɪv	√
				X
21	I am here because of Alex	Aem herer bi kos of alex	Aəm hlər bɪ' koz ^v Alex	X
22	I will take umbrella for you	Ai wil tek ambrella for yu	aɪ wɪl teyk ^m' brɛlə	X
23	Please look at this picture	Plis luk E tis pitture	Pliz lʊk æf ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai mek bisdei kek for yu	aɪ meyk ə bɜ:ð dey kelk fɔ:r Ju	X
25	I like watching tv	Ai laik woting tv	aɪ læyk ə wətʃɪŋg tv	X
26	Can we go together	ken wi go tu tu geder	Kæn wɪ: goʊ tə gɛðə	X
27	I will give you a smile	Ai wil giv you e smail	aɪ wɪl gɪv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fan mai mani de los	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	As aem si mensten besid yu	aɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev e nou hendphone for my fether.	aɪ hæv ə nu hænd,fəʊn fro: fəðər	X

13 Table 13

No	Words and Sentence	Respondent R13	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√

2	Make	Maike	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Lik	Læik	√
5	Time	Tim	taym	√
6	No	No	NoŪ	√
7	Just	jast	Dʒ^st	√
8	Him	Him	hIm	√
9	Know	Nou	Now	√
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	w^n	√
15	Tell	Tell	Tɛf	√
16	Those	Tos	ðowz	X
17	Only	OnI	Own liy	X
18	Well	Wiil	Wɛf	√
19	Many	Maniy	Mɛ niy	√
20	Give	Giv	glv	√
				√
21	I am here because of Alex	Aem hier bikous of Alex	Aæm hlər bI' koz ^v Alex	
22	I will take umbrella for you	Ai wil teik ambrella for yu	aI will teyk ^m' brɛlə	√
23	Please look at this picture	Plis luk e tis pikcer	Pliz lŪk æf ðIs pIktʃə	X

24	I make a birthday cake for you	Ai meik e bertdei keik for yu	ɑl meyk ə bʒθ dey keIk fɔ:r Ju	√
25	I like watching tv	Ai laik wotcing tv	ɑl ləyk ə wətʃɪŋg tv	√
26	Can we go together	ken wi go tuggeder	Kæn wɪ: goʊ tə gɛðə	X
27	I will give you a smile	Ai wil giv you e smail	ɑl wɪl gɪv Ju ə smaɪf	√
28	Can you find my money that loose	Ken yu fan mai mani det lous	Kæn Ju faɪnd mai mʌni ðat lus	√
29	I see a man stand beside you	As si e men tend besid yu	ɑl siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphome from my father	Ai hev e niu hendphome for my fether.	ɑl hæv ə nu hænd,fəʊn fro: fɑðər	√

14 Table 14

No	Words and Sentence	Respondent R14	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Make	Meyk	X
3	Can	Cen	Kæn	X
4	Like	Like	Ləɪk	X
5	Time	Time	taym	X
6	No	No	Noʊ	√
7	Just	just	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Nou	Now	√
10	Take	Takek	Teyk	X
11	Even	even	Iy' vən	X

12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	One	w^n	X
15	Tell	Tell	Tɛt	√
16	Those	TosE	ðowz	X
17	Only	OwnI	Own liy	√
18	Well	Weil	Wɛt	X
19	Many	Maniy	Mɛ niy	X
20	Give	Give	gIv	X
				X
21	I am here because of Alex	I her aem because ouf Alex	Aəm hlər bI' koz ^v Alex	
22	I will take umbrella for you	A i wEl take umbrella for yu	aI will teyk ^m' brɛlə	X
23	Please look at this picture	Plase e attire picture	Pliz lʊk æt ðIs pIktʃə	X
24	I make a birthday cake for you	Ai make e bitdei cak for yu	aI meyk ə bʒθ dey kelk fɔ:r Ju	X
25	I like watching tv	Ie like watccing tv	aI lɔyk ə wətʃIŋg tv	X
26	Can we go together	Can wi go together	Kæn wI: goʊ tə geðə	X
27	I will give you a smile	Ai wil giv yu a smile	aI wll giv Ju ə smaɪf	X
28	Can you find my money that loose	Cen yu fin mai moni that luse	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	As si a men tend biseid yu	aI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev e niu hendphone for my fether.	aI hæv ə nu hænd,fəʊn fro: fəðər	X

15 Table 15

No	Words and Sentence	Respondent R15	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Make	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Like	Ləik	X
5	Time	Taim	taym	√
6	No	No	Noʊ	X
7	Just	just	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Nou	Now	√
10	Take	Tik	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛt	√
16	Those	Tose	ðowz	X
17	Only	Onli	Own liy	X
18	Well	Well	Wɛt	√
19	Many	Maniy	Mɛ niy	X
20	Give	Giv	gɪv	√
	I am here because	Aem her bikous of	Aɛm hlər bɪ' koz	√

21	of Alex	Alex	ʌv Alex	
22	I will take umbrella for you	Ai wil take umbrella for yu	aI will teyk ʌm' brɛlə	X
23	Please look at this picture	Plis luk e dis pikcur	Pliz lʊk æf ðIs pɪktʃə	X
24	I make a birthday cake for you	Ai make e besdei keik for yu	aI meyk ə bɜθ dey kelk fo:r Ju	X
25	I like watching tv	Ai lik wotcing tv	aI løyk ə wətʃɪŋg tv	X
26	Can we go together	ken wi go to geder	Kæn wɪ: goʊ tə gɛðə	X
27	I will give you a smile	Ai wil giv you e smail	aI wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fain mai moni det lus	Kæn Ju faɪnd mai mʌni ðat lus	X
29	I see a man stand beside you	As si men stend besid yu	aI siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphome from my father	Ai hev nu hendphome for my fether.	aI hæv ə nu hænd,fəʊn fro: fadər	X

16 Table 16

No	Words and Sentence	Respondent R16	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Mek	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Laik	Ləɪk	√
5	Time	Tem	taym	X
6	No	No	Noʊ	X
7	Just	Just	Dʒʌst	X
8	Him	Him	hɪm	√

9	Know	Kenow	Now	X
10	Take	Tek	Teyk	X
11	Even	Iven	Iy' vən	√
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	w^n	√
15	Tell	Tell	Tɛf	√
16	Those	Tos	ðowz	X
17	Only	Onll	Own liy	X
18	Well	Wiil	Wɛf	√
19	Many	Maniy	Mɛ niy	X
20	Give	Giv	gIv	√
				√
21	I am here because of Alex	Aem hier bikous of Alex	Aəm hlər bl' koz ^v Alex	
22	I will take umbrella for you	Ai wil tek umbrella for yu	aI will teyk ^m' brələ	X
23	Please look at this picture	Plis lok at dis pikcur	Pliz lʊk æf ðIs pIktʃə	
24	I make a birthday cake for you	Ai meik e bitde birdie keik for yu	aI meyk ə bʒθ dey keIk fo:r Ju	√
25	I like watching tv	Ai laik wot cing tv	aI løyk ə wətʃIŋg tv	√
26	Can we go together	ken we go tu gether	Kæn wI: goʊ tə geðə	X
27	I will give you a smile	Ai wil giv u e smail	aI wIl giv Ju ə smɑif	√
28	Can you find my money that loose	Ken yu fin mai mani det lous	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	As si e men stend besid yu	aI siy ə mæn stænd bi'səɪd Ju	X

30	I have a new handphone from my father	Ai hev e neu hendphone for mi fader.	ɑI hæv ə nu hænd,fəʊn fro: fɑðər	X
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17 Table 17

No	Words and Sentence	Respondent R16	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Melk	Meyk	√
3	Can	Ken	Kæn	√
4	Like	Laik	Ləik	√
5	Time	Taim	taym	√
6	No	No	Noʊ	X
7	Just	Jast	Dʒʌst	√
8	Him	Him	hɪm	√
9	Know	Kenow	Now	X
10	Take	Tek	Teyk	X
11	Even	Efen	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛf	√
16	Those	Tus	ðowz	X
17	Only	Onll	Own liy	X
18	Well	Wiil	Wɛf	√

19	Many	Maniy	Mɛ niy	X
20	Give	Giv	gɪv	√
21	I am here because of Alex	Aem her bikous of Alex	Aɛm hlɛr bɪ'koz ^v Alex	√
22	I will take umbrella for you	Ai wil tek umbrella for yu	aɪ will teyk ^m' brɛlə	X
23	Please look at this picture	Plis luk at dis piktur	Pliz lʊk æt ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai meik ei birtdei keik for yu	aɪ meyk ə bɜθ dey kelk fo:r Ju	X
25	I like watching tv	Ai laik wotcsing tv	aɪ ləyk ə wətʃɪŋg tv	X
26	Can we go together	ken we go tu geder	Kæn wɪ: goʊ tə gɛðə	√
27	I will give you a smile	Ai wil giv u ei smail	aɪ wɪl giv Ju ə smaɪf	X
28	Can you find my money that loose	Ken yu fid mi mani det lousi	Kæn Ju faɪnd mai m^ni ðat lus	X
29	I see a man stand beside you	As si ei men stend bisid bisaidi yu	aɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handphone from my father	Ai hev ai nai hendphone for mi fader.	aɪ hæv ə nu hænd,fəʊn fro: fədər	X

18 Table 18

No	Words and Sentence	Respondent R18	Phonetic symbol vowels and consonants	Description
1	When	Wen	Wɛn	√
2	Make	Maik	Meyk	X
3	Can	Ken	Kæn	√
4	Like	Laik	Ləɪk	√
5	Time	Tem	taym	X

6	No	No	Noʊ	√
7	Just	Just	Dʒʌst	X
8	Him	Him	hɪm	√
9	Know	Nou	Now	√
10	Take	Tek	Teyk	X
11	Even	Even	Iy' vən	X
12	Her	Her	Hər	√
13	Very	Very	veə riy	√
14	One	Wan	wʌn	√
15	Tell	Tell	Tɛf	√
16	Those	Tous	ðowz	√
17	Only	Ownli	Own liy	√
18	Well	Wiil	Wɛf	√
19	Many	Meniy	Mɛ niy	√
20	Give	Giv	glv	√
				X
21	I am here because of Alex	Aem her bikous of Alex	Aəm hlər bɪ' kɔz ʌv Alex	
22	I will take umbrella for you	Ai wil tek umbrella for yu	aɪ wɪl teyk ʌm' brɛlə	X
23	Please look at this picture	Plis luk e tis pikcur	Pliz lʊk æf ðɪs pɪktʃə	X
24	I make a birthday cake for you	Ai meik e bertdi keik for yu	aɪ meyk ə bɜ:ð deɪ keɪk fo:r ju	X
25	I like watching tv	Ai lekk weitingg tv	aɪ ləyk ə wətʃɪŋg tv	X
26	Can we go together	ken we go tugeter	Kæn wɪ: goʊ tə geðə	X
27	I will give you a smile	Ai wil giv you e smail	aɪ wɪl gɪv ju ə smaɪf	X

28	Can you find my money that loose	Ken yu fin mai monai te lous	Kæn Ju faɪnd maɪ mʌni ðæt lʊs	
29	I see a man stand beside you	As si ai men stey besdei yu	ɑɪ siy ə mæn stænd bi'səɪd Ju	X
30	I have a new handpone from my father	Ai hev ei nou hendphone for my fether.	ɑɪ hæv ə nu hænd,fəʊn fro: fɑðər	X

Transcripts students of answer on the post-test

1 Table 1

No	Words and Sentence	Respondent R1	Phonetic symbol vowels and consonants	Description
1	Their	Teir	ðeɪr	X
2	Go	Gou	goʊ	√
3	From	From	frʌm	√
4	But	Bat	bʌt	√
5	They	Tiy	ðeɪ	X
6	This	Dis	ðɪs	√
7	Say	Sai	seɪ	X
8	With	With	wɪθ	√
9	Have	Hev	hæv	√
10	The	Dee	ðə	√
11	Hair	Hair	hɪr	X
12	Cup	Kap	cʌp	√
13	About	E'baut	ə'bəʊt	√
14	How	Haow	haʊ	√
15	Got	Got	gɒt	√

16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Dei	Dey	√
20	See	Sii	Siy	√
21	I would like you to listen me now	I wud laik yu tu lisen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	√
22	Who is the writer of this novel	Hoo de raiter of dis novel	Hoo is ðə raitər ʌv ðɪs nəvəl	X
23	I watch football alone in the television	Ai weth futbal e'lon in te televisison	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai sii meni popel in de market	aɪ siy məniy pipəl in ðə mɑrkət	X
25	You are look handsome	Yu are luk haendsem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai want tu teik e bath	aɪ want tʊ teyk ə bɑθ	√
27	I have two brother and one sister	Ai hev tu brodher end wan sister	aɪ hæv tu: brʊðr'ər and wʌn sistər	√
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fraid ric evri dei	aɪ meyk fraid raɪs evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə-riy hæpi tʊ'dei	√

2 Table 2

No	Words and Sentence	Respondent R2	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Gou	Goʊ	√

3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	Waith	wIΘ	X
9	Have	Hev	Hæv	√
10	The	Di	Ðə	X
11	Hair	Hair	Hiɹ	X
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bəd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Sey	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wod laik tu listen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hoo is de raiter of dis novel	Hoo is ðə raitər ^v ðIs navəl	√
23	I watch football alone in the television	Ai wat futbal alon in de televisison	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	X

24	I see many people in the market	Ai sii meni pipel in de market	ɑI siy məniy pipəf in ðɑ mɑrkət	√
25	You are look handsome	Yu are luk haendsem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai want tu teik bath	ɑI want tʊ teyk ə bɑθ	√
27	I have two brother and one sister	Ai hev tu brader end wan sister	ɑI hæv tu: brʊθ'ər and wʌn sistər	√
28	I have a nice day	Hev ai nic dey	Hæv ə nais dei	X
29	I make fried rice every day	Ai meik fraid ris everidey	ɑI meyk fraid rais evri dei	X
30	I am very happy today	Ai am very hepi tudei	æm veə riy hæpI tə'dei	X

3 Table 3

No	Words and Sentence	Respondent R3	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeɪr	√
2	Go	Gou	goʊ	√
3	From	From	frʌm	√
4	But	Bat	bʌt	√
5	They	Dei	ðey	√
6	This	Dis	ðɪs	√
7	Say	Sey	sey	√
8	With	With	wɪθ	√
9	Have	Hev	hæv	√
10	The	De	ðə	√
11	Hair	Hair	hɪr	X
12	Cup	Kap	cʌp	√

13	About	Abaut	ə'bəwt	X
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bəd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	say	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wol laik yu tu lisen mi now	ai wʊd layk Ju toʊ lisen mi noʊ	X
22	Who is the writer of this novel	Hoo is de raiter of dis novel	Hoo is ðə raitər ʌv ðis nəvəl	√
23	I watch football alone in the television	Ai watch football eloun in de television	aI watʃ fʊtbo:l ə'loʊn in ðə television	√
24	I see many people in the market	Ai sii meni pipel in de market	aI siy məniy pipəf in ðə mɑrkət	√
25	You are look handsome	Yu are luk hensəm	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai want tu teik e bath	aI want tʊ teyk ə bɑθ	√
27	I have two brother and one sister	Ai hev tu brader end wan sister	aI hæv tu: brʊð'ər and wʌn sistər	√
28	I have a nice day	Heve nes dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai meik fraid rais evri dei	aI meyk fraid rais evri dei	√
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpI fə'dei	√

4 Table 4

No	Words and	Respondent	Phonetic symbol	Description
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	Sentence	R4	vowels and consonants	
1	Their	Deir	Ðeir	√
2	Go	Gou	GoŪ	√
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	Di	Ðə	X
11	Hair	Hair	Hiɹ	X
12	Cup	Kap	c^p	√
13	About	Abaut	ə'bəwt	X
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bəd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Dai	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wod laik yu tu lisen mi now	ai wŪd layk Ju toŪ lisen mi noŪ	X

22	Who is the writer of this novel	Wo is di raiter of dis novel	Hoo is ðə raitər ʌv ðIs nəvəl	X
23	I watch football alone in the television	Ai wat futbal alone in de tilivision	aɪ wətʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai sii meni pipel in de market	aɪ siy məniy pipəl in ðə mɑ:kət	√
25	You are look handsome	Yu are luk haendsem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai want tu teik e bath	aɪ wənt tʊ teyk ə bɑ:θ	√
27	I have two brother and one sister	Ai hev tu broder end wan sister	aɪ hæv tu: brʊðr'ər and wʌn sistər	√
28	I have a nice day	Hev e nis dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai meik fraid rais evri dei	aɪ meyk fraid rais evri dei	√
30	I am very happy today	Aem very heppi tudei	æm veə ri:y hæpɪ fə'dei	√

5 Table 5

No	Words and Sentence	Respondent R5	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeɪr	√
2	Go	Gou	goʊ	√
3	From	From	frʌm	√
4	But	But	bʌt	X
5	They	Dei	ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	sey	√
8	With	With	wɪθ	√
9	Have	Hev	hæv	√

10	The	Di	Ðə	X
11	Hair	Hier	Hiɪ	√
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Gut	Gat	X
16	Bad	Bed	Bəd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Dai	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wal lik yu lis me now	ai wʊd layk Ju toʊ lisn mi noʊ	X
22	Who is the writer of this novel	Hoo is rit of dis novel	Hoo is ðə raitər ʌv ðis nəvəl	X
23	I watch football alone in the television	Ai wat futbal elon in di television	aɪ wɑtʃ fʊtbo:l ə'ləʊn in ðə television	X
24	I see many people in the market	Ai si mani pipel in market	aɪ siy meni pɪpəl in ðə mɑrkət	X
25	You are look handsome	Yu are luk hinsem	Ju are lʊk hænsəm	X
26	I want to take a bath	Ai weit tu tek e bath	aɪ want tʊ teyk ə bɑθ	X
27	I have two brother and one sister	Ai hev tu brader end sister	aɪ hæv tu: brʊð'ər and wʌn sistər	X
28	I have a nice day	Hev a nis dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai mek frid ris everi dei	aɪ meyk fraɪd raɪs evri dei	X

30	I am very happy today	Aem very heppi tudei	æm veə riy hæpI fə'dei	√
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6 Table 6

No	Words and Sentence	Respondent R6	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Gou	Goʊ	√
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	Di	ðə	X
11	Hair	Hier	Hiɹ	√
12	Cup	Kep	c^p	X
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bɛd	√

17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Da	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wol laik tu lisenmi now	ai wŪd layk Ju toŪ lisn mi noŪ	X
22	Who is the writer of this novel	Who is di riter of dis novel	Hoo is ðə raitər ^v ðIs navəl	X
23	I watch football alone in the television	Ai watch futbal elon in de television	aI watʃ fŪtbo:l ə'loŪn in ða television	√
24	I see many people in the market	Ai sii meni pipel in de market	aI siy məniy pipəl in ða mɑrkət	√
25	You are look handsome	Yu ar lok hensem	Ju are lŪk hænsəm	X
26	I want to take a bath	Ai want tu teik e bath	aI want tŪ teyk ə baθ	√
27	I have two brother and one sister	Ai hev tu broder end wan sister	aI hæv tu: brŪth'ər and w^n sistər	X
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai mek fried rais everi day	aI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riyl hæpI tə'dei	√

7 Table 7

No	Words and Sentence	Respondent R7	Phonetic symbol vowels and consonants	Description
1	Their	Der	ðeir	X
2	Go	Gou	GoŪ	√

3	From	From	Fr^m	√
4	But	But	B^t	X
5	They	Dei	Ðey	√
6	This	Dhis	ðIs	√
7	Say	Say	Sey	X
8	With	With	wIθ	√
9	Have	Haev	Hæv	X
10	The	Di	Ðə	X
11	Hair	Hair	Hiɹ	X
12	Cup	Kup	c^p	X
13	About	Ebut	ə'bəwt	X
14	How	Hu	Haow	X
15	Got	Gut	Gat	X
16	Bad	Bad	Bəd	X
17	Five	Five	Fəiv	X
18	Cat	Ket	Kæt	√
19	Day	Day	Dey	X
20	See	Sei	Siy	X
21	I would like you to listen me now	Ai wul laik tu lisening me no	ai wʊd layk Ju toʊ lisn mi noʊ	X
22	Who is the writer of this novel	Hois di riter of dis novel	Hoo is ðə raitər ʌv ðIs navəl	X
23	I watch football alone in the television	Ai wat fotbal elone indi television	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai sei mani people in di market	aɪ siy məniy pipət in ðə markət	X

25	You are look handsome	Yu are lok hensomee	Ju are lŪk hænsəm	X
26	I want to take a bath	Ai wan to take a bat	aI want tŪ teyk ə baθ	X
27	I have two brother and one sister	Ai have tu broder end wan sister	aI hæv tu: brŭth'ər and w^n sistər	X
28	I have a nice day	Have a nisdei	Hæv ə nais dei	X
29	I make fried rice every day	Ai make frid ris everi dei	aI meyk fraid rais evri dei	X
30	I am very happy today	Ai am very hepi tudai	æm veə riy hæpI tə'dei	X

8 Table 8

No	Words and Sentence	Respondent R8	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Go	GoŪ	X
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dih	ðey	X
6	This	Dis	ðIs	√
7	Say	Si	Sey	X
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	Di	ðə	X
11	Hair	Hair	Hiɹ	X
12	Cup	Kup	c^p	X
13	About	Ebout	ə'bəwt	√

14	How	Haow	Haow	√
15	Got	Gut	Gat	X
16	Bad	Bad	Bɛd	X
17	Five	Fiv	Fəiv	X
18	Cat	Kat	Kæt	X
19	Day	Si	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai would lik tu listen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hoo is di raiter of dis novel	Hoo is ðə raitər ʌv ðɪs nəvəl	X
23	I watch football alone in the television	I watch football elone in di television	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə televɪʒən	X
24	I see many people in the market	Ai sii mani pipel in de market	aɪ siy məniy pi:pəl in ðə mɑ:kət	X
25	You are look handsome	Yu are lok hensem	Ju are lʊk hænsəm	X
26	I want to take a bath	I wan tu take a bat	aɪ wɑnt tʊ teyk ə bɑ:θ	X
27	I have two brother and one sister	Ai have tu broder end wan siser	aɪ hæv tu: brʊð'ər and wʌn sistər	X
28	I have a nice day	Hav e nissdei	Hæv ə nais dei	X
29	I make fried rice every day	Ai make fried ris everi day	aɪ meyk fraɪd raɪs evri dei	X
30	I am very happy today	Ai am very heppi tudei	æm veə riy hæpi tə'dei	X

9 Table 9

No	Words and Sentence	Respondent R9	Phonetic symbol vowels and	Description
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			consonants	
1	Their	Deir	ðeɪr	√
2	Go	Gou	goʊ	√
3	From	From	frʌm	√
4	But	But	bʌt	X
5	They	Di	ðey	X
6	This	Dis	ðɪs	√
7	Say	Si	sey	X
8	With	With	wɪθ	√
9	Have	Hev	hæv	√
10	The	De	ðə	√
11	Hair	Hair	hɪr	X
12	Cup	Kap	cʌp	√
13	About	About	ə'bəʊt	X
14	How	Haow	haʊ	√
15	Got	Got	gʌt	√
16	Bad	Bed	bɛd	√
17	Five	Faiv	fəiv	√
18	Cat	Kat	kæt	X
19	Day	Di	deɪ	X
20	See	Sii	si	√
21	I would like you to listen me now	Ai would lik yu tu listen mi now	ai wʊd laɪk ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hu is di riter of dis novel	hu is ðə raɪtər ʌv ðɪs nəvəl	X

23	I watch football alone in the television	Ai wat futbal elon in te television	aI wʌtʃ fʊtbo:l ə'loʊn in ða television	X
24	I see many people in the market	Ai sii meni piple in de market	aI siy məniy pipəl in ða mɑ:kət	√
25	You are look handsome	Yu are lok hansem	Ju are lʊk hɑ:nsəm	X
26	I want to take a bath	Ai wanto tak e bath	aI want tʊ teyk ə bɑ:θ	X
27	I have two brother and one sister	Ai have to broder wan sister	aI hæv tu: brʊð'ər and w^n sistər	X
28	I have a nice day	Have e nis dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai mak fried rise vi dei	aI meyk fraid rais evri dei	X
30	I am very happy today	a.am very heppi tudei	æm veə riy hæpI tə'dei	X

10 Table 10

No	Words and Sentence	Respondent R10	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Gou	goʊ	√
3	From	From	fr^m	√
4	But	Bat	b^t	√
5	They	Dei	ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	sey	√
8	With	With	wIθ	√
9	Have	Hev	hæv	√
10	The	Dee	ðə	√

11	Hair	Hier	Hii	√
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bed	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Sei	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wud laik tu listen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hoo is de raiter of dis novel	Hoo is ðə raitər ʌv ðɪs nəvəl	√
23	I watch football alone in the television	Ai watch football in de television	aɪ wɑtʃ fʊtbɔ:l ə'loʊn in ðə televɪʒən	√
24	I see many people in the market	Ai sii meni pipel in de market	aɪ siy məniy pi:pəl in ðə mɑ:kət	√
25	You are look handsome	Yu are luk haensem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai want tu teik e bath	aɪ wɑnt tʊ teɪk ə bɑ:θ	√
27	I have two brother and one sister	ai hev tu broder end wan sister	aɪ hæv tu: brʊðr'ər and wʌn sɪstər	√
28	I have a nice day	Ai hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fried rais evri dei	aɪ meɪk fraɪd raɪs evri dei	X

30	I am very happy today	Aem very heppi tudei	æm veə riy hæpI tə'dei	√
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11 Table 11

No	Words and Sentence	Respondent R11	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeɪr	√
2	Go	Gou	Goʊ	√
3	From	From	Frʌm	√
4	But	Bat	Bʌt	√
5	They	Dei	ðey	√
6	This	Dis	ðɪs	√
7	Say	Sei	Sey	√
8	With	With	wɪθ	√
9	Have	Hev	Hæv	√
10	The	De	ðə	√
11	Hair	Hier	hiɪr	√
12	Cup	Kap	cʌp	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Si	Dey	X

20	See	Sii	Siy	√
21	I would like you to listen me now	Ai would laik yu to lisen mi now	ai wŪd layk Ju toŪ lisen mi noŪ	X
22	Who is the writer of this novel	Hoo is de raiter of dis novel	Hoo is ðə raitər ^v ðIs navəl	√
23	I watch football alone in the television	Ai watch football elone in de television	aI watʃ fŪtbo:l ə'loŪn in ða television	√
24	I see many people in the market	Ai sii meni pipel in de market	aI siy meni pipət in ða markət	√
25	You are look handsome	Yu are luk hendsem	Ju are lŪk hænsəm	√
26	I want to take a bath	Ai want u teik e bath	aI want tŪ teyk ə baθ	√
27	I have two brother and one sister	Ai hev tu broder end wan sister	aI hæv tu: brŪth'ər and w^n sistər	√
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fried rais everi dei	aI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei.	æm veə ri y hæpI tə'dei	√

12 Table 12

No	Words and Sentence	Respondent R12	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Gou	GoŪ	√
3	From	From	Fr^m	√
4	But	But	B^t	X
5	They	Dei	ðey	√

6	This	Dis	ðIs	√
7	Say	Sey	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	X
10	The	De	ðə	√
11	Hair	Hair	Hiɹ	√
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	X
16	Bad	Bed	Bɛd	√
17	Five	Faivi	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Dei	Dey	X
20	See	Sii	Siy	X
21	I would like you to listen me now	Ai woul laik yu tu lisen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hoo is de riter of dis novel	Hoo is ðə raitər ^v ðIs nɒvəl	X
23	I watch football alone in the television	Ai wat football alon in de television	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai see mani people in de market	aɪ siy mɛniy pi:pəl in ðə mɑrkət	X
25	You are look handsome	Yu ar luk hansem	Ju are lʊk hænsəm	X
26	I want to take a bath	Ai want tu take e bat	aɪ want tʊ teyk ə bɑθ	X

27	I have two brother and one sister	Ai hev tu broder endwan sister	ɑI hæv tu: brũth'ər and w^n sistər	X
28	I have a nice day	Heve naisdei	Hæv ə nais dei	X
29	I make fried rice every day	Ai mek frid eferi dei	ɑI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə ri y hæpI fə'dei	X

13 Table 13

No	Words and Sentence	Respondent R13	Phonetic symbol vowels and consonants	Description
1	Their	Deir	Ðeir	√
2	Go	Gou	Goʊ	√
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	X
7	Say	Sai	Sey	X
8	With	Wait	wIθ	X
9	Have	Hev	Hæv	√
10	The	De	Ðə	√
11	Hair	Hair	Hiɪ	X
12	Cup	Kap	c^p	√
13	About	Ebaut	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√

16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Eis	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai woul laik to lisen mi now	ai wʊd layk Ju toʊ lisn mi noʊ	X
22	Who is the writer of this novel	Huu is de rait of tis novel	Hoo is ðə raitər ^v ðIs navəl	X
23	I watch football alone in the television	Ai wath futbal alon in de television	aI watʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai sii meni pipel in de market	aI siy məniy pipəl in ðə mɑrkət	√
25	You are look handsome	Yu are luk haensame	Ju are lʊk hənsəm	√
26	I want to take a bath	Ai want tu teik e bath	aI want tʊ teyk ə bɑθ	√
27	I have two brother and one sister	Ai hev tu broder end wan sister	aI hæv tu: brʊð'ər and w^n sistər	√
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fried raic everi dei	aI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpl tə'dei	√

14 Table 14

No	Words and Sentence	Respondent R14	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√

2	Go	Gou	GoŪ	√
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	De	Ðə	√
11	Hair	Hair	Hiɹ	X
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Sa	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai wud laik yu tu lisen mi now	ai wŪd layk Ju toŪ lisen mi noŪ	√
22	Who is the writer of this novel	Hu is de riter of dis novel	Hoo is ðə raitər ^v ðIs navəl	X
23	I watch football alone in the television	Ai wet fotbal alon in de television	aI watʃ fŪtbo:l ə'loŪn in ða television	X

24	I see many people in the market	Ai sii meni pipel in de market	aI siy meniy pipəf in ða markət	√
25	You are look handsome	Yu are uk haensem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai went u teik e bath	aI want tʊ teyk ə baθ	X
27	I have two brother and one sister	Ai hev tu broder end on sister	aI hæv tu: brʊθ'ər and wʌn sistər	X
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fried ric everi dei	aI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpI tə'dei	√

15 Table 15

No	Words and Sentence	Respondent R15	Phonetic symbol vowels and consonants	Description
1	Their	Deir	ðeir	√
2	Go	Gou	Goʊ	√
3	From	From	Frʌm	√
4	But	Bat	Bʌt	√
5	They	Dei	ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	Wait	wIθ	X
9	Have	Hev	Hæv	√
10	The	De	ðə	√
11	Hair	Hair	Hiɹ	X

12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	De	Dey	X
20	See	Sii	Siy	X
21	I would like you to listen me now	Ai wod to lisen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	Hoo is de riter of dis novel	Hoo is ðə raitər ^v ðɪs nəvəl	X
23	I watch football alone in the television	ai wat futbol alon in de television	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	X
24	I see many people in the market	Ai sii mani pipel inde market	aɪ siy məniy pɪpəl in ðə mɑrkət	X
25	You are look handsome	Yu are look haensame	Ju are lʊk hænsəm	X
26	I want to take a bath	Ai wan tu taik a bath	aɪ want tʊ teyk ə bɑθ	X
27	I have two brother and one sister	Ai hev tu brader end wan sister	aɪ hæv tu: brʊð'ər and w^n sistər	√
28	I have a nice day	Hev enais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik fried rais everi dei	aɪ meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpɪ tə'dei	√

16 Table 16

No	Words and Sentence	Respondent R16	Phonetic symbol vowels and consonants	Description
1	Their	Deir	Ðeir	√
2	Go	Gou	Goʊ	√
3	From	From	Frʌm	√
4	But	Bat	Bʌt	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	√
7	Say	Sei	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	De	Ðə	√
11	Hair	Hair	Hiɹ	X
12	Cup	Kop	cʌp	X
13	About	About	ə'bəwt	X
14	How	Haow	Haow	√
15	Got	Got	Gat	√
16	Bad	Bad	Bɛd	X
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	X
19	Day	Dai	Dey	X
20	See	Sii	Siy	√

21	I would like you to listen me now	Ai wod laik tu de listen mi now	ai wŏd layk Ju toŭ lɪsn mi noŭ	X
22	Who is the writer of this novel	Ho is de raiter of dis novel	Hoo is ðə raitər ʌv ðɪs nəvəl	√
23	I watch football alone in the television	Ai watch futbal elon in de television	aɪ wɑtʃ fʊtbo:l ə'loʊn in ðə television	√
24	I see many people in the market	Ai si mani people in de market	aɪ siy məniy pi:pəl in ðə mɑ:kət	X
25	You are look handsome	Yu are luk haensem	Ju are lʊk hænsəm	√
26	I want to take a bath	Ai went u tek e bath	aɪ wɑnt tʊ teyk ə bɑθ	X
27	I have two brother and one sister	Ai hev tu broder end wan sister	aɪ hæv tu: brʊð'ər and wʌn sistər	√
28	I have a nice day	Hev e nais dei	Hæv ə nais dei	√
29	I make fried rice every day	Ai meik frid ric eferidei	aɪ meyk fraɪd raɪs evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpi tə'dei	X

17 Table 17

No	Words and Sentence	Respondent R17	Phonetic symbol vowels and consonants	Description
1	Their	Tir	ðeɪr	X
2	Go	Gou	goʊ	√
3	From	From	frʌm	√
4	But	Bat	bʌt	√
5	They	Tii	ðeɪ	X
6	This	Dis	ðɪs	√

7	Say	Si	Sey	X
8	With	Wait	wIθ	X
9	Have	Hev	Hæv	√
10	The	Di	ðə	X
11	Hair	Hier	Hiɹ	√
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Gut	Gat	X
16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Say	Dey	X
20	See	Sii	Siy	√
21	I would like you to listen me now	Ai woul laik yu tu listen mi now	ai wʊd layk Ju toʊ lɪsn mi noʊ	X
22	Who is the writer of this novel	hoo is de riter of dis novel	Hoo is ðə raɪtər ^v ðɪs nɒvəl	X
23	I watch football alone in the television	Hoo is de fotbal alon in de television	aɪ wɑtʃ fʊtbɔ:l ə'loʊn in ðə televɪʒən	X
24	I see many people in the market	Ai si meni pepel in de market	aɪ siy məni pi:pəl in ðə mɑ:kət	X
25	You are look handsome	You ar lok hansem	Ju are lʊk hænsəm	X
26	I want to take a bath	Ai want tu teik e bath	aɪ want tʊ teɪk ə bɑθ	√

27	I have two brother and one sister	Ai he tu broder en wan sister	ɑI hæv tu: brũth'ər and w^n sistər	√
28	I have a nice day	Ai heve nic dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai meik fred ric everi dei	ɑI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə ri y hæpI fə'dei	√

18 Table 18

No	Words and Sentence	Respondent R18	Phonetic symbol vowels and consonants	Description
1	Their	Deir	Ðeir	√
2	Go	Gou	Goʊ	√
3	From	From	Fr^m	√
4	But	Bat	B^t	√
5	They	Dei	Ðey	√
6	This	Dis	ðIs	√
7	Say	Sey	Sey	√
8	With	With	wIθ	√
9	Have	Hev	Hæv	√
10	The	He	Ðə	X
11	Hair	Hier	Hiɪ	√
12	Cup	Kap	c^p	√
13	About	Ebout	ə'bəwt	√
14	How	Haow	Haow	√
15	Got	Got	Gat	√

16	Bad	Bed	Bɛd	√
17	Five	Faiv	Fəiv	√
18	Cat	Ket	Kæt	√
19	Day	Say	Dey	X
20	See	Sii	Siy	X
21	I would like you to listen me now	Ai wod laik yu lis mi now	ai wʊd layk Ju toʊ lisn mi noʊ	X
22	Who is the writer of this novel	Ho is de rit of dis novel	Hoo is ðə raitər ^v ðIs navəl	X
23	I watch football alone in the television	Ai watch football in de television	aI watʃ fʊtbo:l ə'loʊn in ðə television	√
24	I see many people in the market	Ai sii mani pipel in de market	aI siy məniy pipəl in ðə mɑ:kət	X
25	You are look handsome	Yu ar lek hensem	Ju are lʊk hænsəm	X
26	I want to take a bath	Ai want tu teik e bath	aI want tʊ teyk ə bɑ:θ	√
27	I have two brother and one sister	Ai hev tu brader end wan sister	aI hæv tu: brʊð'ər and w^n sistər	√
28	I have a nice day	Hai hav e nais dei	Hæv ə nais dei	X
29	I make fried rice every day	Ai mek fred rais evri dei	aI meyk fraid rais evri dei	X
30	I am very happy today	Aem very heppi tudei	æm veə riy hæpi tə'dei	√



**PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PTSP**

Alamat: Jln. Cipta Cengeng Tawar No. 1, Dolohe, Tallo, Kab. Luwu, Sulawesi Selatan
Telp. (0471) 3314115

Nomor : 353/PENELITIAN/10.04/DPNPTSP/XXII/2021
Lamp : -
Rinc : Bekerja
Perihal : Uji Penelitian

Kepada
Yth. Ka. SMK Negeri 5 Luwu
di -
Tumpang

Derivasikan Surat Dekan Institut Agama Islam Negeri Palopo : 2727/In.19/FTIK/HM.01/12/2021 tanggal 05 Desember 2021 tentang permohonan Uji Penelitian.
Dengan ini diinformasikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Uti
Tempat/Tgl. Lahir : Loppangang / 18 Juni 1999
Nim : 17 0202 0221
Jurusan : Pendidikan Bahasa Inggris
Alamat : Ujung
Desa Lempuara
Kecamatan Pannang Salatan

Ditmaksud akan mengadakan penelitian di daerah Instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**THE USE OF VIDEO LEARNING AMERICAN PRONUNCIATION TO IMPROVE THE STUDENTS
ELEVENTH GRADE PRONUNCIATION ABILITY AT SMK NEGERI 5 LUWU**

Yang akan dilaksanakan di SMK NEGERI 5 LUWU, pada tanggal 10 Desember 2021 s/d 10 Januari 2022

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Meneliti semua peraturan perundang-undangan yang berlaku.
4. Menyediakan 1 (satu) contoh copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan-ketentuan tersebut di atas.



Dijerikan di Kabupaten Luwu
Pada tanggal 10 Desember 2021
Kepala Dinas,

H. RAHMAT ANDIPRANA
Pangkat: Pembina Tk. I M/b
NIP. 19641231 196403 1 079



பெரிய எழுத்துகளை எழுதுக:

- பெரிய எழுத்துகளை எழுதுக:
 - 1. பூ
 - 2. மரம்
 - 3. கிளி
 - 4. கிணர்

சிறிய எழுத்துகளை எழுதுக:

- சிறிய எழுத்துகளை எழுதுக:
 - 1. அ
 - 2. இ
 - 3. உ
 - 4. ஊ
 - 5. ஈ
 - 6. ஔ
 - 7. ஶ
 - 8. ஷ
 - 9. ஸ
 - 10. ஹ
 - 11. ல
 - 12. ள
 - 13. ழ
 - 14. ல்
 - 15. ள்
 - 16. ழ்
 - 17. லீ
 - 18. ளீ
 - 19. ழீ
 - 20. லு
 - 21. ளு
 - 22. ழு
 - 23. லீ
 - 24. ளீ
 - 25. ழீ
 - 26. லு
 - 27. ளு
 - 28. ழு

பெரிய எழுத்துகளை எழுதுக: பூ, மரம், கிளி, கிணர், அ, இ, உ, ஊ, ஈ, ஔ, ஶ, ஷ, ஸ, ஹ, ல, ள, ழ, ல், ள், ழ், லீ, ளீ, ழீ, லு, ளு, ழு.

சிறிய எழுத்துகளை எழுதுக: அ, இ, உ, ஊ, ஈ, ஔ, ஶ, ஷ, ஸ, ஹ, ல, ள, ழ, ல், ள், ழ், லீ, ளீ, ழீ, லு, ளு, ழு.



DOCUMENTATION

The research opens the class, ask the students condition and prepare material



Students practice pronunciation and researcher give conclusion



Closing the class

