

**IMPROVING PRONUNCIATION SKILL THROUGH VWA  
(VOCABULARY WORKSHOP AUTOMOTIVE) YOUTUBE  
CHANNEL AT SMKN 2 PALOPO**

*A Thesis*

*Submitted to The English Language Education Study Program of Educationf and  
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate  
Degree of English Education*



**IAIN PALOPO**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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## PRONOUNCEMENT

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Declares this thesis I wrote to fulfill a requirement for the degree of Education Bachelor (S.Pd.) in Education and Teacher Training Faculty, the State Islamic Institute of Palopo entitled, **“Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) Youtube Channel at SMKN 2 Palopo”**, is genuinely my original work. It does not incorporate any materials previously written or published by another person except does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection or claim from others.

Palopo, April 29<sup>th</sup> 2025

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## THESIS APPROVAL

This thesis entitled "Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) Youtube Channel at SMKN 2 Palopo" written by Ammar Muayyad, reg. number 200202006, students of English Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo (IAIN Palopo), has been examined of April 29<sup>th</sup> 2025 coincided with Dzulqaidah 1<sup>st</sup> 1446 H has been corrected according to the defects and request of the Examination Team, and accepted as a condition of obtaining a *Bachelor of Education* degree (S.Pd).



Palopo, April 30<sup>th</sup> 2025

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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and thanks to Allah Swt., who gives mercy and grace so the researcher can complete this thesis to fulfill one of the requirements of the Undergraduate Degree at English Language Education Study Program at The Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, entitled “Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) Youtube Channel at SMKN 2 Palopo”. Shalawat and salam are delivered to our prophet Muhammad SAW., and His Family and companions. The researcher has received kinds of help, guidance, support, advice, and many valuable things in the process of completing this thesis. Therefore the researcher would like to express the deepest gratitude to the following parties :

1. Dr. Abbas Langaji, M.Ag. As Rector of IAIN Palopo, along with vice Rectors I, II, and III of IAIN Palopo.
2. Prof. Dr. Sukirman as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo.
3. Husnaini, S.Pd.I., M.Pd. as the head of the IAIN Palopo English Education Study Program.
4. H. Madehang, S.Ag., M.Pd. as the first supervisor and Dewi Furwana, S.Pd.I., M.Pd. as the second supervisor, have provided guidance, input, and direction in the framework of finalizing the thesis.

5. Amalia Yahya, S.E., M.Hum. and Husnaini, S.Pd.I., M.Pd. as examiner I and examiner II have provided a lot of guidance and direction to complete this thesis.
6. H. Madehang, S.Ag. As an academic advisory lecturer.
7. All lecturers of IAIN Palopo, thanks a million for all the knowledge, guidance, and best motivation during the learning process.
8. Zainuddin S., S.E., M.Ak. As the head of the library unit and the employees who have a lot, especially in collecting literature related to the discussion of this thesis.
9. The Headmaster of SMKN 2 Palopo and the teachers who gave permission and assisted in the research process.
10. The students of X TKR C at SMKN 2 Palopo, who have participated and collaborated in this research until it was completed well
11. My Beloved Parents, Dr. Masmuddin, M.Ag., and Dra. Hasfiah., who have prayed for, financially supported, sacrificed, and motivated in finishing this process.

The researcher admits that this thesis is still not perfect so the researcher will accept all inputs and suggestions from readers. Finally, the researcher hopes that Allah always provides a way of direction and blessings, Amin.

The Researcher

**Ammar Muayyad**

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## **ABSTRACT**

**Ammar Muayyad, 2025. “Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) Youtube Channel at SMKN 2 Palopo”. A thesis of the English Department Study Program Faculty of Education and Teacher Training State Islamic Institute of Palopo. Supervised by H. Madehang, S.Ag., M.Pd., Dewi Furwana, S.Pd., M.Pd.**

This research investigates the effectiveness of using the VWA (Vocabulary Workshop Automotive) YouTube Channel to improve students' pronunciation skills at SMKN 2 Palopo. The research aims to determine whether the use of the YouTube channel significantly enhances students' English pronunciation.

This research employs a pre-experimental design with a one-group pretest-posttest approach. The research was conducted with tenth-grade students of SMKN 2 Palopo, with a total population of 238 students. A sample of 31 students from class X TKR C was selected for the study. The research involved three stages: pretest, treatment, and posttest. Data were collected using pronunciation tests administered before and after the treatment.

The findings indicate a statistically significant improvement in students' pronunciation skills. The analysis shows that the t-count value (16.051) is higher than the t-table value (2.042), with a p-value of 0.000 ( $p < 0.05$ ), demonstrating a significant difference between pretest and posttest scores. This suggests that the intervention had a positive impact on students' pronunciation proficiency. Furthermore, a strong and significant correlation between pretest and posttest results confirms that the improvement observed can be attributed to the treatment.

**Keywords : Automotive Vocabulary, Pronunciation Skill, Youtube Channel.**

## CHAPTER I

### INTRODUCTION

#### **A. Background**

Pronunciation as a domain in English education is very important to support the achievement of communication goals. According to Gimson, good pronunciation is the basis of good communication.<sup>1</sup> However, according to Pennington, pronunciation, which should be the main concern in language education, is now being sidelined by the Communicative Language Teaching (CLT) movement on the pretext that meaning is more important than form.<sup>2</sup> In general, there are several factors that cause students to have difficulty speaking English. First, motivation. Most students lack motivation to practice speaking because they have many speaking problems. According to Harmer, students are often reluctant to speak because they are embarrassed to express themselves in front of other people.<sup>3</sup> Apart from that, they also think that English is only used in class. Second, lack of vocabulary. Richards stated that the lack of vocabulary was also an obstacle for students in speaking English.<sup>4</sup>

In today's modern world, everything really depends on speaking skills, for

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<sup>1</sup> Alfred Charles Gimson, (1962), *An Introduction to The Pronunciation of English*. London: Edward Arnold Publisher.

<sup>2</sup> Martha C Pennington, (2021), *Teaching Pronunciation: The State of The Art*, RELC Journal, 3-21.

<sup>3</sup> Jeremy Harmer. (2007). *The practice of English language teaching: Fourth edition*. UK: Pearson Longman.

<sup>4</sup> Richards. (2008). *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.

example, the ability to speak English is also needed to apply for jobs. Most companies, institutions and institutes need people who master English. In addition, when students want to continue their studies abroad or apply for scholarships, they must master English language skills. They must be able to debate, have group discussions, and other oral communications. Thus, mastery of English is really needed by vocational school students in facing the blow of the wave of disruption.

However, Indonesia is still a country where students are less interested in learning English. Based on data published by Education First (EF) English Proficiency Index, research that measures the level of English language proficiency, Indonesia is ranked 61<sup>st</sup> out of 100 countries with a score of 51.58.<sup>5</sup> Still below the Asian regional standard, namely 53.00. Regarding this, many school students think that speaking English is very difficult. This is inline with research conducted by Husnaini et al. (2023) that the problems occurs due to a lack of alignment between the teaching methods, instructional materials, and students' comprehension of the content. Consequently, the researcher concludes that the teaching and learning process should be adapted to match students' abilities, with methods and materials tailored to their capacity and learning needs.<sup>6</sup>

Various non-English programs in higher education such as engineering, medical technology, nursing, information technology, pharmacy, and accounting offer English as a proficiency subject matter in their curriculums. General

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<sup>5</sup> Wulandari dkk, (2022), *Investigating Speaking Difficulties of Senior High School Students: Linguistics and Psychological Problems*. English Franca, Academic Journal of English Language and Education, 151-166.

<sup>6</sup> Husnaini, H., Yahya, A., & Putri, N. I. W. (2023). Edulangue: Jurnal Pendidikan Bahasa dan Sastra, 6(1), 45–58.

English, however, no longer addresses the students' needs in their scholarly, professional or working environment. ESP becomes an applicable approach that aims to meet the students' particular needs and learning outcomes. ESP or English for Specific Purposes is an approach in teaching and using English for specific fields and studies that are in accordance with the needs of the fields of science and professions that use English. English for Specific Purpose (ESP) learning is an approach to learning English where the things taught and the teaching methods are based on the reasons why the learner wants to learn English.<sup>7</sup>

Some extant studies have investigated students' needs in learning English for automotive technology. Taula'bi' examined English language skills for automotive in a vocational high school in Sesean, north Toraja Indonesia. She found that the most priority of English language skills of automotive students was speaking. Lestari et al found that reading skill was the most needed by graduates of automotive of SMKN 2 Kota Bengkulu. The kinds of related vocabularies in automotive were related to car, i.e. kick lever, oil pump, and water cooling system, related to heavy machine, i.e. rear body offset, over hung, etc., and related to the motorcycle, i.e. swing arm, drum brake, and kick starter. The research of Lestari et.al further found that mastery of technical terms greatly affected the practice of industrial work.

Meanwhile, a research conducted by Gunawan showed that Indonesian students were confused about pronouncing English words because there were inconsistencies in vowel sounds, vowel letter combinations, silent letters, and the

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<sup>7</sup> Dewi Furwana et al, (2023). *English for Specific Purposes*

sounds of two or three consonant letter combinations.<sup>8</sup> Furthermore, a research conducted by resulted in the finding that phonetic ability was reported as the factor that caused the most problems in phonetic learning. The research showed that differences in sound systems between English and mother tongue and several factors including phonetic ability, mother tongue, previous English pronunciation learning, teaching, and motivation also cause students' problems in phonetic learning.<sup>9</sup> There are some problems on the students' vocabulary found in the eighth grade. The teacher said that the students still have low ability in learning English, especially in mastering vocabulary. They do not have many vocabularies. Another problem is the lack of media that can be used to attract student' interest in learning vocabulary.<sup>10</sup>

Another specific problem observed in students' vocabulary learning is their struggle with compound and technical terms, particularly in subject-specific contexts such as automotive vocabulary. Many of these terms are not only unfamiliar but also consist of multiple syllables or complex letter combinations, which make pronunciation even more challenging. For example, words like *Accumulator*, *Clamp Pliers*, and *Parking Brake* require students to understand both individual word meanings and how the words function together as a phrase.

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<sup>8</sup> Gunawan Tambunsaribu dkk, (2021). *Pronunciation problems faced by Indonesian College Students who Learn to Speak English*, European Journal of Molecular & Clinical Medicine, 759-766.

<sup>9</sup> Anak Agung Sagung Laksmi Dharmika Yowani, (2021). *Common Pronunciation Problems of Learners of English*, Class Conference Institut Teknologi Sepuluh November (ITS) Surabaya.

<sup>10</sup> Citra Widyastuti et al, *Using Costumized Hangaroo Game for Vocabulary Teaching at SMPN 1Bosso*. (2021) IDEAS (Journal of Language Teaching and Learning, Linguistic and Literature). 112-120.

This complexity increases the cognitive and phonetic load on learners. The difficulty is further intensified when these compound terms do not follow regular phonetic patterns or contain silent letters. Learners often face greater difficulty when dealing with low-frequency, technical vocabulary, especially in English for Specific Purposes (ESP) contexts.<sup>11</sup> Furthermore, Dalton and Seidlhofer (1994) highlight that compound and unfamiliar words present serious pronunciation challenges due to their irregular stress patterns and syllable structures. In support of this, Gilakjani (2012) explains that differences between learners' first language sound systems and English significantly contribute to mispronunciation, especially in longer or more complex words. Therefore, the complexity and specificity of such vocabulary are important factors to consider when addressing pronunciation issues in English language learning.

Using youtube channels in the learning process has several advantages compared to other media, including that it can be accessed freely, for free, so it can be used to improve students' speaking skills. Beyond that, recent research also emphasizes the broader benefits of online platforms in language learning. Madehang et al. (2024) found that both lecturers and students in Islamic higher education perceive online learning positively, especially due to its flexibility, accessibility to rich resources, and the opportunity for learners to manage their learning independently. Through online platforms like YouTube, students are able to engage with authentic English content, interact with global language use, and practice speaking at their own pace, factors that directly contribute to improving

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<sup>11</sup> Gilbert, J. B. (2005). *Pronouncing American English: Sounds, stress, and intonation* (2nd ed.). Pearson Education ESL.



fluency, pronunciation, and vocabulary acquisition. Furthermore, lecturers highlighted that the integration of technology in online learning, including the use of multimedia-rich platforms, enhances learners' exposure to real-world English usage, thus strengthening their speaking competence in meaningful and contextualized ways.<sup>12</sup>

This is confirmed by research conducted by Abdelhadi and Boukhelef who found that teacher integration with BBC learning can provide opportunities for students to speak fluently through increasing vocabulary, word choice, grammar, pronunciation and interaction.<sup>13</sup> In this regard, a research conducted by Ilyas produced findings that there was a significant influence from the use of youtube channels on students' speaking skills.<sup>14</sup> Apart from that, a research conducted by Imran and Sulviana also showed that the use of the BBC website improved the speaking skills of vocational high school students.<sup>15</sup>

Based on the paragraph, researchers recommend the use of YouTube channels in the learning process due to their accessibility, effectiveness, and direct contribution to students' speaking skill development. First, YouTube is freely and widely accessible, allowing students to learn anytime and anywhere without financial or time constraints. This flexibility is essential in modern education, which emphasizes independent and self-paced learning. The content available on

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<sup>12</sup> Madehang, M., Masruddin, M., & Iksan, M. (2024). *Reflecting on the implementation of online English learning in Islamic higher education: Lecturers and students' perspectives*. International Journal of Asian Education, 5(3), 183–197. <https://doi.org/10.46966/ijae.v5i3.426>

<sup>14</sup> Muhammad Ilyas et al, (2020). *YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill*. Journal of English for Academic. 2356-2404.

<sup>15</sup> Muhammad Chairil Imran dan Sulviana, (2024). *Using VW Web-Based Learning Courses to Improve Vocational High School (VHS) students' Speaking Skill*. EDULEC (Education, Language, and Culture). 94-100.

YouTube, especially from VWA youtube channel, is specifically designed to enhance key aspects of speaking skills, including vocabulary acquisition, word choice, grammar, pronunciation, and oral interaction.

Second, various studies support the effectiveness of using YouTube channels in improving students' speaking abilities. Research conducted by Abdelhadi and Boukhelef confirmed that integrating teaching with BBC Learning provides students with the opportunity to speak more fluently. Ilyas's study found a significant influence of YouTube usage on students' speaking performance, while research by Imran and Sulviana also showed that using the BBC website helped improve vocational high school students' speaking skills. These findings indicate that authentic, engaging, and contextually relevant video content on YouTube not only enriches the learning experience but also enhances student motivation and engagement, which are critical factors in successful language acquisition.

Based on preliminary studies conducted by researcher at vocational high schools in Palopo City, SMKN 2 Palopo was the choice for researcher to carry out this research process for the reason that first, linguistic problems. According to one teacher, the speaking skills of SMKN 2 Palopo students still tend to be low due to the lack of opportunities and vocabulary given to practice speaking. Second, psychological problems, shyness and lack of self-confidence are also still obstacles in speaking practice for students at SMKN 2 Palopo. Third, some students still use regional languages as their lingua franca. Fourth, the researcher is personally an alumni of the school so that the researcher has an adequate

general overview of the field conditions of the research object. Based on this description, the researcher considers it necessary to conduct research on methods for developing speaking skills for vocational school students with the title "Improving Pronunciation Skill Using VWA Youtube Channel at SMKN 2 Palopo".

### **B. *Research Question***

Based on the background description, the problem formulation can be made as follows:

“Is the use of the VWA Youtube channel effective to improve students’ English pronunciation of SMKN 2 Palopo students”?

### **C. *Research Objectives***

Based on the research questions, the objectives of this research is to find out whether or not the use of the VWA youtube channel in improving english pronunciation is effective to improve student english pronunciation of SMKN 2 Palopo students.

### **D. *Research Significance***

The conclusion of this research should demonstrate to be both theoretical and practical, as the stated at the parts that follow :

#### **1. Theoretically**

The findings from this research can be a reference for academics and students regarding the development of pronunciation skills, especially regarding

the use of youtube channels in improving the pronunciation skills of vocational high school (VHS) students.

## 2. Practically

This research can help teachers determine productive media for demonstrating pronunciation practice. Apart from that, the use of the VWA Youtube channel is expected to improve the pronunciation skills of vocational high school (VHS) students.

### ***E. Research Scope***

This research choose vocational high school students as the population and sample, hence the object of this research is merely discussing English For Specific Purposes (ESP), especially English for automotive technology. English for automotive technology is a specific discipline in which the students require particular language learning materials to meet their academic and future career needs. Therefore, contextual material is a prerequisite to achieving the success of language learning. Drawing on this issue, this research identified the English material needs of automotive students for working in vehicle inspection. By mastering pronunciation, the student can know how to pronounce a word correctly. On the other hand, pronunciation errors in English can result in incorrect pronunciation of vowels and consonants, speech characteristics such as stress, intonation, rhythm, voice quality, and gestures.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### ***A. Previous Related Research***

There is also a research conducted by Anggraini in 2022 with the title “Improving Students' Pronunciation Skill Using ELSA Speak Application.” This research is action research conducted to introduce the ELSA application as a medium for improving English pronunciation skills. ELSA is an acronym for English Language Speech Assistant, an application that can be downloaded for free from Google Play Android and AppStore. This application is equipped with various features to improve the pronunciation of students with an American accent. This application trains them with various exercises to pronounce words, phrases or sentences correctly. Inside there is a microphone button that users can use directly to speak after listening to the sound. This research discusses how this application as a learning medium can improve students' pronunciation skills. The data collection was carried out through pronunciation tests and interviews in classroom action research. In this research, the researcher made three cycles and gave a score to each cycle. The research produced findings that the ELSA application helped students pronounce various words more easily and comprehensively. The research results show that using the ELSA application provides benefits and convenience for students in improving their English

pronunciation skills.<sup>16</sup>

Regarding youtube, Suwastini et al are also conducting a research with a similar theme in 2023 with the title “Youtube as Instructional Media in Promoting EFL Indonesian Students' Pronunciation.” In contrast to several previous studies, this research was designed as a literature review. The main aim of conducting a literature review is to provide new insights and a better understanding of the use of youtube as a learning medium in improving EFL students' pronunciation through reading, analyzing, summarizing and synthesizing existing relevant literature to meet the research objectives. Based on previous literature, the integration of youtube videos as a learning medium to improve students' English pronunciation, uses a model to produce a general picture of the influence of youtube videos on students' pronunciation to highlight existing research gaps. This research resulted in findings that the use of youtube videos improved students' pronunciation of emphasis, intonation, rhythm, voice quality, gestures, pronunciation of vowels and consonants.<sup>17</sup>

A similar research was also conducted by Andini and Zaitun in 2022 with the title “The Effectiveness of Learning Pronunciation Through English Content by English by Lucy on Youtube.” This research was conducted to determine the effects of using Youtube channels as a medium for learning English pronunciation. This research uses a qualitative design to explore data. The research subjects were high school students and online distance learning.

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<sup>16</sup> Anggraini, (2022). *Improving Students's Pronunciation Skill Using ELSA Speak Application*. 135-141.

<sup>17</sup> Ni Komang Arie Suwastini et.al, (2023). *Youtube as instructional media in promoting EFL Indonesian Students' pronunciation*. 1-24.

Researchers use creativity-based selection to identify research topics. This is based on the assumption that the subject is an agent in the proposed research topic. Researchers also use reasoning techniques, namely data collection techniques based on considerations focused on certain goals. In collecting data, researchers used tools in the form of tests and observations. The tests in question are pretest and posttest. The test uses a pronunciation rubric which is included in the achievement assessment category. The results of this research resulted in the finding that the use of youtube videos had a positive effect on improving English pronunciation skills in high school students. youtube can provide useful results for its users, even though it is widely used as a learning medium, youtube can provide pronunciation models that are suitable for native speakers.<sup>18</sup>

There was also a research conducted by Rachmawati and Cahyani in 2020 with the title “The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills.” This research was conducted with the aim of finding out whether the use of youtube videos as a medium affects the pronunciation abilities of students majoring in non-English or not. This research uses a quantitative experimental method with a pretest and posttest group design. In collecting data, researchers used tests and observations as instruments. The data obtained was analyzed using hypothesis testing using the t-test, then using SPSS software for all data calculations. Like other studies, in this research students applied direct pronunciation learning strategies by imitating, practicing, and saying aloud the words spoken by youtubers on their youtube channels. The

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<sup>18</sup> Putri Andini & Zaitun, (2022). *The Effectiveness of Learning Pronunciation Through English Content by English by Lucy on Youtube*. 201-206.

results of this research resulted in the finding that the use of youtube videos as a medium had a positive effect on students' pronunciation abilities. In other words, youtube has become an influential medium for learning English pronunciation for non-English majoring students.<sup>19</sup>

Some of the descriptions above present a research on how youtube channels become instruments in improving students' pronunciation skills. On the one hand, the research examines the role of youtube channels and other media such as applications as media to improve English pronunciation. On the scope of the research, the research was conducted on high school students with a non-English educational background. Then, in terms of methods, the research also used quantitative and quantitative methods to answer its research questions. It can be said that this research has similarities with the research in terms of objectives, scope, and methods. However, the difference in this research is regarding the scope of the research. Previous studies have discussed the use of youtube channels to improve English pronunciation skills in non-English department students, but in this research the researcher used a more specific scope, namely English for Special Purposes (ESP), especially English for automotive technology.

## **B. *Theoretical Review***

### **2.1.1 Pronunciation in English Language Learning**

English pronunciation is one of the basic skills that is very important in developing speaking skills. By mastering pronunciation, a person can know how to pronounce a word correctly. On the other hand, pronunciation errors in English

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<sup>19</sup> Rina Rachmawati & Fibria Cahyani, (2020) *The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills*. 83-95.



can result in incorrect pronunciation of vowels and consonants, which can result in differences in words which cause differences in meaning which lead to errors in understanding in communication. Therefore, in this section, several concepts regarding pronunciation will be explained.

### **a) Definition of Pronunciation**

In simple terms, pronunciation is the production of sounds that do not interfere with communication, for both the speaker and the listener.<sup>20</sup> From the speaker's side, the speaker needs to pronounce it correctly and clearly, while from the listener's side he must be able to analyze the sounds he hears based on phonemes and the phonological system in order to interpret them correctly.<sup>21</sup> According to Richard and Schmidt, pronunciation is a method for producing certain sounds.<sup>22</sup> These sounds consist of the consonants and vowels of a language, speech characteristics such as stress, timing, rhythm, intonation, phrasing, and voice quality. Based on this description, pronunciation is a very important method for oral communication.

As an important part of oral communication, pronunciation errors make it difficult for listeners to understand the meaning of sentences correctly. Along with this, many people understand that knowledge of English grammar and vocabulary alone is not enough to guarantee successful communication. In today's world, it is not only important to understand what another speaker is saying but it is also

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<sup>20</sup> Abbas Pourhosein Gilakjani, (2016). *English Pronunciation Instruction: A Literature Review*. 1-6.

<sup>21</sup> Warinthon Dandee & Pornchai Pornwiryakit, (2022). *Improving English Pronunciation Skills Using English Phonetic Alphabet Drills in EFL Students*. 611-628.

<sup>22</sup> Jack C. Richards & Richard Schmidt (2010), *Longman Dictionary of Language Teaching and Applied Linguistic*. Pearson.

important to make one's message understandable to others.<sup>23</sup> Apart from that, another important aspect of pronunciation is that correct English pronunciation tends to add value and highlight the individual who speaks English. It is important to note that situations where a student's grammar and vocabulary are very good, he or she may be able to write English well. However, if the student does not have basic knowledge of pronunciation, his English communication will encounter obstacles.<sup>24</sup> He will be able to write sentences well but will not be able to compose meaningful sentences when speaking so he will fail to convey the message. Therefore, issues regarding pronunciation in English need to be taken into consideration.

Based on previous studies, the problems faced in terms of English pronunciation include the success of students' communication which is still ignored by many teachers who pay more attention to grammar and lexical.<sup>25</sup> This is because teachers are still less confident about pronunciation than grammar and lexical. Apart from that, teachers still worry about lacking the competence to help students effectively. Related to this, students who always pronounce a series of phonemes incorrectly create many problems for the interlocutor to understand them.<sup>26</sup> Therefore, having acceptable pronunciation is very important because bad pronunciation habits are not easily corrected.

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<sup>23</sup> Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, (2016). *Why Is English Pronunciation Ignored by EFL Teachers in Their Class*. 195-208.

<sup>24</sup> Nafisa Raimovna Kobilova, (2022). *Importance of Pronunciation in English Language Communication*. 592-597.

<sup>25</sup> Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, (2016). *Why Is English Pronunciation Ignored by EFL Teachers in Their Class*. 195-208.

<sup>26</sup> Gerald Kelly, (2001). *How to Teach Pronunciation*. Pearson.

Another problem that also needs to be highlighted is that many students pronounce sounds incorrectly, place stress in sentences, and use inappropriate intonation patterns.<sup>27</sup> This phenomenon is commonly seen in Indonesian students because of the striking differences between the phonetic alphabet used between English and their mother tongue. for example, Indonesian has 26 phonemes represented by 26 letters, but English consists of 36 phonemes represented by the same number of letters. In addition, English pronunciation cannot be implanted directly into students' minds. Based on this description, it can be concluded that the problem consists of two sides, namely teachers and students.<sup>28</sup>

### **b) Components of Pronunciation**

Broadly speaking, pronunciation has two main components, namely segmental and suprasegmental components. Segmental is a difference in sound in the vowels of a language. Suprasegmentals are speech characteristics that generally apply to groups of segments or phoneme stress.<sup>29</sup> Specifically, the segmental component consists of all the consonant and vowel phonemes that refer to separate units that can be identified physically or auditorily in each language genre.<sup>30</sup>

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<sup>27</sup> Clement Laroy, (1995). *Pronunciation*. New York: Oxford University Press.

<sup>28</sup> Ian Antaris & Fikriani Aminun Omolu, (2019). *Factors Affecting Pronunciation Difficulties of 8<sup>th</sup> grade Students of MtsN Palu Barat*. 10-19.

<sup>29</sup> Ian Antaris & Fikriani Aminun Omolu, (2019). *Factors Affecting Pronunciation Difficulties of 8<sup>th</sup> grade Students of MtsN Palu Barat*. 10-19.

<sup>30</sup> Lok Raj Sharma, (2021). *Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English*

### 1) Vowel Sound

Vowel sounds are speech sounds produced without any obstruction in the vocal tract. Crystal suggests that vowels are sounds that are articulated without full closure of the mouth or a degree of constriction that would produce audible friction. This means that sounds are produced by the friction of the air flow on the vocal tract, therefore they are vocalized.<sup>31</sup> In line with this, other literature confirms that vowels are made by the sound of air passing through various mouth shapes, where the differences are caused by differences in the position of the lips and tongue.<sup>32</sup> The same concept was put forward by Roach that vowels are sounds that do not obstruct the flow of air from the larynx to the lips.<sup>33</sup> As voiced sounds, there are 20 Vowel sounds in English. These sounds are categorized into 2 types, namely monophthongs and diphthongs as explained in the table below.

**Table 2. 1 Correlation Between Monophthong and Spellings**

| S.N. | Word      | Pronunciation  | Mean              |
|------|-----------|----------------|-------------------|
| 1.   | Tire      | / taɪə: /      | ban               |
| 2.   | Seatbelt  | / si:t / belt  | sabuk pengaman    |
| 3.   | Fan belt  | / fæn / belt / | v belt            |
| 4.   | Jack      | / dʒæk /       | dongkrak          |
| 5.   | Muffler   | / mʌflər /     | knalpot           |
| 6.   | Horn      | / hɔ:n /       | klakson           |
| 7.   | Axle      | / æksəl /      | as roda           |
| 8.   | Dashboard | / dæʃbɔ:d /    | after, calf, last |

<sup>31</sup> David Crystal, (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing.

<sup>32</sup> Joseph Desmond O'Connor, (1998). *Better English Pronunciation*. Edinburgh: Cambridge University Press.

<sup>33</sup> Peter Roach, (1998). *English Phonetic and Phonology*. Edinburgh: Cambridge University Press.

|     |                |                       |                               |
|-----|----------------|-----------------------|-------------------------------|
| 9.  | Tie rod        | / taɪ / rɒd /         | penghubung kemudi dengan roda |
| 10. | Door           | dɔː                   | Pintu                         |
| 11. | hood           | / hʊd /               | kap mesin                     |
| 12. | Cruise control | / kruːz / kən'trəʊl / | Throttle otomatis             |

## 2) Consonant Sound

Consonants are speech sounds whose product is some sort of obstruction in the vocal tract. Crystal emphasises that consonants are sounds that result from the closure or narrowing of the vocal tract so that the airflow is completely blocked, or restricted so that audible friction occurs.<sup>34</sup>

**Table 2. 2 Correlation Between diphthongs and Spellings**

| S.N. | Word       | Pronunciation          | Mean              |
|------|------------|------------------------|-------------------|
| 1.   | Taillight  | / teɪl / laɪt /        | lampu belakang    |
| 2.   | 4WD        | / fɔː / wiːl / draɪv / | penggerak 4 roda  |
| 3.   | Oil        | / ɔɪl ?                | oli / pelumas     |
| 4.   | Sunroof    | / sʌnrʊːf /            | atap transparan   |
| 5.   | Exhaust    | / ɪg'zɔːst /           | pipa knalpot      |
| 6.   | Fuel pump  | / fjuːəl / pʌmp /      | pompa bahan bakar |
| 7.   | Airbag     | / eəbæg /              | kantong udara     |
| 8.   | Carburetor | / kɑːrbəreɪtər /       | karburator        |

Diphthongs as speech sounds involve two vowels sliding from one to the other and the entire glide acts like one vowel sound. There is a noticeable change in the quality of the vowels as they are spoken. This means that the sound is produced when there is an obstruction to air flow somewhere in the vocal tract.

<sup>34</sup> David Crystal, (2008). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing.

Connor believes that consonants are generally formed from a certain mixture of vocal organs with air flow so that they are easier to describe or understand.<sup>35</sup> This is in line with what was stated by Verma and Khrisnaswamy that consonants are sounds that are characterized by constriction accompanied by a certain friction or closure followed by release.<sup>36</sup> Consonant letters in English consist of 24 sounds as shown in the table below.

**Table 2. 3 Correlation Between Consonants Spelling and Sounds**

| S.N | Sound  | Spellings             | Initial Position          | Medial Position            | Final Position       |
|-----|--------|-----------------------|---------------------------|----------------------------|----------------------|
| 1   | / p /  | p, pp                 | pump, pad, piston         | repair, wipers             | pump, mudflap        |
| 2   | / b /  | b,bb                  | bonnet, brake             | hubcap                     | -                    |
| 3   | / t /  | t,tt,th,ed            | tachometer, turbo         | vents, starter             | headrest, gasket     |
| 4   | / d /  | d,dd                  | differential, diesel      | conditioner, pedal         | pad, dashboard       |
| 5   | / k /  | k, c, ck, ch, q, cc   | key, chain                | shock, lock                | -                    |
| 6   | / g /  | g, gg, gh             | gauge, gearbox            | baggage, ignition          | plug, airbag         |
| 7   | / tʃ / | ch, tch, tu           | chassis, charger, turbo   | -                          | clutch, switch       |
| 8   | / dʒ / | j, dge, g, ge, di, de | jack, gasoline, gear      | engine, ignition, headlamp | gauge                |
| 9   | / m /  | m, mm                 | manifold, mirror, muffler | transmission, bumper       | alarm, beam          |
| 10  | / n /  | n, nn, gn             | navigation, nut           | panel, window              | transmission, horn   |
| 11  | / ŋ /  | n, ng                 | -                         | tank, ring                 | conditioning, spring |
| 12  | / f /  | f, ff, ph, gh         | fan, frame, filter        | shifter, muffler           | sunroof              |
| 13  | / v /  | v, f                  | valve, vents, visor       | drive                      | leave                |
| 14  | / θ /  | th                    | thermometer               | months, method             | cloth, path, bath    |
| 15  | / δ /  | th                    | thermometer               | mother, father             | bathe, clothe        |

<sup>35</sup> Joseph Desmond O'Connor, (1998). *Better English Pronunciation*. Edinburgh: Cambridge University Press.

<sup>36</sup> Verna & Krishnaswamy (1989), *Modern Linguistic*. Oxford University Press

|    |       |                              |                                   |                             |                         |
|----|-------|------------------------------|-----------------------------------|-----------------------------|-------------------------|
| 16 | / s / | s, ss, sc, c                 | speedometer,<br>spoiler, cylinder | suspension, console, gasket | chassis, lights, brakes |
| 17 | / z / | z, zz, s, x                  | zebra, zero, xerox                | nozzle                      | buzz, girls, topaz      |
| 18 | / ʃ / | sh, s, ssio, tio, tia,<br>ch | shock, shaft                      | transmission                | wash, bush, push        |
| 19 | / ʒ / | sio, sure, g                 | genre, jabot                      | division, measure           | garage, beige, rouge    |
| 20 | / h / | h, wh                        | hood, handbrake,<br>handle        | windshield                  | -                       |
| 21 | / r / | r, rr, wr                    | radiator, radio                   | spring, spark, steering     | turbocharger            |
| 22 | / j / | y, u, ew, ue                 | undercarriage                     | fuse                        |                         |
| 23 | / w / | w, wh, qu                    | windshield,<br>wipers             | -                           | -                       |
| 24 | / l / | l, ll                        | lights, lug, lock                 | alarm, plate, headlamp      | wheel, differential     |

The table above shows that several sounds occur in three word positions. Some sounds do not occur at the end of a word and one sound /ŋ/ does not occur at the beginning of a word.

The suprasegmental component is a sound feature that extends to more than one sound in a pronunciation. This uses the parameters loudness, pitch, point, time, and duration. Suprasegmental characteristics have a special function in a language to differentiate meaning and mood. Regarding this, other sources state that the suprasegmental component is an aspect of speech that involves more than one consonant or vowel.<sup>37</sup> In more detail, the various types of suprasegmentals consist of:

- 1) *Length*, namely the duration or period of time required to articulate, length is a vowel quality in most languages. Length also means the length of time

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<sup>37</sup> Peter Ladefoged & Keith Johnson, (2011). *A Course in Phonetics*. Boston: Wadsworth.

maintained in a particular word or phrase.<sup>38</sup> For example / ɪ / is a short vowel and / i: / is a long vowel. These two examples create different meanings for a word. /sɪt/ is a phonemic transcription of the word “sit” (to take a seat). Meanwhile /si:t/ is a phoneme transcription of the word "seat" (a place to seat).<sup>39</sup>

- 2) *Stress*, is an extra pressure used when pronouncing a syllable. Namely the level of loudness, tension, sonority, and muscle energy used when pronouncing certain syllables. According to Daniel Jones, stress is the level of strength in pronouncing a sound or syllable. Besides that, the number of syllables stressed by the speaker depends greatly on the nature of the words that make up the utterance.<sup>40</sup>
- 3) *Intonation*, is defined as the linguistic use of tone at the sentence level. The rise and fall of tone in the pronunciation of a phrase or sentence is called intonation. There are also those who say that intonation is the music of speech.<sup>41</sup> Thus, intonation is the way the voice rises and falls when someone speaks.
- 4) *Rhythm*, in English pronunciation refers to the systematic pattern between stressed and unstressed syllables in speech. As a stress-timed language, English places stress on main meaning words such as verbs, nouns and

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<sup>38</sup> Daniel Jones, (1981) *An Outline of English Phonetics*. New York: G.E.Stechert.co

<sup>39</sup> Lok Raj Sharma, (2021). *Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English*

<sup>40</sup> Lok Raj Sharma, *Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English*

<sup>41</sup> Jeremy Harmer, *English Language Teaching*. Pearson



adjectives, while functional words such as prepositions and articles tend to be pronounced more quickly and lightly.<sup>42</sup> Applying the right rhythm in pronunciation not only improves language fluency, but also contributes to message comprehension and communication continuity.<sup>43</sup> Therefore, rhythm training can be conducted through various methods, such as imitation of native speakers' speech (shadowing), active listening to audio materials such as songs, or rhythmic recitation of literary works such as poetry.

- 5) *Voice quality*, in English pronunciation refers to the acoustic and physiological characteristics of the voice that influence how utterances are heard and received by listeners. It includes elements such as voice strength, vocal tension, resonance, and pitch stability, which together form a speaker's vocal identity and contribute to the clarity and effectiveness of oral communication.<sup>44</sup> In the context of learning English as a foreign language, voice quality is an important indicator of phonetic competence, as poor or inappropriate voice quality can hinder comprehension, even when segmental aspects such as phoneme pronunciation are correct. Therefore, the development of good voice quality through breathing exercises, articulation and vocal control is necessary to support more natural and comprehensible pronunciation.

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<sup>42</sup> David Crystal. (n.d.). *Stress and Rhythm in English*. ResearchGate. 10–19.

<sup>43</sup> Darío Barrera-Pardo. (2008). *The Reality of Stress-Timing*. ELT Journal, 62(1), 11–17.

<sup>44</sup> Gumelar, R. E., & Riandi. (2022). *Pengaruh Teknik Drama Voice Terhadap Penguasaan Pronunciation Pada Mahasiswa Semester Satu Pendidikan Bahasa Inggris Universitas Mathla'ul Anwar Banten Tahun Akademik 2019/2020*.

6) *Gestures*, in English pronunciation refer to the use of body movements, especially hands and facial expressions, to support verbal communication and clarify the point being made. Gestures are often used to emphasise certain words or ideas, show emotion or intensity, and help speakers show the relationship between ideas in a sentence.<sup>45</sup> In the context of English language learning, understanding and applying gestures appropriately can help improve communication skills, especially in informal situations or everyday conversations, where body movements can help clarify the meaning of sentences that may be ambiguous.<sup>46</sup> Therefore, training in using gestures that are appropriate to the cultural and social context is essential in the development of more natural and effective language skills.

### c) Importance of Pronunciation in Communication

English pronunciation plays an important role in communication because it is the main bridge between speakers and listeners in conveying messages clearly and understandably. Pronunciation includes aspects such as vowel and consonant sounds, word stress, intonation, and rhythm, all of which contribute to the clarity and accuracy of meaning in conversation.<sup>47</sup> Errors in pronunciation often lead to ambiguity or even miscommunication, so the ability to pronounce words correctly

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<sup>45</sup> Syawalia, D. M., Maylani, A., Ferdyan, M. H., Halim, M. I., & Nugraha, J. T. (2024). *Persepsi masyarakat pada makna ekspresi wajah dan gestur tubuh dalam berkomunikasi*. Journal of Governance and Public Administration, 2(1), 1–15.

<sup>46</sup> Pohan, A. (2015). *Peran komunikasi verbal dan nonverbal dalam hubungan manusia*. AL MUNIR: Jurnal Komunikasi dan Penyiaran Islam, 6(2), 1–11.

<sup>47</sup> Gumelar, R. E., & Riandi. (2022). *Pengaruh Teknik Drama Voice Terhadap Penguasaan Pronunciation Pada Mahasiswa Semester Satu Pendidikan Bahasa Inggris Universitas Mathla'ul Anwar Banten Tahun Akademik 2019/2020*.

is a fundamental part of English speaking skills, whether in academic, professional or social contexts.

In addition, a good mastery of pronunciation also has an impact on the confidence of speakers, especially for learners of English as a foreign language. When someone is able to pronounce words correctly and naturally, they tend to be more comfortable in interacting, active in discussions, and more easily accepted in cross-cultural communication environments. Accurate pronunciation is also an indicator of language competence in general, because it shows that speakers not only understand the structure of the language, but also how to use it practically in real situations.<sup>48</sup> Therefore, learning pronunciation needs to get a balanced portion in the English teaching curriculum.

#### **d) Common Pronunciation Problems Among EFL Learners**

There are several factors that can occur in the pronunciation learning process. According to Dalton and Seidlhofen, there are three factors that might occur. First, students usually pronounce a new and unfamiliar sound with similar sounds they already know. Second, Indonesian students are used to pronouncing words according to what they write. Third, students rarely check the correct pronunciation in their dictionary. These errors cannot be separated from the language usually used by students.<sup>49</sup> The lay person's capacity to understand the auditory phenomena of the language being studied is vast, but taking this for granted would be wrong. Students' problems really start when they try to speak as

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<sup>48</sup> Kuncoro, A., Erlangga, F., & Ramliyana, R. (2021). *Kepercayaan Diri Siswa dan Pengaruhnya Terhadap Keterampilan Berbicara Bahasa Inggris*. Prosiding Seminar Nasional Pengabdian Masyarakat Universitas Ma Chung, 1(1), 294–305.

<sup>49</sup> Christiane Dalton & Barbara Seidlhofer, (1994). *Language Teaching: Pronunciation*. Oxford: Oxford University Press.

naturally as native speakers because they don't know exactly how to pronounce certain words accurately.<sup>50</sup>

The main reasons that cause us to get wrong pronunciation. In a mother tongue or first language situation, children learn to respond to the sounds and tones that their parents usually use when speaking to them from an early stage. In time, children began to learn English in English-speaking countries; they tend to speak with an accent in their native language. But in our country, where English is a second language, children listen to wrong sounds and tones produced by teachers/adults in their environment and tend to pick up wrong pronunciations. This is mainly due to their lack of understanding of the correct language variations.<sup>51</sup>

Good pronunciation consists of tone, quality, speed, and volume. The message must be conveyed well and loud enough, and sung well. Language skills can be learned through practical use, not in the classroom. The best way to learn any language is to listen to native speakers. Conversations with native speakers can be embarrassing for adults, but not for children, so they tend to master pronunciation better. Lack of production can cause failure to convey the message and can cause problems in communication.

### **e) Strategies to Improve Pronunciation Skills**

Improving pronunciation skills in English requires a systematic and sustained approach. One of the main strategies is listening and shadowing, which

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<sup>50</sup> Ian Antaris & Fikriani Aminun Omolu, (2019). *Factors Affecting Pronunciation Difficulties of 8<sup>th</sup> grade Students of MtsN Palu Barat*. 10-19.

<sup>51</sup> Nafisa Raimovna Kobilova, (2022). *Importance of Pronunciation in English Language Communication*. 592-597.

involves actively imitating the pronunciation of native speakers through audio or video recordings. This technique trains both listening and pronunciation skills, so that pronunciation becomes more accurate and natural. Sources can include podcasts, films, or learning videos that feature clear pronunciation. Shadowing also helps to familiarise the tongue with the rhythm, intonation and stress of typical English words that are not always found in the learner's native language.<sup>52</sup>

A second important strategy is to use assistive technology tools, such as language learning apps (e.g. ELSA Speak, Duolingo, or Google Pronunciation Tool), which allow users to hear and practice the pronunciation of words or sentences with immediate feedback. This technology allows learners to record their voice, compare it with native speakers and receive corrective suggestions in real-time. In addition, phonetic pronunciation can also be learnt through the symbols in the International Phonetic Alphabet (IPA), which helps understand how a sound should be pronounced technically, especially for sounds that do not exist in the native language.<sup>53</sup>

Finally, live communication practice, whether through group discussions, conversation classes, or sessions with native speakers, can greatly accelerate pronunciation improvement. Live interaction creates a real context where learners have to adjust their pronunciation to be understood by the other person. In addition, receiving feedback from the interlocutor on incorrect pronunciation

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<sup>52</sup> Sugiarto, R., Prihantoro, P., & Edy, S. (2020). *The impact of shadowing technique on tertiary students' English pronunciation*. *Linguists: Journal of Linguistics and Language Teaching*, 6(1), 114.

<sup>53</sup> Jalilvand, M., & Ghafournia, N. (2023). *The Effect of Voice Recording, Video Dubbing, and Shadowing Tasks on The Pronunciation Ability: A study of Iranian EFL learners*. *Journal of Applied Linguistics Studies*, 2(1), 74–85.

reinforces phonological awareness and increases motivation to correct it.<sup>54</sup> By combining these strategies consistently, learners can develop their pronunciation skills effectively and progressively.

### **2.1.2. Teaching Pronunciation**

#### **a) The Approaches and Techniques in Teaching Pronunciation**

Teaching pronunciation in English requires the right approaches so that students can understand and produce language sounds accurately. One approach that is widely used is the audiolingual-based approach, which emphasises repetition and the formation of sound habits through repeated listening and pronunciation exercises. This approach draws on the theory of behaviourism, which believes that correct pronunciation can be instilled through drilling (intensive repetition practice).<sup>55</sup> In addition, the communicative approach is also widely applied, focusing on clarity and understanding in real communication, where pronunciation is taught through contextualised speaking activities.

In terms of techniques, teachers can utilise a variety of methods that are appropriate to the students' ability levels and learning objectives. Techniques such as minimal pairs (pairs of words that sound almost the same, such as 'ship' and 'sheep') are useful for training students' hearing for subtle but meaningful phoneme differences. In addition, phonetic drilling techniques with the help of International Phonetic Alphabet (IPA) symbols can help students learn the correct

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<sup>54</sup> Ulfa, S. T., & Fatimah, S. (2019). *Shadowing as a technique to practice English pronunciation during classroom oral activities in senior high school*. Journal of English Language Teaching, 8(1).

<sup>55</sup> Babaeian, A. (2021). *Approaches to Pronunciation Instruction in Communicative Language Teaching Classrooms*. Journal of Studies in Education, 11(4), 1–15.

way of articulation for each sound. Oral visualisation techniques and the use of mirrors are also effective in improving students' articulatory awareness. This visual approach is especially helpful for students who have a kinesthetic or visual learning style.<sup>56</sup>

In today's digital age, teaching pronunciation can also be enhanced through app-based technology, such as the use of interactive pronunciation software or artificial intelligence-based apps that provide immediate feedback. Teachers can also use video recordings, podcasts, or virtual speaking practice sessions with native speakers to increase students' exposure to authentic pronunciation. Blended learning approaches that combine traditional techniques and modern technology are proven to significantly improve student motivation and learning outcomes. With the selection of appropriate approaches and techniques, pronunciation learning can be more interesting, effective, and relevant to today's global communication needs.

#### **b) The Role of Listening and Imitation**

Listening and imitation play an important role in mastering English pronunciation because they are the main foundation in the formation of phonological awareness and articulation skills. Through intensive listening activities, learners can capture the distinctive features of English sounds, such as intonation, word stress, and rhythm that are different from their native language. Active listening to native speakers allows students to understand how words are

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<sup>56</sup> Utkir qizi, K. T., & Sherali qizi, G. J. (2021). *The Strategies, Techniques, And Activities To Teach English Pronunciation With Minimal Pair Sounds Technique*. International Journal of Academic Pedagogical Research, 5(5), 140–142.

spoken in a natural and communicative context. This is crucial for internalising unfamiliar sound patterns and forming accurate mental representations of sounds in the target language.<sup>57</sup>

Meanwhile, imitation is an important process in developing articulation skills that are close to native speakers. Thro (al. H. e., 2018) (Mardiyah & Santika, 2020)ugh the process of imitating live pronunciation-both word for word and in the form of phrases and whole sentences-learners learn to adjust their mouth movements, tongue position, and use of sound pressure to get closer to correct pronunciation. Techniques such as shadowing, where students imitate speech immediately after hearing it, have been shown to be effective in improving pronunciation accuracy and fluency. By combining good listening skills and active imitation, learners can accelerate the process of pronunciation improvement and increase confidence in speaking.<sup>58</sup>

### **c) Teacher's Role in Communication Practice**

Teachers play a central role in English pronunciation practice, not only as facilitators of learning, but also as models of pronunciation that students can rely on. In this context, teachers serve as the primary source of accurate phonological input, through which students learn to imitate the appropriate pronunciation of sounds, word stress, intonation and sentence rhythm. When teachers consistently use correct pronunciation in their daily teaching, they help shape students'

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<sup>57</sup> Hasriani, Anwar, & Mujahidah. (2018). *Implementing Listen and Imitate Technique to Improve Pronunciation Skill*. Inspiring: English Education Journal, 1(1), 1–12.

<sup>58</sup> Mardiyah, K., & Santika, A. (2020). Effectiveness of Using Imitation Technique Through English Video Towards Students' English Pronunciation Ability. *Madani: Jurnal Ilmiah Multidisiplin*, 5(1), 1–12.



phonetic expectations and increase awareness of meaningful sound differences in English.<sup>59</sup>

In addition, teachers also act as mentors who provide corrective feedback on pronunciation errors in an appropriate and constructive manner. They can design activities that encourage students to actively practice pronunciation, such as phonetic games, minimal pairs exercises, or shadowing techniques. Effective teachers are able to adjust approaches and strategies according to students' ability levels and barriers faced, including difficulties due to the influence of the mother tongue. By creating a supportive and interactive learning environment, teachers help students feel more confident to speak, make mistakes, and learn from the process in an effort to improve their pronunciation.<sup>60</sup>

#### **d) Challenges in Teaching Pronunciation at Vocational School**

Teaching English pronunciation to Vocational High School (SMK) students presents a number of complex challenges, both linguistic and non-linguistic. One of the main challenges is students' lack of phonological awareness, i.e. the inability to distinguish and produce English sounds that are not present in their mother tongue. This often leads to mother tongue interference, where the pronunciation of English words sounds like a local dialect or is not up to standard. In addition, many vocational students lack familiarity with intensive English

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<sup>59</sup> Purwanto. (2017). *Meningkatkan Efektivitas Pembelajaran Pronunciation Bahasa Inggris di SMPN 1 Sewon melalui Pendekatan Analisis Kontrastif*. Jurnal Penelitian dan Evaluasi Pendidikan, 7(1), 1–16.

<sup>60</sup> Ilmi, A. F. R., Romadhona, A., Lulua, L., Sari, M. A., Ardiansyah, M. A., & Jayanti, R. (2025). *Strategi Guru dalam Meningkatkan Keterampilan Berbicara Pada Siswa MTS An-Nadhdliyyah Mengelo Sooko.*, 9(1), 1127–1131.

listening practice, making it difficult to recognise correct intonation, rhythm and word stress.<sup>61</sup>

Another challenge is students' lack of motivation and confidence in practising pronunciation. Many vocational students feel that pronunciation is not a key skill that needs to be mastered as their main focus is on vocational areas, not languages. As a result, pronunciation exercises are often considered irrelevant, boring, or even scary, especially if they are afraid of being ridiculed when making mistakes in pronunciation. On the other hand, the limited time for English learning in the SMK curriculum as well as limited resources such as audio media, supporting technology, and specialised teacher training in teaching pronunciation are also obstacles. Therefore, a more contextual, creative, and adaptive teaching approach is needed so that pronunciation can be taught in a more interesting and meaningful way for SMK students.<sup>62</sup>

### **2.1.3 Vocabulary and Its Role in Pronunciation**

#### **a) Definition and Importance of Vocabulary**

Vocabulary is a collection of words that a person knows and uses in a language. In the context of English language learning, vocabulary includes understanding the meaning of words, pronunciation, grammatical forms, and the use of words in the context of sentences. Vocabulary does not only consist of basic words, but also includes phrases, idioms, and collocations that enrich

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<sup>61</sup> Eniati, N. K., & Numertayasa, I. W. (2022). *Analisis Kesulitan Pengucapan Kosakata Bahasa Inggris Siswa Sekolah Dasar di Desa Pesaban*. NUSRA: Jurnal Penelitian dan Ilmu Pendidikan, 5(4), 1–8.

<sup>62</sup> Milawaty, M., Kamiliyah, U. H., Utami, L. D., Dzulkifli, M., & Oktaviana, A. R. (2023). *Pelatihan Pelafalan (Pronunciation) Bahasa Inggris untuk Perbaikan Kemampuan Berbicara Bahasa Inggris Siswa Kelas X SMK Nuris Jember*. ABDI INDONESIA, 1(1), 1–10.

expression in communication. Vocabulary mastery is the foundation of language skills, both oral and written, as one cannot express ideas effectively without having adequate words to convey meaning.<sup>63</sup>

The importance of vocabulary in English language learning lies in its function as the main bridge between comprehension and message delivery. Without sufficient vocabulary, students will find it difficult to understand reading texts, listen to conversations, write clearly, or speak fluently. Vocabulary is also closely related to critical thinking skills and the ability to construct arguments in the target language. Therefore, continuous vocabulary development is essential at all levels of English language learning.<sup>64</sup> Strategies such as extensive reading, the use of digital apps, and the application of real contexts in learning can help students expand and strengthen their vocabulary acquisition.

In addition to those strategies, Sahraini (2015) emphasizes that vocabulary learning should go beyond simple memorization; it must involve an understanding of word meanings in context and how words are used in communication. Effective vocabulary instruction requires deliberate vocabulary selection, a focus on word knowledge, and the application of interactive techniques. One recommended approach is the use of communicative and interactive classroom activities—such as role plays, games, and group tasks—which engage students in meaningful language use. These activities not only help students internalize new vocabulary

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<sup>63</sup> Munibi, A. Z. (2020). Pengaruh Penguasaan Kosakata dan Tata Bahasa Terhadap Kemampuan Membaca Bahasa Inggris. *Edukatif: Jurnal Ilmu Pendidikan*, 2(3), 4732–4742.

<sup>64</sup> Sumiati, S., & Prasetyaningtyas, W. E. (2022). *Penguasaan Kosakata Memiliki Pengaruh Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Madrasah Aliyah Swasta*. *Journal of Learning and Instructional Studies*, 1(2), 81–90

but also build their confidence to use English both orally and in writing.<sup>65</sup> This model of teaching ensures that vocabulary learning becomes an active, student-centered process, enhancing both language competence and communicative ability.

#### **b) The Relationship between Vocabulary Knowledge and Pronunciation**

The relationship between vocabulary knowledge and English pronunciation is very close and influences each other in the language learning process. Vocabulary is the basis for students to understand and use the language, while pronunciation ensures that the words can be pronounced correctly and understood by the interlocutor.<sup>66</sup> A person may know the meaning and use of a word in a written context, but if they do not understand how to pronounce it correctly, then oral communication can be hampered or even cause misunderstanding.

As the vocabulary increases, learners will also increasingly interact with various phonological forms of words, such as syllable stress, intonation, and the combination of vowel and consonant sounds that are typical in English. This indirectly helps them improve their pronunciation skills. Conversely, improper pronunciation can affect students' confidence in using vocabulary actively in speaking. Therefore, the integration between vocabulary learning and

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<sup>65</sup> Sahraini. (2015). *A Model of Communicative Teaching and Learning of English Vocabulary Through Interactive Activities*. Ethical Lingua: Journal of Language Teaching and Literature, 2(1), 1–14. (Sahraini, 2015)

<sup>66</sup> Munibi, A. Z. (2020). *Pengaruh Penguasaan Kosakata dan Tata Bahasa Terhadap Kemampuan Membaca Bahasa Inggris*. Edukatif: Jurnal Ilmu Pendidikan, 2(3), 4732–4742.

pronunciation practice is essential so that students not only know the words passively, but also able to use them orally with understandable pronunciation.<sup>67</sup>

### c) Vocabulary in The Context of Automotive English

In the context of automotive English, vocabulary acquisition is particularly important as it is directly related to technical understanding and professional communication in a global work environment. Vocabulary in this field includes technical terms such as engine, transmission, brake system, ignition, to more specific components such as spark plug, crankshaft, and fuel injector. The use of these terms is required not only in reading manuals, engineering diagrams, or vehicle maintenance instructions, but also in oral communication, such as when explaining vehicle malfunctions to customers or discussing with other technicians.<sup>68</sup>

Kosakata otomotif dalam bahasa Inggris juga sangat dibutuhkan bagi siswa SMK atau pekerja bengkel yang berorientasi pada pasar internasional atau industri otomotif multinasional. Misalnya, saat mengikuti pelatihan teknis dari pabrikan luar negeri atau membaca spesifikasi kendaraan terbaru, pemahaman terhadap terminologi berbahasa Inggris menjadi prasyarat utama. Oleh karena itu, pembelajaran kosakata di bidang ini harus diarahkan pada pendekatan kontekstual dan praktis, seperti melalui *workshop*, simulasi perakitan kendaraan, atau studi kasus berbasis proyek, sehingga siswa tidak hanya mengetahui arti kata, tetapi

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<sup>67</sup> Susilawati, T. M., & Suhardi. (2016). *Hubungan antara Penguasaan Kosakata dan Ketepatan Menemukan Gagasan dengan Keterampilan Membaca Pemahaman*. LingTera, 3(1), 1–12. (Susilawati & Suhardi, 2016)

<sup>68</sup> Balai Bahasa Bandung. (n.d.). *Penyerapan Leksikon Asing dalam Bidang Otomotif ke dalam Bahasa Indonesia: Tinjauan Secara Morfologis dan Fonologis*. Jurnal Sosioteknologi.

juga dapat menggunakannya dalam situasi nyata secara komunikatif dan fungsional.<sup>69</sup>

#### **2.1.4 Using Youtube as A Learning Media**

##### **a) The Role of Technology and Multimedia in Language Learning**

The role of multimedia in pronunciation learning is very important because it is able to provide a more interactive and comprehensive learning experience. In this context, multimedia includes various elements such as audio, video, and text that can facilitate the learning process in a more interesting way.<sup>70</sup> By using videos, for example, students can see firsthand how native speakers pronounce words or phrases, complete with mouth movements, tongue position, and facial expressions that affect pronunciation. This allows students to visually replicate and understand the physical aspects of pronunciation that may be difficult to explain in words alone.

In addition, the audio element in multimedia is very important to provide clear and natural pronunciation examples. Through the recorded voices of native speakers, students can listen to the proper intonation, stress, and rhythm in the pronunciation of a word or sentence. The use of audio helps students to familiarise themselves with the nuances of the language, so that they can improve their pronunciation to be closer to the way native speakers speak.<sup>71</sup> By listening to

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<sup>69</sup> Pratama, A. P., & Sofyan, H. (2020). *Pengembangan Kamus Perbaikan Bodi Otomotif Berbasis Android untuk Siswa Sekolah Menengah Kejuruan*. Jurnal Kependidikan Penelitian Inovasi Pembelajaran, 4(2).

<sup>70</sup> Muayyed J. Juma, (2021). *Developing English Pronunciation Through Animation and Youtube Videos*. 401-414.

<sup>71</sup> Linyang Yuan & Li Zhang, (2022). *Phonetics for College Students: The Use of Multimedia Network Technology*. 34-39

different examples of pronunciation in different contexts, students can also understand the pronunciation variations that may exist in different accents or dialects.

Multimedia-based speech recognition software also plays a big role in pronunciation learning. This technology allows students to speak and instantly receive feedback on how accurate their pronunciation is compared to the correct pronunciation. This feature provides an opportunity for students to practice independently and correct their mistakes without the need to wait for an instructor.<sup>72</sup> With quick and concrete feedback, students can continue to practice and improve their pronunciation gradually, which in turn increases their confidence in speaking.

Overall, multimedia makes learning pronunciation more effective and enjoyable. The use of various media that can be personalised and accessed at any time gives students the flexibility to learn at their own pace and style. With different types of content available, such as video tutorials, speech recognition apps, and interactive exercises, students can learn in a more varied and enjoyable way. This not only improves their pronunciation skills, but also motivates them to continue practising and developing their language skills more independently.

#### **b) Definition and Features of YouTube as a Learning Platform**

Youtube is the most widely accessed video-sharing platform in the world. It offers not only millions of videos of music, movie, sport, talk shows, and news but also educational videos. Today's students generally like Youtube. Therefore, it

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<sup>72</sup> Kvasyuk et al, (2021). *The Use Of Multimedia Language Laboratory in Teaching English Phonetics at The University*. 1-8.

offers great opportunities for students and teachers to enhance EFL learning and teaching, including pronunciation improvement.<sup>73</sup> Youtube is an online application that provides learning media and a platform for sharing materials and assignments in the context of English as a foreign language. As a youtube video sharing platform containing speeches from native English speakers who provide appropriate English pronunciation models for students.<sup>74</sup> Many studies have been conducted regarding the use of youtube videos to improve students' pronunciation. Related to this, youtube has a role as a medium in learning pronunciation, including:

### 1) Youtube Videos for Providing Examples of English Stress



**Figure 2. 1 Youtube for English stress example**

(<https://www.youtube.com/watch?v=mdVFYaXRULc>)

Stress is one aspect of pronunciation that plays an important role in acquiring better English pronunciation. Word stress refers to stressing certain syllables of a word, therefore, misplaced stress can change the meaning of words. For example, the stress in 'PROgramme and 'PASsenger is often misplaced on the

<sup>73</sup> Asri Purnamasari, (2018). *What EFL Learners Say About Youtube Use to Improve Pronunciation in A Blended Learning Environment*.

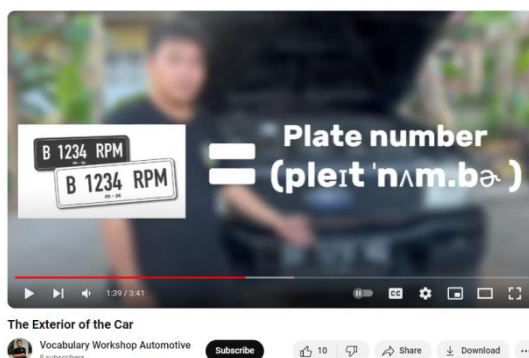
<sup>74</sup> Marcella Melly Kosasih, (2021). *Factor Affecting Indonesian Students in Learning English Studies*. 13-20.



second syllable. More importantly, English has homographs with the only placement of stress that differentiates the meaning, such as 'EXport (noun) and ex'PORT (verb).<sup>75</sup>

Some literature claims that Youtube has improved students' pronunciation of stress. Youtube provides students with correct pronunciation videos that provide examples of English stress videos from native speakers. He argued that after watching the videos repeatedly at their convenience through distance learning, students became more accustomed to the stress placement of different English words. He further argues that youtube suggests “next playlists” based on previous views, thereby providing students with more examples of pronunciation and stress patterns.<sup>76</sup>

## 2) Youtube Videos and The Learning of English Rhythm



**Figure 2. 2 Youtube for english rhythm example**

(<https://www.youtube.com/watch?v=mdVFYaxRUlc>)

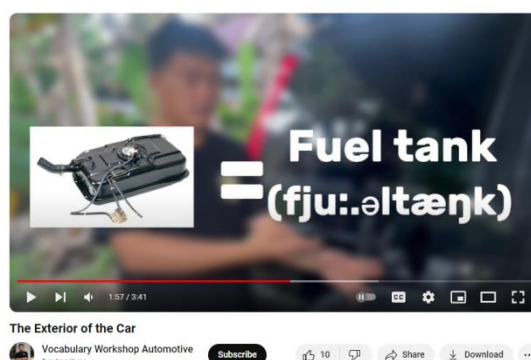
Rhythm can be described as the prominence and stress of words in how

<sup>75</sup> Ni Komang Arie Suwastini et.al, (2023). *Youtube as instructional media in promoting EFL Indonesian Students' pronunciation*. 1-24.

<sup>76</sup> Reima Al-Jarf, (2022). *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments*. 44-52.

people speak.<sup>77</sup> Syllables are the basic units that students need to understand to learn the rhythm of the English language. Therefore, asking students to count the number of syllables in words helps them notice rhythmic differences between paired words. A research conducted by Al-Jarf found that youtube provides English rhythm videos from native speakers to students who can develop their pronunciation subskills in terms of using appropriate rhythm through self-paced pronunciation practice in a distance learning environment.<sup>78</sup> In this case, Youtube distributes various kinds of videos containing examples of English rhythms, showing how English works with appropriate rhythms.

### 3) Youtube Videos as Exposure to Native like English Intonation



**Figure 2. 3 Youtube for english intonation example**  
<https://www.youtube.com/watch?v=mdVFYaXRUIc>

Intonation is another fundamental aspect of proper English pronunciation. This is how the pitch of the voice falls or rises when people speak. Indonesian students have problems with rising/falling intonation in English. Most

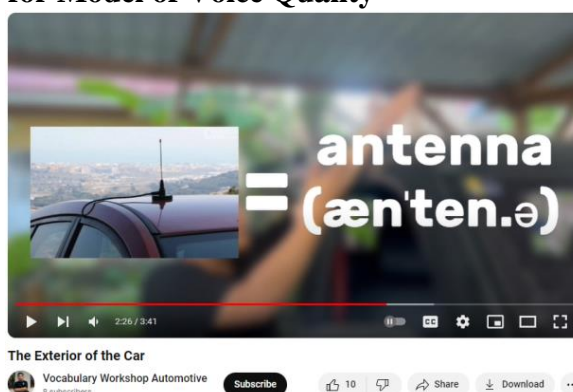
<sup>77</sup> Febronia Lasi, (2020). *A Research on The ability of Suprasegmental and Segmental Aspects in English Pronunciation*. 426-437.

<sup>78</sup> Reima Al-Jarf, (2022). *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments*. 44-52.

importantly, they often apply the rising intonation in Indonesian questions to English interrogative formations, which should have falling intonation.<sup>79</sup> Al-Jarf emphasized the benefits of youtube videos for practice by using clips from youtube as a model for the intonation of native English speakers. Other literature suggests that the improvement in students' English sounds after repeatedly watching youtube videos has a positive impact on their intonation, because students become more confident in adopting native speaker-like intonation when they are more confident with syllable sounds.<sup>80</sup>

An experiment using youtube videos to improve students' intonation in a blended learning mode found that the blended learning setting influenced students' intonation more effectively. The online asynchronous mode allows students to access the aural-phonetic model of English repeatedly and imitate intonation in the comfort of their privacy. Meanwhile, synchronous and on-site learning modes provide them with feedback from peers and teachers.<sup>81</sup>

#### 4) Youtube Videos for Model of Voice Quality



<sup>79</sup> Valisneria Utami, (2020). *EFL Learner's Pronunciation Problems: A Phonological Analysis*. 171-184.

<sup>80</sup> Ayodele & Adeniyi, (2019). *Perceived Influence of the Use of Youtube on the Performance of Undergraduates in Phonetics and Phonology in Babcock University*. 64-69.

<sup>81</sup> Sheng-Shiang Tseng & Hui-Chin Yeh, (2019). *The Impact of Video and Written Feedback on student preferences of english speaking practice*. 145-158.

### Figure 2. 4 Youtube for english voice quality example

(<https://www.youtube.com/watch?v=mdVFYaXRUIc>)

Sound quality can affect the overall quality. Voice quality is determined by the long-term regulation held by the mouth area, which can affect the overall quality of the accent.<sup>82</sup> The posture of the lips, larynx, pharynx, tongue, and velopharyngeal system can influence a student's accent, thereby indicating their affinity for native speaker-like accents. This website provides English pronunciation options in various accents, namely United Kingdom, United States, Australia, Canada, and Ireland. Other literature shows that apps help students recognize pronunciation with different accents, indicating their understanding of the differences in sound quality between the two main accents in English. He explains that the app guides students to their preferred accent with constant exposure and practice.<sup>83</sup>

A research used TED talk videos from Youtube as speech models and found that students developed the quality of their voices by imitating the way TED spoke as a public speaker.<sup>84</sup> Then a similar research also found that exposure to

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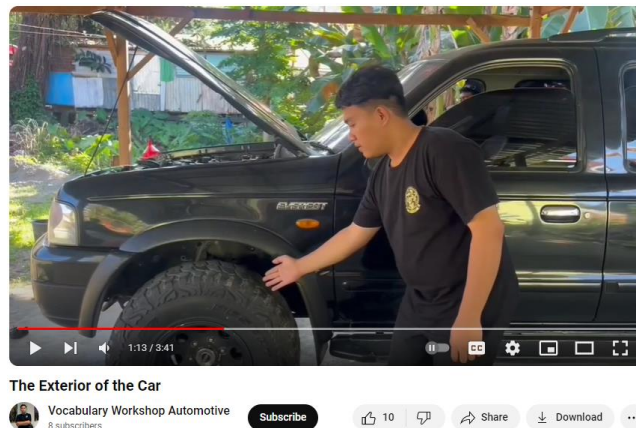
<sup>82</sup> Febronia Lasi, (2020). *A Research on The ability of Suprasegmental and Segmental Aspects in English Pronunciation*. 426-437.

<sup>83</sup> Jo Shan Fu & Shih-Hsien Yang, (2019). *Exploring How YouGlish Facilitates EFL Learners' Speaking Competence*. 47-58.

<sup>84</sup> Ni Komang Arie Suwastini et.al, (2023). *Youtube as instructional media in promoting EFL Indonesian Students' pronunciation*. 1-24.

English speech and vlogs provided on Youtube helped students acquire native-like accents.<sup>85</sup>

## 5) Youtube Videos and Display of Appropriate Gestures



**Figure 2. 5 Youtube for english gesture example**

(<https://www.youtube.com/watch?v=mdVFYaXRUlc>)

Gestures relate to movements and expressions in the way people speak. Gestures can be used as a tool to clarify the meaning expressed by the speaker. For example, iconic gestures relate to movements that aim to show real movements and actions. Metaphorical gestures relate to when utterances represent abstract metaphors. Deictic gestures involve movements that attempt to describe an event, direction, or object.<sup>86</sup>

Youtube provides exposure to English speech with videos of speakers. It provides more than just precise speech production. It also provides exposure to the appropriate gestures that accompany certain expressions. Youtube is useful for

<sup>85</sup> Rina Rachmawati & Fibria Cahyani, (2020) *The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills* 83-95.

<sup>86</sup> Amelyn A. Thompson & Willy A. Renandya, (2020). *Use of Gesture for Correcting Pronunciation Errors*. 342-359.

improving students' ability to use body movements when speaking. A research found that learning through TED talk videos on Youtube improved students' perceptions of facial expressions, eye contact, gestures, and movements that are appropriate for imitating native speakers. Besides that, the use of Youtube tutorial videos significantly improves students' performance in telling about procedures, namely how to make certain foods and drinks as part of their English assignments. Students' confidence increased in working on their procedure text projects after being given Youtube tutorial videos.<sup>87</sup> Likewise, Meinawati et al. found that Youtube videos allow students to learn and imitate the way native speakers speak with good and correct expressions and gestures.<sup>88</sup>

#### 6) Youtube Videos for Familiarization with English Vowels



**Figure 2. 6 Youtube for english voice vowel example**  
<https://www.youtube.com/watch?v=mdVFYaXRUIc>

<sup>87</sup> Ida Prasetianing Jati et.al, (2019). *Teaching Using Youtube Tutorial Video to Improve Students' speaking skills*. 101-116.

<sup>88</sup> Euis Meinawati dkk, (2020). *Increasing English Speaking Skills Using Youtube*. 1-13.

Empirically, Indonesian students' pronunciation problems are influenced by the absence of certain English vowel phonemes in the students' mother tongue.<sup>89</sup> Indonesian does not apply the concept of short and long vowels, which assumes Indonesian students pronounce them with the same sound. Therefore, he emphasizes the use of visual aids such as Youtube videos as a medium to improve students' ability to use English vowel pronunciation.<sup>90</sup> Youtube provides students with English vowel videos from native speakers who can develop their pronunciation subskills in producing proper vowel sounds through self-paced pronunciation practice.<sup>91</sup>

In addition, youtube provides students with minimal paired phonics sounds and videos from native speakers, which helps students practice pronouncing English vowels correctly in the process of virtual pronunciation learning. Middle school teachers view youtube positively because it allows students to differentiate the English vowel sounds they listen to from youtube videos hosted by native English speakers.<sup>92</sup> Likewise, youtube improves students' pronunciation of certain English vowel groups and diphthongs through youtube animations and videos.<sup>93</sup>

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<sup>89</sup> Ian Antaris & Fikriani Aminun Omolu, (2019). *Factors Affecting Pronunciation Difficulties of 8<sup>th</sup> grade Students of MtsN Palu Barat*. 10-19.

<sup>90</sup> Anis Komariah, *Problems in Pronouncing the English Sounds Faced by The Students of SMPN 2 Halong Banjar*

<sup>91</sup> Reima Al-Jarf, (2022). *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments*. 44-52.

<sup>92</sup> Thamer Binmahboob, (2020). *Youtube as A Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School*. 13-22.

<sup>93</sup> Muayyed J. Juma, (2021). *Developing English Pronunciation through Animation and Youtube Videos*. 401-414.

### **2.1.5 Vocabulary Workshop Automotive (VWA) YouTube Channel**

#### **a) Description and Objectives of VWA Channel**

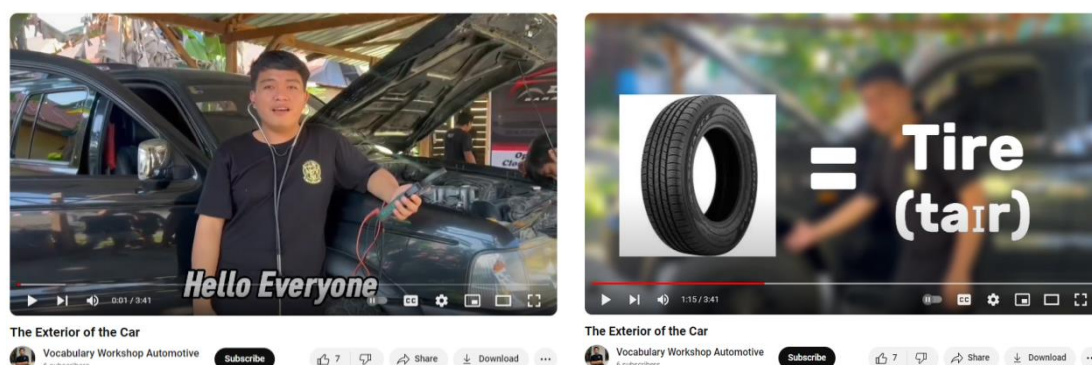
The VWA (Vocabulary Workshop Automotive) YouTube channel is an educational platform that focuses on learning English pronunciation specifically in the context of the automotive world. Through interactive videos, the channel presents technical vocabulary frequently used in the automotive industry-from vehicle components, service procedures, to terms in engine repair-with clear and correct pronunciation. Each content is designed to help students, vocational school students, and automotive practitioners understand and master English terms relevant to their work, while improving their speaking skills and confidence in communicating professionally.

The main objective of the VWA channel was to serve as a practical and accessible learning resource for anyone who sought to develop their English pronunciation skills in the automotive field. The channel aimed to bridge the gap between general English proficiency and the technical language needs of the global automotive industry. With an approach that focused on pronunciation and word usage in real contexts, VWA helped users not only recognize terms but also pronounce them correctly, thereby improving the quality of communication, job opportunities, and readiness to face challenges in the international workforce.

Vocabulary Workshop Automotive (VWA) is a youtube channel that was originally created for research purposes. Teaching English in Vocational High School demands different knowledge of material, method, and strategies. As a reason, there are several differences between teaching English in VHS and



teaching English in senior high schools. Teaching English in VHS should refer to the program study of students who are being taught. The English teachers of VHS have to teach about English component that is closely related to the students' major study, especially automotive. Therefore, the VWA channel was created to help bridge the gap between English language rules and the English language needs of VHS students by providing light explanations about vocabularies of automotive parts in the context of correct English language rules. Links, previews and more complete information as follows:



**Figure 2. 7 Youtube Channel Preview**  
 Link : <https://www.youtube.com/@VW.Automotive>

VWA YouTube Channel is an English learning channel that focuses on improving pronunciation skills, with an approach that is easily understood by all groups, especially vocational students. This channel is designed to help viewers understand proper pronunciation through practical and effective methods. With a variety of videos covering basic and advanced techniques in English pronunciation, VWA aims to improve students' speaking fluency and confidence in communicating using English, both inside and outside the academic environment.

One of the aspects of the VWA YouTube Channel is the clear and attractive visualisation in each of its learning videos. Each lesson is accompanied by text that makes it easy for viewers to follow along with the pronunciation, as well as the use of animations and illustrations that clarify the pronunciation concepts being taught. With this visual technique, viewers can more easily understand the difference between vowel sounds, consonants, and correct intonation, as well as directly see the proper mouth movements when pronouncing certain words. This clear visualisation is very helpful for students who prefer picture-based or visual learning to understand the material better.

In addition, VWA also emphasises the importance of contextually relevant learning, especially for vocational students who need to prepare themselves to communicate in the world of work. Each video relates pronunciation techniques to real situations that are often encountered in professional environments, such as office conversations, job interviews, or communication with colleagues and customers. This makes the material taught more applicable and useful in the daily lives of SMK students, preparing them to speak confidently in various occasions related to the professional world.

By combining an easy-to-understand visual approach and context relevant to the needs of vocational students, the VWA YouTube Channel serves as an ideal channel to improve English pronunciation skills. The channel not only teaches pronunciation theory, but also provides hands-on experience through exercises and applicable examples, so that students can improve their speaking skills

effectively and be ready to face challenges in the world of work with more confidence.

#### **b) Type of Contents Presented**

The first type of content featured on the VWA YouTube channel is the pronunciation guide, which serves as a fundamental resource for learners looking to improve their pronunciation of automotive-related terms. These guides are carefully crafted to help users master the correct articulation of technical vocabulary, ensuring that they can communicate effectively in professional environments. By focusing on individual sounds, syllable stress, and intonation patterns specific to the automotive field, these pronunciation guides enable learners to build confidence in their speech. This type of content is particularly valuable for non-native English speakers who aim to enhance their communication skills for clearer, more professional interactions within the global automotive industry.

Another key type of content offered by the VWA YouTube channel is contextual examples, which provide learners with practical scenarios in which automotive terms are used. These examples illustrate how words and phrases are applied in real-world situations, helping users understand not just the pronunciation but also the appropriate context for each term. This contextual approach enhances comprehension and helps learners integrate automotive terminology into their professional vocabulary, ultimately preparing them to face challenges in the international workforce with greater proficiency.

### **c) Relevance of Vocabulary Workshop Automotive (VWA) Content to Students at SMKN 2 Palopo**

The content presented in the VWA (Vocabulary Workshop Automotive) YouTube channel is very relevant to the needs of English learning at SMKN 2 Palopo, especially in the Automotive Light Vehicle Engineering expertise programme. As a vocational high school that prepares its students to go directly to the industrial world, SMKN 2 Palopo needs English materials that are not only general in nature, but also contextual and work-based. The VWA channel presents learning the pronunciation of automotive technical vocabulary in English in a systematic and accessible manner, thus supporting the development of students' technical communication skills effectively.

With the VWA Youtube channel contents, SMKN 2 Palopo students can learn how to pronounce automotive terms such as gearbox, engine mount, fuel injector, and wheel alignment correctly. This is very useful when they face industrial work practices (PKL), take part in international training, or continue their careers in the increasingly globally integrated automotive world. In addition, the audio-visual approach used in this channel matches the characteristics of today's digital generation, making the learning process more interesting and applicable. Thus, VWA is able to answer the needs of contextual, communicative English learning, and directly support the competence of students' expertise at SMKN 2 Palopo.

### **d) Integration of VWA channel into teaching and learning activities**

The integration of VWA YouTube channel into english learning and teaching activities in vocational schools can provide great benefits, especially in

the development of technical communication skills required by students in the automotive field. By combining pronunciation guides and contextualised examples, the channel helps students understand not only the lexical aspects, but also the deeper elements of pronunciation such as stress, intonation, rhythm, voice quality, and gestures.<sup>94</sup> In the context of English learning, stress and intonation play a key role in making speech clearer and easier to understand, especially when students are talking about technical automotive terms that may be unfamiliar to non-technical listeners.

The pronunciation guide in this channel trains students to emphasise the right syllables and use appropriate intonation, which is crucial in professional communication in the automotive industry. The teaching of rhythm and voice quality helps students to regulate the speed of speech and use voice quality appropriate to the context of communication, both in formal and informal situations.<sup>95</sup> In its situational example-based learning, VWA also provides opportunities for students to practise gestures that support non-verbal communication, often used in technical presentations or everyday interactions in the workplace. In this way, the VWA YouTube Channel not only enriches the understanding of automotive terminology, but also enhances overall communication skills.

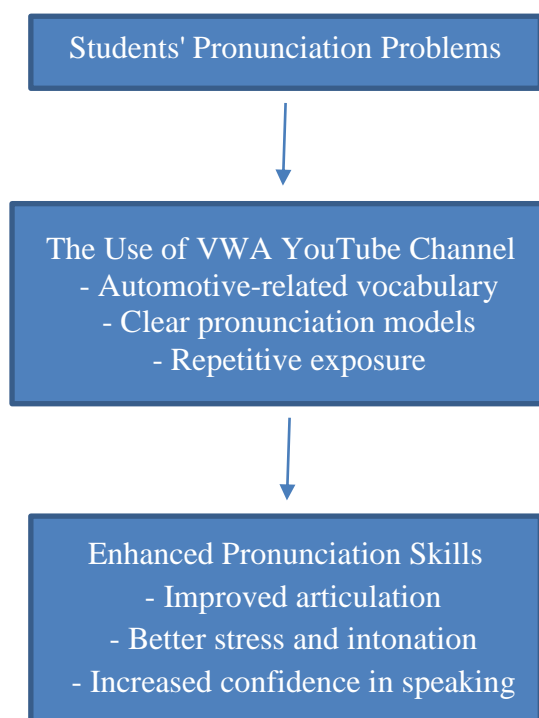
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<sup>94</sup> Suwastini, N. K. A., Rastari, K. L., & Suarcaya, P. (2020). *YouTube as Instructional Media in Promoting EFL Indonesian Students' Pronunciation*. *Polyglot: Jurnal Ilmiah*, 1(19), 1–20.

<sup>95</sup> Kusuma, S., Mardiana, W., & Iklil Saifulloh, A. (2024). *Integrating Digital Media in Language Education: A Study on YouTube's Effectiveness in Pronunciation Instruction*. *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris*, 2(2), 271–276.

### C. *Theoretical Framework*

Based on the theoretical description in the previous section, a conceptual framework can be created as follows.



**Figure 2. 8 Theoretical Framework**

In this study, the main problem that becomes the focus is the student pronunciation problem, which is the various obstacles experienced by students in pronouncing English words correctly. This problem can include errors in articulation, syllable stress, intonation, and rhythm in speaking. These problems often become obstacles in the process of oral communication, especially in technical fields such as automotive that require accurate pronunciation of terms. Therefore, the initial diagnosis of pronunciation problems becomes an important foundation before the treatment in this study.

As an effort to overcome these problems, this study provides treatment in the form of using VWA YouTube Channel. This media was chosen because it contains video content that presents contextualised automotive-themed vocabulary, accompanied by clear pronunciation models, and provides repeated exposure to the pronunciation of English words. With these characteristics, VWA YouTube Channel is expected to be an effective and interesting learning media in improving students' phonological awareness and articulation skills. This intervention is carried out within a certain period of time and structured in order to improve pronunciation skills gradually.

The expected result of using this learning media is the improvement of students' pronunciation skills. This includes improvements in pronunciation clarity, use of proper intonation, as well as the ability to mimic the pronunciation models of native speakers provided in the video. More specifically, the aim of this study was to achieve improved articulation, better stress and intonation, as well as increased confidence in speaking, all of which are important indicators in effective English speaking skills. With the pre-experimental research design, specifically the one group pretest-posttest design model, the improvement of pronunciation skills was measured before and after the treatment to determine the effectiveness of using VWA YouTube Channel media. Thus, this conceptual framework illustrates the relationship between the initial problem faced by students, the intervention provided, and the final results to be achieved.

#### **D. Hypothesis**

Based on the review above, the researcher made the hypothesis formula as follows :

$H_0$  : The Use of the VWA learning youtube channel is not effective on improving the english pronunciation of student SMKN 2 Palopo.

$H_1$  : The Use of the VWA learning youtube channel is effective on improving the english pronunciation of student SMKN 2 Palopo.

#### **E. Criteria For Hypothesis Acceptability**

Significance level ( $\alpha$ )

1. Common values : 0.05 (5%), 0.01 (1%), or 0.10 (10%).
2. It defines the threshold for rejecting  $H_0$
3. If  $p\text{-value} < \alpha$ , we reject  $H_0$
4. If  $p\text{-value} \geq \alpha$ , we fail to reject  $H_0$  (not “accept”, just not enough evidence to reject).



### CHAPTER III

#### RESEARCH METHOD

##### **A. *Research Design***

This research is a pre-experimental research. This research applied a pre-experimental design with one group pretest and posttest design. This research uses quantitative data. Pre-experimental design is used to find out whether the use of VWA learning youtube channel can affect students' English pronunciation or not. In this research, researchers conducted a pretest on students to determine their mastery of pronunciation. After treatment using VWA youtube channel, researcher do posttest. The illustration for pretest, treatment, and posttest for student group is presented as follows :

$$Y_1 \text{ X } Y_2$$

Where :

$Y_1$  = the pretest,

$X$  = the treatment,

$Y_2$  = the posttest

The subjects of this research were class XI students at SMKN 2 Palopo for the 2024/2025 academic year. The number of class XI students is 80 students. The sample for this research was Class XI C which consisting of 31 students. This subject was chosen for the reason that youtube is a very popular medium and is often used by the millennial generation as a tool for obtaining information. This

means that the object was chosen deliberately. Researchers use creativity-based selection to identify research topics. In this case, researchers also use reasoning techniques, namely data collection techniques based on considerations focused on certain goals.<sup>96</sup>

## **B. *Research Setting***

### **1. Research Location**

The location of this reserach is at vocational high school (SMKN) 2 Palopo. The address of institution is in Jl. Meranti, Balandai, Wara, Palopo, Indonesia

### **2. Research Time**

| <b>Time</b>  | <b>Activity</b> |
|--|-----------------|
| August 27 <sup>th</sup> , 2024                             | Pretest         |
| September 3 <sup>rd</sup> - September 6 <sup>th</sup> 2024 | Treatment       |
| September 10 <sup>th</sup> , 2024                          | Post- test      |

## **C. *Research Variables***

### **1. Independent Variable (X)**

The variable that affects the value of another variable is defined as an independent variable. This variable is able to affect the value of another variable, which means that it controls the other variable. In this research, the independent variable refers to the VWA learning youtube channel. VWA learning youtube

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<sup>96</sup> Suharsimi Arikunto, (2014). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

channel is the independent variable due to the existence of this media that is not influenced by other variables in this research.

## 2. Dependent Variable (Y)

The dependent variable is the variable affected by the independent variable, which means this variable can be changed its value. This variable can be measured after the other variable change it. The dependent variable in this research is student's english pronunciation.

### **D. *Population and Sample***

#### 1. Population

The population was the total number of subjects observed in this research. The students at the 8th grade of SMKN 2 Palopo which consist of 80 students were the population in this research. The 8th grade students contain of one class. Besides, SMKN 2 Palopo city precisely in Meranti Street Balandai.

#### 2. Sample

The selection of research sample use purposive sampling technique. The reason for took the purposive sampling was because among 3 class, only in class C the students' pronunciation ability was very prominent when English lesson. Thus the sample of this research refers to the 8th grade class C students of SMKN 2 Palopo which contains 31 students in class.

### **E. *Research Instrument***

#### 1. Test

In this stage, The researcher applied the pronunciation test during the

learning process (before, during, and after the teaching process). In order to measure the students' pronunciation skill, the researcher used two tests, namely the pretest and the posttest.

a) Pretest

Before starting the class, the researcher conducted a pretest on the students. In the pretest, the researcher measured the students pronunciation aloud aspects, those are; stress, intonation, rhythm, voice quality, and gestures. The researcher provided 1 vocabulary list consist of 25 basic English vocabularies words about car exterior, interior, engine component, and workshop tools. The students pronounce the list one by one. The researcher applied the similar way in posttest, but in this stage the researcher served different pronunciation list. The test results were evaluated using an assessment rubric designed to measure students' ability to recognize and accurately pronounce the names of automotive parts. After conducting the pretest, students are given the results they obtained so that students know the mistakes they made.

b) Posttest

At the end of the experiment, students take a posttest. This test aims to determine the extent of students' progress in English pronunciation, including stress, intonation, rhythm, voice quality, and gestures. The test uses a pronunciation rubric which is included in the Achievement Assessment category. The test has previously passed a validity and reliability test, with an expert or expert assessment, before being given to the subject with the aim of declaring the device valid. Previous repeated repairs or corrections are also carried out until the

instrument truly meets the requirements and is suitable for use. Besides that, a list of 25 basic English vocabularies words about car exterior, interior, engine component, and workshop tools. A recorder were also used as instruments to record students' English pronunciation of the words listed to identify students' voices.

#### **F. *Data Collection Procedures***

##### **1. Pretest**

The researcher measured the students' understanding during the pretest stage in several steps, those are:

- a) The researcher explained the purpose of the test and employed a pronunciation scoring rubric to evaluate the students' pronunciation.
- b) At the first test, the researcher asked the students to follow the first guide that was reading aloud. The pronunciation list was appeared in the text of pretest.
- c) The researcher mentioned the student's name to come forward one by one.
- d) The researcher recorded the student's reading aloud performance in a video.
- e) Then, the researcher asked the students to pronounce the pronuncuation list (10 vocabulary)
- f) The researcher monitored the students' activity during the pretest session.

##### **2. Treatments**

The step that applied after giving the pretest to the students was treatment. There were four meetings in the treatment stage. The time allotment for each meeting consisted of one 45-minute session, resulting in a total of 180 minutes for

the four meetings. In this stage, the researcher provided the youtube video to enhance the students' pronunciation skills. The steps for giving the treatments can describe as follow:

#### Opening activity

- a) The researcher greeted the students and asked to pray together.
- b) The researcher gave a warming up activities

#### Whilst Activity

- a) The researcher show the VWA youtube video that contained the lesson topic.
- b) The researcher explained the aspects of pronunciation.
- c) The topics for each meeting are as follows:
- d) First meeting : introduce the automotive vocabulary about car exterior and how to pronounce them. The researcher give 25 vocabulary and the researcher asked the students to pronounce the word after watching the video.
- e) Second meeting : The researcher make an evaluation and preview for previous meeting, after that, introduce the automotive vocabulary about car interior and how to pronounce them. The researcher give 25 vocabulary and the researcher asked the student to pronounce the word after watching the video.
- f) Third meeting : The researcher make an evaluation and preview for previous meeting, after that, introduce the automotive vocabulary about engine component and how to pronounce them. The researcher give 25 vocabulary and the researcher asked the student to pronounce the word after watching the video.

- g) Fourth meeting : The researcher make an evaluation and preview for previous meeting, after that, introduce the automotive vocabulary about workshop tools and how to produce them. The researcher give 25 vocabulary and the researcher asked the student to pronounce the word after watching the video.

### 3. Posttest

The researcher measured the students' understanding during the posttest stage in several steps, those are:

- a) The researcher gave instruction about the aim and the procedure to fill in the answer in the test, those are fill in the student's name and answer the posttest based on the type.
- b) At the first test, the researcher asked the students to follow the first guide that was reading aloud. The pronunciation list was appeared in the first text of posttest.

### 4. Analyzing the Result of Posttest

In order to analyze the result, the researcher evaluated the result of students' answers in the posttest during the experimental lesson to find out the score whether it shows the rise or fall score.

## **G. *Data Analysis Technique***

To analyze students pronunciation mastery, the researcher collects the data by doing procedures as follow :

### 1. Assessing students pronunciation knowledge

In learning pronunciation skill, important aspect that should not be forgotten is assessment. To analyze data about students' Basic English Pronunciation, the

researcher applies the following rubric as an evaluation standard as follows :

| Ratings                           |   |   |   | The Aspects of Basic Pronunciation |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|-----------------------------------|---|---|---|------------------------------------|---|---|---|------------|---|---|---|--------|---|---|---|---------------|---|---|---|
|                                   |   |   |   | <i>Supra Segmental</i>             |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|                                   |   |   |   | Stress                             |   |   |   | Intonation |   |   |   | Rhythm |   |   |   | Voice Quality |   |   |   |
| 4                                 | 3 | 2 | 1 | 4                                  | 3 | 2 | 1 | 4          | 3 | 2 | 1 | 4      | 3 | 2 | 1 | 4             | 3 | 2 | 1 |
| Accurate<br>Enough<br>Less<br>Bad |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|                                   |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |

Modified from : Sample Assessment Rubric <http://www.p12.nysed.gov/ciai/lote/pub/lotecassess.pdf>)

The criteria for scoring the basics of English pronunciation in speaking are based on two aspects of pronunciation. *First*, Supra-segmental consists of 'Stress, Intonation, Rhythm and Voice Quality', while the *second* is Segmental which includes 'Gesture'.

Note :

- Research score 4: Phonetically correct, almost error-free, Awareness of accent, and A sincere effort to sound like a native speaker. (considered accurate),
- Assessment score 3: Understandable, Generally correct. Occasional mistakes. (considered enough),
- Assessment score 2: Errors that often occur so that they confuse the listener and require guessing of the meaning (considered less),
- Assessment score 1: Many errors interfere with understanding, most speech contains errors, many speech cannot be understood, and little communication. (considered bad).



## 2. Classifying student score

Pronunciation test result are often reported as a number or scores, such as english general, and the score that is ultimately intended to be used. Hence, The classification score for the test presented as follow :

**Table 3. 1 The Classification Score for the Test**

| No | The Ability Scale | Classification |
|----|-------------------|----------------|
| 1  | 4                 | Accurate       |
| 2  | 3                 | Enough         |
| 3  | 2                 | Less           |
| 4  | 1                 | Bad            |

The score range starts from 4 – 1. A student's level of completion is categorized as Accurate if they get a score of 4, 3 is Enough, 2 is Less, and 1 is Bad. Based on data collected from 27 respondents designated as the sample for this research, data on the basic pronunciation variable were tabulated. To measure the level of student ability, the author uses the following formula:

$$S = TS/TA$$

Note:

S= Score,

TS= Total Score,

TA= Total Aspect

### 3. Calculating the result of pronunciation test

The researcher use SPSS 21 edition to calculate the score of the students' pronunciation test at once the pretest and posttest were determined.

## **H. *Instrument Validity And Reliability***

To ensure high-quality research data, the data collection tool must satisfy the criteria of being a good measuring instrument. Specifically, it needs to have reliability and validity.

### 1. Validity

Validity refers to the extent to which an instrument accurately measures what it is intended to measure. A highly valid instrument has a high level of validity, while a less valid instrument has lower validity. In essence, an instrument is considered valid if it effectively measures the intended variable or concept.

The instrument of this research was validated by English lecturer Mrs Amalia Yahya, S.E., M.Hum. The instrument validation process is carried out in several stages. First, the researcher submits a validation request to the pronunciation lecturer, Mrs. Amalia Yahya, S.E., M.Hum. Second, after the request is approved, the researcher includes a Youtube channel link to be checked. Third, the Youtube channel is checked and approved by the validator lecturer then a validation certificate is provided.

### 2. Reliability

Reliability is an indicator of how consistently a measuring instrument provides the same results when used repeatedly to measure the same symptoms. If the instrument yields similar outcomes each time it is used, it is considered reliable. In other words, reliability reflects the instrument's ability to produce consistent results across different instances of measurement. A reliable instrument will give the same results even when used at different times.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

Pronunciation as a domain in English education is very important to support the achievement of communication goals. Indonesia meanwhile is still a country where students are less interested in learning English. Based on preliminary studies conducted by researcher at SMKN 2 Palopo, the speaking skills of SMKN 2 Palopo students still tend to be low due to the lack of opportunities and vocabulary given to practice speaking. Second, psychological problems, shyness and lack of self-confidence are also still obstacles in speaking practice for students at SMKN 2 Palopo. Third, some students still use regional languages as their *lingua franca*.

Meanwhile, a research conducted by Gunawan showed that Indonesian students were confused about pronouncing English words because there were inconsistencies in vowel sounds, vowel letter combinations, silent letters, and the sounds of two or three consonant letter combinations. because pronunciation is the most fundamental component of speaking ability.

Based on the research background, the researcher considers it necessary to conduct research on methods for developing pronunciation skills for vocational school students using youtube video. Using youtube channels in the learning process has several advantages compared to other media, including that it can be accessed freely, also can provide opportunities for students to speak fluently through increasing vocabulary, word choice, and pronunciation accuracy.

The activities in this research were carried out in three stages, including pretest, treatment, and posttest. *First*, before starting the class, the researcher conducted a pretest on the students. In the pretest, the researcher measured the students pronunciation aloud aspects, those are; stress, intonation, rhythm, voice quality, and gestures. The researcher provided 1 vocabulary list consist of 25 basic English vocabularies words about car exterior, interior, engine component, and workshop tools.

*Second*, the step that applied after giving the pretest to the students was treatment. There were four meetings in the treatment stage. The time allotment for each meeting contained 1 x 45 minutes, which means the total minutes is 180 minutes for four meetings. In this stage, the researcher provided the VWA youtube video that contained the lesson topic to enhance the students' pronunciation skills.

*Third*, at the end of the experiment, students take a posttest. This test aims to determine the extent of students' progress in English pronunciation, including stress, intonation, rhythm, voice quality, and gestures. As well as the pretest, a list of 25 basic English vocabularies words about car exterior, interior, engine component, and workshop tools.

#### **A. Findings**

After processing the data, in this section, the researcher presents the statistics of the observations containing the scores of each respondent on each aspect, namely stress, intonation, rhythm, voice quality, and gestures along with the accumulated scores of these aspects, both before treatment (pretest) and after

treatment (posttest). In this section, researchers also display and describe descriptive statistics in the form of maximum value, minimum value, mean, and standard deviation of each observation.

### 1. The Students Achievement on Pronunciation

#### a. Pretest

In the pretest stage, the researcher calculated several basic aspects of pronunciation that had been determined on the assessment rubric. As described in the methodology section, the scores on each aspect were accumulated using the formula,  $\text{score} = \text{total score} / \text{total aspects}$ .

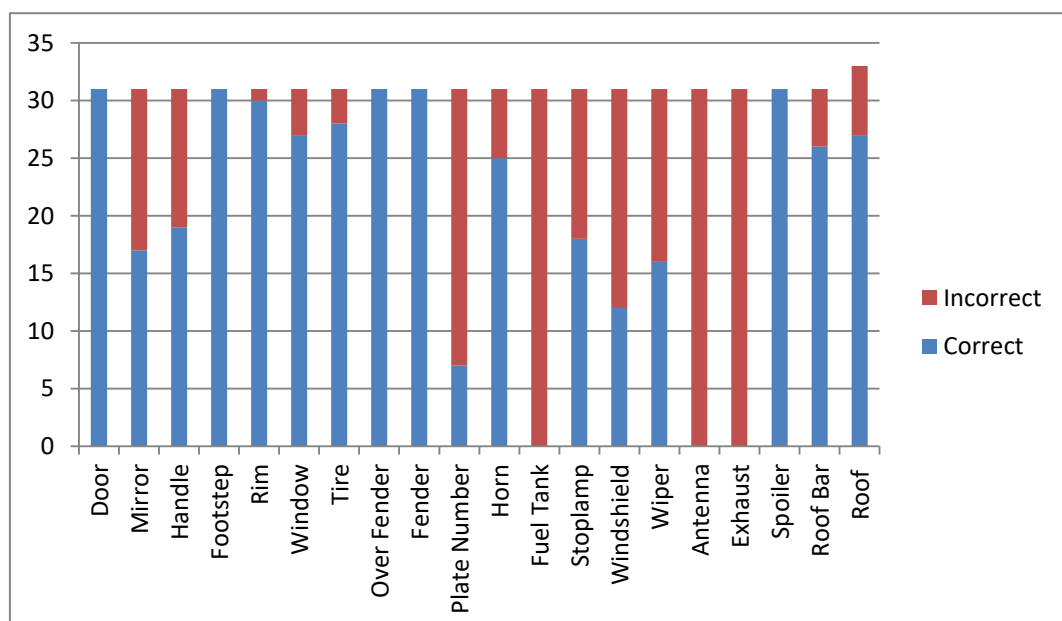
**Table 3. 2 Pretest Observation Result**

| Students | Aspects |            |        |               |       |
|----------|---------|------------|--------|---------------|-------|
|          | Stress  | Intonation | Rhythm | Voice Quality | Score |
| S1       | 2       | 2          | 3      | 2             | 2.25  |
| S2       | 2       | 1          | 1      | 3             | 1.75  |
| S3       | 2       | 1          | 1      | 3             | 1.75  |
| S4       | 2       | 2          | 1      | 3             | 2     |
| S5       | 1       | 1          | 1      | 3             | 1.5   |
| S6       | 2       | 1          | 2      | 1             | 1.5   |
| S7       | 1       | 1          | 1      | 2             | 1.25  |
| S8       | 1       | 2          | 2      | 2             | 1.75  |
| S9       | 2       | 1          | 2      | 2             | 1.75  |
| S10      | 2       | 1          | 3      | 2             | 2     |
| S11      | 1       | 1          | 1      | 2             | 1.25  |
| S12      | 3       | 3          | 3      | 4             | 3.25  |
| S13      | 2       | 2          | 1      | 3             | 2     |
| S14      | 2       | 1          | 2      | 3             | 2     |
| S15      | 3       | 2          | 2      | 3             | 2.5   |
| S16      | 2       | 3          | 2      | 2             | 2.25  |
| S17      | 3       | 2          | 2      | 2             | 2.25  |
| S18      | 3       | 2          | 2      | 2             | 2.25  |
| S19      | 3       | 3          | 3      | 3             | 3     |
| S20      | 3       | 2          | 1      | 2             | 2     |
| S21      | 3       | 2          | 3      | 2             | 2.5   |
| S22      | 3       | 3          | 3      | 3             | 3     |

| Students | Aspects |            |        |               |       |
|----------|---------|------------|--------|---------------|-------|
|          | Stress  | Intonation | Rhythm | Voice Quality | Score |
| S23      | 3       | 2          | 2      | 3             | 2.5   |
| S24      | 3       | 2          | 2      | 3             | 2.5   |
| S25      | 3       | 2          | 3      | 2             | 1.75  |
| S26      | 2       | 1          | 2      | 2             | 2     |
| S27      | 2       | 1          | 3      | 2             | 1.25  |
| S28      | 1       | 1          | 1      | 2             | 1.25  |
| S29      | 3       | 2          | 2      | 3             | 2.5   |
| S30      | 3       | 3          | 2      | 3             | 2.75  |
| S31      | 2       | 3          | 3      | 2             | 2.5   |

Source : Data analyzed, 2025.

The table above illustrates all the scores obtained by each student who became the research subject. Based on the table, it can be seen that there are 31 students who became research respondents. In those 31 respondents, the researcher observed five basic aspects of pronunciation and the results showed that four aspects namely stress, intonation, rhythm, and gestures, the range of scores obtained by each student was 1-3. The pretest observation showed that only 1 student achieved a score of 4. For a more in-depth analysis, the researcher presents the information in the table below.



**Figure 4.1 Result of Student Pretest**

The chart above provides a visual representation of which automotive vocabulary students have mastered and which are still difficult for them. The bar chart shows the number of Correct and Incorrect answers in naming the vehicle parts (such as Door, Mirror, Handle, etc.). Door, Mirror, Handle, Footstep, Over Fender, and Fender appear to have full blue bars, meaning almost all students answered correctly. This shows that the vocabulary is more familiar or easier for students to pronounce. Plate Number, Fuel Tank, Stoplamp, Windshield, Antenna, and Exhaust have a larger portion of red (incorrect). This shows that the vocabulary is less familiar or more difficult to pronounce, so many students mispronounce it. Window, Tire, Horn, Roof, and Roof Bar show a mixture of correct and incorrect answers, indicating a medium level of difficulty in pronunciation or recognition.

**Table 3. 3 Pretest Descriptive Statistics**

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| pretest                | 31 | 1.0     | 3.3     | 2.097 | .5578          |
| Valid N (listwise)     | 31 |         |         |       |                |

Source : SPSS 21

The statistical table above shows the accumulated scores from 5 aspects of assessment. From the 31 observations of respondents, it can be seen that the minimum score obtained is 1.2 while the maximum score obtained is 3. In addition, the mean value and standard deviation obtained by all respondents are 2.097 and 0.5578, respectively. This shows that the distribution of data (standard deviation) does not deviate far from its midpoint (mean).



**Table 3. 4 Percentage of Students' Score**

| No.   | Classification | Range | Frequency | Percentage |
|-------|----------------|-------|-----------|------------|
| 1     | Accurate       | 4     | -         |            |
| 2     | Enough         | 3-3.9 | 3         | 9.7 %      |
| 3     | Less           | 2-2.9 | 18        | 58 %       |
| 4     | Bad            | 1-1.9 | 10        | 32.3 %     |
| Total |                |       | 31        | 100 %      |

Source : Data Analyzed, 2025

The table above shows the classification of respondents' scores. Respondents with scores up to 1.9 are categorised as bad, respondents with scores of 2-2.9 are categorised as less, respondents with scores of 3-3.9 are categorised as good, and respondents with scores of 4 are categorised as accurate. Based on the table above, it can be seen that there are 10 people or 32.3 % of respondents with bad pronunciation skills. Then the respondents with less pronunciation ability are 18 or 58 %. As for respondents with enough pronunciation skills only consisted of 3 people or 6.5 %. Thus it can be said that before the treatment, most of the research respondents have less pronunciation skills.

#### b. Posttest

After conducting the series of treatments on the respondent, the researcher conducted an observation again. Similar to the pretest, the researcher calculated several basic aspects of pronunciation that had been determined on the assessment rubric. As described in the methodology section, the scores on each aspect were accumulated using the formula,  $\text{score} = \frac{\text{total score}}{\text{total aspects}}$ .

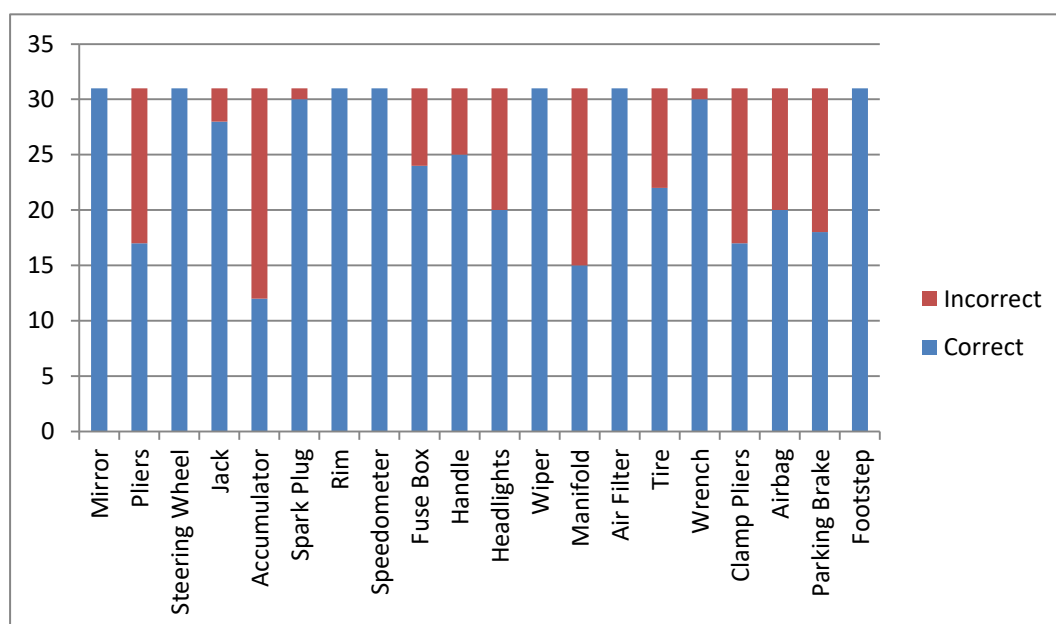
**Table 3. 5 Posttest Observation Result**

| Students | Stress | Intonation | Rhythm | Voice Quality | Score |
|----------|--------|------------|--------|---------------|-------|
| S1       | 2      | 3          | 3      | 2             | 2.5   |
| S2       | 2      | 2          | 3      | 3             | 2.5   |
| S3       | 3      | 2          | 2      | 3             | 2.5   |
| S4       | 3      | 3          | 2      | 3             | 2.75  |
| S5       | 2      | 2          | 2      | 3             | 2.25  |
| S6       | 3      | 2          | 3      | 2             | 2.5   |
| S7       | 2      | 2          | 2      | 3             | 2.25  |
| S8       | 2      | 3          | 3      | 3             | 2.75  |
| S9       | 2      | 3          | 3      | 3             | 2.75  |
| S10      | 2      | 2          | 3      | 3             | 2.5   |
| S11      | 2      | 2          | 3      | 3             | 2.5   |
| S12      | 4      | 3          | 4      | 4             | 3.75  |
| S13      | 3      | 2          | 3      | 3             | 2.75  |
| S14      | 2      | 2          | 3      | 3             | 2.5   |
| S15      | 3      | 3          | 4      | 4             | 3.5   |
| S16      | 3      | 4          | 3      | 3             | 3.25  |
| S17      | 4      | 3          | 3      | 3             | 3.25  |
| S18      | 4      | 3          | 3      | 3             | 3.25  |
| S19      | 4      | 4          | 3      | 3             | 3.5   |
| S20      | 4      | 3          | 3      | 3             | 3.25  |
| S21      | 2      | 3          | 4      | 4             | 3.25  |
| S22      | 3      | 4          | 3      | 3             | 3.25  |
| S23      | 3      | 3          | 3      | 3             | 3     |
| S24      | 3      | 3          | 4      | 4             | 3.5   |
| S25      | 3      | 3          | 3      | 3             | 3     |
| S26      | 3      | 2          | 3      | 3             | 2.75  |
| S27      | 3      | 2          | 3      | 3             | 2.75  |
| S28      | 2      | 3          | 3      | 3             | 2.75  |
| S29      | 4      | 3          | 3      | 3             | 3.25  |
| S30      | 3      | 4          | 4      | 4             | 3.75  |
| S31      | 3      | 3          | 3      | 3             | 3     |

Source : Data Analyzed, 2025

The table above illustrates all the scores obtained by each student who became the research subject. Based on the table, it can be seen that there are 31 students who became research respondents. In those 31 respondents, the researcher observed five basic aspects of pronunciation and the results showed

that four aspects namely stress, intonation, rhythm, and gestures, the range of scores obtained by each student was 1-3. Different from the pretest stage, the Posttest observations show that in each aspect of the assessment, some respondents have been able to achieve a very good score of 4. From the table above, it can also be seen that there is one respondent who scored 1 in the gestures aspect. This means that there is only one respondent who shows weak pronunciation skills in the aspect of gestures. This shows that in general, the pronunciation ability of respondents has improved after getting treatment. For further analysis, the researcher presents the information in the table below.



**Figure 4. 2 Result of Students Posttest**

The chart above provides a visual representation of which automotive vocabulary students have mastered and which are still challenging for them. The bar chart shows the number of Correct and Incorrect answers in naming vehicle parts such as *Mirror*, *Pliers*, *Steering Wheel*, *Jack*, and *Spark Plug*. Vocabulary

items like *Footstep*, *Spark Plug*, *Speedometer*, *Wiper*, *Jack*, and *Fuse Box* have full or nearly full blue bars, meaning most students answered correctly. This indicates that these words are more familiar or easier for students to pronounce and recognize. On the other hand, vocabulary such as *Pliers*, *Accumulator*, *Handle*, *Headlights*, *Clamp Pliers*, *Airbag*, and *Parking Brake* show a larger portion of red (Incorrect), suggesting that many students mispronounced or could not identify these terms. This indicates that the vocabulary is less familiar, more complex, or harder to pronounce. Words like *Mirror*, *Wrench*, *Filter*, and *Steering Wheel* show a mix of correct and incorrect answers, indicating a moderate level of difficulty in pronunciation or recognition.

**Table 3. 6 Posttest Descriptive Statistics**

| Descriptive Statistics |    |         |         |       |                |
|------------------------|----|---------|---------|-------|----------------|
|                        | N  | Minimum | Maximum | Mean  | Std. Deviation |
| posttest               | 31 | 2.3     | 3.8     | 2.937 | .4274          |
| Valid N (listwise)     | 31 |         |         |       |                |

Source : SPSS 21

The statistical table above shows the accumulated scores from 5 aspects of assessment. From the 31 observations of respondents, it can be seen that the minimum score obtained is 2.2 while the maximum score obtained is 3.6. In addition, the mean value and standard deviation obtained by all respondents are 2.761 and 0.3480, respectively. This also shows that the posttest observation scores show higher data density and consistency than the pretest observation.

**Table 3. 7 Percentage of Students' Score**

| No. | Classification | Range | Frequency | Percentage |
|-----|----------------|-------|-----------|------------|
| 1   | Accurate       | 4     | -         |            |

| No.   | Classification | Range | Frequency | Percentage |
|-------|----------------|-------|-----------|------------|
| 2     | Enough         | 3-3.9 | 15        | 48.4 %     |
| 3     | Less           | 2-2.9 | 16        | 51.6 %     |
| 4     | Bad            | 1-1.9 | -         |            |
| Total |                |       | 31        | 100%       |

Source : Data Analyzed, 2025

The table above shows the classification of respondents' scores. Respondents with scores up to 1.9 are categorised as bad, respondents with scores of 2-2.9 are categorised as less, respondents with scores of 3-3.9 are categorised as enough, and respondents with scores of 4 are categorised as accurate. Based on the table above, it can be seen that no more respondents have a score of one. On the other hand, there are 16 people or 51.6 % of respondents with less pronunciation skills. Then the respondents with enough pronunciation ability are 15 or 48.4 %. In the table above, it can be seen that although most of the respondents still show less pronunciation skills, 48.4% of the respondents show enough pronunciation skills. The data above shows that after getting the treatment, the result of the posttest observation show an increase in the respondent's score.

#### c. Statistics Score Analysis

Furthermore, to analyse the improvement, researchers compared two sets of data, namely the results of pretest and posttest observations. Related to this, a series of statistical analyses can be seen in the table below.

**Table 3. 8 Paired Samples Statistic**

| Paired Samples Statistics |          |       |    |                |                 |
|---------------------------|----------|-------|----|----------------|-----------------|
|                           |          | Mean  | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | pretest  | 2.097 | 31 | .5578          | .1002           |
|                           | posttest | 2.937 | 31 | .4274          | .0768           |

Source : SPSS 21

Table 3.7 above shows paired samples statistics. Based on the table, it can be seen that there is an increase in the score between the pretest observation (2.097) and the posttest (2.937). This indicates that the treatment or intervention provided has a positive effect. Then in terms of variability, it can be seen that the standard deviation in the posttest observation results (0.0768) shows a smaller value than the pretest. This indicates that the posttest scores were more consistent among respondents. In addition, the standard error of the mean on the posttest observation (0.0768) was smaller than that of the pretest (0.1002). This indicates that the posttest mean is more reliable than the pretest. Overall, the results revealed that there was a positive change between the pretest and posttest, with a slight increase in consistency in the posttest results. For further analysis, it can be seen in the table below.

**Table 3. 9 Paired Samples Correlations**

| Paired Samples Correlations |                    |    |             |      |
|-----------------------------|--------------------|----|-------------|------|
|                             |                    | N  | Correlation | Sig. |
| Pair 1                      | pretest & posttest | 31 | .533        | .002 |

Source : SPSS 21

Table 3.8 above presents data on the relationship between two observations, namely pretest and posttest. Based on this information, at least two things can be known. *First*, there is a very moderate positive correlation between the pretest and

posttest scores (0.533). this means that the two observations made show a relationship with each other. *Secondly*, the statistical significance (0.002) shows that the correlation is highly statistically significant. This indicates that the relationship between pretest and posttest did not occur by chance and is reliable. With this moderate and significant correlation, it can be inferred that the difference between the two may reflect the impact or change that occurred after the treatment was given. For further analysis on whether the difference between the pretest and posttest is statistically significant, can be see in the table below.

**Table 3. 10 Paired Samples Test**

| Paired Samples 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 | - .8403            | .4895          | .0879           | -1.0199                                   | -.6608 | - 9.559 | 30              | .000  |

Source : SPSS 21

Table 3.9 above shows the results of the paired sample t-test. This test was conducted to analyse whether there was a significant difference between the pretest and posttest observations. The table indicates several things. Firstly, the average difference between the pretest and posttest is -0.8403. The negative difference value indicates that the average posttest score is higher than the pretest. In other words, there is a decrease in the average score between the pretest and posttest.

*Second*, the standard deviation (0.4895) indicates the extent to which the difference between pretest and posttest scores is spread around the mean difference. *Third*, the standard error of the mean (0.0879) is the standard error of the mean difference. This value indicates the precision of the estimate of the mean difference in the sample. The 95 % confidence interval for the difference between pretest and posttest lies between -1.0199 and -0.6608. this indicates that the mean difference between pretest and posttest lies within this range. All negative confidence intervals indicate that there was a significant decrease in scores between the pretest and posttest in the respondents.

*Fourth*, the t-statistic or t count (-9.559) indicates the value used to test the hypothesis. Fifth, degrees of freedom (df): 30 indicates the degrees of freedom used in the t test. With these two values, the t table value in the t distribution table can be determined as 2.042. Sixth, the P-value of 0.000 indicates that the difference between pretest and posttest observations is statistically significant (p-value < 0.05).

Based on this comparison, it can be seen that the t count value is higher (in absolute terms) than the t table value. Thus, the result of data analysis rejects the hypothesis  $H_0$  (The Use of the VWA learning YouTube channel is not effective on improving the English pronunciation of students of SMKN 2 Palopo) and accepts the hypothesis  $H_1$  (The Use of the VWA learning youtube channel is effective on improving the english pronunciation of student SMKN 2 Palopo). In addition, the significance level of the P-value (0.000) indicates that the difference is highly statistically significant. This means that the difference in observation



results between the pretest and posttest did not occur by chance and the results can be trusted.

## **B. Discussion**

Based on the research problem, the speaking skills of SMKN 2 Palopo students still tend to be low due to the lack of opportunities and vocabulary given to practice speaking, beside that, some students still use regional languages as their lingua franca. Therefore, the researcher considers it necessary to conduct research on methods for developing pronunciation skills for vocational school students using youtube video. Using youtube channels in the learning process has several advantages compared to other media, including that it can be accessed freely, also can provide opportunities for students to speak fluently through increasing vocabulary, provides clear visualisations and models and provide increased understanding through context.

The findings of this study show that there is an improvement in the observation results of students' English pronunciation skills. The pretest observation results showed that most students had an intermediate level of English pronunciation skills. However, 35.5% of students still showed less pronunciation skills. In addition, only 6.5% of students have enough pronunciation skills.

Referring to the factors that cause difficulty in pronunciation, there are several things that become obstacles for students in pronouncing English words. Among them are, first, students usually say new or less familiar words with

sounds that are familiar to them.<sup>97</sup> This can be seen in the intonation aspect. Based on the pretest observation, the intonation aspect showed the lowest average score among other supra-segmental aspects. Secondly, the gestures aspect also showed the lowest score among the other aspects, indicating that the students were still lacking in mastering the segmental elements in pronunciation. This is in line with research conducted by Amalia, the study found that in the Indonesian context, students still have difficulties in the form of mentioning English consonants.<sup>98</sup>

Based on the study, the difficulty is caused by several factors including Firstly, some consonants in English are not found in their mother tongue. Secondly, most students have difficulties in mentioning stop consonants such as /v/ θ/ð/f/ ʒ/ tʃ/ and /dʒ/. These phonetic symbols are vowels and consonants that are usually found at the end of words. Difficulty distinguishing between voiced (consonants with vibration) and voiceless (consonants without vibration) consonants, inconsistent sounds for vowels in English and Indonesian, vowel combinations, silent letters, as well as lack of knowledge on English fricative sounds.<sup>99</sup>

In contrast to that, the main reasons that cause us to get wrong pronunciation. In a mother tongue or first language situation, children learn to respond to the sounds and tones that their parents usually use when speaking to them from an early stage. In time, children began to learn English in English-

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<sup>97</sup> Christiane Dalton & Barbara Seidlhofer, (1994). *Language Teaching: Pronunciation*. Oxford: Oxford University Press.

<sup>98</sup> Fadiah Nur Amalia et al, (2023). *Literature Review on English Consonant Pronunciation Problems Encountered by Indonesian Students*. (175-184).

<sup>99</sup> Fadiah Nur Amalia et al, (2023). *Literature Review on English Consonant Pronunciation Problems Encountered by Indonesian Students*. (175-184).

speaking countries; they tend to speak with an accent in their native language. But in our country, where English is a second language, children listen to wrong sounds and tones produced by teachers/adults in their environment and tend to pick up wrong pronunciations. This is mainly due to their lack of understanding of the correct language variations.<sup>100</sup>

After knowing the results of the pretest observation, the researcher conducted an intervention. The step that applied after giving the pretest to the students was treatment. There were four meetings in the treatment stage. The time allotment for each meeting consisted of one 45-minute session, resulting in a total of 180 minutes for the four meetings. In this stage, the researcher provided the youtube video to enhance the students' pronunciation skills.

After being treated, the posttest observation results showed that most of the students' pronunciation skills were still at enough level. However, it was also seen that there were no more students with less pronunciation skills. In addition, students with good pronunciation skills increased from 6.5% to 35.5%. Proportionally it can be said that there is a significant increase in the number of students who have good pronunciation skills.

From the first to the fourth meeting, researcher introduce the automotive vocabulary about car exterior and how to pronounce them. The researcher give 25 vocabulary and the researcher asked the student to pronounce the word after watching the video. Many studies have been conducted regarding the use of youtube videos to improve students' pronunciation. Related to this, youtube has a

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<sup>100</sup> Nafisa Raimovna Kobilova, (2022). *Importance of Pronunciation in English Language Communication*. 592-597.

role as a medium in learning pronunciation.

Stress is one aspect of pronunciation that plays an important role in acquiring better English pronunciation. Word stress refers to stressing certain syllables of a word, therefore, misplaced stress can change the meaning of words. For example, the stress in 'PROgramme and 'PAssenger is often misplaced on the second syllable. Therefore, the VWA YouTube channel provides visualisations and models of each emphasis on each spoken word. More importantly, VWA YouTube video has homographs with the only placement of stress that differentiates the meaning, such as 'EXport (noun) and ex'PORT (verb).<sup>101</sup> This is supported by research conducted by Ambalegin & Afriana that by creating emphasis patterns in English words, from these patterns, it can be seen that the number of syllables can be used to determine the position of word stress.<sup>102</sup>

Intonation is another fundamental aspect of proper English pronunciation. A literature suggests that the improvement in students' English sounds after repeatedly watching youtube videos has a positive impact on their intonation, because students become more confident in adopting native speaker-like intonation when they are more confident with syllable sounds.<sup>103</sup> Related to this, an experiment using youtube videos to improve students' intonation in a blended learning mode found that the blended learning setting influenced students' intonation more effectively. The online asynchronous mode allows students to

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<sup>101</sup> Ni Komang Arie Suwastini et.al, (2023). *Youtube as instructional media in promoting EFL Indonesian Students' pronunciation*. 1-24.

<sup>102</sup> Ambalegin & Afriana, (2023). *How to Perform Word Stress*. 14-27.

<sup>103</sup> Ayodele & Adeniyi, (2019). *Perceived Influence of the Use of Youtube on the Performance of Undergraduates in Phonetics and Phonology in Babcock University*. 64-69.

access the aural-phonetic model of English repeatedly and imitate intonation in the comfort of their privacy. Meanwhile, synchronous and on-site learning modes provide them with feedback from peers and teachers.<sup>104</sup>

Rhythm can be described as the prominence and stress of words in how people speak.<sup>105</sup> A research conducted by Al-Jarf found that youtube provides English rhythm videos from native speakers to students who can develop their pronunciation subskills in terms of using appropriate rhythm through self-paced pronunciation practice in a distance learning environment.<sup>106</sup> In this case, VWA youtube distributes various kinds of videos containing examples of English rhythms, showing how English works with appropriate rhythms.

According to voice quality aspect, Voice quality is determined by the long-term regulation held by the mouth area, which can affect the overall quality of the accent.<sup>107</sup> A research used TED talk videos from Youtube as speech models and found that students developed the quality of their voices by imitating the way TED spoke as a public speaker.<sup>108</sup> Then a similar research also found that exposure to English speech and vlogs provided on Youtube helped students

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<sup>104</sup> Sheng-ShiangTseng & Hui-Chin Yeh, (2019). *The Impact of Video and Written Feedback on student preferences of english speaking practice*.145-158.

<sup>105</sup> Febronia Lasi, (2020). *A Research on The ability of Suprasegmental and Segmental Aspects in English Pronunciation*. 426-437.

<sup>106</sup> Reima Al-Jarf, (2022). *Youtube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments*. 44-52.

<sup>107</sup> Febronia Lasi, (2020). *A Research on The ability of Suprasegmental and Segmental Aspects in English Pronunciation*. 426-437.

<sup>108</sup> Ni Komang Arie Suwastini et.al, (2023). *Youtube as instructional media in promoting EFL Indonesian Students' pronunciation*. 1-24.

acquire native-like accents.<sup>109</sup>

On segmental element, VWA youtube channel provides exposure to English speech with videos of speakers. It provides more than just precise speech production. It also provides exposure to the appropriate gestures that accompany certain expressions. Youtube is useful for improving students' ability to use body movements when speaking. Students' confidence therefore increased in working on their procedure text projects after being given VWA Youtube tutorial videos.<sup>110</sup>

Based on some of these pronunciation elements, VWA YouTube channel uses two strategic approaches, namely, visualisation and clear models, and understanding through context. The use of visualisation and clear models can help improve visual memory and recall. This is in line with research conducted by Sari et al. that the use of visualisation involves students' prior knowledge by activating mental images that can help them understand the text.<sup>111</sup>

In addition, understanding through context can provide benefits such as facilitating learning in concrete situations, and reducing dependence on formal pronunciation. In this case, VWA YouTube channel applies the context of automotive environment for vocational students. This supports learning pronunciation in a real and applicable situation. In addition, learning in context allows students to understand informal pronunciation and different dialects or accents. This is very important because in daily life especially in the workshop,

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<sup>109</sup> Rina Rachmawati & Fibria Cahyani, (2020) *The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills* 83-95.

<sup>110</sup> Ida Prasetyaning Jati et.al, (2019). *Teaching Using Youtube Tutorial Video to Improve Students' speaking skills*. 101-116.

<sup>111</sup> Nur Eka Sari et al, (2019). *Penggunaan Strategi Visualisasi dalam Pembelajaran Membaca Pemahaman Bahasa Inggris Berbasis Karakter pada Siswa SMP*. 148-156.

people often speak with certain accents. Related to this, other studies also produce findings that there is an influence between the application of contextual-based learning on improving students' pronunciation skills. Based on this research, the contextual-based pronunciation learning module has valid, practical, and effective criteria.<sup>112</sup> In addition, the findings are similar to the research conducted by Santaria et al on the use of E-learning media. Based on their research findings, the use of project-based learning can increase students' interest, motivation, and engagement, thus creating an optimal environment in learning English speaking.<sup>113</sup>

Based on this description, the learning method used in the VWA YouTube channel at least contributes in two ways, namely the use of visualisation and clear models as well as increasing understanding through context. Based on the results of the statistical analysis in the previous section, the strong positive correlation coefficient between the pretest and posttest scores (0.832) indicates that there is a relationship between the two. This means that the relationship does not occur by chance and is reliable.

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<sup>112</sup> Tyas Alhim Mubarak et al, (2020). *Pengembangan Modul Pembelajaran Berbasis Kontekstual untuk Meningkatkan Kemampuan Pronunciation Mahasiswa Pendidikan Bahasa Inggris*. 36-43

<sup>113</sup> Rustan Santaria et al, (2022). *Teaching Speaking Skills through Project-Based Learning for the Eight Graders of Junior High School*. 152-165.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. *Conclusion***

Based on the result of the research, the researcher found that the use of the VWA Youtube channel effective to improve student English pronunciation of SMKN 2 Palopo students. The mean value between the pretest score and the posttest score has increased from 2,097 to 2,937. It can be concluded that the score between the pretest observation and the posttest are statistically increase. The t test value (9.559) is higher (in absolute terms) than the t table value (2.042). Thus, the result of data analysis rejects the hypothesis  $H_0$  and accepts the hypothesis  $H_1$  that the use of the VWA learning youtube channel is effective on improving the english pronunciation of student SMKN 2 Palopo.

#### **B. *Suggestion***

After obtaining the results of the study, the researcher tried to provide suggestions for several things, including :

##### **1. For Teachers**

Based on the experience that researchers have encountered, teaching using YouTube videos has several obstacles. among them is the lack of interaction, using YouTube videos in teaching can actually limit direct interaction between teachers and students, this makes students feel less involved. however, this can be overcome by combining videos with collaborative learning. in this case the



teacher can use the video as a base material then ask students to work in groups, discuss, and present their understanding.

## 2. For Students

Vocational students can actively utilise Youtube videos to effectively improve their pronunciation skills. They not only learn from the correct pronunciation, but can also practice independently, self-evaluate, and correct mistakes on an ongoing basis.

## 3. For Future Research

For future studies, researchers need to focus on analysing the effectiveness, developing video-based learning models, as well as identifying the most effective types of videos to improve students' pronunciation skills. In addition, researchers should collect data from students and teachers to evaluate the impact of using videos, as well as address access and quality challenges that may hinder the learning process.

Furthermore, material development should emphasize English pronunciation skills by designing interactive and contextually rich video content that targets specific aspects such as stress, intonation, articulation, and connected speech. These materials should be tailored to learners' proficiency levels and incorporate features like visual cues, native speaker models, and guided repetition exercises to support clearer and more accurate pronunciation.

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# APPENDICES

# APPENDIX I

## SURAT

## KETERANGAN

## PENELITIAN



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921  
 Telp/Fax : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

**SURAT KETERANGAN PENELITIAN**

NOMOR : 500.16.7.2/2024.1292/IP/DPMPTSP

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

|               |                                 |
|---------------|---------------------------------|
| Nama          | : AMMAR MUAYYAD                 |
| Jenis Kelamin | : L                             |
| Alamat        | : Jl. Cempaka No.15 Kota Palopo |
| Pekerjaan     | : Pelajar/Mahasiswa             |
| NIM           | : 2002020061                    |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) You Tube Channel At SMKN 2 Palopo**

|                    |                                    |
|--------------------|------------------------------------|
| Lokasi Penelitian  | : SMK Negeri 2 Palopo              |
| Lamanya Penelitian | : 4 Januari 2025 s.d. 4 April 2025 |

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 4 Januari 2025



Ditandatangani secara elektronik oleh :  
 Kepala DPMPTSP Kota Palopo  
**SYAMSURIADI NUR, S.STP**  
 Pangkat : Pembina IV/a  
 NIP : 19850211 200312 1 002

**Tembusan, Kepada Yth.:**

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)





**PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
UPT SMKN 2 PALOPO**

Alamat: Jl. Dr. Ratulangi Balandi Telp/Fax. (0471) 22244 Kota Palopo Kode Pos 9191  
Website: <http://smkn2-palopo.sch.id> Email: [smknegeri2palopo@gmail.com](mailto:smknegeri2palopo@gmail.com)



**SURAT KETERANGAN TELAH PENELITIAN**  
Nomor : 421.5/048-UPTSMKN2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMK Negeri 2 Palopo menerangkan bahwa :

Nama : **HAKIM, S.Pd., M.Pd**  
NIP : 197310152000121001  
Pangkat / Gol : Pembina Utama Muda IV/c  
Jabatan : Kepala UPT SMK Negeri 2 Palopo  
Unit kerja : SMK Negeri 2 Palopo  
Menyatakan bahwa :  
Nama : **AMMAR MUAYYAD**  
NIM : 2002020061  
Jenis Kelamin : Laki-laki  
Pekerjaan : Mahasiswa  
Alamat : Jl. Cempaka No.15, Balandi

Bahwa yang bersangkutan diatas benar telah melaksanakan penelitian di SMK Negeri 2 Palopo pada tanggal 19 Januari 2025 s/d 03 Februari 2025 dengan judul : **"IMPROVING PRONUNCIATION SKILL THROUGH VWA (VOCABULARY WORKSHOP AUTOMOTIVE) YOUTUBE CHANNEL AT SMKN 2 PALOPO"**.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Palopo, 03 Februari 2025

Kepala UPT SMKN 2 Palopo



**HAKIM, S.Pd., M.Pd.**

Pangkat : Pembina Utama Muda

NIP. 197310152000121001

# APPENDIX II





## INSTRUMEN




### PRETEST &

### POSTTEST

### 1. Soal Pre Test

Pronounce the following words correctly!





| No. | Part   | Pronunciation  |
|-----|--|--|
| 1   |  <p><b>Door</b></p>       | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 2   |  <p><b>Mirror</b></p>    | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 3   |  <p><b>Handle</b></p>   | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 4   |  <p><b>Footstep</b></p> | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |

|   |   |  |
|---|---|--|
| 5 |  <p><b>Rim</b></p>           | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 6 |  <p><b>Window</b></p>        | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 7 |  <p><b>Tire</b></p>        | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 8 |  <p><b>Over fender</b></p> | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |



|    |  |  |
|----|--|--|
| 9  |  <p><b>Fender</b></p>       | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 10 |  <p><b>Plate number</b></p> | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 11 |  <p><b>Horn</b></p>       | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 12 |  <p><b>Fuel tank</b></p>  | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |







|    |  |  |
|----|--|--|
| 13 |  <p><b>Stoplamp</b></p>   | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 14 |  <p><b>Windshield</b></p> | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 15 |  <p><b>Wiper</b></p>    | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |
| 16 |  <p><b>Antenna</b></p>  | <p><b>Intonation :</b></p> <p><b>Stress :</b></p> <p><b>rhythm :</b></p> <p><b>voice quality :</b></p> <p><b>gesture :</b></p> |



|    |   |  |
|----|---|--|
| 17 |  <p><b>Exhaust</b></p>   | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 18 |  <p><b>Spoiler</b></p>   | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 19 |  <p><b>Roofbar</b></p> | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 20 |  <p><b>Roof</b></p>    | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |

## 2. Soal Post Test





Mention and pronounce the following parts correctly!

| No. | Part   | Pronunciation   |
|-----|--|---|
| 1   | <br><b>mirror</b>           | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |
| 2   | <br><b>pliers</b>          | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |
| 3   | <br><b>steering wheel</b> | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |
| 4   | <br>                      | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |

|   |  |   |
|---|--|---|
|   | <b>jack</b>  |   |
| 5 | <br><b>accumulator</b>  | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |
| 6 | <br><b>spark plug</b> | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |
| 7 | <br><b>rim</b>        | <b>Intonation</b> :<br><b>Stress</b> :<br><b>rhythm</b> :<br><b>voice quality</b> :<br><b>gesture</b> : |

|    |   |  |
|----|---|--|
| 8  |  <p><b>speedometer</b></p> | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 9  |  <p><b>fuse box</b></p>    | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 10 |  <p><b>handle</b></p>    | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |
| 11 |  <p><b>headlight</b></p> | <p><b>Intonation</b> :</p> <p><b>Stress</b> :</p> <p><b>rhythm</b> :</p> <p><b>voice quality</b> :</p> <p><b>gesture</b> :</p> |

|    |   |   |
|----|---|---|
| 12 |  <p>wiper</p>        | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 13 |  <p>manifold</p>    | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 14 |  <p>air filter</p> | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 15 |  <p>tire</p>       | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |

|    |  |   |
|----|--|---|
| 16 |  <p>wrench</p>          | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 17 |  <p>clamp pliers</p>    | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 18 |  <p>airbag</p>        | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |
| 19 |  <p>parking brake</p> | <p>Intonation :</p> <p>Stress :</p> <p>rhythm :</p> <p>voice quality :</p> <p>gesture :</p> |

|    |  |   |
|----|--|---|
| 20 |  <p data-bbox="550 600 667 636"><b>footstep</b></p> | <p data-bbox="852 342 1059 378"><b>Intonation</b> :</p> <p data-bbox="852 398 1059 434"><b>Stress</b> :</p> <p data-bbox="852 454 1059 490"><b>rhythm</b> :</p> <p data-bbox="852 510 1059 546"><b>voice quality</b> :</p> <p data-bbox="852 566 1059 602"><b>gesture</b> :</p> |
|----|--|---|



X.TKR.C

Form Penilaian PRE TEST

| No. | Nama Siswa             | Penilaian |            |        |               |          |
|-----|------------------------|-----------|------------|--------|---------------|----------|
|     |                        | Stress    | Intonation | Rhythm | Voice Quality | Gestures |
| 1.  | ABDUL KHALIQ AWALUDDIN | 2         | 2          | 3      | 2             | 1        |
| 2.  | ADYEL SATRIA TOPIK     | 2         | 1          | 1      | 3             | 2        |
| 3.  | AMRUL AYYUP            | 2         | 1          | 1      | 3             | 1        |
| 4.  | BASO VINO AL MUQTADIR  | 2         | 2          | 1      | 3             | 2        |
| 5.  | EKO                    | 1         | 1          | 1      | 3             | 2        |
| 6.  | ERGAN LUKNALIA         | 2         | 1          | 2      | 1             | 1        |
| 7.  | FEBRIANSYAH            | 1         | 1          | 1      | 2             | 1        |
| 8.  | GLEN OTMIEL ANUGRAH    | 1         | 2          | 2      | 2             | 1        |
| 9.  | HAFID JAYA             | 2         | 1          | 2      | 2             | 1        |
| 10. | HENDRI                 | 2         | 1          | 3      | 2             | 2        |
| 11. | JAKPARAL FARIZI        | 1         | 1          | 1      | 2             | 1        |
| 12. | KUSUMANDARU HASBI      | 3         | 3          | 3      | 4             | 2        |
| 13. | M. FADLAN              | 2         | 2          | 1      | 3             | 2        |
| 14. | MUH. IRFANDI           | 2         | 1          | 2      | 3             | 2        |
| 15. | MUH. ADINKA RAHMAT     | 3         | 2          | 2      | 3             | 1        |
| 16. | MUH. AL HADI RAMADAN   | 2         | 3          | 2      | 2             | 1        |
| 17. | MUH. FARIL SAPUTRA     | 3         | 2          | 2      | 2             | 1        |
| 18. | MUH. FIKRI SUPARMAN    | 3         | 2          | 2      | 2             | 1        |
| 19. | MUH. IQSAL             | 3         | 3          | 3      | 3             | 2        |
| 20. | MUH. ZABILUL ALIF      | 3         | 2          | 1      | 2             | 1        |
| 21. | MUH. FATURRAHMAN.M     | 3         | 2          | 3      | 2             | 1        |
| 22. | MUH. GILANG RAMADAN    | 3         | 3          | 3      | 3             | 3        |
| 23. | MUH. RIDHO.S           | 3         | 2          | 2      | 3             | 2        |
| 24. | MUHAMMAD ZAGIL         | 3         | 2          | 2      | 3             | 2        |
| 25. | REGIL PARMADI          | 3         | 2          | 3      | 2             | 1        |
| 26. | RIZKY                  | 2         | 1          | 2      | 2             | 1        |
| 27. | SAIHUL ROZIKH          | 2         | 1          | 3      | 2             | 2        |
| 28. | SUADIL                 | 1         | 1          | 1      | 2             | 2        |
| 29. | TARSISIUS ANDRIANUS    | 3         | 2          | 2      | 3             | 2        |
| 30. | TEGUH IBRAHIM          | 3         | 3          | 2      | 3             | 2        |
| 31. | WISNU WAHIDIN TARIGAN  | 2         | 3          | 3      | 2             | 2        |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |

X.TKR C

## Form Penilaian POST TEST

| No. | Nama Siswa             | Penilaian |            |        |               |          |
|-----|------------------------|-----------|------------|--------|---------------|----------|
|     |                        | Stress    | Intonation | Rhythm | Voice Quality | Gestures |
| 1.  | ABDUL KHALIQ AWALUDDIN | 2         | 3          | 3      | 2             | 2        |
| 2.  | ADYEL SATRIA TOPIK     | 2         | 2          | 3      | 3             | 3        |
| 3.  | AMRUL AYYUP            | 3         | 2          | 2      | 3             | 2        |
| 4.  | BASO VINO ALMUATADIR   | 3         | 3          | 2      | 3             | 3        |
| 5.  | EKO                    | 2         | 2          | 2      | 3             | 3        |
| 6.  | ERGAN WUKNALIA         | 3         | 2          | 3      | 2             | 2        |
| 7.  | FEBRIANSYAH            | 2         | 2          | 2      | 3             | 2        |
| 8.  | GLEN OTNIEL ANUGRAH    | 2         | 3          | 3      | 2             | 2        |
| 9.  | HAFID jaya             | 2         | 3          | 3      | 3             | 2        |
| 10. | HENDRI                 | 2         | 2          | 3      | 3             | 3        |
| 11. | JAKFARAL FARIZI        | 2         | 2          | 3      | 3             | 2        |
| 12. | KUSUMANDARU HASBI      | 4         | 3          | 4      | 4             | 3        |
| 13. | M. FADLAN              | 3         | 2          | 3      | 3             | 3        |
| 14. | MUH. IRFANDI           | 2         | 2          | 3      | 4             | 2        |
| 15. | MUH. ADINKA RAHMAT     | 3         | 3          | 4      | 3             | 2        |
| 16. | MUH. AL-HADI RAMADAN   | 3         | 4          | 3      | 3             | 2        |
| 17. | MUH. FARIL SAPUTRA     | 4         | 3          | 3      | 3             | 2        |
| 18. | MUH. FIQRI SUPARMAN    | 4         | 3          | 3      | 3             | 2        |
| 19. | MUH. IQSAL             | 4         | 4          | 3      | 3             | 3        |
| 20. | MUH. ZABILUL ALIF      | 4         | 3          | 3      | 2             | 2        |
| 21. | MUH. FATURRAHMAN.M     | 2         | 3          | 4      | 3             | 3        |
| 22. | MUH. GIAN RAMADAN      | 3         | 4          | 3      | 3             | 2        |
| 23. | MUH. RIDHO S           | 3         | 3          | 3      | 3             | 2        |
| 24. | MUHAMMAD ZAGIL         | 3         | 3          | 4      | 4             | 2        |
| 25. | REGIL PARMADI          | 3         | 3          | 3      | 2             | 2        |
| 26. | RIZKY                  | 3         | 2          | 3      | 2             | 1        |
| 27. | SAIHUL ROZIKH          | 3         | 2          | 3      | 3             | 2        |
| 28. | SUADIL                 | 2         | 3          | 3      | 2             | 2        |
| 29. | TARSISIUS ANDRIANUS    | 4         | 3          | 3      | 3             | 3        |
| 30. | TEGUH IBRAHIM          | 3         | 4          | 4      | 3             | 2        |
| 31. | WISNU WAHIDIN TARIGAN  | 3         | 3          | 3      | 3             | 2        |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |
|     |                        |           |            |        |               |          |

APPENDIX III  
RENCANA  
PELAKSANAAN  
PEMBELAJARAN  
(RPP)

### Lesson Plan

School : SMKN 2 Palopo

Subject : English

Class /Semester : 11/1

Subject Matter : Automotive vocabulary about car exterior

Time Allocation : 90 Minutes

Meeting : 1<sup>st</sup>

#### A. Learning Objectives

The teacher asked the students if they already know about car exterior parts.

The teacher asked the students how to pronounce car exterior parts vocabularies.

#### B. Learning Activities

| Step          | Teacher Activities   | Students Activities   | Times      |
|---------------|--|---|------------|
| Opening       | <ol style="list-style-type: none"> <li>1. The teacher say greeting</li> <li>2. The teacher ask to students to pray together.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The students answer the teacher greeting</li> <li>2. The students listen to their name.</li> </ol>                                | 5 minutes  |
| Main Teaching | <ol style="list-style-type: none"> <li>1. Teacher provide and explain about car exterior vocabularies</li> <li>2. Teacher asked the students to pronounce the vocabularies</li> <li>3. Teacher give evaluation in group</li> </ol> | <ol style="list-style-type: none"> <li>1. Students watch the video.</li> <li>2. Students pronounce the vocabularies</li> <li>3. Students get evaluation in group</li> </ol> | 30 minutes |
| Closing       | <ol style="list-style-type: none"> <li>1. Teacher gives learning conclusion</li> <li>2. Teacher closed the</li> </ol>  | <ol style="list-style-type: none"> <li>1. Students listen to the teacher explain the learning</li> </ol>  | 10 minutes |

|  |                               |   |  |
|--|-------------------------------|---|--|
|  | meeting with<br>saying thanks | conclusion<br>2. Students saying<br>thanks to teacher |  |
|--|-------------------------------|---|--|

### C. Learning tools and Resources

1. Whiteboard
2. Marker
3. Video (<https://youtu.be/mdVFYaXRULc?si=f1Xclwh6ohjs34SO>)
4. Laptop & projector

### D. Learning Material

*“Car exterior parts”*

### E. Assessment and Evaluation

| Ratings  |        |      |     | The Aspects of Basic Pronunciation |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|----------|--------|------|-----|------------------------------------|---|---|---|------------|---|---|---|--------|---|---|---|---------------|---|---|---|
|          |        |      |     | <i>Supra Segmental</i>             |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|          |        |      |     | Stress                             |   |   |   | Intonation |   |   |   | Rhythm |   |   |   | Voice Quality |   |   |   |
| 4        | 3      | 2    | 1   | 4                                  | 3 | 2 | 1 | 4          | 3 | 2 | 1 | 4      | 3 | 2 | 1 | 4             | 3 | 2 | 1 |
|          |        |      |     |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|          |        |      |     |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
| Accurate | Enough | Less | Bad |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |

### Lesson Plan

School : SMKN 2 Palopo

Subject : English

Class /Semester : 11/1

Subject Matter : Automotive vocabulary about car interior

Time Allocation : 90 Minutes

Meeting : 2<sup>nd</sup>

### A. Learning Objectives

The teacher asked the students if they already know about car exterior parts.

The teacher asked the students how to pronounce car exterior parts vocabularies.

### **B. Learning Activities**

| Step          | Teacher Activities  | Students Activities   | Times      |
|---------------|---|---|------------|
| Opening       | 1. The teacher say greeting<br>2. The teacher ask to students to pray together.   | 1. The students answer the teacher greeting<br>1. The students listen to their name.                      | 5 minutes  |
| Main Teaching | 1. Teacher provide and explain about car interior vocabularies<br>2. Teacher asked the students to pronounce the vocabularies | 1. Students watch the video<br>2. Students pronounce the vocabularies<br>3. Group evaluation              | 30 minutes |
| Closing       | 1. Teacher gives learning conclusion<br>2. Teacher closed the meeting with saying thanks                                      | 1. Students listen to the teacher explain the learning conclusion<br>2. Students saying thanks to teacher | 10 minutes |

### **C. Learning tools and Resources**

1. Whiteboard
2. Marker
3. Video (<https://youtu.be/mdVFYaXRUlc?si=f1Xclwh6ohjs34SO>)
4. Laptop & projector

### **D. Learning Material**

*“Car interior parts”*

## E. Assessment and Evaluation

| Ratings                           |   |   |   | The Aspects of Basic Pronunciation |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|-----------------------------------|---|---|---|------------------------------------|---|---|---|------------|---|---|---|--------|---|---|---|---------------|---|---|---|
|                                   |   |   |   | <i>Supra Segmental</i>             |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|                                   |   |   |   | Stress                             |   |   |   | Intonation |   |   |   | Rhythm |   |   |   | Voice Quality |   |   |   |
| 4                                 | 3 | 2 | 1 | 4                                  | 3 | 2 | 1 | 4          | 3 | 2 | 1 | 4      | 3 | 2 | 1 | 4             | 3 | 2 | 1 |
| Accurate<br>Enough<br>Less<br>Bad |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|                                   |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |

### Lesson Plan

School : SMKN 2 Palopo

Subject : English

Class /Semester : 11/1

Subject Matter : Automotive vocabulary about engine components

Time Allocation : 90 Minutes

Meeting : 3<sup>rd</sup>

### A. Learning Objectives

The teacher asked the students if they already know about engine components.

The teacher asked the students how to pronounce engine components vocabularies.

### B. Learning Activities

| Step          | Teacher Activities  | Students Activities  | Times      |
|---------------|---|--|------------|
| Opening       | 1. The teacher say greeting<br>2. The teacher ask to students to pray together. | 1. The students answer the teacher greeting<br>2. The students listen to their name. | 5 minutes  |
| Main Teaching | 1. Teacher provide and explain about engine components                          | 1. Students watch the video. Students understand about                               | 30 minutes |

|         |  |   |            |
|---------|--|---|------------|
|         | vocabularies<br>2. Teacher asked the students to pronounce the vocabularies              | vocabulary understanding<br>2. Students pronounce the vocabularies<br>3. Group evaluation                 |            |
| Closing | 1. Teacher gives learning conclusion<br>2. Teacher closed the meeting with saying thanks | 1. Students listen to the teacher explain the learning conclusion<br>2. Students saying thanks to teacher | 10 minutes |

### C. Learning tools and Resources

1. Whiteboard
2. Marker
3. Video (<https://youtu.be/mdVFYaXRUlc?si=f1Xclwh6ohjs34SO>)
4. Laptop & projector

### D. Learning Material

*“Engine components”*

### E. Assessment and Evaluation

| Ratings                           |   |   |   | The Aspects of Basic Pronunciation |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|-----------------------------------|---|---|---|------------------------------------|---|---|---|------------|---|---|---|--------|---|---|---|---------------|---|---|---|
|                                   |   |   |   | <i>Supra Segmental</i>             |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
| 4                                 | 3 | 2 | 1 | Stress                             |   |   |   | Intonation |   |   |   | Rhythm |   |   |   | Voice Quality |   |   |   |
| 4                                 | 3 | 2 | 1 | 4                                  | 3 | 2 | 1 | 4          | 3 | 2 | 1 | 4      | 3 | 2 | 1 | 4             | 3 | 2 | 1 |
| Accurate<br>Enough<br>Less<br>Bad |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |
|                                   |   |   |   |                                    |   |   |   |            |   |   |   |        |   |   |   |               |   |   |   |

Lesson Plan

School : SMKN 2 Palopo



Subject : English

Class /Semester : 11/1

Subject Matter : Automotive vocabulary about workshop tools

Time Allocation : 90 Minutes

Meeting : 4<sup>th</sup>

### A. Learning Objectives

The teacher asked the students if they already know about engine components.

The teacher asked the students how to pronounce engine components vocabularies

### B. Learning Activities

| Step          | Teacher Activities  | Students Activities  | Times      |
|---------------|---|--|------------|
| Opening       | <ol style="list-style-type: none"> <li>1. The teacher say greeting</li> <li>2. The teacher ask to students to pray together.</li> </ol>                                     | <ol style="list-style-type: none"> <li>1. The students answer the teacher greeting</li> <li>2. The students listen to their name.</li> </ol>   | 5 minutes  |
| Main Teaching | <ol style="list-style-type: none"> <li>1. Teacher provide and explain about workshop tools.</li> <li>2. Teacher asked the students to pronounce the vocabularies</li> </ol> | <ol style="list-style-type: none"> <li>1. Students watch the video. Students understand about vocabulary understanding</li> <li>2. Students pronounce the vocabularies</li> <li>3. Group evaluation</li> </ol> | 30 minutes |
| Closing       | <ol style="list-style-type: none"> <li>1. Teacher gives learning conclusion</li> <li>2. Teacher closed the meeting with saying thanks</li> </ol>                            | <ol style="list-style-type: none"> <li>1. Students listen to the teacher explain the learning conclusion</li> <li>2. Students saying thanks to teacher</li> </ol>  | 10 minutes |

### C. Learning tools and Resources



# APPENDIX IV

# LEMBAR VALIDASI

# INSTRUMEN

# PENELITIAN

## LEMBAR VALIDASI INSTRUMEN PENELITIAN

**Judul : IMPROVING PRONUNCIATION SKILL THROUGH VWA  
(VOCABULARY WORKSHOP AUTOMOTIVE) YOUTUBE  
CHANNEL AT SMKN 2 PALOPO**

### A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pretest dan posttest.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 : tidak layak
  - 2 : kurang layak
  - 3 : cukup layak
  - 4 : layak
  - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

| NO | URAIAN  | Kelayakan |   |   |   |   |
|----|---|-----------|---|---|---|---|
| I  | Aspek Cakupan (Isi)   | 1         | 2 | 3 | 4 | 5 |
| a. | Butir-butir pertanyaan dalam Pretest dan Posttest mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran pronunciation                 |           |   |   |   |   |
| b. | Butir-butir pertanyaan dalam Pretest dan Posttest mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam pengajaran pronunciation. |           |   |   |   |   |
| c. | Butir-butir pertanyaan dalam Pretest dan Posttest mencakup data yang berhubungan dengan aktivitas pembelajaran yang akan digunakan dalam pengajaran pronunciation.            |           |   |   |   |   |
| d. | Butir-butir pertanyaan dalam Pretest dan Posttest mencakup data yang berhubungan dengan input materi  |           |   |   |   |   |

|   |             |  |  |  |  |  |
|---|-------------|--|--|--|--|--|
| yang akan digunakan dalam pengajaran pronunciation.   |             |  |  |  |  |  |
|   |             |  |  |  |  |  |
|   |             |  |  |  |  |  |
| II  | AspekBahasa |  |  |  |  |  |
| a. Butir-butir Pretest dan Posttest dirumuskan dalam bahasa Inggris yang baik dan benar.                                      |             |  |  |  |  |  |
| b. Butir-butir Pretest dan Posttest dirumuskan dalam bahasa Inggris yang efektif.   |             |  |  |  |  |  |
| c. Butir-butir Pretest dan Posttest dirumuskan dalam bahasa Inggris yang efisien.   |             |  |  |  |  |  |
| d. Butir-butir Pretest dan Posttest dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden. |             |  |  |  |  |  |

### C. Komentar

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### D. Saran

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# APPENDIX V

## SURAT

## KETERANGAN

## VALIDASI

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Amalia Yahya, S.E., M.Hum.  
 Jabatan/Pekerjaan : Dosen  
 Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

**Improving Pronunciation Skill Through VWA (Vocabulary Workshop Automotive) Youtube Channel at SMKN 2 Palopo** dari mahasiswa:

Nama : Ammar Muayyad  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 2002020061

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....  
 .....  
 .....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 20 Agustus 2024  
 Validator,

Amalia Yahya, S.E., M.Hum.  
 NIP. 197710132005012006

\*coret yang tidak perlu

# APPENDIX VI

# LEMBAR HASIL

# TES



## Pronunciation Test Results

Respondent : S1

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔːr/               | /'mɪrər/            | dor                    | Mirror        |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | mirror                 | plairz        |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | handəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fʊtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kjʊ:mjələɪər /  | rim                    | akumuletor    |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑːrk plʌg /     | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmɪtər /     | over fender            | spidometer    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fjuːz // bɒks /   | fender                 | fyus boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | plat nambər            | hendəl        |
| 11  | Horn         | Headlights     | / hɔːrn /            | /'hedlaɪt /         | horn                   | hedlaig       |
| 12  | Fuel tank    | Wiper          | /'fjuːəl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplam                | mænifold      |
| 14  | Windshield   | Air filter     | /'wɪndʃiːld /        | / er // 'fɪltər /   | winsyilt               | eir filtər    |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | waiper                 | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔːst /         | /klæmp/ 'plaɪərz/   | eksaus                 | klæmp plairz  |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoiler                | eir beg       |
| 19  | Roof bar     | Parking brake  | / ruːf // bɑːr/      | /'pɑːkɪŋ // breɪk / | bar                    | parking breik |

|    |      |          |         |             |     |         |
|----|------|----------|---------|-------------|-----|---------|
| 20 | Roof | Footstep | / rʊf / | /'fʊtstep / | ruf | futstep |
|----|------|----------|---------|-------------|-----|---------|

### Pronunciation Test Results

Respondent : S2

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔːr/               | /'mɪrər/            | dor                    | miror         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | mirror                 | plaiərz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fʊtstep /          | /dʒæk/              | futstep                | djæk          |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /  | rim                    | akumuletər    |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑːrk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | over fender            | spidometer    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fjuːz // bɒks /   | fender                 | fyus boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | plat namber            | hændəl        |
| 11  | Horn         | Headlights     | / hɔːrɪn /           | /'hedlaɪt /         | hon                    | hedlaig       |
| 12  | Fuel tank    | Wiper          | /'fjuːəl // /tæŋk /  | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplam                | mənifold      |
| 14  | Windshield   | Air filter     | /'wɪndʃiːld /        | / er // 'fɪltər /   | winsilt                | eir filtər    |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wiper                  | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔːst /         | /klæmp/ /'plaɪərz/  | ekshaus                | klæmp plaiərz |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoiler                | eir bæɡ       |

|    |          |               |                 |                      |         |               |
|----|----------|---------------|-----------------|----------------------|---------|---------------|
| 19 | Roof bar | Parking brake | / ru:f / /bɑ:r/ | /'pɑ:kɪŋ / / breɪk / | ruf bar | pɑ:king breik |
| 20 | Roof     | Footstep      | / rʊf /         | /'fʊtstep /          | ruf     | futstep       |

### Pronunciation Test Results

Respondent : S3

| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |              |
|-----|--------------|----------------|----------------------|----------------------|------------------------|--------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest     |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/             | dor                    | miror        |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /           | mirror                 | plairz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | handəl                 | stiring wi:l |
| 4   | Footstep     | Jack           | /'fʊtstep /          | /dʒæk/               | futstep                | jæk          |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /   | rim                    | akumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /           | windo                  | spark plag   |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim          |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spɪ'dɒmətər /      | over fender            | spidometər   |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z / / bɒks /   | fender                 | fyus boks    |
| 10  | Plate number | Handle         | / pleɪt / /'nʌmbər / | /'hændl /            | plat namber            | hændl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /          | horn                   | hedlaig      |
| 12  | Fuel tank    | Wiper          | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər       |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplam                | mənifould    |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ər / /'fɪltər /    | wainsyilt              | eir filtər   |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /            | wiper                  | taɪər        |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /            | antena                 | wrentj       |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/   | ekshaust               | klæmp plairz |

|    |          |               |                   |                       |         |               |
|----|----------|---------------|-------------------|-----------------------|---------|---------------|
| 18 | Spoiler  | Air bag       | / 'spɔɪlər /      | / er / / bæɡ /        | spoiler | eir bek       |
| 19 | Roof bar | Parking brake | / ru:f / / bɑ:r / | / 'pɑ:kɪŋ / / breɪk / | ruf bar | pɑ:king breik |
| 20 | Roof     | Footstep      | / rɒf /           | / 'fɒtstep /          | ruf     | futstep       |

### Pronunciation Test Results

Respondent : S4

| No. | Words        |                | Pronunciation          |                       | Phonetic Transcription |             |
|-----|--------------|----------------|------------------------|-----------------------|------------------------|-------------|
|     | Pretest      | Posttest       | Pretest                | Posttest              | Pretest                | Posttest    |
| 1   | Door         | Mirror         | / dɔ:r /               | / 'mɪrər /            | dor                    | mɪrər       |
| 2   | Mirror       | Pliers         | / 'mɪrər /             | / 'plaɪəz /           | miror                  | plaiərz     |
| 3   | Handle       | Steering wheel | / 'hændl /             | / 'stɪərɪŋ / / wi:l / | hendəl                 | stɪrɪŋ wi:l |
| 4   | Footstep     | Jack           | / 'fɒtstep /           | / dʒæk /              | futstep                | djæk        |
| 5   | Rim          | Accumulator    | / rɪm /                | / ə'kjʊ:mjələtər /    | rim                    | akyumuletər |
| 6   | Window       | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /            | windou                 | spark plag  |
| 7   | Tire         | Rim            | / taɪər /              | / rɪm /               | tair                   | rim         |
| 8   | Over fender  | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ'dɒmətər /       | over fendər            | spidometər  |
| 9   | Fender       | Fuse box       | / 'fendər /            | / fju:z / / bɒks /    | fendər                 | fyuz boks   |
| 10  | Plate number | Handle         | / pleɪt / / 'nʌmbər /  | / 'hændl /            | plat nambər            | hændəl      |
| 11  | Horn         | Headlights     | / hɔ:rn /              | / 'hedlaɪt /          | horn                   | hedlait     |
| 12  | Fuel tank    | Wiper          | / 'fju:əl / / tæŋk /   | / 'waɪpər /           | ful teng               | waipər      |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /      | / 'mænəfoʊld /        | stoplam                | mænifould   |
| 14  | Windshield   | Air filter     | / 'wɪndʃi:ld /         | / er / / 'fɪltər /    | wainsyilt              | eir filtər  |
| 15  | Wiper        | Tire           | / 'waɪpər /            | / taɪər /             | wiper                  | taɪər       |
| 16  | Antenna      | Wrench         | / æn'tenə /            | / rentʃ /             | antena                 | wrentj      |

|    |          |               |                 |                      |         |               |
|----|----------|---------------|-----------------|----------------------|---------|---------------|
| 17 | Exhaust  | Clamp pliers  | / ɪg'zɔ:st /    | /klæmp/ /'plaiərz/   | ekshaus | klæmp plaiərz |
| 18 | Spoiler  | Air bag       | /'spɔɪlə /      | / er / / bæɡ /       | spoilə  | eir bæɡ       |
| 19 | Roof bar | Parking brake | / ru:f / /bɑ:r/ | /'pɑ:kɪŋ / / breɪk / | ruf bar | parking breik |
| 20 | Roof     | Footstep      | / ruf /         | /'fɒtstep /          | ruf     | futstep       |

### Pronunciation Test Results

Respondent : S5

| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |              |
|-----|--------------|----------------|----------------------|----------------------|------------------------|--------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest     |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/             | dor                    | miror        |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /           | mirror                 | plairz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | hendəl                 | stiring wi:l |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | jæk          |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjəleɪər /   | rim                    | akumulatər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /           | windou                 | spark plag   |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim          |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spɪ'dɒmətər /      | over fender            | spidometer   |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z / / bɒks /   | fender                 | fyus boks    |
| 10  | Plate number | Handle         | / pleɪt / /'nʌmbər / | /'hændl /            | plat namber            | hendəl       |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /          | horn                   | hedlait      |
| 12  | Fuel tank    | Wiper          | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər       |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem                | mænfalt      |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er / /'fɪltər /    | winsyilt               | eir filtər   |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /            | waiper                 | taɪər        |

|    |          |               |                 |                      |         |               |
|----|----------|---------------|-----------------|----------------------|---------|---------------|
| 16 | Antenna  | Wrench        | / æn'tenə /     | / rentʃ /            | entena  | wrentj        |
| 17 | Exhaust  | Clamp pliers  | / ɪg'zɔ:st /    | /klæmp/ /'plaiərz/   | ekshaus | klæmp plairz  |
| 18 | Spoiler  | Air bag       | /'spɔilə /      | / er / / bæɡ /       | spoiler | eir beg       |
| 19 | Roof bar | Parking brake | / ru:f / /ba:r/ | /'pɑ:kɪŋ / / breɪk / | ruf bar | parking breik |
| 20 | Roof     | Footstep      | / ruf /         | /'fɒtstep /          | ruf     | futstep       |

### Pronunciation Test Results

Respondent : S6

| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |              |
|-----|--------------|----------------|----------------------|----------------------|------------------------|--------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest     |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/             | dor                    | miror        |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /           | mirror                 | plairz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | handəl                 | stiring wi:l |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | jæk          |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjəleɪər /   | rim                    | akumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /           | windo                  | spark plag   |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim          |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spɪ'dɒmətər /      | over fendər            | spidometer   |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z / / bɒks /   | fendər                 | fyus boks    |
| 10  | Plate number | Handle         | / pleɪt / /'nʌmbər / | /'hændl /            | plat nambər            | hendəl       |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /          | horn                   | hedlaik      |
| 12  | Fuel tank    | Wiper          | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər       |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem                | menifolt     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er / /'fɪltər /    | winsild                | er filtər    |

|    |          |               |                 |                       |         |               |
|----|----------|---------------|-----------------|-----------------------|---------|---------------|
| 15 | Wiper    | Tire          | / 'waɪpər /     | / taɪər /             | wiper   | tair          |
| 16 | Antenna  | Wrench        | / æn'tenə /     | / rentʃ /             | antena  | wrentj        |
| 17 | Exhaust  | Clamp pliers  | / ɪg'zɔ:st /    | /klæmp/ / 'plaɪərz/   | ekshas  | klæmp plairz  |
| 18 | Spoiler  | Air bag       | / 'spɔɪlər /    | / er / / bæɡ /        | spoiler | er beg        |
| 19 | Roof bar | Parking brake | / ru:f / /ba:r/ | / 'pɑ:kɪŋ / / breɪk / | rof bar | parking breik |
| 20 | Roof     | Footstep      | / ruf /         | / 'fʊtstep /          | rof     | futstep       |

### Pronunciation Test Results

Respondent : S7

| No. | Words        |                | Pronunciation          |                       | Phonetic Transcription |             |
|-----|--------------|----------------|------------------------|-----------------------|------------------------|-------------|
|     | Pretest      | Posttest       | Pretest                | Posttest              | Pretest                | Posttest    |
| 1   | Door         | Mirror         | /dɔ:r/                 | / 'mɪrər/             | dor                    | miror       |
| 2   | Mirror       | Pliers         | / 'mɪrər/              | / 'plaɪəz /           | miror                  | plairz      |
| 3   | Handle       | Steering wheel | / 'hændl/              | / 'stɪərɪŋ / / wi:l / | handəl                 | stiring wil |
| 4   | Footstep     | Jack           | / 'fʊtstep /           | /dʒæk/                | futstep                | jæk         |
| 5   | Rim          | Accumulator    | / rɪm /                | / ə'kju:mjəleɪər /    | rim                    | akyumuletor |
| 6   | Window       | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /            | windou                 | spark plæg  |
| 7   | Tire         | Rim            | / taɪər /              | / rɪm /               | tir                    | rim         |
| 8   | Over fender  | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ'dɒmətər /       | over fender            | spidometər  |
| 9   | Fender       | Fuse box       | / 'fendər /            | / fju:z / / bɒks /    | fender                 | fus boks    |
| 10  | Plate number | Handle         | / pleɪt / / 'nʌmbər /  | / 'hændl /            | plat namber            | hendəl      |
| 11  | Horn         | Headlights     | / hɔ:rn /              | / 'hedlaɪt /          | horn                   | hedlaig     |
| 12  | Fuel tank    | Wiper          | / 'fju:əl / /tæŋk /    | / 'waɪpər /           | ful teng               | wipər       |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /      | / 'mænəfoʊld /        | stoplam                | mənifolt    |

|    |            |               |                   |                       |          |              |
|----|------------|---------------|-------------------|-----------------------|----------|--------------|
| 14 | Windshield | Air filter    | / 'windʃi:ld /    | / er / / 'filtər /    | winsyilt | eir filtər   |
| 15 | Wiper      | Tire          | / 'waipər /       | / tairər /            | wiper    | tair         |
| 16 | Antenna    | Wrench        | / æn'tenə /       | / rentʃ /             | antena   | wreintj      |
| 17 | Exhaust    | Clamp pliers  | / ɪg'zɔ:st /      | /klæmp/ / 'plaiərz/   | ekshaus  | klæmp plairz |
| 18 | Spoiler    | Air bag       | / 'spɔilər /      | / er / / bæɡ /        | spoiler  | eir beg      |
| 19 | Roof bar   | Parking brake | / ru:f / / bɑ:r / | / 'pɑ:kɪŋ / / breɪk / | rof bar  | parking brek |
| 20 | Roof       | Footstep      | / ruf /           | / 'fɒtstep /          | rof      | futstep      |

### Pronunciation Test Results

Respondent : S8

| No. | Words        |                | Pronunciation          |                       | Phonetic Transcription |             |
|-----|--------------|----------------|------------------------|-----------------------|------------------------|-------------|
|     | Pretest      | Posttest       | Pretest                | Posttest              | Pretest                | Posttest    |
| 1   | Door         | Mirror         | / dɔ:r /               | / 'mɪrər /            | dor                    | miror       |
| 2   | Mirror       | Pliers         | / 'mɪrər /             | / 'plaiəz /           | mirror                 | plaiərz     |
| 3   | Handle       | Steering wheel | / 'hændl /             | / 'stɪərɪŋ / / wi:l / | hændəl                 | stiring wil |
| 4   | Footstep     | Jack           | / 'fɒtstep /           | / dʒæk /              | futstep                | jæk         |
| 5   | Rim          | Accumulator    | / rɪm /                | / ə'kju:mjələtər /    | rim                    | akumuletər  |
| 6   | Window       | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /            | windou                 | spark plag  |
| 7   | Tire         | Rim            | / tairər /             | / rɪm /               | tair                   | rim         |
| 8   | Over fender  | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ'dɒmətər /       | ovər fender            | spidometər  |
| 9   | Fender       | Fuse box       | / 'fendər /            | / fju:z / / bɒks /    | fender                 | fyus boks   |
| 10  | Plate number | Handle         | / pleɪt / / 'nʌmbər /  | / 'hændl /            | plat nambər            | hændəl      |
| 11  | Horn         | Headlights     | / hɔ:rn /              | / 'hedlaɪt /          | hon                    | hedlaig     |
| 12  | Fuel tank    | Wiper          | / 'fju:əl / / tæŋk /   | / 'waipər /           | ful teng               | waipər      |



|    |            |               |                  |                     |          |               |
|----|------------|---------------|------------------|---------------------|----------|---------------|
| 13 | Stoplamp   | Manifold      | / stop // læmp / | /'mænəfould /       | stoplam  | mænfalt       |
| 14 | Windshield | Air filter    | /'windʃi:ld /    | / er // 'filtər /   | wainsilt | eir filtər    |
| 15 | Wiper      | Tire          | /'waipər /       | / taiər /           | wiper    | taier         |
| 16 | Antenna    | Wrench        | / æn'tenə /      | / rentʃ /           | antena   | wrentj        |
| 17 | Exhaust    | Clamp pliers  | / ɪg'zɔ:st /     | /klæmp/ /'plaiərz/  | ekshaus  | kləmp plaiərz |
| 18 | Spoiler    | Air bag       | /'spɔilər /      | / er // bæɡ /       | spoiler  | eir bæɡ       |
| 19 | Roof bar   | Parking brake | / ru:f // bɑ:r/  | /'pɑ:kɪŋ // breɪk / | ruf bar  | parking breik |
| 20 | Roof       | Footstep      | / ruf /          | /'fʊtstep /         | ruf      | futstep       |

### Pronunciation Test Results

Respondent : S9

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |              |
|-----|--------------|----------------|----------------------|---------------------|------------------------|--------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest     |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | miror        |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /          | mirror                 | plaiərz      |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stiəriŋ // wi:l / | hendəl                 | stiring wi:l |
| 4   | Footstep     | Jack           | /'fʊtstep /          | /dʒæk/              | futstep                | jæk          |
| 5   | Rim          | Accumulator    | / rim /              | / ə'kju:mjələlər /  | rim                    | akyumuletər  |
| 6   | Window       | Spark plug     | /'windəʊ /           | / spɑ:rk /          | windou                 | spark plag   |
| 7   | Tire         | Rim            | / taiər /            | / rim /             | tair                   | rim          |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | over fender            | spidometer   |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fender                 | fus boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | plat nambər            | hændəl       |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | houn                   | hedlaig      |

|    |            |               |                     |                       |           |               |
|----|------------|---------------|---------------------|-----------------------|-----------|---------------|
| 12 | Fuel tank  | Wiper         | / 'fju:əl / /tæŋk / | / 'waɪpər /           | ful teng  | waɪpər        |
| 13 | Stoplamp   | Manifold      | / stɒp / / læmp /   | / 'mænəfoʊld /        | stoplam   | menifold      |
| 14 | Windshield | Air filter    | / 'wɪndʃi:ld /      | / ɛr / / 'fɪltər /    | winsyaild | er filtər     |
| 15 | Wiper      | Tire          | / 'waɪpər /         | / taɪər /             | wiper     | tair          |
| 16 | Antenna    | Wrench        | / æn'tenə /         | / rentʃ /             | antena    | wrentj        |
| 17 | Exhaust    | Clamp pliers  | / ɪg'zɔ:st /        | /klæmp/ / 'plaɪərz/   | ekshaust  | klæmp plaierz |
| 18 | Spoiler    | Air bag       | / 'spɔɪlər /        | / ɛr / / bæɡ /        | spoiler   | er bæɡ        |
| 19 | Roof bar   | Parking brake | / ru:f / /bɑ:r/     | / 'pɑ:kɪŋ / / breɪk / | ruf bar   | pɑ:king breik |
| 20 | Roof       | Footstep      | / ruf /             | / 'fɒtstep /          | ruf       | futstep       |

### Pronunciation Test Results

Respondent : S10

| No. | Words        |                | Pronunciation          |                       | Phonetic Transcription |             |
|-----|--------------|----------------|------------------------|-----------------------|------------------------|-------------|
|     | Pretest      | Posttest       | Pretest                | Posttest              | Pretest                | Posttest    |
| 1   | Door         | Mirror         | /dɔ:r/                 | / 'mɪrər/             | dor                    | mɪrər       |
| 2   | Mirror       | Pliers         | / 'mɪrər/              | / 'plaɪəz /           | miror                  | plaɪərz     |
| 3   | Handle       | Steering wheel | / 'hændl/              | / 'stɪərɪŋ / / wi:l / | handəl                 | stiring wil |
| 4   | Footstep     | Jack           | / 'fɒtstep /           | /dʒæk/                | futstep                | jæk         |
| 5   | Rim          | Accumulator    | / rɪm /                | / ə'kju:mjələɪər /    | rim                    | akyumulator |
| 6   | Window       | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /            | windou                 | spark plag  |
| 7   | Tire         | Rim            | / taɪər /              | / rɪm /               | tair                   | rim         |
| 8   | Over fender  | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ' dɒmətər /      | ovər fender            | spidometər  |
| 9   | Fender       | Fuse box       | / 'fendər /            | / fju:z / / bɒks /    | fender                 | fus boks    |
| 10  | Plate number | Handle         | / pleɪt / / 'nʌmbər /  | / 'hændl /            | plet nambər            | hændəl      |

|    |            |               |                    |                      |          |               |
|----|------------|---------------|--------------------|----------------------|----------|---------------|
| 11 | Horn       | Headlights    | / hɔːrɪn /         | /'hedlaɪt /          | horn     | hedlaig       |
| 12 | Fuel tank  | Wiper         | /'fjuːəl / /tæŋk / | /'waɪpər /           | ful teng | waipər        |
| 13 | Stoplamp   | Manifold      | / stɒp / / læmp /  | /'mænəfoʊld /        | stoplam  | mænifolt      |
| 14 | Windshield | Air filter    | /'wɪndʃiːld /      | / ər / /'fɪltər /    | winsyild | eir filtər    |
| 15 | Wiper      | Tire          | /'waɪpər /         | / taɪər /            | waiper   | taɪər         |
| 16 | Antenna    | Wrench        | / æn'tenə /        | / rentʃ /            | antena   | wrentj        |
| 17 | Exhaust    | Clamp pliers  | / ɪg'zɔːst /       | /klæmp/ /'plaɪərz/   | ekshəst  | klæmp plaɪərz |
| 18 | Spoiler    | Air bag       | /'spɔɪlər /        | / ər / / bæɡ /       | spoɪlər  | eir bæɡ       |
| 19 | Roof bar   | Parking brake | / ruːf / /bɑːr/    | /'pɑːkɪŋ / / breɪk / | ruf bar  | parking breik |
| 20 | Roof       | Footstep      | / ruf /            | /'fɒtstep /          | ruf      | futstep       |

### Pronunciation Test Results

Respondent : S11

| No. | Words       |                | Pronunciation        |                      | Phonetic Transcription |             |
|-----|-------------|----------------|----------------------|----------------------|------------------------|-------------|
|     | Pretest     | Posttest       | Pretest              | Posttest             | Pretest                | Posttest    |
| 1   | Door        | Mirror         | /dɔːr/               | /'mɪrər/             | dor                    | mirər       |
| 2   | Mirror      | Pliers         | /'mɪrər/             | /'plaɪəz /           | mirror                 | plairz      |
| 3   | Handle      | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wiːl / | handəl                 | stiring wil |
| 4   | Footstep    | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | jek         |
| 5   | Rim         | Accumulator    | / rɪm /              | / ə'kjuːmjəleɪər /   | rim                    | akyumuletər |
| 6   | Window      | Spark plug     | /'wɪndəʊ /           | / spɑːrk /           | windou                 | spark plag  |
| 7   | Tire        | Rim            | / taɪər /            | / rɪm /              | tair                   | rim         |
| 8   | Over fender | Speedometer    | /'oʊvər / /'fendər / | / spɪ'dɒmətər /      | over fender            | spidometer  |
| 9   | Fender      | Fuse box       | /'fendər /           | / fjuːz / / bɒks /   | fender                 | fus bokz    |

|    |              |               |                      |                        |             |               |
|----|--------------|---------------|----------------------|------------------------|-------------|---------------|
| 10 | Plate number | Handle        | / plet / / 'nʌmbər / | / 'hændl /             | plet namber | hendəl        |
| 11 | Horn         | Headlights    | / hɔ:rn /            | / 'hedlaɪt /           | houn        | hedlaig       |
| 12 | Fuel tank    | Wiper         | / 'fju:əl / / tæŋk / | / 'waɪpər /            | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp / / læmp /    | / 'mænəfəʊld /         | stoplam     | mænifold      |
| 14 | Windshield   | Air filter    | / 'windʃi:ld /       | / er / / 'fɪltər /     | wainsilt    | eir filtər    |
| 15 | Wiper        | Tire          | / 'waɪpər /          | / taɪər /              | wiper       | taɪər         |
| 16 | Antenna      | Wrench        | / æn'tenə /          | / rentʃ /              | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪg'zɔ:st /         | / klæmp / / 'plaɪərz / | ekshaus     | klæmp plairz  |
| 18 | Spoiler      | Air bag       | / 'spɔɪlər /         | / er / / bæɡ /         | spoiler     | eir beg       |
| 19 | Roof bar     | Parking brake | / ru:f / / bɑ:r /    | / 'pɑ:kɪŋ / / breɪk /  | rof bar     | parking breik |
| 20 | Roof         | Footstep      | / rɒf /              | / 'fɒtstep /           | rof         | futstep       |

### Pronunciation Test Results

Respondent : S12

| No. | Words       |                | Pronunciation          |                       | Phonetic Transcription |              |
|-----|-------------|----------------|------------------------|-----------------------|------------------------|--------------|
|     | Pretest     | Posttest       | Pretest                | Posttest              | Pretest                | Posttest     |
| 1   | Door        | Mirror         | / dɔ:r /               | / 'mɪrər /            | dor                    | mɪrər        |
| 2   | Mirror      | Pliers         | / 'mɪrər /             | / 'plaɪəz /           | miror                  | plaɪərz      |
| 3   | Handle      | Steering wheel | / 'hændl /             | / 'stɪərɪŋ / / wi:l / | hendəl                 | stiring wi:l |
| 4   | Footstep    | Jack           | / 'fɒtstep /           | / dʒæk /              | futstep                | djæk         |
| 5   | Rim         | Accumulator    | / rɪm /                | / ə'kju:mjəleɪər /    | rim                    | akyumyuletər |
| 6   | Window      | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /            | windou                 | spark plag   |
| 7   | Tire        | Rim            | / taɪər /              | / rɪm /               | tair                   | rim          |
| 8   | Over fender | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ'dɒmətər /       | ovər fendər            | spidometər   |

|    |              |               |                     |                      |             |               |
|----|--------------|---------------|---------------------|----------------------|-------------|---------------|
| 9  | Fender       | Fuse box      | / 'fendər /         | / fju:z // bɒks /    | fendər      | fyuz boks     |
| 10 | Plate number | Handle        | / plet // 'nʌmbər / | / 'hændl /           | plet nambər | hændəl        |
| 11 | Horn         | Headlight     | / hɔ:rn /           | / 'hedlaɪt /         | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | / 'fju:əl // tæŋk / | / 'waɪpər /          | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stop // læmp /    | / 'mænəfoʊld /       | stoplem     | mænifould     |
| 14 | Windshield   | Air filter    | / 'wɪndʃi:ld /      | / er // 'fɪltər /    | winsyild    | er filtər     |
| 15 | Wiper        | Tire          | / 'waɪpər /         | / taɪər /            | waiper      | taɪər         |
| 16 | Antenna      | Wrench        | / æn'tenə /         | / rentʃ /            | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪg'zɔ:st /        | /klæmp/ // 'plaiərz/ | ekshost     | klæmp plaiərz |
| 18 | Spoiler      | Air bag       | / 'spɔɪlər /        | / er // bæɡ /        | spoilər     | er bæɡ        |
| 19 | Roof bar     | Parking brake | / ru:f // bɑ:r/     | / 'pɑ:kɪŋ // breɪk / | ruf bar     | pɑ:king breik |
| 20 | Roof         | Footstep      | / ruf /             | / 'fɒtstep /         | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S13

| No. | Words    |                | Pronunciation |                      | Phonetic Transcription |             |
|-----|----------|----------------|---------------|----------------------|------------------------|-------------|
|     | Pretest  | Posttest       | Pretest       | Posttest             | Pretest                | Posttest    |
| 1   | Door     | Mirror         | /dɔ:r/        | / 'mɪrər/            | dor                    | miror       |
| 2   | Mirror   | Pliers         | / 'mɪrər/     | / 'plaiəz /          | miror                  | plaiərs     |
| 3   | Handle   | Steering wheel | / 'hændl/     | / 'stɪərɪŋ // wi:l / | hendəl                 | stiring wil |
| 4   | Footstep | Jack           | / 'fɒtstep /  | / dʒæk/              | futstep                | djæk        |
| 5   | Rim      | Accumulator    | / rɪm /       | / ə'kju:mjəleɪər /   | rim                    | akumuletər  |
| 6   | Window   | Spark plug     | / 'wɪndəʊ /   | / spɑ:rk /           | windou                 | spark plæg  |
| 7   | Tire     | Rim            | / taɪər /     | / rɪm /              | tair                   | rim         |

|    |              |               |                      |                        |             |               |
|----|--------------|---------------|----------------------|------------------------|-------------|---------------|
| 8  | Over fender  | Speedometer   | /ʊʊvər / 'fendər /   | / spɪˈdɒmətər /        | ovər fender | spidometər    |
| 9  | Fender       | Fuse box      | / 'fendər /          | / fjuːz / / bɒks /     | fender      | fyuz boks     |
| 10 | Plate number | Handle        | / plɛt / / ˈnʌmbər / | / 'hændl /             | plat nambər | hændəl        |
| 11 | Horn         | Headlights    | / hɔːrɪn /           | / 'hedlaɪt /           | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | / 'fjuːəl / / tæŋk / | / 'waɪpər /            | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp / / læmp /    | / 'mænəfould /         | stoplem     | mænifould     |
| 14 | Windshield   | Air filter    | / 'wɪndʃiːld /       | / ər / / 'fɪltər /     | wainsyild   | er filtər     |
| 15 | Wiper        | Tire          | / 'waɪpər /          | / taɪər /              | waiper      | tair          |
| 16 | Antenna      | Wrench        | / ænˈtenə /          | / rentʃ /              | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪɡˈzɔːst /         | / klæmp / / 'plaɪərz / | ekshaust    | klæmp plaiərs |
| 18 | Spoiler      | Air bag       | / 'spɔɪlər /         | / ər / / bæɡ /         | spoilər     | er bæɡ        |
| 19 | Roof bar     | Parking brake | / ruːf / / bɑːr /    | / 'pɑːkɪŋ / / breɪk /  | ruf bar     | parking breik |
| 20 | Roof         | Footstep      | / ruf /              | / 'fʊtstep /           | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S14

| No. | Words    |                | Pronunciation |                       | Phonetic Transcription |              |
|-----|----------|----------------|---------------|-----------------------|------------------------|--------------|
|     | Pretest  | Posttest       | Pretest       | Posttest              | Pretest                | Posttest     |
| 1   | Door     | Mirror         | /dɔːr/        | / 'mɪrər /            | dor                    | miror        |
| 2   | Mirror   | Pliers         | / 'mɪrər /    | / 'plaɪəz /           | miror                  | plairz       |
| 3   | Handle   | Steering wheel | / 'hændl /    | / 'stɪərɪŋ / / wiːl / | handəl                 | stiring wiːl |
| 4   | Footstep | Jack           | / 'fʊtstep /  | / dʒæk /              | futstep                | jek          |
| 5   | Rim      | Accumulator    | / rɪm /       | / əˈkjuːmjələtər /    | rim                    | akyumulator  |
| 6   | Window   | Spark plug     | / 'wɪndəʊ /   | / spɑːrk /            | windou                 | spark plag   |

|    |              |               |                      |                      |             |               |
|----|--------------|---------------|----------------------|----------------------|-------------|---------------|
| 7  | Tire         | Rim           | / ˈtaɪər /           | / rɪm /              | tir         | rim           |
| 8  | Over fender  | Speedometer   | / ˈoʊvər / ˈfendər / | / spɪˈdɒmətər /      | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box      | / ˈfendər /          | / fjuːz / ˈbɒks /    | fendər      | fyuz boks     |
| 10 | Plate number | Handle        | / pleɪt / ˈnʌmbər /  | / ˈhændl /           | plat nambər | hændəl        |
| 11 | Horn         | Headlights    | / hɔːrn /            | / ˈhedlaɪt /         | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | / ˈfjuːəl / ˈtæŋk /  | / ˈwaɪpər /          | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp / ˈlæmp /     | / ˈmænəfoʊld /       | stoplam     | mənifoult     |
| 14 | Windshield   | Air filter    | / ˈwɪndʃiːld /       | / ɛr / ˈfɪltər /     | winsyild    | er filtər     |
| 15 | Wiper        | Tire          | / ˈwaɪpər /          | / ˈtaɪər /           | waiper      | tair          |
| 16 | Antenna      | Wrench        | / ænˈtenə /          | / rentʃ /            | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪɡˈzɔːst /         | / klæmp / ˈplaɪərz / | ekshaus     | klæmp plairz  |
| 18 | Spoiler      | Air bag       | / ˈspɔɪlər /         | / ɛr / ˈbæg /        | spoilər     | er bæg        |
| 19 | Roof bar     | Parking brake | / ruːf / ˈbɑːr /     | / ˈpɑːkɪŋ / ˈbreɪk / | ruf bar     | pɑːking breik |
| 20 | Roof         | Footstep      | / ruːf /             | / ˈfʊtstep /         | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S15

| No. | Words    |                | Pronunciation |                      | Phonetic Transcription |             |
|-----|----------|----------------|---------------|----------------------|------------------------|-------------|
|     | Pretest  | Posttest       | Pretest       | Posttest             | Pretest                | Posttest    |
| 1   | Door     | Mirror         | / dɔːr /      | / ˈmɪrər /           | dor                    | mirər       |
| 2   | Mirror   | Pliers         | / ˈmɪrər /    | / ˈplaɪəz /          | miror                  | plaiərz     |
| 3   | Handle   | Steering wheel | / ˈhændl /    | / ˈstɪərɪŋ / ˈwiːl / | hendəl                 | stiring wil |
| 4   | Footstep | Jack           | / ˈfʊtstep /  | / dʒæk /             | futstep                | djæk        |
| 5   | Rim      | Accumulator    | / rɪm /       | / əˈkjuːmjələtər /   | rim                    | akyumuletər |

|    |              |               |                     |                      |             |               |
|----|--------------|---------------|---------------------|----------------------|-------------|---------------|
| 6  | Window       | Spark plug    | /ˈwɪndəʊ /          | / spɑːrk /           | windou      | spark plag    |
| 7  | Tire         | Rim           | / taɪər /           | / rɪm /              | tair        | rim           |
| 8  | Over fender  | Speedometer   | /ˈoʊvər / ˈfendər / | / spɪˈdɒmətər /      | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box      | /ˈfendər /          | / fjuːz / / bɒks /   | fendər      | fyuz boks     |
| 10 | Plate number | Handle        | / plɛt / ˈnʌmbər /  | /ˈhændl /            | plat nambər | hændəl        |
| 11 | Horn         | Headlights    | / hɔːrn /           | /ˈhedlaɪt /          | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | /ˈfjuːəl / /tæŋk /  | /ˈwaɪpər /           | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp / / læmp /   | /ˈmænəfoʊld /        | stoplem     | mænifould     |
| 14 | Windshield   | Air filter    | /ˈwɪndʃɪːld /       | / ɛr / ˈfɪltər /     | winsild     | er filtər     |
| 15 | Wiper        | Tire          | /ˈwaɪpər /          | / taɪər /            | waiper      | taɪər         |
| 16 | Antenna      | Wrench        | / ænˈtenə /         | / rentʃ /            | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪɡˈzɔːst /        | /klæmp/ ˈplaɪərz/    | ekshaus     | klæmp plaɪərz |
| 18 | Spoiler      | Air bag       | /ˈspɔɪlər /         | / ɛr / / bæɡ /       | spoɪlər     | er bæɡ        |
| 19 | Roof bar     | Parking brake | / ruːf / /bɑːr/     | /ˈpɑːkɪŋ / / breɪk / | ruf bar     | parking breik |
| 20 | Roof         | Footstep      | / ruf /             | /ˈfʊtstep /          | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S16

| No. | Words    |                | Pronunciation |                      | Phonetic Transcription |             |
|-----|----------|----------------|---------------|----------------------|------------------------|-------------|
|     | Pretest  | Posttest       | Pretest       | Posttest             | Pretest                | Posttest    |
| 1   | Door     | Mirror         | /dɔːr/        | /ˈmɪrər/             | dor                    | mirər       |
| 2   | Mirror   | Pliers         | /ˈmɪrər/      | /ˈplaɪəz /           | mirror                 | plaiərz     |
| 3   | Handle   | Steering wheel | /ˈhændl/      | /ˈstɪərɪŋ / / wiːl / | hendəl                 | stiring wil |
| 4   | Footstep | Jack           | /ˈfʊtstep /   | /dʒæk/               | futstep                | jæk         |



|    |              |               |                      |                      |             |               |
|----|--------------|---------------|----------------------|----------------------|-------------|---------------|
| 5  | Rim          | Accumulator   | / rɪm /              | / ə'kju:mjələɪər /   | rim         | akyumyuletər  |
| 6  | Window       | Spark plug    | /'wɪndəʊ /           | / spɑ:rk /           | windou      | spark plæg    |
| 7  | Tire         | Rim           | / taɪər /            | / rɪm /              | tair        | rim           |
| 8  | Over fender  | Speedometer   | /'oʊvər / 'fendər /  | / spɪ'dɒmətər /      | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box      | /'fendər /           | / fju:z / / bɒks /   | fendər      | fyuz boks     |
| 10 | Plate number | Handle        | / plɛt / / 'nʌmbər / | /'hændl /            | plet nambər | hændəl        |
| 11 | Horn         | Headlights    | / hɔ:rn /            | /'hedlaɪt /          | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem     | mænifould     |
| 14 | Windshield   | Air filter    | /'wɪndʃi:ld /        | / ər / / 'fɪltər /   | wainsild    | eir filtər    |
| 15 | Wiper        | Tire          | /'waɪpər /           | / taɪər /            | waiper      | taɪər         |
| 16 | Antenna      | Wrench        | / æn'tenə /          | / rentʃ /            | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪg'zɔ:st /         | /klæmp/ / 'plaɪərz/  | ekshaust    | klæmp plaierz |
| 18 | Spoiler      | Air bag       | /'spɔɪlər /          | / ər / / bæɡ /       | spoiler     | eir bæɡ       |
| 19 | Roof bar     | Parking brake | / ru:f / /bɑ:r/      | /'pɑ:kɪŋ / / breɪk / | ruf bar     | pɑ:king breik |
| 20 | Roof         | Footstep      | / ruf /              | /'fɒtstep /          | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S17

| No. | Words   |                | Pronunciation |                      | Phonetic Transcription |             |
|-----|---------|----------------|---------------|----------------------|------------------------|-------------|
|     | Pretest | Posttest       | Pretest       | Posttest             | Pretest                | Posttest    |
| 1   | Door    | Mirror         | /dɔ:r/        | /'mɪrər/             | dor                    | mirər       |
| 2   | Mirror  | Pliers         | /'mɪrər/      | /'plaɪəz /           | miror                  | plaierz     |
| 3   | Handle  | Steering wheel | /'hændl/      | /'stɪərɪŋ / / wi:l / | hendəl                 | stiring wil |

|    |              |               |                     |                     |             |               |
|----|--------------|---------------|---------------------|---------------------|-------------|---------------|
| 4  | Footstep     | Jack          | /ˈfʊtstep /         | /dʒæk/              | futstep     | jæk           |
| 5  | Rim          | Accumulator   | / rɪm /             | / əˈkju:mjələɪər /  | rim         | akyumulator   |
| 6  | Window       | Spark plug    | /ˈwɪndəʊ /          | / spɑ:rk /          | windou      | spark plag    |
| 7  | Tire         | Rim           | / taɪər /           | / rɪm /             | tair        | rim           |
| 8  | Over fender  | Speedometer   | /ˈoʊvər /ˈfendər /  | / spɪˈdɒmətər /     | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box      | /ˈfendər /          | / fju:z // bɒks /   | fendər      | fyuz boks     |
| 10 | Plate number | Handle        | / pleɪt //ˈnʌmbər / | /ˈhændl /           | plat nambər | hændəl        |
| 11 | Horn         | Headlights    | / hɔ:rn /           | /ˈhedlaɪt /         | horn        | hedlait       |
| 12 | Fuel tank    | Wiper         | /ˈfju:əl //tæŋk /   | /ˈwaɪpər /          | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold      | / stɒp // læmp /    | /ˈmænəfoʊld /       | stoplem     | mænfold       |
| 14 | Windshield   | Air filter    | /ˈwɪndʃɪ:ld /       | / er //ˈfɪltər /    | winsild     | er filtər     |
| 15 | Wiper        | Tire          | /ˈwaɪpər /          | / taɪər /           | wipər       | taɪər         |
| 16 | Antenna      | Wrench        | / ænˈtenə /         | / rentʃ /           | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers  | / ɪgˈzɔ:st /        | /klæmp/ˈplaɪərz/    | ekshaus     | klæmp plaierz |
| 18 | Spoiler      | Air bag       | /ˈspɔɪlər /         | / er // bæɡ /       | spoiler     | er bæɡ        |
| 19 | Roof bar     | Parking brake | / ru:f //bɑ:r/      | /ˈpɑ:kɪŋ // breɪk / | ruf bār     | parking breik |
| 20 | Roof         | Footstep      | / rʊf /             | /ˈfʊtstep /         | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S18

| No. | Words   |          | Pronunciation |            | Phonetic Transcription |          |
|-----|---------|----------|---------------|------------|------------------------|----------|
|     | Pretest | Posttest | Pretest       | Posttest   | Pretest                | Posttest |
| 1   | Door    | Mirror   | /dɔ:r/        | /ˈmɪrər/   | dor                    | miror    |
| 2   | Mirror  | Pliers   | /ˈmɪrər/      | /ˈplaɪəz / | mirror                 | plaiarz  |

|    |              |                |                        |                        |             |               |
|----|--------------|----------------|------------------------|------------------------|-------------|---------------|
| 3  | Handle       | Steering wheel | / 'hændl /             | / 'stɪərɪŋ / / wi:l /  | hendəl      | stiring wil   |
| 4  | Footstep     | Jack           | / 'fɒtstep /           | / dʒæk /               | futstep     | jæk           |
| 5  | Rim          | Accumulator    | / rɪm /                | / ə 'kju:mjələɪər /    | rim         | akyumuletor   |
| 6  | Window       | Spark plug     | / 'wɪndəʊ /            | / spɑ:rk /             | windou      | spark plag    |
| 7  | Tire         | Rim            | / taɪər /              | / rɪm /                | tair        | rim           |
| 8  | Over fender  | Speedometer    | / 'oʊvər / / 'fendər / | / spɪ 'dɒmətər /       | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box       | / 'fendər /            | / fju:z / / bɒks /     | fendər      | fyus boks     |
| 10 | Plate number | Handle         | / pleɪt / / 'nʌmbər /  | / 'hændl /             | plat nambər | hændəl        |
| 11 | Horn         | Headlights     | / hɔ:rn /              | / 'hedlaɪt /           | horn        | hedlait       |
| 12 | Fuel tank    | Wiper          | / 'fju:əl / / tæŋk /   | / 'waɪpər /            | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold       | / stɒp / / læmp /      | / 'mænəfoʊld /         | stoplam     | mænifould     |
| 14 | Windshield   | Air filter     | / 'wɪndʃɪ:ld /         | / er / / 'fɪltər /     | wainsild    | er filtər     |
| 15 | Wiper        | Tire           | / 'waɪpər /            | / taɪər /              | waipər      | taɪər         |
| 16 | Antenna      | Wrench         | / æn 'tenə /           | / rentʃ /              | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers   | / ɪg 'zɔ:st /          | / klæmp / / 'plaɪərz / | ekshaus     | klæmp plaierz |
| 18 | Spoiler      | Air bag        | / 'spɔɪlər /           | / er / / bæɡ /         | spoiler     | er bæɡ        |
| 19 | Roof bar     | Parking brake  | / ru:f / / bɑ:ɪ /      | / 'pɑ:kɪŋ / / breɪk /  | ruf bār     | parking breik |
| 20 | Roof         | Footstep       | / rʊf /                | / 'fɒtstep /           | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S19

| No. | Words   |          | Pronunciation |            | Phonetic Transcription |          |
|-----|---------|----------|---------------|------------|------------------------|----------|
|     | Pretest | Posttest | Pretest       | Posttest   | Pretest                | Posttest |
| 1   | Door    | Mirror   | / dɔ:r /      | / 'mɪrər / | dor                    | miror    |

|    |              |                |                     |                     |             |               |
|----|--------------|----------------|---------------------|---------------------|-------------|---------------|
| 2  | Mirror       | Pliers         | /ˈmɪrər/            | /ˈplaɪəz/           | mirror      | plaiərz       |
| 3  | Handle       | Steering wheel | /ˈhændl/            | /ˈstɪərɪŋ // wi:l/  | hendəl      | stiring wi:l  |
| 4  | Footstep     | Jack           | /ˈfɒtstep/          | /dʒæk/              | futstep     | jæk           |
| 5  | Rim          | Accumulator    | /rɪm/               | /əˈkju:mjələɪər/    | rim         | akyumyuletər  |
| 6  | Window       | Spark plug     | /ˈwɪndəʊ/           | /spɑ:rk/            | windou      | spark plag    |
| 7  | Tire         | Rim            | /taɪər/             | /rɪm/               | tair        | rim           |
| 8  | Over fender  | Speedometer    | /ˈoʊvər // ˈfendər/ | /spɪˈdɒmətər/       | ovər fendər | spidometər    |
| 9  | Fender       | Fuse box       | /ˈfendər/           | /fju:z // bɒks/     | fendər      | fyuz boks     |
| 10 | Plate number | Handle         | /pleɪt // ˈnʌmbər/  | /ˈhændl/            | plat nambər | hændəl        |
| 11 | Horn         | Headlights     | /hɔ:rn/             | /ˈhedlaɪt/          | horn        | hedlait       |
| 12 | Fuel tank    | Wiper          | /ˈfju:əl // tæŋk/   | /ˈwaɪpər/           | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold       | /stɒp // læmp/      | /ˈmænəfoʊld/        | stoplem     | mænfoʊld      |
| 14 | Windshield   | Air filter     | /ˈwɪndʃi:ld/        | /er // ˈfɪltər/     | winsyild    | er filtər     |
| 15 | Wiper        | Tire           | /ˈwaɪpər/           | /taɪər/             | waiper      | taɪər         |
| 16 | Antenna      | Wrench         | /ænˈtenə/           | /rentʃ/             | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers   | /ɪɡˈzɔ:st/          | /klæmp/ // plaiərz/ | ekshos      | klæmp plaiərz |
| 18 | Spoiler      | Air bag        | /ˈspɔɪlər/          | /er // bæɡ/         | spoilər     | er bæɡ        |
| 19 | Roof bar     | Parking brake  | /ru:f // bɑ:r/      | /ˈpɑ:kɪŋ // breɪk/  | ruf bar     | pa:king breik |
| 20 | Roof         | Footstep       | /rʊf/               | /ˈfɒtstep/          | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S20

| No. | Words   |          | Pronunciation |          | Phonetic Transcription |          |
|-----|---------|----------|---------------|----------|------------------------|----------|
|     | Pretest | Posttest | Pretest       | Posttest | Pretest                | Posttest |

|    |              |                |                      |                     |             |               |
|----|--------------|----------------|----------------------|---------------------|-------------|---------------|
| 1  | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor         | miror         |
| 2  | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | mirror      | plaiərz       |
| 3  | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hændəl      | stiring wi:l  |
| 4  | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep     | jæk           |
| 5  | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /  | rim         | akyumyuletər  |
| 6  | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou      | spark plag    |
| 7  | Tire         | Rim            | / taɪər /            | / rɪm /             | tair        | rim           |
| 8  | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spi'dɒmətər /     | over fender | spidometər    |
| 9  | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fender      | fyuz boks     |
| 10 | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | plat namber | hændəl        |
| 11 | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | hon         | hedlait       |
| 12 | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng    | waipər        |
| 13 | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplam     | mænifould     |
| 14 | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er // 'fɪltər /   | winsyild    | eir filtər    |
| 15 | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wiper       | taɪər         |
| 16 | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena      | wrentj        |
| 17 | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/  | ekshaus     | klæmp plaierz |
| 18 | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoiler     | eir bæɡ       |
| 19 | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar     | pa:king breik |
| 20 | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf         | futstep       |

### Pronunciation Test Results

Respondent : S21

| No. | Words | Pronunciation | Phonetic Transcription |
|-----|-------|---------------|------------------------|
|-----|-------|---------------|------------------------|

|    | Pretest      | Posttest       | Pretest              | Posttest            | Pretest      | Posttest      |
|----|--------------|----------------|----------------------|---------------------|--------------|---------------|
| 1  | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor          | miror         |
| 2  | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /          | mirror       | plaiərz       |
| 3  | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl       | stiring wil   |
| 4  | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep      | jæk           |
| 5  | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /  | rim          | akyumulator   |
| 6  | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou       | spark plag    |
| 7  | Tire         | Rim            | / taɪər /            | / rɪm /             | tir          | rim           |
| 8  | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | ovər fendər  | spidometər    |
| 9  | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fendər       | fyuz boks     |
| 10 | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər | hændəl        |
| 11 | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn         | hedlaig       |
| 12 | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng     | waipər        |
| 13 | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem      | mænifould     |
| 14 | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er // 'fɪltər /   | winsyild     | er filtər     |
| 15 | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | waiper       | tair          |
| 16 | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena       | wrentj        |
| 17 | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaiərz/  | ekshaust     | klæmp plaiərz |
| 18 | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoilər      | er bæɡ        |
| 19 | Roof bar     | Parking brake  | / ru:f // bɑ:t/      | /'pɑ:kɪŋ // breɪk / | ruf bar      | parking breik |
| 20 | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf          | futstep       |

### Pronunciation Test Results

Respondent : S22

| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|----------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/             | dor                    | miror         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /           | mirror                 | plaiərs       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /   | rim                    | akyumuletor   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /           | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spi'dɒmətər /      | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z / / bɒks /   | fendər                 | fyuz boks     |
| 10  | Plate number | Handle         | / pleɪt / /'nʌmbər / | /'hændl /            | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /          | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem                | mænfoʊld      |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er / /'fɪltər /    | winsyild               | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /            | waiper                 | tair          |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /            | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/   | ekshaust               | klæmp plaiərs |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er / / bæɡ /       | spoilər                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f / /bɑ:r/      | /'pɑ:kɪŋ / / breɪk / | ruf bar                | parking breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /          | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S23

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | mirər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /          | miror                  | plaiərz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /  | rim                    | akyumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spak plag     |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spi'dɒmətər /     | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fendər                 | fyuz boks     |
| 10  | Plate number | Handle         | / plɛt // 'nʌmbər /  | /'hændl /           | plet nambər            | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mænifold      |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ɛr // 'fɪltər /   | winsyild               | eir filtər    |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wiper                  | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaiərz/  | eksost                 | klæmp plaiərz |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ɛr // bæɡ /       | spoɪlər                | eir bæɡ       |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | parking breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S24



| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|----------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔːr/               | /'mɪrər/             | dor                    | miror         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /           | miror                  | plairs        |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | djæk          |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /   | rim                    | akyumyuletər  |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑːrk /           | windau                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spɪ'dɒmətər /      | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fjuːz / / bɒks /   | fendər                 | fyuz boks     |
| 10  | Plate number | Handle         | / plɛɪt / /'nʌmbər / | /'hændl /            | plet nambər            | hændəl        |
| 11  | Horn         | Headlights     | / hɔːrɪn /           | /'hedlaɪt /          | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fjuːəl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃiːld /        | / ɛr / /'fɪltər /    | winsyild               | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /            | waiper                 | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /            | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔːst /         | /klæmp/ /'plaɪərz/   | eksaust                | klæmp plairs  |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ɛr / / bæɡ /       | spoɪlər                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ruːf / /bɑːr/      | /'pɑːkɪŋ / / breɪk / | ruf bar                | parking breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /          | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S25

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | mɪrər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | miror                  | plairz        |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hændəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jek           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /  | rim                    | akyumuletor   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fendər                 | fuz boks      |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlaig       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ər // 'fɪltər /   | winsyild               | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | waiper                 | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/  | ekshaus                | klæmp plairz  |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ər // bæɡ /       | spoɪlər                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf ber                | pɑ:king breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S26

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | miror         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | miror                  | plaiərz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hændəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /  | rim                    | akyumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | ovər fender            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fender                 | fyus boks     |
| 10  | Plate number | Handle         | / plɛɪt // 'nʌmbər / | /'hændl /           | plet nambər            | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | houn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | wipər         |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplam                | mænifold      |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ər // 'fɪltər /   | winsyild               | eir filtər    |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wiper                  | tair          |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrəntj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/  | ekshaus                | klæmp plaiərz |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ər // bæɡ /       | spoiler                | eir beg       |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | pɑ:king brek  |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S27

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | mɪrər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | miror                  | plaiers       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələɪər /  | rim                    | akyumulator   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windau                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spi'dɒmətər /     | ovər fender            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fender                 | fyuz boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er // 'fɪltər /   | winsyild               | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wiper                  | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaɪərz/  | eksaust                | klæmp plaiers |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoɪlər                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | pɑ:king breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S28

| No. | Words        |                | Pronunciation        |                      | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|----------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest             | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/             | dor                    | mirər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /           | miror                  | plierz        |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ / / wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/               | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /   | rim                    | akumuletor    |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /           | windau                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /              | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər / /'fendər / | / spi'dɒmətər /      | over fender            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z / / bɒks /   | fender                 | fuz boks      |
| 10  | Plate number | Handle         | / pleɪt / /'nʌmbər / | /'hændl /            | plat nambər            | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /          | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl / /tæŋk /   | /'waɪpər /           | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp / / læmp /    | /'mænəfoʊld /        | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er / /'fɪltər /    | wainsyild              | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /            | wiper                  | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /            | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaiərz/   | ekshaus                | klæmp plierz  |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er / / bæɡ /       | spoiler                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f / /bɑ:r/      | /'pɑ:kɪŋ / / breɪk / | ruf bar                | pa:king breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /          | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S29

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | mɪrər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /          | miror                  | plairs        |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl                 | stiring wi:l  |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /  | raim                   | akyumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spi'dɒmətər /     | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fendər                 | fyuz boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mənfoʊld      |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / er // 'fɪltər /   | wainsyild              | er filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | waiper                 | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaiərz/  | ekshost                | klæmp plairs  |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / er // bæɡ /       | spoɪlər                | er bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | pɑ:king breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S30

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | miror         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaiəz /          | miror                  | plaiers       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | hendəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kju:mjələtər /  | rim                    | akyumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spi'dɒmətər /     | ovər fendər            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fendər                 | fyuz boks     |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // tæŋk /   | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ər // 'fɪltər /   | winsyild               | eir filtər    |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | wipər                  | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | rentj         |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ /'plaiərz/  | ekshaus                | klæmp plaiers |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ər // bæɡ /       | spoɪlər                | eir bæɡ       |
| 19  | Roof bar     | Parking brake  | / ru:f // bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | pa:king breik |
| 20  | Roof         | Footstep       | / ruf /              | /'fɒtstep /         | ruf                    | futstep       |

### Pronunciation Test Results

Respondent : S31

| No. | Words        |                | Pronunciation        |                     | Phonetic Transcription |               |
|-----|--------------|----------------|----------------------|---------------------|------------------------|---------------|
|     | Pretest      | Posttest       | Pretest              | Posttest            | Pretest                | Posttest      |
| 1   | Door         | Mirror         | /dɔ:r/               | /'mɪrər/            | dor                    | mirər         |
| 2   | Mirror       | Pliers         | /'mɪrər/             | /'plaɪəz /          | miror                  | plaiərz       |
| 3   | Handle       | Steering wheel | /'hændl/             | /'stɪərɪŋ // wi:l / | handəl                 | stiring wil   |
| 4   | Footstep     | Jack           | /'fɒtstep /          | /dʒæk/              | futstep                | jæk           |
| 5   | Rim          | Accumulator    | / rɪm /              | / ə'kjʊ:mjələɪər /  | rim                    | akyumuletər   |
| 6   | Window       | Spark plug     | /'wɪndəʊ /           | / spɑ:rk /          | windou                 | spark plag    |
| 7   | Tire         | Rim            | / taɪər /            | / rɪm /             | tair                   | rim           |
| 8   | Over fender  | Speedometer    | /'oʊvər // 'fendər / | / spɪ'dɒmətər /     | ovər fender            | spidometər    |
| 9   | Fender       | Fuse box       | /'fendər /           | / fju:z // bɒks /   | fender                 | fuz boks      |
| 10  | Plate number | Handle         | / pleɪt // 'nʌmbər / | /'hændl /           | pleit nambər           | hændəl        |
| 11  | Horn         | Headlights     | / hɔ:rn /            | /'hedlaɪt /         | horn                   | hedlait       |
| 12  | Fuel tank    | Wiper          | /'fju:əl // /tæŋk /  | /'waɪpər /          | ful teng               | waipər        |
| 13  | Stoplamp     | Manifold       | / stɒp // læmp /     | /'mænəfoʊld /       | stoplem                | mænifould     |
| 14  | Windshield   | Air filter     | /'wɪndʃi:ld /        | / ər // 'fɪltər /   | wainsyild              | ər filtər     |
| 15  | Wiper        | Tire           | /'waɪpər /           | / taɪər /           | waipər                 | taɪər         |
| 16  | Antenna      | Wrench         | / æn'tenə /          | / rentʃ /           | antena                 | wrentj        |
| 17  | Exhaust      | Clamp pliers   | / ɪg'zɔ:st /         | /klæmp/ 'plaɪərz/   | eksaust                | klæmp plaiərz |
| 18  | Spoiler      | Air bag        | /'spɔɪlər /          | / ər // bæɡ /       | spoilər                | ər bæɡ        |
| 19  | Roof bar     | Parking brake  | / ru:f / /bɑ:r/      | /'pɑ:kɪŋ // breɪk / | ruf bar                | parking breik |
| 20  | Roof         | Footstep       | / rʊf /              | /'fɒtstep /         | ruf                    | futstep       |



# APPENDIX VII

# DOKUMENTASI

**PRETEST**

## TREATMENT

(Pemutaran video youtube)





**POSTTEST**

