THE USE OF VOICE ALOUD READER APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION OF THE TENTH GRADE AT SMA NEGERI 4 PALOPO

A Thesis

Submitted to the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement for S.Pd. Degree in English Education



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022



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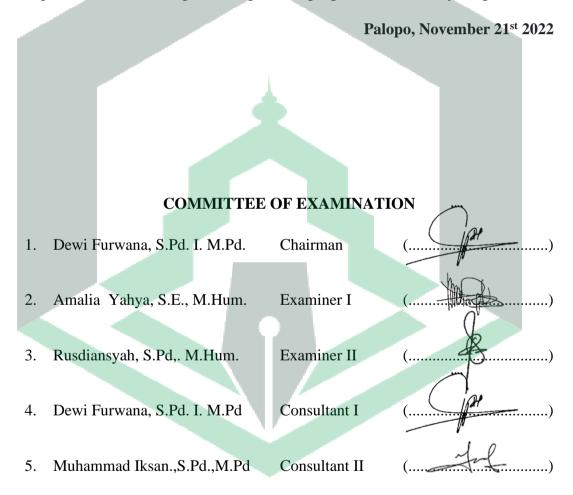
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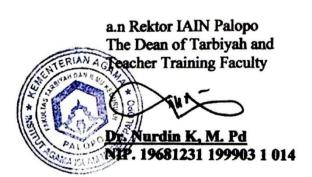
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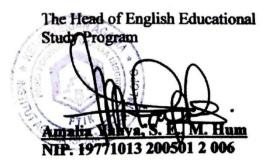
THESIS APPROVAL

This thesis, entitled "Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu", which was written by Syahrul Bahru, Reg. Number 18 0202 0083, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Monday, November 21st 2022, coincided with Rabiul Akhir, 26th 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.



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"All Praise to Allah SWT, His blessings and greetings may the mercy of the great Prophet Muhammad S.A.W"

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ABSTRACT

Tri Wardani, 2022. "The use of Voice Aloud Reader Application to Improve Students' Pronunciation of the Tenth grade at SMA Negeri 4 Palopo". Thesis English Study Program Educational Department in the State Islamic Institute Palopo Supervised by Dewi Furwana and Muhammad Iksan.

The objectives of this research are to determine whether or not the use of Voice Aloud Reader can improve the students' pronunciation of the tenth grade SMA Negeri 4 Palopo and to find out the students' perception of using Voice Aloud Reader Application to improve students' pronunciation of the tenth grade at SMA Negeri 4 Palopo. This researcher adapted the pre-experimental method in this research. The population was 58 students. The researcher used a purposive sampling consisting of 16 students. The instrument in this research was pre-test, post-test and questionnaire. The researcher collected the data through pre-test, treatment, post-test and questionnaire. The data was analyzed statistically by using SPSS 23 edition. The result of the data analysis shows that t_{count} (7.444) was higher than t_{table} (2.120) 7.444 > 2.120. Indicates that the use of Voice Aloud Reader application is effective in improving students' pronunciation of the tenth grade at SMA Negeri 4 Palopo. The results show that most of the students are interested in learning pronunciation through the voice-aloud reader application. The students' response statement was classified as "Good" category and the questionnaire result indicated that most respondents agreed with the response statement. Learning by using Voice Aloud Reader Application motivates the students to improve students pronunciation. It can be concluded that the use of Voice Reader Application improves students' pronunciation.

Keywords: Pronunciation, Voice Aloud Reader, Pre-experimental.

CHAPTER I

INTRODUCTION

A. Background

English as an unknown dialect includes four language abilities: tuning in, talking, reading, and composing. As we realize, the significance of English in Indonesia is evident. Although it is an unfamiliar Language (EFL), English assumes generally critical parts, it is the language of more extensive correspondence, it is a language of universally utilized for business and trade, science, and innovation; and global connection and tact. Worldwide gatherings among instructors and other experts are additionally completed in English.

One of the most widely communicated languages in the world is English. After all, English is generally spread all over the Planet. ¹It is the mother tongue of more than 400 million people worldwide. Every day, millions of people speak English at work as well as in social life. When heads of state meet each other at world-level conferences, English becomes the most commonly spoken language. English is the most commonly used communication tool in the world. English is global. In a modern world full of challenges and super-fierce competition, everyone is advised not only to have a high level of education but also to require special skills that we commonly call 'skills'. Speaking is part of communication, in addition to listening and writing. Speaking skills are the key to success in a career

¹ Gabril Albino, Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga, (Instituto Superior Politécnico Tocoista 2017). https://bit.ly/3DlzUBC

or work and social association. Pronunciation is a way of pronouncing or reciting a vocabulary in English pronunciation directly related to speaking. By researching pronunciation students' can easily recite especially in terms of communication because if we do not have good pronunciation then others will find it difficult to understand what we are saying. It is considered one of the most difficult skills in language learning besides writing, listening, and reading. Disparate goals that learners might have in learning second or foreign language pronunciation and the scant classroom time that can be dedicated to teaching this target language subsystem dictate that learner autonomy is of vital importance in this case and adept use of pronunciation learning strategies (PLS) can be viewed as key to the development of this attribute. Surprisingly, research on these strategies is scarce, mainly focusing on the identification and classification of PLS, diverse instruments are used for data collection and the findings are inconclusive.²

The Importance things of pronunciation in learning a language especially English is to make a good sound in communication, pronunciation a word correctly, to avoid misunderstanding in English conversation with a native speaker. Because good communication in English depends on proper pronunciation. Pronunciation is of great importance for successful oral communication to take place since it is an important ingredient of communicative competence. Speaking English must also use the correct pronunciation so that it is easy for the listener to understand. But many problems are experienced by students in online learning, one of which is the limitation of mastery of

² Pawlak, M., & Szyszka, M. Researching pronunciation learning strategies: An overview and a critical look. *Studies in Second Language Learning and Teaching*, no 8 (2 March 2018), 293-323. https://bit.ly/3SpdP9s

information technology by teachers and students. The condition of teachers in Indonesia in general and in high school 4 palopo, in particular, does not fully understand the use of technology, especially teachers who are nearing retirement. Inadequate Facilities and Infrastructure. Technology support devices are expensive. Students will lack to know of how to pronounce English due to their application usage. Students do not hear and understand what is conveyed by the teacher due to a problem such as an unstable network as a result they just do their homework without understanding the material. Students do not know about learning and free applications that can increase student interest in learning.

Based on the pre-observations, the research found that an English teacher at SMAN 4 Palopo said that the ability of English students' is still low, they get difficulty pronouncing the word and also lack self-confidence in speaking.³ The researcher wants to introduce the media to improve students' pronunciation by using Voice Aloud Reader. This Application aims to improve students' pronunciation of English. Voice Aloud Reader is a very good text reader application. With it, you can comfortably listen to any book stored in your phone's memory. Just plug in the "earphones" and you can start listening. During this pandemic, students must be able to research independently at home using learning applications that can improve student learning abilities. With this application students' can easily recite English just by listening to the material continuously and therefore benefit from an application aloud reader to improve their pronunciation student at grade SMA 4 Palopo. Voice Aloud Reader is an

³ (Zetly Limbu , Teacher, Language English, 21 December 2021)

application that will read 'aloud' any text stored on the phone. One of the advantages of the application is that the application can even change dozens of types of choices about the language.⁴ The application is also able to set the speed of speech so that students can better understand and be careful to hear it.

Based on the explanation above, the researcher raised to conclude to research untitled "The use of Voice Aloud Reader Application to Improve Students' Pronunciation of the Tenth grade at SMA Negeri 4 Palopo"

B. Research Question

Based on the description above, the researcher formulated the research question as follows:

- 1. Does the use of Voice Aloud Reader Application Improve Students' Pronunciation of the Tenth grade at SMA Negeri 4 Palopo?
- 2. What is the student's perception after using the Voice Aloud Reader Application in Improving Pronunciation of Tenth grade at SMA Negeri 4 Palopo?

⁴ Uptodown *"Voice Aloud Reader"* 18 November 2019. <u>https://voice-aloud-reader.id.uptodown.com/android</u>. 23 December 2021.

C. The objective of the Research

Based on the research question above, the researcher states the objectives of the research as follows:

- 1. To find out whether or not the use of Voice Aloud Reader Application Improve Students' Pronunciation in Tenth grade at SMA Negeri 4 Palopo?
- 2. To find out the students' perception after using the Voice Aloud Reader Application in Improving Pronunciation of Tenth grade at SMA Negeri 4 Palopo?

D. Significance of the Research

The result of the research is expected to be useful information to the learners of English generally who want to increase their pronunciation in speaking the result of this research is useful:

1. Theoretically

The result of the research is expected to provide a meaningful contribution to the readers. The result of the research can be useful information for students to improve their pronunciation. The research can also increase knowledge about advances in the implementation of pronunciation and can motivate similar research to be developed.

2. Practically

a. Teacher

For the teachers of SMA Negeri 4 Palopo, it can be useful information for the English teachers in developing student pronunciation in English learning pronunciation by using Voice Aloud Reader Application in the class.

b. Students

This research is expected to motivate students to be able to involve them in the learning process actively, and creatively develop Students' pronunciation skills in learning English

c. Researcher

This research can be used as a reference for how to use social media as a teaching medium, especially the Voice Aloud Reader Application in improving student pronunciation

E. Scope of the Research

To avoid the research broadening, it is very important to make limitations on some issues as follows:

 By discipline, this research refers to learning strategies under the discipline of speaking. Where there is an assessment score in pronunciation, Correct and Incorrect by using English vowels sound as much as 22 voices. By learners who have a low category on pronunciation learning. They tend to be passive, unwilling to ask questions, and not confident.

2. Based on the content, this research uses the most dominant learning strategy used by students of class X IPS I SMA NEGERI 4 Palopo, and the strategy used is low social strategy (low level students).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous studies

In writing this thesis, the researcher found research related to this research as follows:

1. Dhion Meitreya Vidhiasi, in his research "The Combination of Batu Asimtut and T2s text Voice- Read Aloud Application to improve listening Skill" This research is aimed to use the combination of "Batu Asimtut" and "T2S: Text to Voice – Read Aloud" software to improve the listening skill of the student of Akademi Maritim Nusantara-Cilacap, especially in Nautical Science program. The researcher separated the students' into 2 (two) classes. Control Class used the Audio-Lingual method while Experimental Class used the combination of "Batu Asimtut" and "T2S: Text to Voice – Read Aloud". The researcher used Standard Marine Communication Phrase (SMCP) as the material in 14 meetings. Then, he conducted two times of tests; a pre-test and a final test. The researcher used Brown's (2004) method in the assessment of listening. After that, the data are analyzed with the SPSS program to see the correlation and the improvement of the students. The result showed that both classes showed an improvement in listening skill⁵.

⁵ Dhion Meitreya Vidhiasi, "The Combination of Batu Asimtut and T2S Text to Voice Aloud Application to improve Listening Skill," *Akademi Maritim Nusantara Cilacap*, Vol.3.no 1 (September 2019), https://www.researchgate.net/publication/33658

- 2. Dinda Pangastuti, in his research "The Effect of Elsa Speak Application on Students" Pronunciati on in English". This research aims to find out the effects of the application. ELSA Speaks to the pronunciation of students in English. This research applies quantitative methods using pre-experimental research designs. Data collection is done by pre-testing and post-test. The results of this research showed that the post-test results had a value higher than the pre-test results. This shows that the use of the ELSA Speak application affects the improving ability to pronunciation of students in English.⁶
- **3.** Anggun Hervi Rahmani, in his research "Perception towards the use of Joox Application to Improve Students" Pronunciation" the data of the research were collected by interview, observation, and test. The design of this research was classroom action research which consists of planning, acting, observing, and reflecting. In analyzing the data, the researcher compared the result of all instruments (interview, observation, and test) and concluded it. The result showed that Joox had a positive effect to improve students" pronunciation achievement. ⁷Technology development has improved many areas of education such as teaching, learning, and education. Where it supplies a variety of resources that help teachers and students learn independently.

⁶ Pangastuti,D. THE EFFECT OF 'ELSA SPEAK'APPLICATION ON STUDENTS'PRONUNCIATION IN ENGLISH. *PROSIDING PEKAN ILMIAH MAHASISWA UNIS*, *1*(1), 127-133.. (5 March 2021) https://bit.ly/3VT8CtB

⁷ Anggun Hervi Rahmania, Berlinda Mandari, "Students" Perception Towards the use of Joox Application to Improve Students" Pronounciation" *Journal of English Language Teaching and Learning*, no. 1(17 june 2021), <u>http://jim.teknokrat.ac.id/index.php/english-language</u> teaching/article/view/758

According to the research, researchers have the same application function. Where the application has a function that can make sounds and minimize user speech errors. The interesting thing that distinguishes this research is that it is student-friendly because it can be used and can be shared on social media. Then, the use of this application can also be adjusted to the speed and vision capabilities of the user. Because there is a speed and font size feature. In essence, applying the existing variables will achieve the common goal of improving students' pronunciation skills and the implementation process is carried out by following the existing technology trends. The difference between this research and previous research is that the application that the researcher uses is different and the application that the researcher uses can change the accent of the language we want to use.

B. Some Pertinent Ideas

a. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is an English pronunciation that includes articulation, emphasis, and intonation. Pronunciation in English is very important, especially for nonnative speakers. Because sometimes if the pronunciation is wrong it can hinder communication in English. The relationship between sound and spelling is very close⁸. Words vary and are spelled in such a way as to conceal their correct

⁸ Gilakjani, A. P., & Ahmadi, M. R. Why Is Pronunciation So Difficult to Learn?. *English language teaching*, *4*(3), 74-83. (Vol. 4, No. 3; September 2011) https://files.eric.ed.gov/fulltext/EJ1080742.pdf

pronunciation. In this case, the writer going to give some explanation about pronunciation, pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation.

Pronunciation is a part of speaking. In learning how to pronounce English, Listening Skills are also needed for our hearing ability of vocabulary. The Indonesian language itself has a system of vowel sounds, diphthongs, consonants, and clusters.

Some of the definitions of pronunciation may state that pronunciation is how to say or utter some letters, words, or sentences. Pronunciation deal with how to speak out proper sound, sentences, and action.

To develop communicative efficiency in pronunciation, the learners need to understand how sounds are made and how stress is used. They also need to hear the language used so that they can both imitate the pronunciation and also subconsciously acquire some of its sound and pattern.

To identify the speech sound, there are some aspects of pronunciation namely:

1. Stress

In the stress, the researcher found that the students make pronunciation errors in reading text. The pronunciation errors in stress are as follows: 1) celebrates, 2) remembrance, 3) bloody, 4) surrender, 5) allied, 6) defiant, 7) revolutionary, 8) important, 9) battle and 10)misunderstanding. The researcher concludes that the students make errors in pronunciation, especially under stress. The students make errors because the words are not familiar to pronunciation and cannot be understood so they make errors in stress.⁹

Although stress and intonation are important parts of English pronunciation, learners must remember that it would be impossible for anyone to speak naturally with a set of rules in mind.

However, the patterns of stress outlined below may be useful to learners, for example when preparing a discussion or a presentation, and help them to feel more comfortable.

a. Word Stress

1) When a noun or adjective stems from a one-syllable word, (for example art, mind), the stress usually stays on the syllable of the original word.

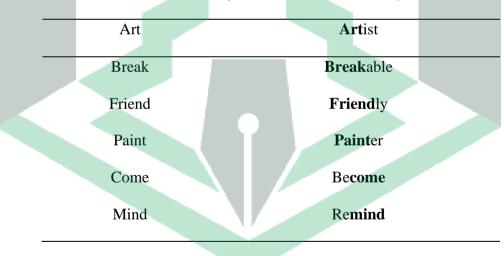


 Table 2.1 Noun or adjective stems from a one-syllable word

⁹ Saito, Y., & Saito, K. Differential effects of instruction on the development of second language comprehensibility, word stress, rhythm, and intonation: The case of inexperienced Japanese EFL learners. *Language Teaching Research*, 21(5), 589-608. (mei 2017)https://doi.org/10.1177/1362168816643111

2) To differentiate between a noun and a verb with the same spelling, stress position changes.

To de crease
10 decrease
To in sult
to ob ject
To pro test
To re bel
to sus pect

Table 2.2 between a noun and a verb with the same spelling

2. Intonation

Intonation is speech melody, the way our voice goes up and down as we speak Intonation is very important in expressing meaning, and especially in showing our feelings, such as surprise, anger, disbelief, gratitude, etc. Intonation makes words stand out by creating peaks and valleys with pitch. Accenting a syllable with a high or a low pitch, compared with the pitch on the surrounding syllables, makes both the syllables and the word it is more noticeable.¹⁰

Intonation is about *how* we sat things, rather than *what* we say, the way the voice rises and rises and falls when speaking. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall, or remain flat depending on the meaning or feeling we want to

¹⁰ Wong, R. (Teaching Pronunciation: Focus on English Rhythm and Intonation. Language in Education: Theory and Practice, No. 68. p.2 1987). https://eric.ed.gov/?id=ED283386

convey. Intonation, therefore, indicates the mood of the speaker. The falling intonation, the rising intonation, and the level intonation. It has two main functions, namely:

a. Accentual

Intonation changes are the most efficient means of rendering prominent for a hastener those parts of an utterance on which the speaker wishes to concentrate attention; pitch change is especially significant as a due for signaling the word or words carrying a primary accent.

b. Non-accentual

Intonation is used as means of distinguishing different types of sentences. The same sequence of words may, with a falling intonation, be interpreted as a statement or with a rising intonation as questions. If we consider how intonation may be studied concerning discourse, we can identify two main areas: one of them is the use of intonation to focus the listener's attention on aspects of the message that are most important, and the other is concerned with the regulation of conversational behavior.

3. Rhythm

The notation of rhythm involves some noticeable event happening at regular intervals of time; one can detect the rhythm of a heartbeat, a flashing light, or a piece of music. It has often been claimed that English speech is rhythmical and that the rhythm is detectable in the regular occurrence of stressed syllables. The theory that English has a stress-timed rhythm implies that stress syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not.

4. Sound

Sounds are sensation detected by the ear, caused by the vibration of the air surrounding it. To make it easy in teaching pronunciation, focus only on those sounds which are causing difficulty for the students. Do not teach the sounds of English individually. The sound should be part of a meaningful word or phrase or sentence. Students generally pick up the sound system by listening to our model or voice cassettes.

The following steps may help teach the difficult sounds:

- 1. Say the sound alone, but this may be avoided wherever possible.
- 2. Say the sound in a word
- 3. Contrast it with other sounds if necessary
- 4. Write words on the board only when it becomes necessary to make your point clearer.
- 5. Explain how to make the sound when necessary.
- 6. Have students repeat the sounds chorus.
- 7. Have individual students repeat the sound.

2. The Elements of Pronunciation

There are four elements of pronunciation material that you need to master. The five are as follows:

1. Vowels

While the sound of English vowels is a great deal. In the Oxford Dictionary itself, there are 22 votes¹¹.

Look at every one of the vocal sounds beneath:

1).	i:	see /the:/	
2).	i	happy /'hæpi/	
3).	I	sit /sɪt/	
4).	e	ten /ten/	
5).	æ	paint /kæt/	
6).	a:	father /'fa:ðə(r)/	
7).	υ	gutter /got/	
8).	o:	saw /so:/	
9).	υ	put /pot/	
10).	u	actual /ˈæktʃuəl/	
11).	uː	too /tu:/	
12).	Λ	cup /kʌp/	
13).	3.	fur /f3:(r)/	

¹¹ Fowler, H. W., & Fowler, F. G. *The concise Oxford dictionary of current English*. Рипол Классик. (1931). https://bit.ly/3gwgXTw

- 14). ə about /ə'baut/
- 15). ei say /sei/
- 16). əv go /gəv/
- 17). ai my /mai/
- 18). JI boy /bji/
- 19). av now /nav/
- 20). 19 near /n19(r)/
- 21). eə hair /heə(r)/
- 22). υə pure /pjυə(r)/

Of the 22 sounds, the vowel is isolated into 3 kinds, to be specific: careless, tense, and diphthong.¹²

• Careless

This sound is regularly likewise called a frail, delicate, or loosened-up voice.

Think about every one of the accompanying models:

л сир/клр/

1 sit/sɪt/

I glad/'hæpi/

v put/pvt/

u genuine/'æktʃuəl/

¹² Jones, D. *The pronunciation of English* Cambridge University Press. (Vol. 369). (1966). https://bit.ly/3TCB94M

• Tense

It implies press, solid, or noisy. All in all, we want to place strain on words that contain this kind of vowel. There are a few hints of tense vowels, to be specific:

- a: father/'fa:ðə(r)/
- i: see/si:/
- u: as well/tu:/

æ feline/kæt/

- o: saw/so:/
- з: hide/f3:(r)
- Diphthong

In an extremely famous word reference, the Oxford Advanced Learner's Dictionary, it is clarified that diphthong is a mix of two vocal sounds. It is called skim or bent sound. These sounds include:

ei say/sei/

əυ go/gəυ/

aı my/maı/

oi kid/boi/

au now/nau/

2. Consonants

There are two sorts of English consonant sounds: voiced consonants and unvoiced consonants.

• Unvoiced Consonants

That is the sound of consonants that cannot cause vibrations in the mouth whenever sounded. When sounding unvoiced consonant, the condition of the lips, tongue, or throat doesn't vibrate with any moiled Consonants.

• Voiced Consonants

Consonant **Unvoiced Consonants Voiced Consonants** b – mob /mpb/ p – mop /mpp/ **k** – **kick** /kik/ g – gig /gig/ t – two /tu:/ **d** – **Do** /du:/ tf – church /tf3:tf/ dz – jam /dzæm/ f – fan /fæn/ v – van /væn/ 3. Pop sound Table 2.4 Called a sound explosion. k p cap /kæp/ leak /li:k/ lap /læp/ wick /wik/ t tſ got /gpt/ watch /wptf/ seat /si:t/ catch /kætſ/ b g league /li:g/ cab /kæb/ wig /wig/ lab /læb/ d ф god /gpd/ wadge /wpdʒ/ seed /si:d/ cadge /kædʒ/

Table 2.3 the different pronunciations of Unvoiced Consonant and Voiced

4. Final Sounds

It is also called the final sound or the last sound in a word. By knowing the final sound, we know when a word is read long or short, and when it is exploded. Because a sound explosion occurs at the end of the word. Discussion of sound explosions has been outlined in the pop sounds material above. The long discussion of the shortness of sound in a word is closely related to consonant and vowel material. English vocabulary is read long when the final sounds are in the form of tense sounds, diphthongs, and voiced consonants.

Shor	t 📐 🤇	Long	
Bit		Bid	
Sit		Sid	
Hit		Hid	
Pit		Rapid	
Fit		Fin	
Miss		Ms	
Hiss		His	
Disk		Did	
Knit		Nid	
Lift		Live	

Table 2.5 Tense Vowels

Table 2.6 Lax Vowels

Short	Long
Beat	Bead
Seat	Seed
Heat	He'd
Pete	Impede
Feet	Feed
Niece	Knees
Geese	He's
Deep	Deed
Neat	Need
Leaf	Leave

5. Syllables and stress

In many languages, rules that assign primary stress in words must pay attention to the differences between kinds of syllables. In this section, we examine interesting examples from English. An important point about these kinds of examples is that they show one more way in which syllabic units are relevant to the phonological analysis.

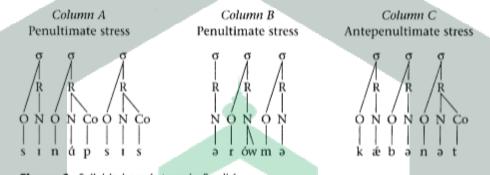


Figure 1 Syllable-based stress in English

1. Pronouncing Consonants

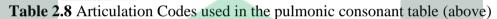
The International Phonetic Alphabet, or IPA, is an alphabetic arrangement of phonetic documentation dependent essentially upon the Latin letters in order. It was conceived by the International Phonetic Association as a normalized portrayal of the hints of spoken language. In the IPA, a pulmonic consonant is a consonant made by impeding the glottis (the space between the vocal ropes) or oral depression (the mouth) and either at the same time or therefore letting out air from the lungs. Pulmonic consonants make up most of the consonants in the IPA, just as in human language.¹³

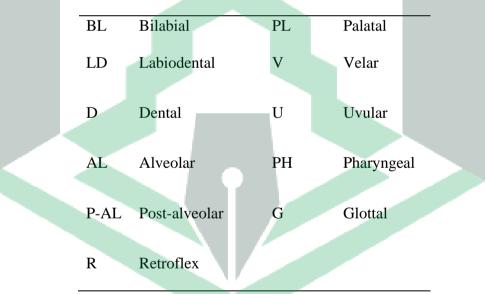
¹³ Moran, S., & Cysouw, M. *The Unicode Cookbook for Linguists: Managing writing systems using orthography profiles.* Language Science Press. (2018). https://library.oapen.org/handle/20.500.12657/28277

1. Consonants Pulmonic

	BL	LD	D	AL	P-AL	R	PL	v	U	РН	G	
Oral Stop	р			t		t	с	k	q		?	
	b		1	d		d t ^h	t d	g k ^h	G			
	ph			th		- T.,	C.,	К''	q ^h			
Nasal Stop	m	ŋ		n		η	ŋ	ŋ	N			
Trill				ŗ								
	в			r					R			
Tap or flap				ſ		r						
Fricative	ф	f	θ	S	1	ş	ç	x	χ	ħ	h	
	β	V	ð	z	3	Z,	Ĵ	Y	R	٢	ĥ	
Lateral				4								
Fricative				ß								
Approximant		υ		L		ન	j	щ				
Lateral Approximant				Ċ.		l	٨	L				

 Table 2.7 Consonant pulmonic





2. Non-Pulmonic Consonants

These non-pulmonic consonants don't use pulmonic airflow. Instead, they use velar airflow (clicks) or glottal airflow (implosives and ejectives). For more detailed information on non-pulmonic consonants see the topic "Airstream and laryngeal features in speech production".

	Clicks		Implosives		Ejectives
0	Bilabial	б	Bilabial	p '	Bilabial
	Dental	ď	Dental/Alveolar	t*	Dental/Alveolar
	(Post)alveolar	f	Palatal	k'	Velar
ŧ	Palatoalveolar	ď	Velar	s'	Alveolar fricative
	Alveolar lateral	ď	Uvular		

Table 2.9 these non-pulmonic consonants don't use pulmonic airflow¹⁴

2. American English

American English is the English language that has undergone language adaptation. English was brought to America by The English who arrived in the Americas by the sea in the 16th and 17th centuries. At that time, there was no standard spelling system. The way of writing all words in the New English language is established after the first dictionary is compiled. In the UK, the dictionary is compiled by linguists in London. In the U.S., a dictionary builder named Noah Webster. He allegedly changed the spelling to distinguish the American spelling from English because he wanted to show that America had a culture independent of its home country. In terms of pronunciation, the British-American and British-UK differences began to develop after the first wave of migrants arrived in the United States. American English is also easy to pronounce in English.

¹⁴ Bennett, W. G. (2017). Pulmonic venting and the typology of click nasality. *Rutgers Optimality Archive, ROA-1308. Available online at http://roa. rutgers. edu/article/view/1622.*

There is a difference in the English-UK spelling system with English-American. The following table presents some of the most common ones we encounter.

English British	English America
-oe-/-ae- (contoh: anaemia, diarrhoea,	-e- (contoh anemia, diarrhea,
encyclopaedia)	encyclopedia)
	-ed (contoh: burned, dreamed,
-t (contoh: <i>burnt, dreamt, leapt</i>)	leaped)
-ence (contoh: defence, offence, licence)	-ense (defense, offense, license)
-ell- (contoh: cancelled, jeweller,	-el- (contoh: canceled, jeweler,
marvellous)	marvelous)
-ise (contoh: appetiser, familiarise,	-ize (contoh: appetizer,
organise)	familiarize, organize)
	-ll- (contoh: enroll, fulfill,
-l- (contoh: <i>enrol</i> , <i>fulfil</i> , <i>skilful</i>)	skillful)
-ogue (contoh: analogue, monologue,	-og (contoh: analog, monolog,
catalogue)	catalog)

b. Learning Media

1. Media in language teaching learning

a. Definition of Learning Media

Understanding the medium of learning is all teaching tools used to help convey the subject matter in the teaching and learning process to facilitate the achievement of learning goals that have been formulated. Learning media that is used suitably in the learning system will turn into a more effective and productive

 $^{^{15}}$ Gomez, P. British and American English pronunciation differences. 2009 https://bit.ly/3Dk5H5F

help device in accomplishing the learning destinations.¹⁶ The medium of learning plays a very important role. Important in learning, integrated with a learning system. Media Effective and efficient learning are a medium that accommodates achievements Purpose of learning. Educators are highly expected competent in the field of ICT so that technology can be useful in improving the quality of learning at school. In this digital age learning no longer borders space and Time, learning happens anywhere and anytime. Ideally, creativity and competence Educators can create and utilize Learning media that attract attention and make learners learn. Alternative forms it's one of them in the form of media. Learning in the form of android-based Learning English at junior high school.

Amri, Jauhari, and Elisah express that the motivation behind the schoolingbased character model is shaping full humans with great characters, by fostering the physical, enthusiastic, social, innovative, otherworldly, and scholarly parts of students ideally. There are a few methods for setting up obvious students':

a. To apply the learning strategies that include the dynamic cooperation of students, a strategy that can expand the inspiration of learners because whole human aspects connect effectively with the given cement significant, and important topic with regards to their life (under research dynamic learning, logical learning, request based learning, incorporated learning).

¹⁶ Vanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementry School" *ERIC* 4 no. 2 (Oktober 2019):54, https://eric.ed.gov/?id.

b. To establish a favorable learning climate (conducive learning local area), so that understudies can advance successfully in a climate that gives a feeling of security, regard, without dangers, and consolation;

c. To give express, deliberate, and nonstop personal instruction;

d. To give the instructing strategy that focuses entirely on the uniqueness of each student, and carries out all parts of human insight fundamentally instructing or addressing is a proportional conditional interchanges process among speakers and understudies and among understudies themselves to accomplish the informative targets that have been set up adequately.

Nurseto states that the capacity of educational media emphasizes the accompanying focuses:

a. As a supporting means to accomplish more viable learning circumstances.

b. As one of the parts that are interconnected with different parts all together to make a normal learning circumstance.

c. Speeding up the learning system.

d. Working on the nature of educating and learning process.

e. Completing a theoretical to diminish the event of verbal infections

(Unsettling influence).

In the meantime, Nurryna expressed that overall media has the following utilities:

a. To explain the message altogether so that it isn't excessively verbal.

b. To conquer the limits of the room, time, energy, and force of the faculties.

c. To invigorate learning, make more straightforward communication among understudies and learning assets.

d. To permit kids to advance freely as per their gifts and visual, hearable, and sensation capacities.

e. To give similar upgrades, level insight, and raise similar discernments.

b. Kinds of Media

As we know, teaching media is a tool to help the teacher create a fun learning during the class. Teaching media was divided into some kinds of media:

According to (Sumihaarsono and Hasanah) learning media is communication tools at the time of teaching and learning activities used by the master and students, ranging from books to the use of electronic devices in class. A Master's profession as a special field of work is required to commit to increase Quality and valuable education. The advantage that the master must have is

creativity.

According to (Gerlach dan Ely) there are eight basic types of learning media, among others:¹⁷

- a. Real object and model
- b. Printed verbal
- c. Printed visual
- d. Still picture
- e. Motion picture

¹⁷ Rahmayanti, H., Oktaviani, V., & Syani, Y. Development of sorting waste game android based for early childhood in environmental education. In *Journal of Physics: Conference Series* (Vol. 1434, No. 1, p. 012029). IOP Publishing.

f. Audio recorder

g. Programmed instruction

h. Simulation¹⁸

According to Mahajan, media are classified into seven categories such as:

a. Graphic Media: any kind of printed media. Such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.

b. Display Media: a board used to show information in a small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.

c. Three-Dimensional Media: A medium that has a 3D shape. For example, models, objects, specimens, and puppets.

d. Projected Media: a kind of media that need a projector to show the messages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, and records.

e. Audio Media: media that just can be heard. Such as radio, audio cassettes, gramophones, and records.

f. Video Media: this media is a combination between audio and visual, e.g., TV, videocassettes, CD, and computers.

g. Activity Media: media that can act on some activity. For example, field trips, dramatization, demonstration, and role-playing

Based on the kinds of teaching media above, showed that there are many types of teaching media, that make the teacher able to choose the media based on the student's needs.

¹⁸ Yulia Isratul Aini, "making the use of android block programming as a media of learning English at the junior high school level in Bengkulu", *kependidikan 1* no.3 (31 Desember 2019):4, http://jurnal.umb.ac.id/index.php/kependidikan/article

2. Voice Aloud Reader Application

a. Definition of Voice Aloud Reader Application

Voice Aloud Reader is a utility that will read aloud any text stored on your phone. You can even change dozens of different options regarding language, and reading speed. To use Voice Aloud Reader, you must first download the desired text into the device memory; in plain text format, it is possible. In theory, this application can also read PDF and HTML but will work better with TXT files.

In the Voice Aloud Reader setting you can select the language and the type of voice you want to play if several languages are availed. New sounds will be added automatically in their updates so you don't have to search for them yourself. Once the app starts reading aloud, you can adjust the volume, intonation, and reading speed. If you want the program to read a certain paragraph, you stay at the end of it twice using your finger to jump straight to it.

b. Teaching Pronunciation by using Voice Aloud Reader Application

A. First, download the Voice Aloud Reader application.



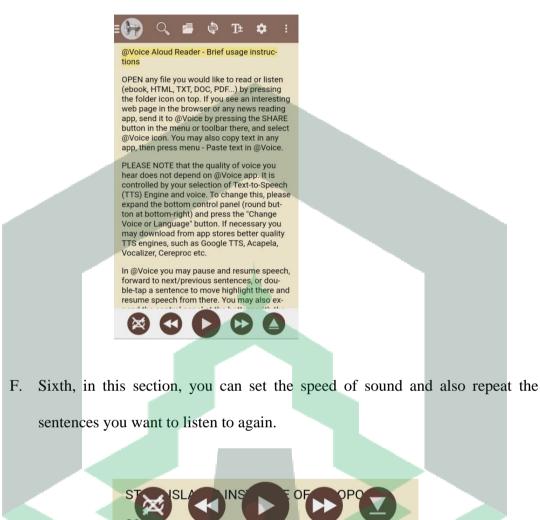
B. Second, open the Voice Aloud Reader app and then click the arrow signature.

=	it 🐨 🤍 🖬 🕸 T± ✿ ፣
	PROPOSAL
	TEACHING VOICE APPLICATION TO IMPROVE STUDENTS PRONOUNCIATION AT THE FIRST GRADE OF SMAN 4 PALOPO
	18059403905900
	Written By
	TRI WARDANI
	REG. NUMBER : 18.0202.0004
	ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
	TARBIYAH AND TEACHER TRAINING FACULTY
	STATE ISLAMIC INSTITUTE OF PALOPO
	2021
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D. Fourth, choose "Try using without local data



Fifth, the display of the selected file. E.





30

G. Seventh, from the image above you, click voice or language and will appear the image below, then you can change the language based on what you

	@Voice	
	Select how to manage voices:	
	Use our Voice Manager	-
	Select a language	
	Hungaria	speech \dd
	Indonesia	-
	Inggris	
	Italia	ction
	Jawa	
	Jepang	uage, he
	Jerman	ly.
	Kannada	
	Kanton	
	Khmer	
	Korea	
	Latvi	
H. Eighth. Here's a	look at where the sound will	keep going. Wherever you are
or whatever wil	l be opened on your phone.	
		8
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	PROPOSAL	×
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C. Conceptual Framework

The conceptual framework in this research is explained in the background of the theory structure that uses to intend research in finding data, analyzing data, and making a conclusion. The researcher focused on teaching pronunciation through Voice Aloud Reader Application. Based on the preseasons above, the researcher concludes that both the ability to read English and English pronunciation has a close relationship. Therefore, if students read and listen to PDF and HTML in English continuously and effectively, it is hoped that they will have better pronunciation skills than before.

The theoretical framework underlying this research is presented in the following diagram.

Teaching Pronunciation Voice Aloud Reader Application

Using Voice Aloud Reader Application

Students' achievement on pronunciation

This media is able to read various forms of files and also make sounds according to the language we choose. This medium is also able to increase the pronunciation of students'.

Chart 1. Concept of Research

D. Hypothesis

This research presented the hypothesis as follows:

- H₀: The use of Voice Aloud Reader Application does not improve Students' Pronunciation in the Tenth grade at SMA Negeri 4 Palopo.
 What is the student's perception after using the Voice Aloud Reader Application in Improving Pronunciation of the Tenth grade at SMA Negeri 4 Palopo
- H₁: The use of Voice Aloud Reader Application improves Students' Pronunciation in the tenth grade at SMA Negeri Palopo.
 To find out the students' perception after using the Voice Aloud Reader Application in Improving Tenth grade at SMA Negeri 4 Palopo

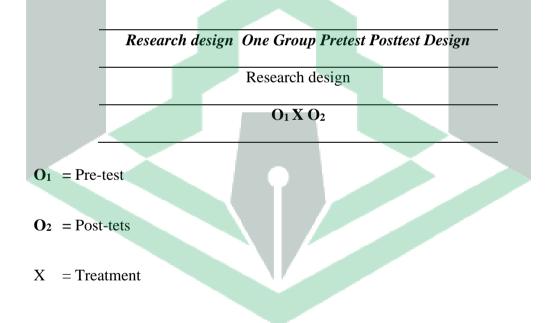
CHAPTER III

RESEARCH METHOD

A. Research Design

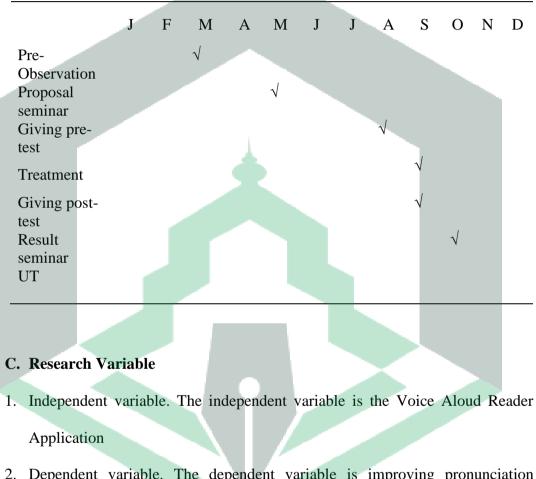
This research be used to test the effect of the model. Media learning uses the voice-aloud reader app to improve pronunciation in x-grade students. The research design used is Pre Experimental design with one group pretest-posttest design model, namely a research design that contains a Pretest before being treated and Posttest after being treated. The design of the research is as follows:

Table 3.1 Research design one group pre-test and post-test



B. Time and Location of the Research

This research conducted at SMA Negeri 4 Palopo. The research was conduct six meetings for giving treatment.





 Dependent variable. The dependent variable is improving pronunciation students' by using Voice Aloud Reader Application.

D. Population and Sample

1. Population

The population of the research conductetd 85 students', which consist of four class they are X IPA I:22 students', X IPA II:24 students' and X IPS I: 16 students'

2. Sample

In determining the sample, which the researcher choosen as a sample of this research because this class of students is still low in knowing pronunciation in English. The researcher use the purposive sampling technique. The sample in this research consists of 16 students' where the technique of collecting non-probability samples in which the researcher uses certain criteria based on his knowledge to determine and select the individual or unit that will be the sample.

E. The procedure of collecting data

1. Giving pre-test

The pre-test is the action to find out if the students improve their pronunciation students' by using a voice Application. A pre-test is given before treatment intended to find out the Students' basic ability in pronounce word.

2. Giving treatment

The treatment was given to the students after they have done the pre-test. The treatment conducted in four meetings. The steps are as follows:

1) The researcher gives motivation for interest in learning to use voice application

- The researcher directed students' to provide mobile phones then each student download the Aloud Voice Reader App on the Play Store.
- 3) The researcher explains the functions of the Application.
- 4) The researcher gives an unfamiliar vocabulary to pronunciation first.
- 5) The researcher give the students' word files and ask the student to be included in the application.
- The researcher directed students to use the application maximum of 20 minutes.
- The researcher directs students' to practice vocabulary pronunciation without Voice Aloud Reader Application maximal of 10 minutes.
- 8) The researcher Delivered material conclusion and closing class.
- 3. Giving post-test

Post-test is a test that is carried out at the end of the lesson to find out how far the students' achievement of the teaching materials is after participating in the learning activities. Posttest was given after treatment for six meetings intended to measure the students' mastery of tenses achievement. In this test, the researcher directed students' to advance one by one the pronunciation of new short story text on paper by using the application. The researcher will give students 20 minutes to use the Application. Then researcher directs students' to come forward one by one. Then researcher test students' using oral tests. Compare from the beginning of pre-test treatment to post-test or reevaluate students' whether this learning method is effective for students.

4. Giving Questions.

In this research, the questionnaire was to find what the student's responses were in the last of the teaching and learning process and to know their reasons for it. Researchers give question sheets to students' at the last meeting. The questionnaire consists of 9 questions (see appendix). Previously, the advantage of questionnaires was that researchers did not have to be present in front of students, but can be shared directly with many students' This question can be answered by students as fast as themselves and depending on their part-time time, can be anonymous, so respondents will feel free, honest, and confident to Answer and can be standard in similar questions for all student

F. The Instrument of the Research

1. Pre-test

The researcher used the pronunciation test, which consisted of a pre- test and post-test used after the treatment. The researcher gave the students' worksheet vocabulary word and asked them to pronounce in front of the researcher.

3. Post-test

The researcher used the pronunciation test. The researcher gave the students, file vocabulary words and asked them to practice bu using Voice Aloud Reader Application. The researcher direct to students' to using the Application 10 minutes and asked them to pronounce in front of the researcher.

4. Questionnaire

After getting the result from the pronounce in pre-test and post-test, the researcher prepared the sheet of the questionnaire which consisted of 9 questions about their interest. The questions was arraged using Indonesian so that students' was understand all the questions more easly.

G. Validity and Realiability of Research Instruments

1. Before the test questions are used to measure students' in the sample class, the test questions are first tested. The trial wa intended to determine the validity, reability, level of difficulty and discriminating power of items. From the result of the trial, the questions that will be used to measure the level of ability of stundets' pronunciation.

2. Validity test

Validity is a measure that showas the levels of validity or validity of an instrument. A test is said to be valid id it is able to measure what it wants to measure. In Indonesian, "valid" is referred to as "sahih". To calculated of the items, the formula is used:

 $r_{xy} = (\Sigma xy) - (\Sigma x).(\Sigma y)$ $\sqrt{\{n\Sigma x^2 - (\Sigma x)^2, \{n\Sigma y^2 - (\Sigma y)^2\}}$

Keterangan :

- Rxy : Item correlation coefficient
- N : Number of test takers
- X : Total item score

Y : Total score¹⁹

The rxy criteria are as follows:

0,00 < rxy < 0,20 very low

0,20 < rxy < 0,40 low

0,40 < rxy < 0,60 enough

0,60 < rxy < 0,80 tall

0,80 < rxy < 1,00 very high

The result of the rxy calculation are compared with the critical table r product moment, with a significant level of 5% the priceof rcy is then the test is valid.

3. Realibity Test

Realibity refers to an understanding that an instrument is quite reliable. A test is said to have a high level of confidence if the test can give constant result. Then the notion of realibity test, realted to the problem of determining test results. Test realibity analysis in this research uses the Hoyt, formula:

$$r_{11} = 1 - \frac{Vr}{Vs}$$
 atau $r_{11} = \frac{Vr}{Vr}\frac{Vs}{Vs}$

Information:

- r_{11} = Reability of all questions
- V_r = Respondent's Variance
- V_s = Residual Variance²⁰

¹⁹ Arikunto, S.. *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.(oktober 2018), https://bit.ly/3guGc94

²⁰ Fitriatun, A., & Sukanti, S. Analisis Validitas, Reliabilitas, Dan Butir Soal Latihan Ujian Nasional Ekonomi Akuntansi Di MAN Maguwoharjo. *Kajian Pendidikan Akuntansi Indonesia*, vol 5, no 8 (2016), https://journal.student.uny.ac.id/index.php/kpai/article/view/5801

The criteria used are as follows:

0,00 < rxy < 0,20: very low

0,20 < rxy < 0,40: low

0,40 < rxy < 0,60: enough

0,60 < rxy < 0,80: tall

0,80 < rxy < 1,00 : very high

The criterion for testing the realibity of the test is that after obtaining the r_{11} is compared with the price of r product moment in the table, if r count > r table then the tested item is reliable.

H. The technique of Data Analysis

1. Scoring the Students' Answer

There are several assessments used in pronunciation:

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

Calculating the mean score test by using the formula :

 $M_x = \sum X$

Ν

Where :

- M_x = Maen Score
- $\sum X = Total Raw Score$
- N = Total Sample²¹

²¹ Anas Sudijono, Pengantar Statistik Pendidikan Jakarta, PT Radjawali Persada, 2009. P.82 https://bit.ly/3Tr593w

Pre-test and post-test data will be analyzed in the following steps :

 No	Classification	Score
 1	Very Good	90 - 100
2	Good	70 - 89
3	Fair	50 - 69
4	Poor	30-49
5	Very Poor	0-29

Table 3.3 Classification and Score of test pronunciation

Calculating the test result of a simple past test by using the SPSS program,

2. Normality Test

A normality test is nothing but testing against the normal distribution of data to be analyzed. Testing is carried out depending on the variable to be processed. Testing the normality of data distribution using the Kolmogorov-Smirnov Test with the help of SPSS (Statistical Product and Service Solutions) 23.

According to Kolmogorov Smirnov's method, the test criteria are as follows:

- 1) If the significance below 0.05 means that the data to be tested has a significant difference from the standard normal data, then the data is abnormal.
- 2) If the signification is above 0.05 then it means that there is no significant difference between the data to be tested and the standard normal data, meaning that the data is normal (Gempur Safar, 2010: 34).

3. Homogeneity Test

In addition to testing the spread of grades to be analyzed, homogeneity tests are needed to be sure that athletes or students are sampled from a homogeneous population. Homogeneity tests use the help of the SPSS 23 program, which is an application for analyzing data, with homogeneous test criteria. If the significance is below 0.05, the data tested is not homogeneous. But if the sign is above 0.05 then it means that the data tested is homogeneous. (Gempur Safar, 2010: 34).

4. T-test

Hypothesis testing uses the t-test using the help of the SPSS 23 program, which is by comparing the mean between pretest and posttest. If the t-count value is smaller than the t-table, then Ha is rejected, if the t-count is greater than the t-table then Ha is accepted. Hypothesis Testing in this study researchers used the help of the SPSS 23 program.

5. The criteria of students' response

The data will analyze the questionnaire result qualitatively by calculating the participants' answer percentages. The questionnaire data analysis applied in this research on the perception of students can be formulated as follow:

 $X = \sum_{N}^{\Sigma_{2}}$

Mean:

- X = Average
- \sum = Total answer
- N = Total questions

No. Criteria Score		Score	Meaning
1.	Good	3,1-4	Most respondents strongly agree with the statement.
2.	Quite good	2,1-3	Most respondents agree with the statements
3.	Less good	1,1-2	Most respondents disagree with the statements
4.	Not good	0-1	Most respondents strongly disagree with the statements.

 Table 3.4 the Score Criteria of students' response²²

²² Suwardi, A., Mappanyukki, A. A., & Arafah, A. A. The Development of Teaching Models Guide Books Based on the Educator's Needs in Physical Education. In *3rd International Conference on Education, Science, and Technology (ICEST 2019)* (pp. 50-53). Atlantis Press. (2020, October). https://bit.ly/3F51Db1

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussion.

A. Findings

The findings of the research were shown to describe the result of the data analyzed statistically and tabulating of data. It comprised data of students' scores in pre-test and post-test, classification percentage of students' scores in pre-test and post-test, and analysis data of questionnaires.

1. The analysis of students' pronunciation scores in pretest and posttest

a. Pre-test

In this section, the researcher shows the students' Correct and Incorrect answers in the pre-test, the mean and the standard deviation of the students, and the percentage of students' pronunciation scores on the pre-test. The researcher presents in table 4.1 and calculates the score by using SPSS 23. For more details, the researcher shows the students' correct and incorrect scores in the pre-test, these are tabulated as follows:

No	Respondent	Correc t	Incorrect	Score	Classification
1	R1	18	4	81	Fair
2	R2	16	6	72	Good
3	R3	12	10	54	Fair
4	R4	14	8	63	Fair
5	R5	11	11	50	Fair
6	R6	14	8	63	Fair
7	R7	14	8	63	Fair
8	R8	11	11	50	Fair
9	R9	13	9	59	Fair
10	R10	22	0	100	Very Good
11	R11	15	7	68	Fair
12	R12	21	1	95	Very Good
13	R13	16	6	72	Good
14	R14	11	11	50	Fair
15	R15	16	6	72	Good
16	R16	10	12	45	Poor

Table 4.1 The Pre–Test Score of Correct and Incorrect answers Incorrect answers

Display the result of the students' pre-test scores before being given treatment by the researcher. Show that two students' got very good and three students' got good. Furthermore, ten students' got the fair and one students' got the poor.

The researcher measured it using SPSS 23 to measure the mean score of students' correct and incorrect answers, these results can be seen in the descriptive statistical table, which will be shown in table 4.2

Table 4.2 The mean Score of Students' Correct answers to Pre-test

	Ν	Mean	Std. Deviation	Minimum	Maximum
Pre-test	16	66.06	15.839	45	100

Table 4.2 shows that the highest score is 100 and the lowest are 45. Besides, it also indicates that the mean score of the students in the pre-test is 66.06 and the standard deviation is 15.839.

 Table 4.3 The rating percentage score of the student's correct and incorrect answers in the pre-test.

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	2	12,5%
2	Good	70-89	3	18,5%
3	Fair	50-69	10	62,5%
4	Poor	30-49	1	6,5%
5	Very Poor	0-29		0%
	Total		16	100%

Based on the rate percentage of students scoring in the pre-test above, the researcher found that 2 students (12,5%) got very good, 3 students (18,5%) got good, ten students (62,5%) got fair, 1 students (6,5%) got poor. From the data above, it can be seen in the table above that only 2 very good and 3 good indicated the pronunciation of the students is still low.

b. Post-test

The researcher shows the students' complete scores students Pronunciation in the post-test. The tabulation of students' scores in the post-test can be seen in the table.

No	Respondent	Correct	Incorrect	Score	Classification
1	R1	22	0	100	Very Good
2	R2	22	0	100	Very Good
3	R3	22	0	100	Very Good
4	R4	16	6	74	Good
5	R5	17	5	77	Good
6	R6	22	0	100	Very Good
7	R7	22	0	100	Very Good
8	R8	19	3	86	Good
9	R9	17	5	77	Good
10	R10	22	0	100	Very Good
11	R11	22	0	100	Very Good
12	R12	22	0	100	Very Good
13	R13	22	0	100	Very Good
14	R14	21	1	95	Very Good
15	R15	19	3	86	Good
16	R16	20	2	90	Very Good

 Table 4.4 The post-test Score of Correct and Incorrect answers Incorrect answers

On the other side, the researcher formulated scores for students' Pronunciation, which was treated by using Voice Aloud Reader Application to improve students' pronunciation. For the post-test, the researcher presents the students' complete scores in pronunciation (students' Correct and incorrect answers) and uses SPSS 23 to ensure the mean score of the right answers for the students. The table indicates that 11 very good and 5 good scores. The findings are summarized in Table 4.4

 Table 4.5
 The mean Score Correct-incorrect answers in post-test

	Ν	Mean	Std. Deviation	Minimum	Maximum
Post-test	16	92.81	9.745	74	100

Table 4.5 shows that the highest score on the post-test is 100 and the lowest is 74. It also shows that the average score of the students on the post-test is 92.81 and the standard deviation is 9.745.

answers in the post-test.

Table 4.6 The rating percentage score of the student's correct and incorrect

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	11	68,5%
2	Good	70-89	5	31,5%
3	Fair	50-69	-	0
4	Poor	30-49	-	0
5	Very Poor	0-29	-	0
	Total		16	100%

Based on the percentage of students scoring in the post-test above, the researcher found that (68,5%) students' got very good and good there were 5 students (31,5). The other showed that none of the students got poo, fair and very poor. The data above it can be seen in the table above there is an increase in the students' pronunciation.

c. Normality Test

The normality test was conducted to determine whether the variable data in this study were distributed or not. The results of the calculation of the normality test are obtained in the following table.

Table 4.7 The result of the normality test *Pre-test* and *Post-test* to improve students' pronunciation by using Voice Aloud Reader Application

Variable	Ν	K.S	Sig	Α	Description
Pre-test	16	166	200	0.05	Normal
Post-test	16	332	000	0.05	Normal

Table 4.7 shows that the results of the normality test of the data obtained from the dependent variable of students' pronunciation are normal. This is because the significance value of Pre-test 0.200> 0.05 and Post-test 0.000 <0.05, it can be concluded that the data is normally distributed.Homogeneity Test

d. Homogeneity test

This homogeneity test is needed to find out whether the population variance of two or more groups that have the same variance or not. The results of the calculation of the homogeneity test are obtained in the following table:

Table 4.8 The result Homogeneity test to Improve Students' Pronunciation

by using Voice Aloud Reader Application.

Variable	Levene df1 Statistic	df2	Sig	Description
Pronunciation Students'	2.658 6	18	,050	Homogen

Based on the table above, it can be seen that the results of student pronunciation with a statistical level value of *Leven Statistic* 2.658, and significant, 0,50 > 0,05 it can be seen that the data is homogeneous.

So it can be concluded that the test to improve student pronunciation by using the Voice Aloud Reader application has the same or homogeneous variance.

2. The comparison of students' Pronunciation in pre-test and post-test.

Besides showing the mean score in the students' pronunciation, this research will also present the total mean score and standard of deviation. The research use SPSS 23 analysis to determine if the pre-test and post-test were substantially different and the acceptability of the research hypothesis. The outcome is presented in the form of table 4.10 of paired sample statistical and correlation. In addition, there are paired sample tests. The result is provided in the following tables:

		Paired	Samples	s Statis	stics	
		Mean	Ν	Std.	Deviation	Std. Error Mean
Pair	pretest	66.06	16		15.839	3.960
	posttest	92.81	16		9.745	2.436

Show the mean score of the students' pre-test was 66.06, and the post-test was 92.81. The standard deviation of the pre-test was 15.839, and the standard deviation of the post-test was 9.745. It concluded that after using Voice Alou Reader Application, the student's scores improved from 66.06 to 92.81.

Paired Samples Correlations					
		Ν	Correlation	Sig.	
Pair 1	pretest & posttest	16	.451	.080	

In paired sample table 4.11 the correlation of the students' pronunciation before and after treatment is 451, according to the pre-test and post-test correlations presented above. It means there was a significant relationship between students' pronunciation and descriptive text fore and after treatment.

Paired Samples Test								
		Paire	d Differe	ences				
			Std.	95% Co	nfidence			Sig.
	Mean	Std.	Error	Interva	l of the	t	df	(2-
	wicali	Deviation	Mean	Diffe	rence			tailed)
			wiean	Lower	Upper			
Pair pretest -	-	14.374	3.593	-34.409	-19 091		15	.000
<u>1</u> posttest 2	26.750	17.377	5.575	54.407	17.071	7.444	15	.000

According to table 4.12, the paired sample test showed t0 (count) = 7.444 and df (degree of freedom) = 15. Based on the analysis result, the researcher concluded that t0 (count) was higher than it (table).

7.444>2.120

Based on the result t0 (count) > tt (table), the H_0 hypothesis was rejected, and the H_1 hypothesis was automatically accepted. The using Voice Aloud Reader Application was effective in improving students' pronunciation in the tenth grade at SMA Negeri 4 Palopo.

3. Questionnaire

The questionnaire was distributed after the treatment phase. The options of the questionnaire were using the Likert scale that contains Good (3,1-4), Quite good (2,1-3), Less good (1,1-2), and Not good (0-1). The researcher provided nine questions statements based on the concept of Voice Aloud Reader Application

and Pronunciation. The researcher uses these concepts to determine the students' perceptions of using the Voice Aloud Reader Application to improve students' pronunciation. The score interpretation of the questionnaire result is shown in the table below.

No.	Criteria	Score	Meaning
1.	Good	3,1-4	Most respondents strongly agree with the statement.
2.	Quite good	2,1-3	Most respondents agree with the statements
3.	Less good	1,1-2	Most respondents disagree with the statements
4.	Not good	0-1	Most respondents strongly disagree with the statements.

Table 4.12 The Score Criteria of the Questionnaire

From the table, the good score category demonstrated that most respondents strongly agree with the statement in the questionnaire. In addition, the quite good score also category provides that most respondents agree with the statement. The less good and not good score category demonstrated that the respondents disagree and strongly disagree with the statement. Thus, the higher the result, the more respondents positively respond to the questionnaire's statement. The interpretation of the questionnaire score result is shown in the table below.

Table 4.13 The Students' Total Response to statements

Respondent	Statement Number	Mean	Category

	1	2	3	4	5	6	7	8	9		
R1	3	3	3	3	3	3	3	3	3	3	Good
R2	4	2	3	3	2	2	1	2	2	2,3	Less Good
R3	3	3	3	3	3	3	3	3	3	3	Good
R4	3	3	3	4	3	3	3	4	3	3,2	Good
R5	4	4	4	3	2	4	4	4	4	3,6	Good
R6	3	3	3	3	3	3	3	3	3	3	Good
R7	4	3	4	3	3	3	3	3	4	3,3	Good
R8	3	4	2	3	3	3	2	3	2	2,7	Less Good
R9	2	2	2	3	3	2	2	3	2	2,3	Less Good
R10	3	3	3	3	3	3	2	3	3	2,8	Less Good
R11	3	3	2	3	2	3	2	4	3	2,7	Less Good
R12	4	4	4	4	4	4	4	4	4	4	Good
R13	4	3	3	4	4	4	4	3	4	3,6	Good
R14	3	4	4	4	3	4	3	4	3	3,5	Good
R15	4	4	4	4	4	4	4	4	4	4	Good
R16	4	4	4	4	4	4	4	4	4	4	Good
		M	lean	Sco	re	U				3,1	Good

From the table above, it can be shown that the students agree with the response statement. The mean score of each statement is 3,1 which is classified into the "Good" category. It can be concluded that the students agree that Voice Aloud Reader Application improves students' pronunciation. In addition, the

students also agree that the use of the Voice Aloud Reader Application helps them to improve their pronunciation.

No.	Statement	Mean	Criteria
1.	I feel happy when I learn English using	3,3	Good
	the voice-aloud reader application	5,5	0000
2.	This voice-aloud reader application		
	media is very suitable to be applied in	3,2	Good
	learning pronunciation		
3.	I am more enthusiastic about speaking		
	English by using the media voice-aloud	3	Good
	reader application.		
4.	learning pronunciation using voice-		
	aloud reader application media	3,3	
	motivates me to develop speaking skills	-,-	Good
	in English		
5.	The topic provided by the researcher in		
	the Voice Aloud Reader Application is	3	Good
	very interesting		
6.	Learning by using Voice Aloud Reader		
	Application media makes it easier for	3,2	Good
	me to understand learning.		
7.	Pronunciation learning using Voice		
	Aloud Reader Application is better than	2,9	Less Good
	ordinary learning.		
8.	I can improve my vocabulary after		
	learning English by using the Voice	3,1	Good
	Aloud Reader Application media		

Table 4.14 interpretation of students' responses to Questionnaire Result

Reader Application media makes me dare to speak English in front of the class.

Table 4.7 present the result of students' responses to the questionnaire. The mean score for students' response in the 1st statement is 3,3 which is classified as "Good", the 2nd statement is 3,2, which is classified as "Good", the 3rd statement is 3 which is classified as "Good", the 4th statement is 3,3 which is classified into "Good", the 5th statement is 3 which is classified into "Good", the 5th statement is 3 which is classified into "Good", the 6th statement is 3,2 which is classified into "Good", the 6th statement is 3,2 which is classified into "Good", the 8th statement is 3,1 which is classified into "Good", the last statement 9th is 3,1 which is classified into "Good" criteria.

B. Discussion

This research aims to determine whether the use of The voice aloud reader application can improve the pronunciation of 10th graders at Palopo State High School. The findings show that the average the score obtained by students from the pre-test was 66.06 (fair), while the average the score on the post-test was 92.81 (Very good). The results show that the post-test the results after the experimental treatment were much higher than the pre-test. Value of Signature. (2-tailed) is 0.000 < 0.05 which means the null hypothesis () is rejected. Then, the alternative hypothesis () is accepted that by using a voice aloud reader Applications in Teaching effectively improve the pronunciation skills of grade 10 students in state high school 4 Palopo.

During the treatment, the researcher found several problem in the class such as:

i. The students' are still shy and nervous to stand up in front of their friends.

ii. The students' still low in pronunciation, it made them difficult to speak without application.

In pre-test, the researcher gave the students worksheet vocabulary word and asked the students to come forward one by one to read the pronounce vocabulary word. In first treatment the researcher direct the students' to download application by using play store and the research explain how to use that application. The researcher direct the students' to using the application and the the researcher gave the file vocabulary word. The researcher give the students' 20 minutes to practice by using application after that the researcher practice with the all of the students' without application. In second treatment until four treatment, the researcher direct the students' doing the same practice such as first treatment. For all of the treatment, the researcher find that application can improve the students' pronunciation. After doing treatment, post-test conducted to see the improvement of students' pronunciation. The researcher gave the vocabulary word to read by using application and the researcher give the students' practice 10 minutes. The researcher direct the students' to come forward one by one to read vocabulary word without application. From the treatment result using Voice Aloud Reader Application, it can be said that the post-tets have increased. The mean score in the post-test higher than the mean score in the pre-test.

Furthermore, the student's improved pronunciation test results significantly supported by student responses from the questionnaire that reached the very high category (Good). The results obtained from the questionnaire shows that most of the students agree with these statements. All students accept it during the learning process they feel happy and enthusiastic in using the voice aloud reader application. And they also agree that using a voice aloud reader motivates them to grow in their pronunciation.

According to Miqawati, A, a mobile application, Flat English Pronunciation, is proposed in the teaching of pronunciation for it possesses features that can assist students when learning how to enunciate English words and identify English phonemic symbols.²³ Mastery of a language, including foreign languages, and in this case English provides many benefits in various aspects and fields. Moreover, globalization encourages everyone to be able to speak good English to create smooth and meaningful communication. However, to possess communication skills, one needs to go through contextual learning and training activities because communication itself involves complex processes including understanding, speaking, and listening systematically and continuously.

According to Dr. Ismail Elmahdi, one way that technology can be a considerable support in teaching and learning is by improving the ability to offer formative assessment of the learners' skills and knowledge during the teaching and instructional process. Providing immediate feedback during the formative assessment process, with the aim of improving students' performance, is very crucial in learning and teaching, technology tools such as Plickers in their

²³ Miqawati, A. H. Pronunciation learning, participation, and attitude enhancement through Mobile Assisted Language Learning (Mall). *English Review: Journal of English Education*, 8(2), 211-218. (2020). https://journal.uniku.ac.id/index.php/ERJEE/article/view/2118

classrooms to help them assess the effectiveness of theirteaching and their students' learning.²⁴

According to Aulia Ramadhan, Technology and education are different things, but in this modern era, we all can see that these two things are inseparable ²⁵and become necessities. In this modern era, many teachers involve technology as innovative learning media to support learning in the classroom. Like Schoology, Elsa Speak, JOOX, Google classroom, and others. In Indonesia, many have applied technology or applications as learning media. However, not a few English teachers who are still minimal use online bases in learning. This may be due to school facilities or the lack of teacher literacy in technology. At the beginning of this chapter, there has been little discussion of the benefits of using a virtual learning environment. And also mentioned several platforms commonly used to support the learning process. The utilization of technology in learning media has been done for a long time and has a lot of innovations. Not only are

applications

²⁴ Elmahdi, I., Al-Hattami, A., & Fawzi, H. Using Technology for Formative Assessment to Improve Students' Learning. *Turkish Online Journal of Educational Technology-TOJET*, *17*(2), 182-188. (Apr 2018) https://eric.ed.gov/?id=EJ1176157

²⁵ Ramadhan, A. Student's response toward utilizing discord application as an online learning media in learning speaking at senior high school. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture,* Vol 5, No 1 (2021), http://journal2.um.ac.id/index.php/jisllac/article/view/16953

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the explanation and the result of the data analysis, the researcher concludes the researcher as follows:

- 1. The use of voice aloud reader application can improve students' pronunciation ability. The procedure of the researcher stages a significant difference between before and after giving a treatment by using voice aloud reader application. From the pre-test and post-test result done by the students', the mean score in the pre-test stage is higher than post-test score (66.06 < 92.81). In addition, the value of t₀ (t_{count}) is 7.444 with the df (degree of freedom) value is 15 while the t_t (t_{table}) for the standard of significant level 0,05% on df=15 is 2120. It means that the value of t-count is higher than their pre-test score, represent the effectiveness of the treatment stage in contributing to help the students' imprive their pronunciation. So, it can be summarized that the use of voice aloud reader application.
- 2. Based on the questionnaire result, using voice aloud reader application to improve students' pronunciation. It can be proved by the mean score in question which is 3,1 classified as "Good" category. The category indicates that most of respondents are interested in learning pronunciation throught the voice aloud reader application.

B. Suggestions

1. Suggestions for the Teacher

As a teacher should use a more interesting learning method, creative, and related to the latest trends spreading among students. Students can adapt faster and don't feel pressured to learn new things. Therefore, too it is better for teaching staff to make the material presented flexible or usable online or offline to adapt to uncertain situations and conditions.

2. Suggestions for the Students'

As a student, you should be able to take full advantage of all the facilities or owned, trying to make things you like related to something learned in formal education or other items. Motivating yourself to study hard and use technology. To improve learning achievement by using the Voice aloud Reader Application learning application.

3. Suggestions for the next researchers

The next researcher can continue this research to get more significant improvement in students' pronunciation skills. In addition, it can adapt to technological developments, existing trends, and student needs in the future.

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APPENDIX 1

SURAT IZIN MENELITI



APPENDIX 2 LESSON PLAN

LESSON PLAN

School Name	: SMA NEGERI 4 PALOPO
Subjects	: English
Class	: X IPS I
Topic	: Vocabulary
Meeting	: 1 (first)
Time	: 1 x 45 minutes

A. Learning Objectives

1. Know the extent understanding Voice Aloud Reader Application

B. Learning steps

Beginning the class

- 1. The researcher greets students with greetings
- 2. The researcher check presence of students
- 3. The researcher guides to pray to Allah SWT
- 4. The researcher introduce herself

Running the class

- 1. The researcher say the topic
- 2. The researcher gives motivation for interest in learning Voice Aloud Reader Application
- The researcher direct students to provide mobile phone then each students downloads the Voice Aloud Reader Application on the Play Store
- 4. The researcher explaining the functions of the Application.
- 5. The researcher will provide short vocabulary text in the form of

word file and ask the student to be included in the application.

6. The researcher direct students to use the application maximal 20 minutes.

- 1. The researcher delivering material conclusion
- 2. The researcher provide motivation to study hard

3. The researcher closes the lesson by saying greetings

LESSON PLAN

School Name: SMA NEGERI 4 PALOPOSubjects: EnglishClass: X IPS ITopic: VocabularyMeeting: 2 (second)Time: 1 x 45 minutes

A. Learning Objectives

- Can find out how to pronounce Poetry text by using Voice Aloud Reader Application.
- B. Learning steps

Beginning the class

- 1. The researcher greets students with greetings
- 2. The researcher check presence of students
- 3. The researcher guides to pray to Allah SWT

Running the class

- 1. The researcher direct students to provide cell phone
- 2. The researcher will provide vocabulary text in the form of a word

file and ask the student to be included in the application.

3. The researcher direct students to use the application maximum 20 minutes.

- 1. The researcher and students provide learning conclusions
- 2. The researcher provide feedback and moral messages from learning
- 3. The researcher closes the lesson by saying greetings

LESSON PLAN

School Name	: SMA NEGERI 4 PALOPO
Subjects	: English
Class	: XI IPS I
Topic	: Vocabulary
Meeting	: 3 (third)
Time	: 1 x 45 minutes

- A. Learning Objectives
 - 1. Can understand about different pronounce native speakers with what the app says.
- B. Learning steps

Beginning the class

- 1. The researcher greets students with greetings
- 2. The researcher check presence of students
- 3. The researcher guides to pray to Allah SWT
- Running the class
- 1. The researcher review students to provide cell phone
- 2. The researcher will provide vocabulary in the form of a word file and

ask the student to be included in the application.

3. The researcher instructs students to use the Application maximal 20 minutes.

- 1. The researcher and students provide learning conclusions
- 2. The researcher provide feedback and moral messages from learning
- 3. The researcher closes the lesson by saying greetings

LESSON PLAN

School Name	: SMA NEGERI 4 PALOPO
Subjects	: English
Class	: X IPS I
Topic	: Vocabulary
Meeting	: 4 (Fourth)
Time	: 1 x 45 minutes

- A. Learning Objectives
 - 1. Can understand about how to pronounce by using Application
- B. Learning steps

Beginning the class

- 4. The researcher greets students with greetings
- 5. The researcher check presence of students
- 6. The researcher guides to pray to Allah SWT

Running the class

- 1. The researcher direct students to provide cell phones.
- 2. The researcher will provide vocabulary text in the form of a word file and ask the student to be included in the application.
- 3. The researcher instructs students to use the Application maximal 20 minutes.

- 1. The researcher and students provide learning conclusions
- 2. The researcher provide feedback and moral messages from learning
- 3. The researcher closes the lesson by saying greetings

APPENDIX 3

SURAT KETERANGAN VALIDASI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

:

:

:

Nama

Jabatan/Pekerjaan

Instansi Asal

Menyatakan bahwa soal pre-test dengan judul:

The Use of Voice Aloud Reader Application to Improve Students Pronunciation of the Tenth Grade at SMA NEGERI 4 PALOPO

Dari mahasiswa:

Nama	: Tri wardani
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 18 0202 0004

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

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo,

Validator,

••••••

NIP

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

:

:

:

Nama

Jabatan/Pekerjaan

Instansi Asal

Menyatakan bahwa soal post-test dengan judul:

The Use of Voice Aloud Reader Application to Improve Students Pronunciation of the Tenth Grade at SMA NEGERI 4 PALOPO

Dari mahasiswa:

Nama	: Tri wardani
Program Studi	: Pendidikan Bahasa Inggris
NIM	: 18 0202 0004

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

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo,

Validator,

.....

NIP



1. Pre-test

No	Target Words	Pronunciation	Meaning	Correct	Incorrect
1	See	/siː/	Melihat		
2	Нарру	/ˈhæpi/	Bahagia		
3	Sit	/sɪt/	Duduk		
4	Ten	/ten/	Sepuluh		
5	Cat	/kæt/	Kucing		
6	Father	/'fa:ðə(r)/	Ayah		
7	Got	/gɒt/	Mendapatkan		
8	Saw	/sə:/	Gergaji		
9	Put	/pʊt/	Meletakkan		
10	Actual	/ˈæktʃuəl/	Sebenarnya		
11	Тоо	/tuː/	Juga		
12	Cup	/клр/ 📃	Cangkir		
13	Fur	/fɜː(r)/	Bulu		
14	About	/əˈbaʊt/	Tentang		
15	Say	/sei/	Mengatakan		
16	Go	/ɡəʊ/	Pergi		
17	Му	/maɪ/	Kepunyaan		
18	Boy	/boi/	Anak laki-laki		
19	Now	/nav/	Sekarang		
20	Near	/nɪə(r)/	Dekat		
21	Hair	/heə(r)/	Rambut		
22	Pure	/heə(r)/	Bersih		

2. Questionnaire

KUESIONER PENELITIAN

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama Kelas Jenis Kelamin

B. Petunjuk Pengisian Kuesioner

•

•

- Bacalah dengan tel iti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- 2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- 4. Isilah pertanyaan tersebut dengan memberikan tanda ($\sqrt{}$) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
		(1)	(2)	(3)	(4)
	Saya merasa senang ketika belajar bahasa inggris				
1.	menggunakan media Voice Aloud Reader				
	Application				
2.	Media Voice Aloud Reader Applikasi ini sangat				
	cocok diterapkan dalam pembelajaran				
	Pronunciation.				

3.	saya lebih antusias dalam berbicara bahasa inggris			
	dengan menggunakan media Voice Aloud Reader			
	Application			
4.	Belajar Pronunciation dengan menggunakan media			
	Voice Aloud Reader Application memotivasi saya			
	untuk mengembangkan kemampuan berbicara			
	dalam bahasa inggris.			
5.	Topic yang disediakan peneliti dalam media Voice			
	Aloud Reader Application sangat menarik			
6.	Pembelajaran dengan menggunakan media Voice			
	Aloud Reader Application mempermudah saya			
	dalam memahami pembelajaran.			
7.	Pembelajaran pronunciation dengan menggunakan			
	media Voice Aloud Reader Application lebih baik			
	dibandingkan dengan pembelajaran biasa.			
8.	Saya dapat meningkatkan kosa kata saya setelah			
	belajar bahasa inggris dengan menggunakan media			
	Voice Aloud Reader Application			
9.	Pembelajaran bahasa inggris dengan menggunakan			
	media Voice Aloud Reader Application membuat	•		
	saya berani tampil berbicara bahasa inggris didepan			
	kelas.			

Appendix 5 Transkip pre-test

	× 1Ps				
No	Target Words	pronunciation	Pronounce	Correct	Incorrec
1	See	/si:/		~	
2	Нарру	/'hæpi/		V	
3	Sit	/sit/		~	
4	Ten	/ten/		~	-
5	Cat	/kæt/		1	
6	Father	/' fa:ðə(r)/		~	
7	Got	/gpt/		V	
8	Saw	/sə:/		~	
9	Put	/pot/		V	-
10	Actual	/ˈæktʃuəl/		~	
11	Too	/1u:/		~	
12	Cup	/k.np/		~	
13	Fur	/fa (r)/		/	
14	About	/aˈbaot/		~	
15	Say	/sei/		~	
16	Go	/gau/		~	
17	My	/mas/		~	
18	Boy	/boi/		V	-
19	Now	/nao/		\sim	
20	Near	/nia(t)/		-	
21	Hair	/hea(r)/	her		\times
22	Pure	/heə(r)/			~
	Ture			21	1

/pol/		0		
'æktfuəl/	atten		×	
/tu:/		~		
/kap/	Cap	1	×	
/fs:(r)/		-		
/əˈbaot/	ebout		×	
/set/			×	
/gou/		~		
/mai/		-		
/boi/		V		
/nao/	Nou		×	
/niə(r)/	Ner		X	
/hea(r)/	Hav		×	
hea(r)/	pur		×	
		11	11	

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		1	
2	Нарру	/'hæpi/		\sim	
2	Sit	/sit/		\sim	
4	Ten	/ten/		v	
5	Cat	/kæt/	Cat		×
6	Father	/'fa:ðə(r)/	Father		×
7	Got	/got/	gul		×
8	Saw	/so:/	0		
9	Put	/pot/		~	
10	Actual	/ˈæktʃuəl/	atten		×
11	Too	/tu:/		~	
12	Cup	/kʌp/	Cap	1.1	×
13	Fur	/fs:(r)/		-	
14	About	/əˈbaot/	ebout		×
15	Say	/set/			×
16	Go	/gou/		1	
17	My	/mai/			
18	Boy	/bot/			
19	Now	/nao/	Nou		×
20	Near	7niə(r)/	Ner		X
21	Hair	/heə(r)/	Hav		×
22	Pure	/heə(r)/	pur		×
				11	11

 Please pronounce the vocabularys below! Penilaian Kemampua rommeiation siswa! Nama : Diseas Kel

Direction:

Direction:

Please pronounce the vocabularys below!

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		-	
2	Нарру	/'hæpi/		-	
3	Sit	/sit/		~	
4	Ten	/ten/			
5	Cat	/kæt/	cat		×
6	Father	/'fa:ðə(r)/	Forder	140 million	x
7	Got	/gpt/	gud		×
8	Saw	/so:/	5	5	
9	Put	/put/		5	
10	Actual	/'æktʃuəl/	Cikendl		X
11	Too	/tu:/		~	
12	Cup	/kap/	cul		\times
13	Fur	/f3:(r)/	,	~	
14	About	/əˈbaot/	sein		×
15	Say	/set/	god		×
16	Go	/gəu/	0		X
17	My	/mai/		~	
18	Boy	/boi/		~	
19	Now	/nao/	MOU		X
20	Near	/niə(r)/	pir	1	×
21	Hair	/heə(r)/	Hair	1	×
22	Pure	/heə(r)/	pur		×
				10	12

Kelas :

Direction:

Penilaian Kemampuan pronunciation siswa! Nama : AHMAD PAZZAQ KURMAWAN

Please pronounce the vocabularys below!



Direction:		

Please pronounce the vocabularys below!

ronunciation siswa!

 No
 Target Words

 1
 See

 2
 Happy

 3
 Sit

 4
 Ten

 5
 Cat

 6
 Father

 7
 Got

 8
 Saw

 9
 Put

 10
 Actual

 12
 Cup

 13
 Fur

 14
 About

 15
 Say

 16
 Go

 17
 My

 20
 Near

 20
 Near

 21
 Hair

 22
 Pure

Nama : 1/2 MKelas : $7 \text{ 1} \text{ ps} \text{ } \hat{\text{ s}}$

Penilaian	Kemampuan	pro
Nama :	12.454	



115	Say				
16	Go	/gəu/		V	-
17	My	/mai/		~	-
18	Boy	/bos/			-
19	Now	/nau/		-	-
20	Near	/niə(r)/		V	-
21	Hair	/hcə(r)/	mar		×
22	Pure	/heə(r)/	pur	1	×
64	Ture			16	0

pronunciation Pronounce

cat Frdur

CKFLAC

Kup

GAI

Har Plu-

/si// //hæpi/ /siU /ten/ /kæt/ /kæt/

\kkl // fa: 30(r)/ /got/ /ipot/ /ipot/ /tw/ /kkp/ /fs(r)/ /set/ /got/ /mai/ /bot/ /mai/ /hos/ /ino(r)/ /hee(r)/

/heə(r)/

No	Target Words	pronunciation	Pronounce	Cor
1	See	/si//		1
2	Happy	/*hæpi/		3
3	Sit	/sit/		
4	Ten	/ten/		1
5	Cat	/kæt/	Kat Fater	
6	Father	/'fa:ðə(r)/	Foter	
7	Got	/gnt/	1	
8	Saw	/53:/		-
9	Put	/put/		U
10	Astual	/ æktfusl/	export	

rrect In

Correct Incorrect

x x

5 5

555 ×

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>>

23522

ĸ

××

Penilaian Kemangunan, Nama : Muhammad afdaj Kelas : × |ß I

 Please pro Penilaian Kemampuan pro

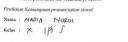
No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	Sec	/si:/		V	
	Нарру	/'hæpi/		~	-
23	Sit	/sit/		V	
4	Ten	/ten/		~	
5	Cat	/kæt/		~	
6	Father	/ fa:ðə(r)/		~	
7	Got	/got/	gud		\times
8	Saw	/\$3:/	5	~	
9	Put	/pot/		V	
10	Actual	/'æktfuəl/		~	
11	Too	/tu:/		~	
12	Cup	/k.sp/		-	
13	Fur	/fac(r)/	FIUT		×
14	About	/aˈbaot/	epnot	-	×
15	Say	/set/		V	
16	Go	/gəu/	94		×
17	My	/mau/	0	1	
18	Boy	/boi/		V	
19	Now	/nao/	Nev		×
20	Near	/n12(r)/		V	
21	Hair	/hcə(r)/		V	
22	Pure	/hep(r)/	Pur		XG
				16	6

Penilaian Kemampuan promunciation siswa? Nama : NADIN EAMARUPPIN Kelas : X IPS Î

Please pronounce the vocabularys below!

Direction: • Please pronounce the vocabularys below!

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		~	
2	Нарру	/'hæpi/		V	
3	Sit	/sit/		1	
4	Ten	/ten/		-	
5	Cat	/kæt/		~	
6	Father	/'fa:ðə(r)/		~	
7	Got	/got/		-	
8	Saw	/so:/		V	
9	Put	/pot/		V	
10	Actual	/'æktʃuəl/		4	
11	Too	/tu:/		4	
12	Cup	/kap/		~	
13	Fur	/fs:(r)/		~	
14	About	/əˈbaot/		~	
15	Say	/set/		V	
16	Go	/gau/		5	
17	My	/mas/		~	
18	Boy	/boi/		~	
19	Now	/1580/		~	
20	Near	/niə(r)/		4	
21	Hair	/heə(r)/		~	
22	Pure	/hep(r)/		~	



No	Target Words	pronun
1	See	isi/
2	Happy	/ hæpi/
3	Sit	(sit)
4	Ten	ten
5	Cat	kæt
6	Father	/'fa:ðə
7	Got	got
8	Saw	/\$2:/
9	Put	pot
10	Actual	/ arktfual
11	Тоо	/tu./
12	Cup	ksp
13	Fur	fr (r)
14	About	a baot/
15	Sav	set
16	Go	/930/
17	Ma	/mai/

Penilaian Kemampuan pronunciation siswa! Nama : $C \cup Ap_{12,2,4}$ Kelas : $\times |p_{3}|$ nciation Correct Incorrect pronounce ə(r)/ , Kit Føder
 19
 Now
 hab

 20
 Near
 mxr)

 21
 Hair
 hext(r)

 22
 Pure
 /hext(r)/
 the flux

7	Got	got	get
8	Saw	(\$2:/	0
9	Put	pot	
10	Actual	/ arkt/uəl/	
11	Тоо	/tu/	
12	Cup	kap	
13	Fur	fr.(r)	FAT
14	About	/o`baot/	
15	Sav	/set/	SAI
16	Go	/goo/	
17	My	/mas/	
18	Boy	boi	
19	Now	inao	hres.

Please pronounce the vocabularys below

cabulars below inclution siswa

an Kemampuan pr Nama : ARIASYAH Kelas :

· Please

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	isi/	Sec	~	
	Нарру	/"hæpi/	Happy	-	
2 3	Sit	/srt/	SIX	~	
4	Ten	/ten/	Ten	~	
5	Cat	kæt	Father (a)	~	×
6	Father	/ fa:ðə(r)/	Father		×
7	Got	got	940		×
8	Saw	/83./	Saw	~	
9	Put	/put/	put	~	
10	Actual	arkt/upl	of the Kal		×
11	Too	/tu:/	10	~	
12	Cup	kap	Cup		×
13	Fur	/fs:(r)/	Fui	-	
14	About	/əˈbaot/	about		×
15	Sav	/set/	Say	×	*
16	Go	/g.50/	90	~	
17	My	(mai/	trong		
18	Boy .	(bos)	BOJ		
19	Now	/nao/	Now	×	
20	Near	nia(r)	Ner	*	
21	Hair	/heə(r)	hover	×	
22	Pure	/heo(r)/	Por	×	
				tt	11

Direction:

Directions: • Please pronounce the vocabularys below Penilaian Kenumpuan pronanciation struct Nama : Multamed Dawi Kelas : K |S]

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		V	
2	Happy	/'hæpi/		V	
3	Sit	/sit/		~	
4	Ten	iten/		~	
5	Cat	Azt		~	
6	Father	/ 'fa:ðə(r)/	Foller		×
7	Got	/gpt/	quid		×
8	Saw	/\$5%	5	~	
9	Put	/put/		~	
10	Actual	/ æktʃuəl/	CORPUSAL		×
11	Too	/tu:/		~	
12	Cup	/kap/	Col		×
13	Fur	/fs:(r)/		-	
14	About	/aˈbaot/		V	
15	Sav	/set/		V	
16	Go	/gau/		~	
17	My	/mai/	uner		x
18	Boy	/b26/	bow		×
19	Now	/nao/	New		×
20	Near	/ma(r)/	NI	~	
21	Hair	/hea(r)/	HAR	~	
22	Pure	/hep(r)/	pur		x
				14	8

Please

Penilaian Kemampuan prov Nama : TYABU Kelas : Y 1 p3 S

No	Target Words	pronunciation	pronounce		Incorrec	
1	See	/si/		X		
2	Нарру	/ hæpi/				
3	Sit	/sit/		V		
4	Ten	/ten/		V		
5	Cat	/kæt/	rkat		7	
6	Father	/'fa:ðə(r)/		V		
7	Got	/gpt/	gut		7	
8	Saw	/\$3:/		V		
9	Put	/pot/		V		
10	Actual	/ˈæktʃuəl/		V		
11	Too	/tu:/		V	1	
12	Cup	/kap/	Kul		7	
13	Fur	/fs(r)/	Fair		7	
14	About	/a'baot/	1			
15	Say	/sea/	591		×	
16	Go	/goo/		22		
17	My	/mas/				
18	Boy	/bos/		V		
19	Now	/nau/		V		
20	Near	/nto(r)/	na		T	
21	Hair	/hea(r)/	Her		7	
22	Pure	/heə(r)/	por	1	7	
				14	t a	

arys below

 Please pr ance the vo

rease pronounce the vocabularys Penilaian Kemampuan pronunciation size Nama : App el pand Junea Kelas :

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	si/		-	
2	Нарру	hæpi	hapin	~	×
3	Sit	sit		~	
4	Ten	ten		V	
5	Cat	kæt	Kał		×
6	Father	/ fa:do(r)/	Ender		*
7	Got	got	gat		×
8	Saw	50	get	~	
9	Put	pot	0		×
10	Actual	æktfuəl	aktikani		×
11	Too	/tu:/		-	-
12	Cup	ksp		~	
13	Fur	fa (r)		~	
14	About	(a baot		~	
15	Say	set		~	
16	Go	gao		V	
17	My	mai		~	
18	Boy	/boi/		~	
19	Now	nao	100		*
20	Near	(nip(r))	1		×
21	Hair	hea(r)	HAIR		×
22	Pure	/heə(r)/	pur		×
		and the second se		12.	10

		IPS I			
No	Target Words	pronunciation	pronounce	Correct	Incorre
1	See	/si/		V	
2 3	Happy	/'hæpi/		~	
3	Sit	/sit/		~	
4	Ten	/ten/		V	
5	Cat	/kæt/	Kat	_	7
6	Father	/'fa:ðə(r)/	Foder		+
7	Got	/gbt/		V	
8	Saw	183.1	Sau		7
9	Put	/pot/		V	
10	Actual	/ arkt/jupl/	eksua		7
11	Too	/tu:/		~	-
12	Cup	/kap/	Kul		7
13	Fur	/fa(t)/		V	-
14	About	/o'baut/		V	
15	Say	/set/		V	
16	Go	/gao/		V	
17	My	/mai/		1	
18	Boy	/bos/		V	-
19	Now	/naca?		V	
20	Near	/n12(r)/	Real	V	7
21	Hair	/hea(r)/	har		
22	Pure	/heo(r)/	RIC		K X D
			and the second s	14	é.

warahularue balou

		uan pronunciation siswa! <ica puiri<br="">IPS I</ica>		
Kela	is : X	1 ps 1		
No	Target Words	pronunciation	Pronounce	Correct
1	See	/si/		V
2	Happy	/ hæpi/		V
	Sit	/sit/		V
4	Ten	/ten/		V
5	Cat	/kæt/	caf	
6	Father	/`fa:ðə(r)/	Forther	
7	Got	/gpt/	1	V
8	Saw	/50 /	sau	
9	Put	/pot/		~
10	Actual	/ acktfuol/	actions	
11	Too	/tu /		V
12	Cup	/ksp/	**	V
13	Fur	/fa:(r)/	pur	
14	About	/a baot/		Y
15	Say	/sei/		10
16	Go	/goo/	ai	
17	My	/mai/		14
18	Boy	/bos/	1304	
19	Now	/nau/	NOU	
20	Near	/nia(r)/	HEAT NIT	
21	Hair	/heo(r)/	that	1
22	Pure	/heə(r)/	pur	1
				- 1(

Please pronounce the vocabularys below!

Direction:

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si./		1	
2	Happy	/ hæpi/		1	
3	Sit	/sit/		V	
4	Ten	/ten/		-	
5	Cat	/k.æt/		~	
6	Father	/ fa do(r)/		~	
7	Got	/got/	chaf		×
8	Saw	/53/		~	
9	Put	/pot/		-	
10	Actual	/ xktfuol/	alune		×
11	Too	/tu./		~	
12	Cup	/kap/		1	
13	Fur	/fs (r)		r	
14	About	/a baut/		r	
15	Say	/ses/		~	
16	Go	/g20/		V	1.1
17	My	/mas)		~	
18	Boy	/bos/		-	×
19	Now	/max3/	HW		*
20	Near	/m2(r)	Pur.		×
21	Hair	/hea(r)/	r	-	*
22	Pure	/heə(r)/	Pur	I. Luce	*0
				16	6
	-				

Direction: Please pronounce the vocabulary below? Penduan Kenamuus promose autors seven? Nama : ζetar +(5γA), Kelas : χ. [β5].

Direction

Please p

 No
 Target Words

 1
 Sec

 2
 Happy

 3
 Sit

 4
 Feri

 5
 Cat

 6
 Father

 7
 Gather

 8
 Save

 9
 Put

 10
 Accual

 11
 Hoot

 12
 Cup

 13
 Fur

 14
 About

 15
 Say

 18
 Koy

 19
 Now

 20
 Near

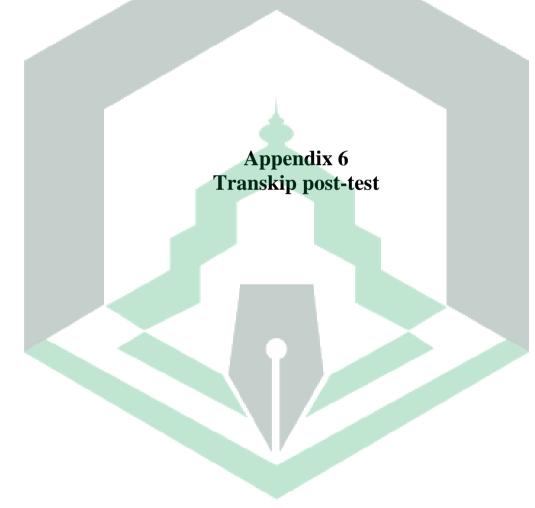
 21
 Hair
 pronunciation Pronounce Correct Incorrect Asi/ / hegy/ × Tin 9-1 Neu pir

> Incor ect

× × × × × × × × × × × × × ==

-

Please pronounce the vocabularys below!



Please pronounce the vocabularys below Penilaian Kemampuan pronunciation siswa!

Nama : MUH DANY HC-FIF129 Kelas : X IPS I

No	Target	pronunciation	Pronounce	Correct	Incorrect
_	Words	/si:/		1	
1	See			V	
2	Happy	/'hæpi/		V	
3	Sit	/sit/		V	
4	Ten	/ten/		~	
5	Cat	/kæt/	~	~	
6	Father	/'fa:ðə(r)/		-	
7	Got	/gpt/	94		×
8	Saw	/\$2:/	U	~	
9	Put	/put/		5	
10	Actual	/ ækt/uəl/			
11	Too	/tu/		~	
12	Cup	/k.sp/	cap		×
13	Fur	/fs:(r)/		-	
14	About	/a'baot/	2 Donit		×
15	Say	/set/		V	
16	Go	/gao/		~	
17	My	/mai/	mer		×
18	Boy	/bai/	1	10	
19	Now	/natx/		V	
		/ni2(r)/		~	
20	Near	/hep(r)/		~	
21	Hair		PUWER		×
22	Pure	/heə(r)/	Power	17	5

 No
 Target

 Words
 1
 Sce

 1
 Sce
 3
 Hippy

 3
 Hippy
 3
 Hip

 4
 Ten
 5
 Cat

 5
 Cat
 Father
 7

 7
 P
 Ptt
 Hout
 10

 10
 Actual
 11
 Too
 12
 Cup

 13
 Fur
 Fur
 15
 Say
 16
 Go
 17
 My
 18
 Boy
 19
 Now
 20
 Near
 21
 Hair
 22
 Pure
 24
 2

enila	lan	Kemampuan pronunciation siswa!	
lama	:	STAFILA putri	
clas	:	× IPS I	

•	Ph	case pro	nounce	the vocabe	larys bel	ow!	
nila	ian	Kemam	puan pr	onunciatio	on siswa!		
ama	:	SYM	FILA	putri			
		×					

pronunciation

/si:/ /'hæpi/ /sit/ /ten/

/kæt /*fa:ðə(r)/ /got/ /sə:/

/pot/ //acktfuol/ /tu:/ /kxp/ /fsr(r)/ /sbaut/ /seu/ /gou/ /mau/ /bou/ /mau/ /bou/ /mau/ /mau/ /mau/

/heə(r)/ /heə(r)/

Pronounce

Correct Incorrect

c	ction:	
	Please pronounce the vocabularys below!	
10	laian Kemampuan pronunciation siswa!	
a	a: SYNEILA RUM	

DI d	

on	Pronounce	Correct	Incorrect		No	Target Words
-		V			1	See
		1			2	Happy
-		V			3	Sit
		V			4	Ten
-		~			5	Cat
_		V			6	Father
-		V			7	Got
_		10			8	Saw
_		10			9	Put
					10	Actual
					11	Тоо
		4			12	Cup
		L			13	Fur
		~			14	About
		~			15	Say
		~			16	Go
-		-		1	17	My
		L		1	18	Boy
		V		1	19	Now
-		V		1	20	Near
		V		1	21	Hair
		V	-	1	22	Pure
-		V	-	1		
		122				
				ΎΥ		

	a: QOW s: X	n HRSYHD 1 Ps Ì			
lo	Target Words	pronunciation	Pronounce	Correct	Incorrect
	See	/si:/			
	Happy	/ˈhæpi/			
	Sit	/sit/			
	Ten	/ten/			
8	Cat	/kæt/		5	

 Λ.κτ/

 / fa: /o(r)/

 /ge/

 /ss: /

 /pu/

 /ss: /

 /pu/

 /kspi

 /fs:(r)/

 /ssu/

 /ssu/

 /ssu/

 /ssu/

 /max/

 /max/

 /max/

 /max/

 /max/

 /max//

 /max//

 /max//

 /max//

e the vocabularys below

omunciation siswa!

Please pron

N

 4
 1 cm

 5
 Cat

 6
 Father

 7
 Got

 8
 Saw

 9
 Put

 10
 Actual

 11
 Too

 12
 Cup

 13
 Fur

 14
 About

 15
 Say

 16
 Go

 17
 My

 18
 Boy

 20
 Near

 21
 Hair

 22
 Pure

	rut	1.1.4		
10	Actual	/'æktʃuəl/	 V	
11	Too	/tu:/	V	
12	Cup	/клр/	C	
13	Fur	/fa:(r)/	V	
14	About	/əˈbaot/	V	
15	Say	/set/		
16	Go	/gəu/	V	
17	My	/mai/	V	
18	Boy	/boi/	V	100
19	Now	/nao/	U	
20	Near	/niə(r)/	V	
21	Hair	/heə(r)/	V	
22	Pure	/heə(r)/	V	
			21	

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si;/		V	
2	Нарру	/ˈhæpi/		0	
3	Sit	/sit/		0	
4	Ten	/ten/		V	
5	Cat	/kæt/	kat		×
6	Father	/'fa:ðə(r)/		V	100
7	Got	/gpt/		~	
8	Saw	/so:/		V	
9	Put	/put/		V	
10	Actual	/'æktʃuəl/	and the second	V	
11	Too	/tu:/	and the second se	V	
12	Cup	/клр/		V	
13	Fur	/fa:(r)/		V	
14	About	/əˈbaot/		~	
15	Say	/set/			
16	Go	/goo/			
17	My	/mai/		V	
18	Boy	/boi/		U	100
19	Now	/nao/		1000	
20	Near	/niə(r)/		v	
21	Hair	/heə(r)/			
22	Pure	/heə(r)/		V	

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si/		V	
2	Нарру	/'hæpi/		~	
3	Sit	/sit/		~	
4	Ten	/ten/		~	
5	Cat	/kæt/		~	
6	Father	/'fa:ðə(r)/		V	
7	Got	/gpt/		~	
8	Saw	/\$3:/			
9	Put	/put/		~	
10	Actual	/ˈæktʃuəl/		V	
11	Too	/tu:/		V	R
12	Cup	/kap/		V	
13	Fur	/f3:(r)/		V	
14	About	/a'baut/		V	
15	Say	/se1/		V	
16	Go	/gau/		V	
17	My	/mai/		V	
18	Boy	/boi/		V	
19	Now	/nau/		~	-
20	Near	/niə(r)/	and the second second second	L	
		/hea(r)/		V	
21	Hair			V	
22	Pure	/heə(r)/		22	-

Pronou

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Kep For

piger.

Correct Incorrect

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× ×

Direction:

Please pronounce the vocabularys be

Penilaian Kemampuan pronunciation siswa! Nama : APUEI Fand Juned Kelas : X IPS F

pronunciation

 'sk/

 'heppi

 'sk/

 'sk/

 'ten'

 'heavi

 'heavi

 'sk/

 'gavi

 'sk/

 'sk/</

Kelas : × 1P5 I

Nama : SUIFIKY

Penilaian Kemampuan pronunciation siswa!

· Please pronounce the vocabularys below!

Direction:

Direction: Please pronounce the vocabularys below!

Nama : PALZAE Kelas : X IPS I

Penilaian Kemampuan pronunciation siswa!

	s : X	[A			
No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		1	
2	Нарру	/ˈhæpi/		V	
23	Sit	/sɪt/		V	
4	Ten	/ten/		V	
5	Cat	/kæt/		V	
6	Father	/`fa:ðə(r)/		V	
7	Got	/gpt/		V	
8	Saw	/\$5:/		V	
)	Put	/pot/		1	
10	Actual	/ˈæktʃuəl/		V	
1	Тоо	/tu:/		V	
12	Cup	/kap/		V	
13	Fur	/fs:(r)/		L	
14	About	/əˈbaot/		v	
15	Say	/set/		V	
16	Go	/goo/		~	
17	My	/mai/		V	
18	Boy	/bos/		v	
19	Now	/nao/		V	
	Near	/ma(r)/		~	
20		/hea(r)/		V	
21	Hair	/heə(r)/		V	

Kela	s : X	ps s				
No	Target Words	pronunciation	Pronounce	Correct	Incorrect	
1	See	/si:/		1		
2	Нарру	/`hæpi/		V		
3	Sit	/sit/		V		
4	Ten	/ten/		V		
5	Cat	/kæt/				
6	Father	/`fa:ðə(r)/		V		-
7	Got	/gpt/		V		4
8	Saw	/\$5:/		V		-
9	Put	/pot/		1		-
10	Actual	/'æktʃuəl/		V		1
11	Тоо	/tu:/		V		-
12	Cup	/k.sp/		V		-
13	Fur	/fs:(r)/		L		-
14	About	/a'baot/		v		-
15	Say	/sei/				-
16	Go	/gou/				_
10	00	1		V		

No	Target	pronunciation	Pronounce	Correct	Incorrect
	Words	1			
1	See	/si:/		-	
2	Happy	/'hæpi/		22	
3	Sit	/sit/		V	
4	Ten	/ten/		~	
5	Cat	/kæt/	Kat		7
6	Father	/'fa:ðə(r)/		V	
7	Got	/gpt/	gud		*
8	Saw	/so:/		V	
9	Put	/put/		V	
10	Actual	/`æktfuəl/		V	
11	Тоо	/tu:/		V	
12	Cup	/kAp/		V	
13	Fur	/fs:(r)/		~	
14	About	/əˈbaot/		V	
15	Say	/set/	Sal	~	7
16	Go	/gao/		5	
17	My	/mai/	mel		×
18	Boy	/bot/		L	
19	Now	/nao/	100 C	V	
20	Near	/nip(r)/		V	
21	Hair	/hea(r)/		V	
22	Pure	/hep(r)/	put	17.	×

 Please pro nciation siswa! Penilaian Kemamp Nama : ARYASAH

the vocabularys below

Direction:

Direction:

Please pronounce the vocabularys below!

Direction:		
Please pronoune	e the vocabularys below	•
Penilakin Kemampuan	promunciation siswa!	

•	Please	pronounce	the	vocabularys below!

pronunc

(sk) (hepi) (he

/heo(r)

ila	4111	Kemampuan	promas	iation
13		IFAM		

ilaian	Kemampuan	pronunciation
	1200	

renunun	Acmu	infrance l	a mana mana	1
Nama :	IFI	101		
Kelas :	×	IPS	ſ	

nlanam	Kemampuan	pronunciation	8
ma :	IFAM		

nilaian	Kemampuan pronunciation
ma :	IFAM

ilaian	Kemampuan	pronuncial	ù
na :	IRAM		

Penilaian	Kemampuan pre	11
iama :	IRAM	

Penilaian	Kemampuan	prim
Nama :	IFAM	

<i>enil</i>	sian	Kemampuan promuse	3
Nami		IFAM	

enilaian	Kemampuan	promuncial
anna '	16.001	

nila	ań	Kemampuan	рттик	iat
ma		IRAM		

Penilaian	Kemampuan
Noma	16001

Penilaian	Kemampuan p
Nama :	IFAM

enilaian	Kemampuan	promoscia
iama :	IRAM	

Penilaian	Kemampua
Nama :	IFAM

 No
 Target Words

 1
 See

 2
 Happy

 3
 Sit

 4
 Ten

 5
 Cat

 6
 Father

 7
 Got

 8
 Saw

 9
 Pat

 10
 Actual

 11
 Too

 12
 Cup

 13
 Fur

 14
 About

 15
 Say

 16
 Go

 17
 My

 18
 Boy

 19
 Now

 20
 Near

 21
 Hair

 22
 Pure

enilaian	Kemampuan	promoscia
ama :	IRAM	

NO	Words	pronunciation	Pronounce	conter	
1	See	(si)		2	
2	Нарру	/ hæpi/			
3	Sit	/sit/		~	
4	Ten	/ten/		~	
5	Cat	Aut	Kaf	ux .	×
6	Father	/ fa do(r)/		~	
7	Got	got	9.4		1
8	Saw	/83 /		V	
9	Put	/pot/		-	
10	Actual	/ arkt/uol/		v	
11	Too	/tu./		V	
12	Cup	/ksp/		~	
13	Fur	/fs (r)/		V	1
14	About	/a haut/		V	
15	Say	/set		V	1
16	Go	(gao)		-	1
17	My	/mas/		V	
18	Boy	/bos/		V	
19	Now	/naci/		V	
20	Near	ma(r)		V	
21	Hair	heatry		V	1
22	Pure	/hco(r)/		~	
	rure	Theorem 1		20	1 3

Pro

Correct Inco ect

3

Correct Inc

Pronounce

Kelas : × (ps J NoTarget
Words1See2Happy3Sit4Ten5Cat6Father7Got pronunciation

Penila	ian	Kemampuan	pronu
Nama		NAOn	KA
		· · · · · · · · · · · · · · · · · · ·	

•	PI	case	pronou	nce the vocabularys belo
Penilo	lian	Ken	ытрыа	n pronunciation sizwa!
Nama	ŧ	N	an	KAMARUDDAN

Dur	CIN		
	• •	Please	pro

No	Target Words	pronunciation	Pronounce	Correct	Incorrect	
1	See	/si:/		5		
2	Нарру	/'hæpi/				
3	Sit	/sit/		0		
4	Ten	/ten/		~		
5	Cat	/kæt/		L		
6	Father	/'fa:ðə(r)/		V		
7	Got	/gpt/		-		
8	Saw	/so:/		V		
9	Put	/put/		L		
10	Actual	/ æktfuəl/		L.		
11	Too	/tu:/		L		
12	Cup	/kap/		V		
13	Fur	/fs:(r)/		~		
14	About	/a'baot/		~		
15	Say	/set/		L		
16	Go	/gou/		L		
17	My	/mau/		L		
18	Boy	/boi/		~		
19	Now	_macx/		L		
20	Near	/nio(r)/		L		
21	Hair	/heə(r)/		V		
22	Pure	/heo(r)/		V		
		L		21		

Nama : MUR ALYA Kelas : X IPS J



Direction Please pronounce the vocabularys below!



Nama : NABIL Kelas : X 185 E

Penilaian Kemampuan pronunciation siswa!

Please pronounce the vocabularys below!

Direction:

No	Words	pronunciation	Pronounce		Incorrec	a				3	Sit	_
1	See	/si/		~						4	Ten	_
2	Нарру	/ hæpi/		V						5	Cat	_
3	Sit	/sit/		V			1.00			6	Father	
4	Ten	/ten/		V				and the second se		7	Got	
5	Cat	/kæt/		V		1.00				8	Saw	
6	Father	/'fa:ðə(r)/		~					and the second second	9	Put	
7	Got	/gpt/		~		_				10.	Actual	
8	Saw	/\$2./		V		_				11	Too	1
9	Put	/put/		-		_				12	Cup	-
10	Actual	/ æktfuəl/				_					Fur	-
11	Too	/tu:/		-						13		-
12	Cup	/kap/		L		_				14	About	1
13	Fur	/fs:(r)/	-	L						15	Say	
14	About	/s'baut/		L		-				16	Go	
15	Say	/set/		L		-				17	My	
16	Go	/gao/		L		-				18	Boy	
17	My	/mai/		V		-				19	Now	
18	Boy	/boi/		-		-				20	Near	
19	Now	/nau/		L		100		100		21	Hair	f
20	Near	/niə(r)/		L		- F						f
21	Hair	/hca(r)/				- 1				22	Pure	ł
22	Pure	/heə(r)/		22		- 1						
							1	Di	rection	:		
	Direction:						- L.		• Ple	ease p	oronounce	ť
	 Please pr 	onounce the vocabula	arys below!					Pe	nilaian	Kem	ampuan p	
	Penilaian Kema	mpuan pronunciation	siswa!									
	Nama : DIM	45						Na	ma :	(- LARISS	(
	Kelas :							Ke	las :	X	LARISS IPS	ł
[No Target	pronunciati	on Pronounc	e	Correct	Incorrect		N	o Ta	rget	1	p

No	Target Words	pronunciation	Pronounce		Incorrect
1	See	/si:/	see	~	
2	Happy	/"hæpi/	Happy	V	
2 3	Sit	/sit/	511	V	100
4	Ten	/ten/	Jen	V	
5	Cat	/kæt/	cal	V	
6	Father	/'fa:də(r)/	Faller	~	
7	Got	/gpt/	gud	×	*
8	Saw	/\$5:/	Sam	V	
9	Put	/pot/	put	V	
10	Actual	/ˈæktʃuəl/	dic know	V	
11	Тоо	/tu:/	100	V	
12	Cup	/kap/	Cop	W.	×
13	Fur	/f3:(r)/	fer	V	
14	About	/a'baot/	About	~	
15	Say	/set/	Sou	~	
16	Go	/gao/	90	V	
17	My	/mai/	(ne)	~	
18	Boy	/bai/	Bay	~	
19	Now	/na0/	010		×
20	Near	/mto(r)/	Near	V	
20	Hair	/hca(r)/	Hair	-	
22	Pure	/heə(r)/	Dute -	~	

nounce the vocabularys below! nuan pronunciation siswa! ARISSA

Kelas	 V De	î
iceius	 ×IPS	1

No	Target Words	pronunciation	Pronounce	Correct	Incorrect
1	See	/si:/		V	
2	Нарру	/'hæpi/		V	
3	Sit	/sit/		V	
4	Ten	/ten/		V	
5	Cat	/kæt/		V	
6	Father	/'fa:ðə(r)/		V	
7	Got	/gpt/		V	
8	Saw	/so:/		V	
9	Put	/pot/		V	
10	Actual	/'æktʃuəl/		V	
11	Тоо	/tu:/		V	
12	Cup	/kʌp/		V	
13	Fur	/f3:(r)/		V	
14	About	/əˈbaot/	and the second se	V	
15	Say	/set/		L	
16	Go	/gəʊ/		~	
17	My	/mai/		V	
18	Boy	/boi/		V	
19	Now	/nao/		L	
20	Near	/nio(r)/		V	
21	Hair	/heə(r)/		V	
22	Pure	/heə(r)/		10000	-
				72	

Direction: • Please pronounce the vocabularys below!

Penilaian Kemampuan pronunciation siswa! Nama : VI DHELVICA ANGGUN PATA DUMA

Kelas : × 1Ps I

No Target pronunciation Pronounce Correct Incorrect

pronunciation

/si/ //hæpi/ /sit/ /ten/ /kæt/ /'f-222222222 n t ther
 /kæ/

 /fa:30(r)/

 /gp/

 /ss:/

 /po/

 /ss:/

 /po/

 /kspi

 /fx(r)/

 /sbat/

 /ssi/

 /gao/

 /gao/

 /gao/

 /max/

 /hea/r/
 ot w × tual о р_____ out

Correct Incorrect Pronounce

Penilaian Kemampuan pronunciation siswa! Nama : (MUHA MMAO AFOAL PRATAMA

Kelas : ⊁ 1P5 I No Target Words 1 See 2 Happy

1

Direction: Please pronounce the vocabularys below!



KUESIONER PENELITIAN

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : Vidhelvica Anggun pato Duma Kelas : X 1PS 1 Jenis Kelamin : Berempuan

B. Petunjuk Pengisian Kuesioner

 Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.

 Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.

 Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)

 Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			~	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			~	

3.	saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan media Voice Aloud Reader		\checkmark		
	Application				
4.	Belajar Pronunciation dengan menggunakan media				
	Voice Aloud Reader Application memotivasi saya			\checkmark	
	untuk mengembangkan kemampuan berbicara dalam bahasa inggris.				
5.	Topic yang disediakan peneliti dalam media Voice		/		
	Aloud Reader Application sangat menarik		V	1	
6.	Pembelajaran dengan menggunakan media Voice	-	-		
	Aloud Reader Application mempermudah saya			\bigvee	
	dalam memahami pembelajaran.				
7.	Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik				
	dibandingkan dengan pembelajaran biasa.		V		
8.	Saya dapat meningkatkan kosa kata saya setelah		-		
	belajar bahasa inggris dengan menggunakan media				V
	Voice Aloud Reader Application	1			
9.	Pembelajaran bahasa inggris dengan menggunakan				
	media Voice Aloud Reader Application membuat			V	
	saya berani tampil berbicara bahasa inggris didepan				
	kelas.				

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: ARYANSYAN
Kelas	: X IPS1
Jenis Kelamin	: Laui-laui

B. Petunjuk Pengisian Kuesioner

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- 3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)

 Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			~	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			\checkmark	

3.	saya lebih antusias dalam berbicara bahasa inggris	
	dengan menggunakan media Voice Aloud Reader	
	Application	
4.	Belajar Pronunciation dengan menggunakan media	
	Voice Aloud Reader Application memotivasi saya	
	untuk mengembangkan kemampuan berbicara	
	dalam bahasa inggris.	
5.	Topic yang disediakan peneliti dalam media Voice	,
	Aloud Reader Application sangat menarik	
6.	Pembelajaran dengan menggunakan media Voice	
	Aloud Reader Application mempermudah saya	./
	dalam memahami pembelajaran.	
7.	Pembelajaran pronunciation dengan menggunakan	
	media Voice Aloud Reader Application lebih baik	/
	dibandingkan dengan pembelajaran biasa.	V
8.	Saya dapat meningkatkan kosa kata saya setelah	
	belajar bahasa inggris dengan menggunakan media	
	Voice Aloud Reader Application	
9.	Pembelajaran bahasa inggris dengan menggunakan	
	media Voice Aloud Reader Application membuat	/
	saya berani tampil berbicara bahasa inggris didepan	V
	kelas.	

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama

Kelas Jenis Kelamin : MuH. RIZKI : XIPS I : LAK: LAKI

B. Petunjuk Pengisian Kuesioner

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)

4. Isilah pertanyaan tersebut dengan memberikan tanda ($\sqrt{}$) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			2	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				v

3	. saya lebih antusias dalam berbicara bahasa inggris			
	dengan menggunakan media Voice Aloud Reader			1
	Application			1
4.	Belajar Pronunciation dengan menggunakan media			
	Voice Aloud Reader Application memotivasi saya			1.
	untuk mengembangkan kemampuan berbicara			V
	dalam bahasa inggris.			
5.	Topic yang disediakan peneliti dalam media Voice			
	Aloud Reader Application sangat menarik		V	
6.	Pembelajaran dengan menggunakan media Voice			
	Aloud Reader Application mempermudah saya			V
	dalam memahami pembelajaran.			
7.	Pembelajaran pronunciation dengan menggunakan			
	media Voice Aloud Reader Application lebih baik		V	
	dibandingkan dengan pembelajaran biasa.			
8.	Saya dapat meningkatkan kosa kata saya setelah			
	belajar bahasa inggris dengan menggunakan media			1
	Voice Aloud Reader Application			-
9.	Pembelajaran bahasa inggris dengan menggunakan			
	media Voice Aloud Reader Application membuat		1	
	saya berani tampil berbicara bahasa inggris didepan		V	
	kelas.			

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : Nod?~ Kamaruddin Kelas : X 195, Jenis Kelamin : Pargm Plan

B. Petunjuk Pengisian Kuesioner

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)

 Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
		1		100	
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application		K	V	V
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.	v	V	~	V

3.	saya lebih antusias dalam berbicara bahasa inggris				
	dengan menggunakan media Voice Aloud Reader			\mathbf{V}	
	Application				
4.	Belajar Pronunciation dengan menggunakan media				
	Voice Aloud Reader Application memotivasi saya				
	untuk mengembangkan kemampuan berbicara				
	dalam bahasa inggris.				
5.	Topic yang disediakan peneliti dalam media Voice				
	Aloud Reader Application sangat menarik				
6.	Pembelajaran dengan menggunakan media Voice				
	Aloud Reader Application mempermudah saya			1	
	dalam memahami pembelajaran.				
7.	Pembelajaran pronunciation dengan menggunakan				
_	media Voice Aloud Reader Application lebih baik		1		
	dibandingkan dengan pembelajaran biasa.	-	V		
8.	Saya dapat meningkatkan kosa kata saya setelah				
	belajar bahasa inggris dengan menggunakan media			V	
	Voice Aloud Reader Application	/			
9.	Pembelajaran bahasa inggris dengan menggunakan				
	media Voice Aloud Reader Application membuat			1	
	saya berani tampil berbicara bahasa inggris didepan			\vee	

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: Ahmad RAZZAQ	Karuhiamah
Kelas	: X 1P5 1	
Jenis Kelamin	: Laki - Laki	

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- 4. Isilah pertanyaan tersebut dengan memberikan tanda ($\sqrt{}$) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				V
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				V

3.	saya lebih antusias dalam berbicara bahasa inggris	
	dengan menggunakan media Voice Aloud Reader	V
	Application	
4.	Belajar Pronunciation dengan menggunakan media	
	Voice Aloud Reader Application memotivasi saya	1
	untuk mengembangkan kemampuan berbicara	
	dalam bahasa inggris.	
5.	Topic yang disediakan peneliti dalam media Voice	1
	Aloud Reader Application sangat menarik	
6.	Pembelajaran dengan menggunakan media Voice	
	Aloud Reader Application mempermudah saya	V
	dalam memahami pembelajaran.	
7.	Pembelajaran pronunciation dengan menggunakan	
	media Voice Aloud Reader Application lebih baik	L
-	dibandingkan dengan pembelajaran biasa.	
8.	Saya dapat meningkatkan kosa kata saya setelah	
	belajar bahasa inggris dengan menggunakan media	V
	Voice Aloud Reader Application	
9.	Pembelajaran bahasa inggris dengan menggunakan	
	media Voice Aloud Reader Application membuat	1
	saya berani tampil berbicara bahasa inggris didepan	
	kelas.	

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: APDAL
Kelas	:+ IPS
Jenis Kelamin	:Laki-laki 10

B. Petunjuk Pengisian Kuesioner

 Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.

2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.

 Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)

4. Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				V
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				\bigvee

3.	saya lebih antusias dalam berbicara bahasa inggris			
	dengan menggunakan media Voice Aloud Reader			1
	Application			
4.	Belajar Pronunciation dengan menggunakan media			
	Voice Aloud Reader Application memotivasi saya			1
	untuk mengembangkan kemampuan berbicara			
	dalam bahasa inggris.			
5.	Topic yang disediakan peneliti dalam media Voice			
	Aloud Reader Application sangat menarik			
6.	Pembelajaran dengan menggunakan media Voice			
	Aloud Reader Application mempermudah saya			1
	dalam memahami pembelajaran.			
7.	Pembelajaran pronunciation dengan menggunakan			
	media Voice Aloud Reader Application lebih baik			1
	dibandingkan dengan pembelajaran biasa.			1
8.	Saya dapat meningkatkan kosa kata saya setelah			
	belajar bahasa inggris dengan menggunakan media			
	Voice Aloud Reader Application		-	1
9.	Pembelajaran bahasa inggris dengan menggunakan	-		
	media Voice Aloud Reader Application membuat			
	saya berani tampil berbicara bahasa inggris didepan			11
	kelas.			

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : Zulkifli abdhy Kelas : X. ips.) Jenis Kelamin : Jaki-Jaki

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				~
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			1	

3.	s and a second a se
	dengan menggunakan media Voice Aloud Reader
	Application
4.	Belajar Pronunciation dengan menggunakan media
	Voice Aloud Reader Application memotivasi saya
	untuk mengembangkan kemampuan berbicara
	dalam bahasa inggris.
5.	Topic yang disediakan peneliti dalam media Voice
	Aloud Reader Application sangat menarik
6.	Pembelajaran dengan menggunakan media Voice
	Aloud Reader Application mempermudah saya
	dalam memahami pembelajaran.
7.	Pembelajaran pronunciation dengan menggunakan
	media Voice Aloud Reader Application lebih baik
	dibandingkan dengan pembelajaran biasa.
8.	Saya dapat meningkatkan kosa kata saya setelah
	belajar bahasa inggris dengan menggunakan media
	Voice Aloud Reader Application
9.	Pembelajaran bahasa inggris dengan menggunakan
	media Voice Aloud Reader Application membuat
	saya berani tampil berbicara bahasa inggris didepan
	kelas.

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : Mun Nobil Mustogh Fir Kelas : X 199 1 Jenis Kelamin : Warto warta

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				1
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.		~		

3.	and a rectification and and a second			1	
	dengan menggunakan media Voice Aloud Reader			V	
	Application				-
4.	Belajar Pronunciation dengan menggunakan media				
	Voice Aloud Reader Application memotivasi saya			1	
	untuk mengembangkan kemampuan berbicara			V	
	dalam bahasa inggris.				
5.	Topic yang disediakan peneliti dalam media Voice		/		
	Aloud Reader Application sangat menarik		~		
6.	Pembelajaran dengan menggunakan media Voice				
	Aloud Reader Application mempermudah saya		\checkmark		
-	dalam memahami pembelajaran.				
7.	Pembelajaran pronunciation dengan menggunakan	/			
	media Voice Aloud Reader Application lebih baik	\checkmark			
8.	dibandingkan dengan pembelajaran biasa.	-			
°.	Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media	-	,		
	Voice Aloud Reader Application		\checkmark		
9.	Pembelajaran bahasa inggris dengan menggunakan				_
	media Voice Aloud Reader Application membuat	-	,		
	saya berani tampil berbicara bahasa inggris didepan		~		
	kelas.				

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: Angga. w.
Kelas	:XIPSI
Jenis Kelamin	: LOKI-LCKI

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- 3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			V	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			1	

dengan menggunakan media Voice Aloud Reader Application V 4. Belajar Pronunciation dengan menggunakan media Voice Aloud Reader Application memotivasi saya untuk mengembangkan kemampuan berbicara dalam bahasa inggris. V 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik V 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat V	3.	saya lebih antusias dalam berbicara bahasa inggris	- and	./	
 4. Belajar Pronunciation dengan menggunakan media Voice Aloud Reader Application memotivasi saya untuk mengembangkan kemampuan berbicara dalam bahasa inggris. 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 	-	dengan menggunakan media Voice Aloud Reader		V	
 Voice Aloud Reader Application memotivasi saya untuk mengembangkan kemampuan berbicara dalam bahasa inggris. 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 		Application			-
untuk mengembangkan kemampuan berbicara dalam bahasa inggris. 1 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 1 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 1 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 1 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 1 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 1	4.	Belajar Pronunciation dengan menggunakan media			
 dalam bahasa inggris. 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 		Voice Aloud Reader Application memotivasi saya		V	
 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 		untuk mengembangkan kemampuan berbicara			
 Aloud Reader Application sangat menarik Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 		dalam bahasa inggris.			
 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 	5.	Topic yang disediakan peneliti dalam media Voice		V	
 Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 				V	
dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat V	6.				
 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 				V	
 media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 					
 dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 	7.			./	
 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 				γ	
belajar bahasa inggris dengan menggunakan media V Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat V					
Voice Aloud Reader Application 1 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat 1	8.		-	1	
9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat				r	
media Voice Aloud Reader Application membuat	9.			1	
				V	
saya berani tampi berbicara banasa mggris didepan		saya berani tampil berbicara bahasa inggris didepan			

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : RIFALDIKelas : X IPS.1Jenis Kelamin : LAKI - LAKI

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- 2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- 3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			V	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			V	

3.	and			1	
	dengan menggunakan media Voice Aloud Reader			1	
	Application			V	
4.	Belajar Pronunciation dengan menggunakan media				
	Voice Aloud Reader Application memotivasi saya				
	untuk mengembangkan kemampuan berbicara				1
	dalam bahasa inggris.				
5.	Topic yang disediakan peneliti dalam media Voice			./	T
	Aloud Reader Application sangat menarik			V	
6.	Pembelajaran dengan menggunakan media Voice				
	Aloud Reader Application mempermudah saya			./	
	dalam memahami pembelajaran.			IV	
7.	Pembelajaran pronunciation dengan menggunakan				
	media Voice Aloud Reader Application lebih baik			1./	
	dibandingkan dengan pembelajaran biasa.			V	
8.	Saya dapat meningkatkan kosa kata saya setelah		>		
	belajar bahasa inggris dengan menggunakan media	-			1
	Voice Aloud Reader Application				Y
9.	Pembelajaran bahasa inggris dengan menggunakan		200		
	media Voice Aloud Reader Application membuat	-		1	
	saya berani tampil berbicara bahasa inggris didepan			V	
	kelas.				

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media

Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: NUR AIYA
Kelas	:K.IBI
Jenis Kelamin	: Gronpuan

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	ss V
ŀ.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				v
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				v

3.				
	dengan menggunakan media Voice Aloud Reader Application		V	
4.	Belajar Pronunciation dengan menggunakan media			
	Voice Aloud Reader Application memotivasi saya			
	untuk mengembangkan kemampuan berbicara	V	-	
	dalam bahasa inggris.			
5.	Topic yang disediakan peneliti dalam media Voice			
	Aloud Reader Application sangat menarik			V
6.	Pembelajaran dengan menggunakan media Voice			
	Aloud Reader Application mempermudah saya			V
	dalam memahami pembelajaran.			
7.	Pembelajaran pronunciation dengan menggunakan			
	media Voice Aloud Reader Application lebih baik			V
	dibandingkan dengan pembelajaran biasa.			
8.	Saya dapat meningkatkan kosa kata saya setelah			
	belajar bahasa inggris dengan menggunakan media			V
	Voice Aloud Reader Application			
9.	Pembelajaran bahasa inggris dengan menggunakan			
	media Voice Aloud Reader Application membuat			V
	saya berani tampil berbicara bahasa inggris didepan			
310 200	kelas.	-		

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : MUA· HFIDAL· PRAFAMMAKelas : X IPS (Jenis Kelamin : GEI - IAEI

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- 3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			1	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			~	

3.	saya lebih antusias dalam berbicara bahasa inggris		-		
	dengan menggunakan media Voice Aloud Reader			1	
	Application			~	
4.	Belajar Pronunciation dengan menggunakan media				
	Voice Aloud Reader Application memotivasi saya				
	untuk mengembangkan kemampuan berbicara			\checkmark	
	dalam bahasa inggris.				
5.	Topic yang disediakan peneliti dalam media Voice				
	Aloud Reader Application sangat menarik			\lor	
6.	Pembelajaran dengan menggunakan media Voice				
	Aloud Reader Application mempermudah saya			1	
	dalam memahami pembelajaran.				
7.	Pembelajaran pronunciation dengan menggunakan				/
	media Voice Aloud Reader Application lebih baik			1	
1	dibandingkan dengan pembelajaran biasa.				
8.	Saya dapat meningkatkan kosa kata saya setelah			1	•
	belajar bahasa inggris dengan menggunakan media		•	1	
	Voice Aloud Reader Application				
9.	Pembelajaran bahasa inggris dengan menggunakan	-			
	media Voice Aloud Reader Application membuat			1/	1
	saya berani tampil berbicara bahasa inggris didepan				
	kelas.				

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : Nadia nurui Kelas : x 198 I

Jenis Kelamin : P

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				1
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.			J	

3.	saya lebih antusias dalam berbicara bahasa inggris
	dengan menggunakan media Voice Aloud Reader
-	Application
4.	Belajar Pronunciation dengan menggunakan media
	Voice Aloud Reader Application memotivasi saya
	untuk mengembangkan kemampuan berbicara
	dalam bahasa inggris.
5.	Topic yang disediakan peneliti dalam media Voice /
	Aloud Reader Application sangat menarik
6.	Pembelajaran dengan menggunakan media Voice
	Aloud Reader Application mempermudah saya
	dalam memahami pembelajaran.
7.	Pembelajaran pronunciation dengan menggunakan
	media Voice Aloud Reader Application lebih baik
	dibandingkan dengan pembelajaran biasa.
8.	Saya dapat meningkatkan kosa kata saya setelah
	belajar bahasa inggris dengan menggunakan media
	Voice Aloud Reader Application
9.	Pembelajaran bahasa inggris dengan menggunakan
	media Voice Aloud Reader Application membuat
	saya berani tampil berbicara bahasa inggris didepan
	kelas.

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama	: SUIFIKI
Kelas	:XIPSI
Jenis Kelamin	: Prio

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application			\checkmark	
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				\checkmark

3.	saya lebih antusias dalam berbicara bahasa inggris	/	Ach	
	dengan menggunakan media Voice Aloud Reader	1		
	Application	V		
4.	Belajar Pronunciation dengan menggunakan media			
	Voice Aloud Reader Application memotivasi saya		1/	
	untuk mengembangkan kemampuan berbicara		V	
	dalam bahasa inggris.			
5.	Topic yang disediakan peneliti dalam media Voice		1	
	Aloud Reader Application sangat menarik		V	
6.	Pembelajaran dengan menggunakan media Voice			
	Aloud Reader Application mempermudah saya		1	
	dalam memahami pembelajaran.		V	
7.	Pembelajaran pronunciation dengan menggunakan			
	media Voice Aloud Reader Application lebih baik			
	dibandingkan dengan pembelajaran biasa.	V		
8.	Saya dapat meningkatkan kosa kata saya setelah		1	
	belajar bahasa inggris dengan menggunakan media			-
	Voice Aloud Reader Application	•	-	-
9.	Pembelajaran bahasa inggris dengan menggunakan	1		-
	media Voice Aloud Reader Application membuat	1./	-	
	saya berani tampil berbicara bahasa inggris didepan	V		
	kelas.		108	

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

A. Identitas Siswa:

Nama : QOLUN ARSYAD Kelas : X IPS | Jenis Kelamin : Laki²

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (v) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application		V		
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.		V		

3.	saya lebih antusias dalam berbicara bahasa inggris			
	dengan menggunakan media Voice Aloud Reader Application	V		
4.	Belajar Pronunciation dengan menggunakan media Voice Aloud Reader Application memotivasi saya untuk mengembangkan kemampuan berbicara dalam bahasa inggris.		V	
5.	Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik		V	
6.	Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran.	V		
7.	Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa.	V		
8.	Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application		V	
9.	Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat saya berani tampil berbicara bahasa inggris didepan kelas.	V		

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan media Voice Aloud Reader Application

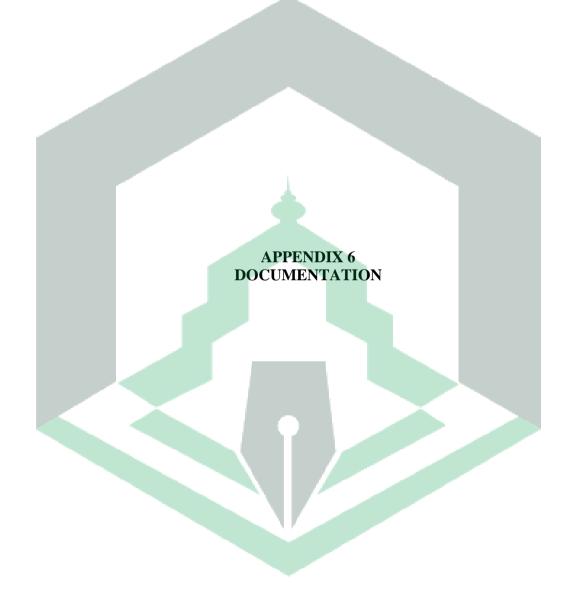
A. Identitas Siswa:

Nama : Dimas ilham Hariansyah Kelas : X. IPS' Jenis Kelamin : laki-laki

- Bacalah dengan teliti pertanyaan pada lembar yang telah disediakan, kemudian pililhlah salah satu jawaban yang paling menggambarkan keadaan yang anda rasakan setelah menggunakan media Voice Aloud Reader Application dalam pembelajaran pronunciation.
- Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan. Jawaban jujur yang sesuai dengan keadaan anda akan sangat berguna bagi peneliti.
- Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju),S (Setuju), KS (Kurang Setuju), dan TS (Tidak setuju)
- Isilah pertanyaan tersebut dengan memberikan tanda (√) pada kolom yang telah disediakan sesuai dengan apa yang anda rasakan.

NO.	Pertanyaan	TS	KS	S	SS
1.	Saya merasa senang ketika belajar bahasa inggris menggunakan media Voice Aloud Reader Application				~
2.	Media Voice Aloud Reader Applikasi ini sangat cocok diterapkan dalam pembelajaran pronunciation.				V

Application Image: Constraint of the second sec	3.	saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan media Voice Aloud Reader	V
Voice Aloud Reader Application memotivasi saya untuk mengembangkan kemampuan berbicara dalam bahasa inggris. V 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik V 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application V			
untuk mengembangkan kemampuan berbicara dalam bahasa inggris. V 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik V 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat saya berani tampil berbicara bahasa inggris didepan V	4.		
dalam bahasa inggris. Image: Constraint of the second		Voice Aloud Reader Application memotivasi saya	V
 5. Topic yang disediakan peneliti dalam media Voice Aloud Reader Application sangat menarik 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application 		untuk mengembangkan kemampuan berbicara	
Aloud Reader Application sangat menarik V 6. Pembelajaran dengan menggunakan media Voice Aloud Reader Application mempermudah saya dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat saya berani tampil berbicara bahasa inggris didepan V		dalam bahasa inggris.	
Aloud Reader Application sangat menarik Image: Comparison of the second sec	5.	Topic yang disediakan peneliti dalam media Voice	
Aloud Reader Application mempermudah saya dalam memahami pembelajaran. V 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. V 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application V 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat saya berani tampil berbicara bahasa inggris didepan V		Aloud Reader Application sangat menarik	V
dalam memahami pembelajaran. Image: Constraint of the system of the	6.		
 7. Pembelajaran pronunciation dengan menggunakan media Voice Aloud Reader Application lebih baik dibandingkan dengan pembelajaran biasa. 8. Saya dapat meningkatkan kosa kata saya setelah belajar bahasa inggris dengan menggunakan media Voice Aloud Reader Application 9. Pembelajaran bahasa inggris dengan menggunakan media Voice Aloud Reader Application membuat saya berani tampil berbicara bahasa inggris didepan 		Aloud Reader Application mempermudah saya	
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2. Treatment I



3. Treatment II



4. Treatment III



5. Treatment IV



6. Post-test





APPENDIX 7

SURAT KETERANGAN SELESAI MENLITI



PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENDIDIKAN SMA NEGERI 4 PALOPO Jaka Bakarda No. Telp (0471) 21475 Website www.smankplp.sch.id Email admin@ama4plp.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/77 - UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

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Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 29 Agustus sampai dengan 14 September 2022, guna melengkapi Skripsi yang berjudul:

The Use of Voice Aloud Reader Application to improve students' Pronunciation of the tenth grade at SMA Negeri 4 Palopo"

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

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