LEARNENGLISH PODCAST "BRITISH COUNCIL" TO ENHANCE EFL STUDENTS' PRONUNCIATION AT SMAN 13 BULUKUMBA

SKRIPSI

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2021

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Submitted in fulfillment of the requirement for the degree of sarjana pendidikan (S.Pd) in English education Department

BY
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ENGLISH EDUCATION DEPARTEMENT STUDY PROGRAM

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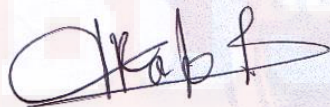STUDENTS' PRONUNCIATION AT SMAN 13 BULUKUMBA

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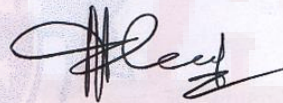Had been defended in front of Skripsi Examination Committee
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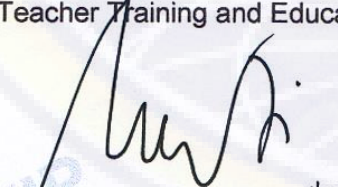Supervisor II,

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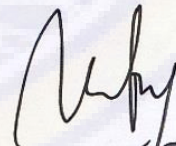Under the cognizance of,

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PERNYATAAN KEASLIAN SKRIPSI

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Yang membuat pernyataan

Ayu Andira

ABSTRACT

Ayu Andira. 2020. *LearnEnglish Podcast "British Council" to Enhance EFL Students' Pronunciation at SMAN 13 Bulukumba.* (Dr. Ramli, S.S., S.Pd and Muliati, S.Pd.,.M.Hum., M.Ed.)

The purpose of this study was to determine the effect and ability of students on the application of the "British Council" podcast application in increasing the pronunciation ability of EFL students in class X SMAN 13 Bulukumba.

This study used a quasi-experimental method in two classes, namely the control class and the experimental class using pre-test and post-test. This research was conducted at SMAN 13 Bulukumba, the population in this study were the students of class X MIPA 2 and X IPS in the academic year 2020/2021. The total sample in this study was 43 people from class X MIPA 2 and X IPS.

After conducting the research, the researcher analyzed the data using the analysis test on SPSS v.16. The researcher concluded that the application of the podcast application could significantly improve the students' pronunciation who were taught using the "British Council" podcast application compared with students using test books. The mean score of the students' pronunciation results in the experimental class increased from 23.8 in the pre-test to 64.62 in the post-test, while in the control class, the average score in the pre-test and post-test was 27.624. Moreover, the significant value is calculated as ,000. The hypothesis value was accepted. Researcher also found that most students accepted and well used the application podcast "British Council". This means that the application of podcast "British Council" improves the pronunciation of students in class X at SMAN 13 Bulukumba.

Key words   : learnEnglish "British Council", pronunciation, EFL (English For

           Learning) students

ABSTRAK

Ayu Andira. 2020. *LearnEnglish Podcast "British Council" to Enhance EFL Students' Pronunciation at SMAN 13 Bulukumba.* (Dr. Ramli, S.S., S.Pd and Muliati, S.Pd.,.M.Hum., M.Ed.)

Tujuan penelitian ini adalah untuk mengetahui pengaruh dan kemampuan siswa teradap penerapan aplikasi podcast "british council" dalam meningkatkan kemanpuan pelafalan siswa EFL pada siswa kelas X SMAN 13 Bulukumba.

Penelitian ini menggunakan metode quasi-experimen dalam dua kelas yakni kelas control dan kelas experimental yang menggunakan pre-test dan post-test. Peneltian ini dilakukan di SMAN 13 Bulukumba, populasi pada penelitian ini adalah siswa kelas X MIPA 2 dan X IPS tahun akademik 2020/2021. Total sample dalam penelian ini adalah 43 orang dari kelas X mipa 2 dan X IPS.

Setelah melakukan penelitian, peneliti menganalilis data menggunakan analisis test pada spss v.16, peneliti menyimpulkan bahwa penerapakan aplikasi podcast dapat meningkatkan pelafalan siswa. Hasil penelitian ini menunjukkan bahwa dapat meningkatkan kemampuan pelafalan siswa yang diajarkan menggunakan aplikasi podcast "british council" dengan siswa yang menggunkan buku test. nilai rata-rata dari hasil pelafalan siswa dikelas experimen meningkat dari 23,8 di pre-test menjadi 64,62 di post-test, sedangkan di kelas control, nilai rata-rata pada pre-test 27,6 dan post-test 68,24, selain itu. Nilai signifikan terhitung 0,000 oleh karna itu nilai hipotesis diterima peneliti juga menemukan bahwa sebagian besar siswa menerima dan mengguakan aplikasi podcast "british council dengan baik.Ini berarti penerapan aplikasi podcast "bristh council" meningkatkan kemampuan pelafalan dalam bahasa inggris siswa pada kelas X di SMAN 13 Bulukumba.

Kata Kunci : Aplikasi Podcast "British Council" EFL (Bahasa Inggris Untuk Pembelajaran) Kemampuan Pengucapan.

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Alhamulillahi Rabbil Alamin. Praise be to Allah SWT because with the blessing of his grace the author is given health, convenience and knowledge so that the writer can complete the thesis entitled "*LearnEnglish* Podcast "British Council "to Enhance EFL Students' Pronunciation at SMAN 13 Bulukumba ". Also the writer does not forget to send great respect to the prophet Muhammad SAW. The writing of this thesis is intended to fulfill one of the requirements to achieve a bachelor's degree, moreover. The author hopes that this thesis can benefit both the reader and the researcher.
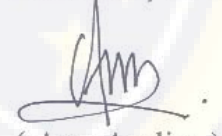
Writer in completing this thesis found several problems in various ways, but many parties helped and encouraged this thesis to be completed properly. Therefore, on this occasion the author would like to thank both parents who kept praying, cheering and always giving motivation to always be enthusiastic in any condition and thanks for my family like my uncle Dr. Ramli, S.S., S.Pd always helps and gives the support to finish the skripsi.

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At last, the researcher realized that this skripsi has not been perfect, both in terms of material or presentation but it was expected that this research was useful. Therefore, the constructive criticism and suggestion were highly appreciated.

Makassar, 30 September 2020

(Ayu Andira)

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CHAPTER 1

INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

Nowadays, language has a prominent role in almost face aspect of our life. As we know well that language is a tool to convey ideas, thoughts, and feelings. English plays an important role in absorbing and developing science, technology, culture, economy, and tourism. In this global era (Al-Zoubi, 2018:153) language is learned by students in everyday life that requires interest and motivation which is also an fundamental factor especially in terms of learning English. Moreover, Castillom (2015) language is a tool or media used by someone to communicate their thoughts and feelings to others. Moreover, language is a system of oral or written symbols that can communicate ideas, emotions, and experiences (Saadi,2015).

Pronunciation is fundamental and essential skill required for those who wants to use English communicatively (Yuzawa, 2007), pronunciation also defined as the way in which a language is used. When someone can say a few words, they are already using language to communicate with others. When communication occurs, pronunciation is a significant sound production used by a particular language as part of a language code, and is used to achieve the meaning in speaking. Some researcher reported that it is not possible to get a pronunciation

like a native from abroad because someone has limited thinking. Otherresearcher have a different view from Lund (2003). He concluded that it is still possible for students to achieve pronunciation like native population which shows that the level of brain plasticity can last until old the age. It is assumed that students have the ability to change and develop their pronunciation with the passage of time.

Pronunciation is the use of a sound system in speaking and listening. Pronunciation is the production of speech sound for communication. Gilakjani (2016:05) defines that listening as a significant language skill develops the second language learning. Moreover, understanding listening as an important skill in all areas of academic life with effective hearing is needed for students in English education to understand formally, and interact with other students in small groups, in project work, or in social situations (Picard & Velautham, 2016:53). Meanwhile, mastering listening skills without good pronunciation is nothing. Pronunciation is the heart of listening skills because people need to communicate well especially in oral communication. When someone can speak English clearly, understandably and correctly, people will surely agree that he deserves more achievements again.

According to (Hidayatullah,2018:94) pronunciation is one of the most important aspects in supporting English language skills especially in pronunciation. If the speaker has insecure pronunciation, their speech will not be fully understood by the listener. Therefore, the importance of knowing English pronunciation instructions and applying them to students is also a crucial part of language. We can know from the progress studies above that pronunciation is

very basic to know before communicating, which is why we must build students'
English learning and one of the functions of pronunciation is to help students'
English improvement different from writing or reading.

Learning pronunciation requires certain media not only electronic media
such as LCD, internet, language laboratories and computers but also requires
applications or tools that can be used to develop students' pronunciation. To
improve the accuracy of one's English pronunciation, many researcher have
performed various methods for student pronunciation such as, from Permatasari
(2013:66) improving students' listening skills through podcasts at smpbopkri 1,
Yogyakarta grade VIII, class a in theca academic year of 2012 / 2013. This
research was successful in the effort to improve the students' listening skill
through podcast supported by some other actions such as correcting the word
spelling, giving the students rewards, applying some listening assignments, etc. In
parallel to these findings, Ampuni (2017:65) the use of podcast in learning
pronunciation in class VIII of smppgri 10Wediklaten the researcher also use the
same sets of animals name for the pre-test and post-test, the researcher concluded
that podcast helped the students' to learn pronunciation in class. The students
made progress in pronunciation elements: stress and accuracy. The researcher
only focused on how the students became more familiar with the us of stress in
word and could pronounce animals' names correctly. When the students passed
these targets, the researcher considered that students could make a progress.

However, Interviews with participants indicate that learners enjoyed
shadowing and saw it as an effective way to improve their pronunciation or

shadowing as a technique for pronunciation improvement, the effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners from Xodabande (2017). The main goal of this study was to examine the possibility of teaching correct pronunciation of some commonly mispronounced English words by foreign language learners using a locally popular social media network. Moreover, all of the students' like the media and get new media to improve their pronunciation even though some of them didn't quite understand how to use the telegram social media. From the results of the study by the researcher above, the podcast is designed in many ways to enhance students' pronunciation and make this medium the most effective one in English for specific purposes in midwife pronunciation used both in classroom and in the home.

The clearest use of podcasting in language modules is for listening comprehension, with podcasting functioning as a good source for global listening, because the content is relevant and authentic (Constantine, 2007). From this reason, podcasts are very suitable for learning English pronunciation. Moreover, Ting (2011) argues that podcasts have extraordinary potential for language learners, not only as an integrative and additional learning tool, but also as a powerful knowledge generator. The use of podcasts is not only applied in class but can be used when we want to study anytime.

Podcasts can provide learning media for EFL students and serve as a learning tool everywhere and are used to identify various regional accents. Podcasts are audio files that users can upload via the internet through laptops or

smart phones, podcasts also belong to a category called e-Learning. Although technology is finally being integrated into education, its use for teaching and learning still remains a challenge, the researcher decides to use podcasts as a medium that can be implemented to improve students' pronunciation through listening to the "British Council" podcast at the twelfth-grade students at SMAN 13 Bulukumba. British council is selected because this podcast is world widely used by the students around the world to enrich their education and cultural views. It is also accessible and frequently updated media nowadays. Since technology is inevitably applied in Education, it is expected that teachers are more innovative to create an interesting teaching media while students are accustomed to maximizing the use of Podcast as well as creating the new atmosphere in learning English.From the experience of learning pronunciationusing technology (Podcast), it also acquires students to be more excitedly engaging themselves in any classroom activities.

B.   Identification of Problem

There were some problems that researcher found in the process of teaching and learning English especially in teaching pronunciation skills. The first problem was that students cannot listen to all sentences in English because the sound is unrecognizable. The second problem was colloquial language to be difficult understand because of the lack of students' pronunciation ability. The third problem was two-way interaction between students and teacher during the class of pronunciation. At last,students were not engaged to use any media to improve

their pronunciation significantly because they are unfamiliar how to function it for learning English.

C. Scope of the Research

Borja (2005) notes that educator could see how the podcast could help cement students' pronunciation because it can be a foundation of their English skills or communication competence. Podcasts can replace pronunciation errors in language and are best described as an accessible tool. The researcher focused on classmates X of SMAN 13 Bulukumba and the use of the Podcast British Council to enhance students' pronunciation. The chosen media could be implemented because they have an important role in supporting and organizing students' engagement to develop pronunciation before speaking in English. Therefore, the writer was ready using the podcast application as a medium in teaching pronunciation.

D. Formulation of The Problem

Based on observations and needs for improving pronunciation, the research problems were as follows;

1. Can *LearnEnglish* Podcast "British Council" enhance the students' pronunciation at class X in SMAN 13 Bulukumba?

2. How is the students' classroom engagement in learning pronunciation using *LearnEnglish* Podcast "British Council"?

E. Objective of The Research

To conduct this study, the objectives of the research were as follows;

1. To know whether *LearnEnglish* Podcast "British Council" can enhance the students' pronunciation at class X in SMAN 13 Bulukumba.

2. To know the students' classroom engagement in learning pronunciation using *LearnEnglish* Podcast "British Council.

F. Significance of The Research

The researcher expected that the findings could contribute to theoretical and practical aspects. Theoretically, this research undiscovered the new trend in English language teaching. Information, Communication, and Technology contribute to the learning of pronunciation. Practically, technology helps English teachers, students, and other researcher to identify the types of students' difficulties in pronunciation ability. In addition, teachers could find out strategies for solving students' problems in pronunciation and become a reference for utilizing media in their classrooms. Finally, teaching and learning skills could be more enjoyable and effective.

The results of this study could also provide many benefits for students. Students could find other alternative way to learn and improve their pronunciation. They can be autonomous to learn English, especially in pronunciation. Podcast can be used at home without the assistance of teacher. In the end, the results of this study hopefully can be a reference for further research. Future researchers gain a lot of knowledge about the teaching of pronunciation using media.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses pronunciation in teaching and language learning, current teaching problems in English as a foreign language, *LearnEnglish* Podcast "British Council" in the aspect of improving the students' pronunciation.

A. Theoretical Review

1. Pronunciation in Language Teaching and Learning

In English language teaching and learning, pronunciation is considered as a skill to practice and master. According to Handayani (2017), pronunciation can be defined as the production of important sound that are used as part of a specific language code and are used to achieve meaning in the using of context. Moreover, Pronunciation is an organized sound obviously is very different form written language. It is the spoken form of the language and it is the way to pronounce the sound of the language. Teaching pronunciation is a prominent factor in foreign language teaching. It is the basic skill for student before they speak. Student who pronounces and speaks nearly native like can be said as successful student in mastering a second language. So, the way to mastery a second language, we must be able to pronounce and speak well. In addition, Hismanglu (2006) states sounds play an important role in communication; foreign language teachers must attribute proper importance to teaching pronunciation in their classes.

The production of speech sound for communication in relation to the language teaching it is important for students to know where and how a sound is made, and many learners also find this knowledge very helpful. Sounds may occur

together in English to form clusters, which can pose particular difficulties for learners. Moreover, Marsza (2014:262) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. In English there is link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English.

Jahan (2011) also said that pronunciation includes supra-segmental features and they are sounds of the language, stress and rhythm, intonation. From the definitions above it can be concluded that pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language. Without proper pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated or lacking in knowledge, but learners with good pronunciation are easier to be understood even if they make errors in other areas. Moreover, pronunciation is made and heard to be sharpened since it is an important micros kill for people to understand the communication. Kerr (2012) suggests that mastering spoken English need not only study but also practice in the same time. It is important to retrain frequently our tongue as well as our mind, hearing and memory in the same time so that the skill is obtained more quickly.

Pronunciation is obviously related to speaking and listening. According to (Linebaugh& Roche, 2015), learning Pronunciation improves speaking and listening abilities by helping learners to develop clear speaking skills. Clarity of speaking and listening can improve intelligibility and minimizes effort for interlocutors. Ramli, et al (2019) stated that to provide word in listening based on students' need as the basis of comprehending more complex spoken language. We know that pronunciation training can also help develop perception from skill listening and speaking abilities even though experimental evidence is still limited. Pronunciation practice can help develop listening comprehension along with word segmentation skills (the ability to recognize separate words in running speech).

2. The difficulties of Pronunciation

Pronunciation is important form of communication, wrong pronounce can make the mistake of words' meaning. Most of the students have difficulties in learning pronunciation they feel bored and lazy to learn it. They are also afraid of making mistake when they pronounced the words and they still passive in the classroom. It makes students achievement in learning English. At school, difficulties in mastering the language pronunciation are different from those of their first language pronunciation errors. It can also influenced by other linguistic features such as spelling (Alzinaid & Latif, 2019). Other factors influencing L2 learners' pronunciation include age, gender, motivation, language learning experience and attitude towards the target language. Students are lack of the pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speakers mispronounce some words or

phrases, people can be misunderstanding. To reduce it, the students must equip with the English certain degree accuracy and fluency in understanding of pronunciation, responding and in expressing himself in the learners communicatively in using the language, in pronunciation, there are vowels and consonant. Teaching pronunciation is a general issue for teacher to avoid. Gilbert (2008) states that teaching pronunciation carries out through drilling words over and over may produce discouraging result, discouraged students and makes teacher reluctant to do it the students stopped speaking when they found difficulty in pronouncing certain words. Nevertheless, pronunciation is a crucial element of language taking role in communication. The students learning English are to master it because their speech needs to be understood and accepted. It means that the most important in communicating is to be well-understood.

3. Component and Sound System of Pronunciation

To improve students' skill, they have to pay attention to the components of pronunciation is an essential component of communicative competence. Therefore, many language teachers read to reevaluate their teachers' goals in respect to pronunciation. Language teachers can improve their students' pronunciation markedly drilling minimal pairs in order to help them improve their intelligibility educators must focus on helping students improve their pronunciation and their ability to monitor and correct their own pronunciation. An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials the teaching and learning process effectively and efficiently is visual, audio and audio visual. According to Tharpe

(2017),the English sound systems are broken into two, segmental and supra segmental as represented in the of pronunciation segmental features of the speech system has vowel and consonant sounds. The consonant as shown divided into voiced and unvoiced or voiceless sounds and vowels into single and diphthongs.

The features of pronunciation system have vowel and consonant sounds. The consonant as shown divided into voiced and unvoiced or voiceless sounds and vowels into single and diphthongs. Moreover, Sounds are produced with an obstruction to the flow of air. Moreover, practicing stress as a feature of pronunciation in English It is signaled by volume, force, pitches change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. Stress as defined by Andianto (2013) is a degree of force with which a sound or syllable is uttered. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. When it's important for students to learn about intonation talk can also convey a certain meaning. Moreover, intonation in English is the falling tone at the end of a sentence and rising tone at end of a sentence. It shows the tone is always in the sentence and that the listeners will know what the conversation tone through the intonation used.

4. **The Goal of English Pronunciation Instruction**

A speaker has acceptable pronunciation when other people can understand the speaker's English is of great value to listen to. Teachers also should be

provided with courses and materials that help them improve their pronunciation instruction. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Understandable pronunciation is a main objective of pronunciation instruction is a necessary component of communicative competence. It is important for students to know what instruction to do when seeking to improve pronunciation so as to give the desired results, Hassan (2014:34) emphasized that learners should develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies. In this paper, the researcher defines the term pronunciation, reviews the goal of English pronunciation instruction, and explains the significance of English pronunciation instruction.

Shively (2008) found that accuracy in the production of pronunciation is significantly related to age at first exposure to the language of formal instruction in pronunciation. Therefore, pronunciation can be done in a language environment, but the best method is to provide explicit classroom pronunciation instruction for the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation. Therefore, it is suggested that learners' accents become close to a standard variety. If a speaker has a heavy English accent, this may cause negative judgments about his/her

personality and competence. This may lead to incorrect assessment and misguided actions because students' need instruction to develop their pronunciation whether it's from speaking or listening. Pronunciation instruction is very important because it can be integrated into many ESL class especially speaking and pronunciation courses.

5. Students' Classroom Engagement

Classroom engagement is another factor of students' learning assessment in listening process. It covers a daily basis to record their physical, affective, and cognitive behaviors and social interaction with others (Cassar& Jan, 2010). In addition, engagement not only implies social interactions with others but engagement can also refer to student learning. Learning engagement is the capacity to design pedagogic strategies that achieve learning outcomes for students, moreover. According to Reeve, et al (2019:99), engagement refers to how actively involved a student is in a learning speaking, listening, and pronunciation. A learning engagement system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing, and discussion forums to reach their full potential. It is important to mention that in management of learning process, it is the teacher who needs to control the learning and the direction of the classroom.

According to Early (2011), student engagement consists of three distinct, yet interrelated components of students' commitment and involvement with school and learning, namely, behavioral, emotional, and cognitive engagement. Teachers use classroom engagement to keep students focused on learning while

preventing disruption from slowing the learning process. A wide range of classroom engagement techniques are used by teachers and since classroom engagement keeps classes on track and prevent disruptions from slowing down the learning process, Engagement can also to personalize, improve on, and even crate favorable learning conditions and circumstances (Reeve, 2013). Moreover, one factor that may contribute to students' engagement and the process lessons is teacher-student interaction in the classroom. This study was used media podcast "British Council" to enhance students' pronunciation and observe their classroom engagement. This study was used media podcast "British Council" to enhance students' pronunciation and observe their classroom engagement.

B. The Using of Learning Media

Literally media can be understood as central, intermediate, or introduction. In this case the medium is the medium to convey the message. Thus, in a simple media can be understood as any form or conduit used to convey messages information to the other, moreover. Hidayatulla (2018) states that, the learning media are different types of components in the environment of the learners who can motivate students to learn. Learning media can be understood as well as everything that can be used to deliver messages from the teacher to the students so as to stimulate their thoughts, feelings, interests, and attention of students to the learning process can take place effectively. Learning media can also be understood as a means, methods, techniques used in order to further streamline the communication in the learning process.

The media as a tool in the learning process is a reality that cannot be denied. Because it is the teacher who is willing to assist the teacher in delivering the message of the lesson material provided by the teacher to the students. Without the help of the media, then the lesson material is difficult to digest and understood by all students, especially teaching materials that complicated or complex. Each of the subject matter would have a varying degree of difficulty. Teaching of materials in the form of media teaching aids such as globes, charts, drawings. What is wrong if a media as a teaching tool in order to achieve the goals set before the implementation of the teaching? media becomes a good tool in delivering materials in the classroom. One of application that can be used as a media in teaching learning English It provides facilities that can be used in to improve students' English such as English songs with the lyrics, Social circle, offline play and timer. Those facilities give benefit to the user especially for English teachers & students who want to improve their pronunciation easily.

C. Podcast to Improve Teaching and Learning

The term podcast is a combination between the words pod (i.e., from the brand name iPod) and broadcast (Jordan, 2007). The podcast is an audio/video file that is uploaded to the website where the website users can download it through the internet freely. This can be listened on any devices that support MP3/MP4 files such as on a computer, Smartphone, and MP3 Player. Moreover, the podcast gives chances for teachers to support students in developing pronunciation. The idea of using podcast media is based on some following statements from many experts in literature. Podcast is believed not just accelerating listening skill but

also it stimulates the other language area for instances pronunciation, grammar, vocabulary, and learning activities. Fitria, et al (2015) explains that podcast gives good contribution in case of improving students' pronunciation achievement. The podcast can be one of the alternatives and innovative tools that may improve the students' understanding and their accomplishment in pronunciation.

Podcasts are among the new techniques and technologies which meet the learning needs of having additional pronunciation outside the classroom or in classroom, Podcasts are important for teaching and learning phonetics. Knight (2010) uttered that podcasts help in alleviating the difficulties students encounter in phonetics since they provide the students with an alternative audio-based exercise material against the paper-based ones. Moreover, Podcast not only serves as a study tool for students' but it also carries different topic and is interesting for us to view pronunciation study for students. According to Ramli (2018:190), podcast as tool of learning can help students reach the goals of education. Podcast also brings various interesting topics that enable to enrich students' pronunciation. In addition, it can also give the teacher about materials that could be used when teaching language. Besides, wrote the podcast was a convenient and easy to use format." As previously stated, podcast is surely easy to access, it would be attractive, and it motivates the students in learning.
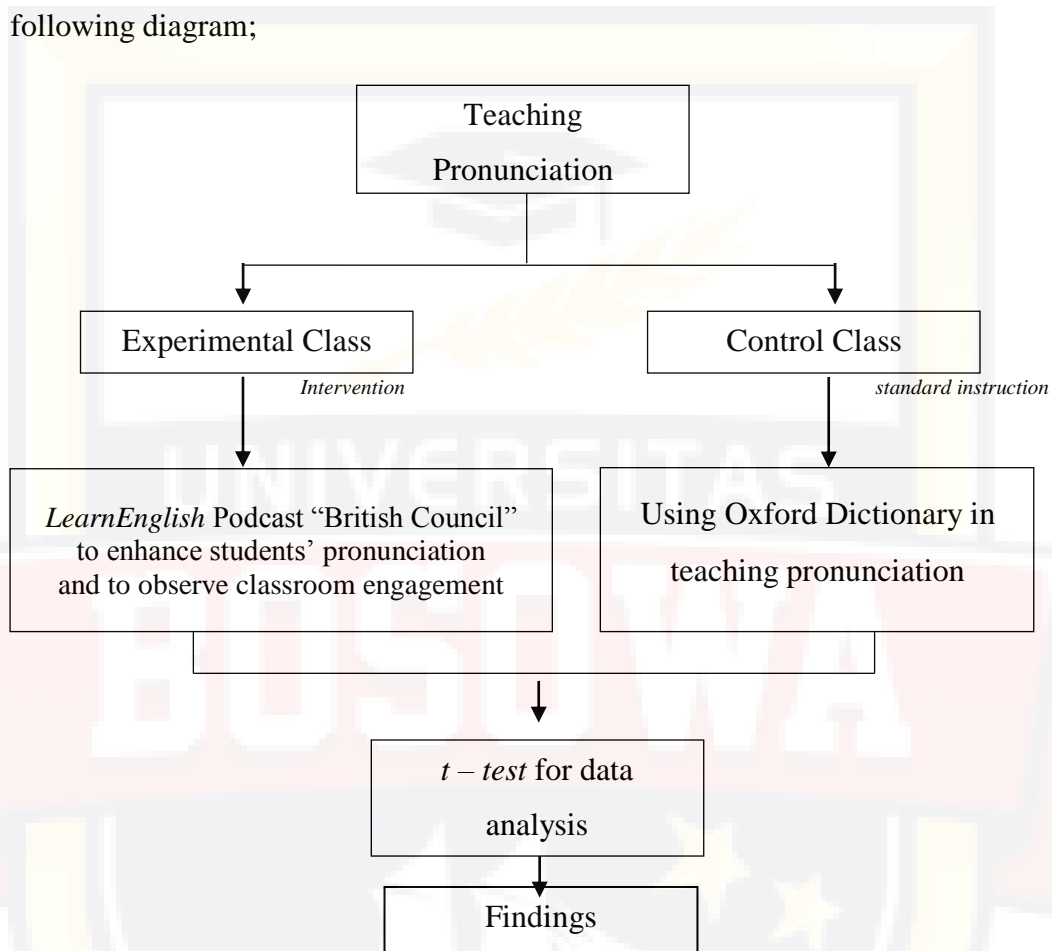
Podcast media is good point for students to bring the students to closer the target language, and it affects students' attitude and motivation. In podcast materials can boost students' motivation and help them become more independent and confidence in speaking. By using podcast media, the teacher can support the

students in building self-confidence and the learning situation enjoyable. This self-confidence may be raisin due to their ability to understand the rhetoric of a particular topic as a result of listening repletion and oral performance (Samad, 2016). This understanding makes them find the learning process is enjoyable. This study assumes that the podcast media gives contribution for the students in improving their pronunciation performance.

Constantine (2007) covers the subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are learners can benefit from global listening, even if they only listen from three to five minutes a day, students was exposed to the new language, and the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts is not just intended for listening often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments podcasts may also accommodate a wide variety of learning strategies for students.As a summary, the use podcast is obviously beneficial to enhance students' English learning process in the classroom. Meanwhile, what makes this study different is that the researcher was focus on one of English component and the English podcast. In details, in this study the focus was on the students' pronunciation through podcast "British Council".

D. Conceptual Framework

The conceptual framework underlying this research is described in the following diagram;

```
                    ┌──────────────────────┐
                    │      Teaching        │
                    │    Pronunciation     │
                    └──────────┬───────────┘
              ┌────────────────┴────────────────┐
              ▼                                  ▼
    ┌──────────────────────┐          ┌──────────────────────┐
    │  Experimental Class  │          │    Control Class      │
    └──────────┬───────────┘          └──────────┬───────────┘
           Intervention                    standard instruction
              ▼                                  ▼
┌──────────────────────────────┐    ┌──────────────────────────────┐
│ LearnEnglish Podcast         │    │ Using Oxford Dictionary in    │
│ "British Council"            │    │ teaching pronunciation        │
│ to enhance students'         │    │                               │
│ pronunciation                │    │                               │
│ and to observe classroom     │    │                               │
│ engagement                   │    │                               │
└──────────────┬───────────────┘    └───────────────┬──────────────┘
               └────────────────┬───────────────────┘
                                ▼
                    ┌──────────────────────┐
                    │  t − test for data   │
                    │      analysis        │
                    └──────────┬───────────┘
                                ▼
                    ┌──────────────────────┐
                    │      Findings        │
                    └──────────────────────┘
```

E. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_o : *LearnEnglish* Podcast "British Council" cannot enhance EFL Students' Pronunciation at the twelfth class of SMAN 13 Bulukumba in the academic year 2020/2021

2. H_1 : *LearnEnglish* Podcast "British Council" canenhanceEFL Students' Pronunciation at the twelfth class of SMAN 13 Bulukumba in the academic year 2020/2021
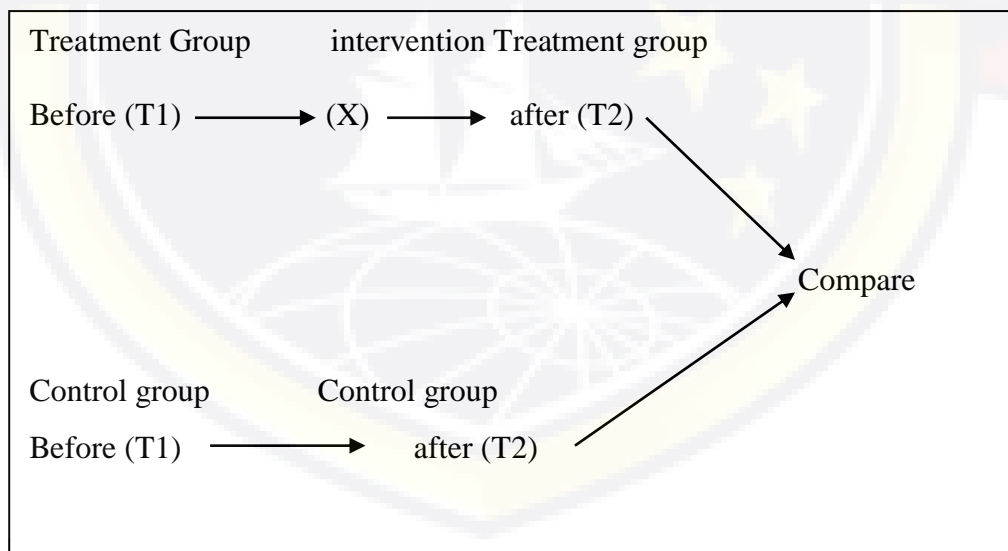
CHAPTER III

METHOD OF THE RESEARCH

This chapter presented the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

This study was intended to apply quasi-experimental design whichinvolves treatment and control group. There were two classes selected. Firstly, one class from the same grade was selected to be control class. Control class was applied the standard instruction while in the treatment group Podcast 'British Council' was used to teach Pronunciation in other to measure whether the students' pronunciation ability was significantly improved. The design could shown as follows:

```
Treatment Group        intervention Treatment group

Before (T1) ——→ (X) ——→ after (T2)
                                        ↘
                                          Compare
                                        ↗
Control group          Control group
Before (T1) ——————→        after (T2)
```

(Creswell, 2014:72)

B. Time and Location of the Research

This research was carried out at SMAN 13 bulukumba, academic year 2020/2021. That was one of the leading schools located in the central city of Bulukumba South Sulawesi. The researcher took one month for the research.

C. Population and Samples of the Research

1. Population

The population of this research was the tenth-grade students of SMAN 13 Bulukumba in academic year 2020/2021 consisting of 320 students divided into tenth classes which each class consists of approximately 48 students.

2. Sample

The researcher took two classes using cluster random sampling technique as the sample. This technique was selected because the sample was of students without receiving the intervention from the researcher. The way to take random class sample in this research used the book. The sample in this research was the common characteristic of population at the same school, at the same grade taught by the same teacher. By using cluster random sampling, this research took two classes on 10th grade which consisting of approximately 27 students (n=27). The first class was the experimental class which is taught by using Podcast and another class as the control is taught by using text book.

D. Research Variable and Operational Definition

1. Variable of the Research

This research was provided two kinds of variables named as independent variable and dependent variable. In this research, the independent variable was

podcast "British council" while dependent variable is the students' pronunciation ability.

2. **Operational Definition of Variables**

To specify the understanding of readers about this study's variables, operational definitions of the involve variables were formulated as follows:

a. *Pronunciation ability* is defined as the students' ability to articulate the sentences appropriately after students are trained to listen some audios with various topics through podcast.

b. *Classroom engagement* refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning pronunciation.

c. *Podcast* is learning media packaged in the form of audio, or text combined in an interesting design. Podcast in this research is a recorded sound of someone activity about their feeling, though or experience in a certain time on headphone or laptop that can facilitate students in learning anywhere and anytime.

d. *British Council* as worldwide podcasts application is a series of English learning podcasts to practice one's English on the mobile phones which provide wide range of topics, as well as great new features that help students listen and understand the conversations.

E. **Instruments of the Research**

To answer the research questions, this research used two instruments of study as follows;

1. **Test**

In this research, the pronunciation test serves as the research instrument. In pronunciation test, the research was using loud reading to perform their pronunciation. The test was the treated twice, before and after treatment process. The students received pre-test to know their prior pronunciation skills of the sample and the post-test was measure whether the podcast can enhance or not toward students' pronunciation skills. The pretest and posttest was the same test which is adopted from British Council for both pretest and postest (can be seen in appendix1).

Picture 1.English Podcast British Council

The instrument of this research was measured using SLA pronunciation assessment rubric. There are five levels of score to assess the students' pronunciation, the score describes.

Table 3.1 Pronunciation Of Assessment Rubric

Percentage	Interpretation
5	Excellent
4	Good
3	satisfactory
2	Partially Effective
1	Ineffective

Each student's performance was determined based on the rubric and carefully graded by the experts in the teaching or research of pronunciation / speaking. The test and assessment rubric was validated by the expert before collecting the data.

2. Observation checklist

Besides using Podcast British Council to improve the students' pronunciation, it was also a big concern to observe their classroom engagement in other to describe their behaviors. In addition, the researcher was take observational notes on a daily basis to record their physical, affective, and cognitive behaviors and social interaction with others. The observation checklist adopted from Cassar and Jan (2010) was described as follows;

Table 3.2 Observation Checklist

Scale		Statement	Never	Sometimes	Always
			1	2	3
E	1.	Pays attention in class			
E	2.	Works well with other children			
I	3.	Attempts to do his/her work thoroughly and well, rather than just trying to get by			
D	4.	Acts restless, is unable to sit still			
I	5.	Participates actively in discussions			
E	6.	Completes assigned seatwork			
D	7.	Needs to be reprimanded			
D	8.	Annoys or interferes with peers' work			
E	9.	Is persistent when confronted with difficult problems			
N	10.	Doesn't seem to know what is going on in class			
N	11.	Is with draw, uncommunicative			
E	12.	Approaches new assignments with sincere effort			
I	13.	Asks questions to get more information			
B	14.	Talks with classmate too much			
N	15.	Doesn't take independent intiative, must be helped to get started and kept going on work			

E	16.	Tries to finish assignment even when they are difficult			
I	17.	Raises his/her hand to answer a question or volunteer infirmation			
E	18.	Gets discouraged and stop trying when encounter an obstacle in schoolwork: is easly frustrated			

Notes:

E= Effort

I=initiative;

D= Disruptive behavior

N= Inattentive behavior

F. The Validity and the Reliability of the Instrument

1. Validity and Reliability of the Test

An instrument was considered as valid if it was able to test what should be tested. It could explain the data from the variables which are accurately research. Before instruments test to students, the researcher consulted with the supervising lecturer whether the instruments are appropriate or not to measure the research variables. In content validity, the test was developed in reference to the Standard of Competence and Basic Competence of senior high school grade X of the second semester of English subject while in construct validity was used examine whether the test has a consistent representation with theories underlying the material given or not.

G. Procedure of Collecting Data

Before treatment, this research was given pre-test which involves two classes, control class and experimental class. Here, the researcher tested the students' pronunciation ability by reading the text clearly. It means that the researcher a give the script to the students adopted from Podcast "British council", one by one the researcher asked them to prepare and present the pronunciation

ability in front of the class. The researcher recorded their voice. Pre-test was conducted in the first meeting to acknowledge students' prior ability to pronounce the words.

In the experimental group, the researcher conducted treatment in second, third, and fourth meetings while in the control class the research was using standard instruction using oxford dictionary. In the second meeting, the research was applied podcast as media in teaching pronunciation, while in the third meeting, the researcher was focus on students' performances, the fourth meeting, the students were have extra pronunciation activities. Further, at the second meeting, the researcher started the class by self-introduction. In this stage, the researcher applies podcast in teaching and learning process. The research was asked students to visit website "British Council" and go to the topic that we are going to learn. Students were listening carefully and identify what difficult words to pronounce on the script with a good intonation. After that, they performed their pronunciation in front of their friends.

At the third meeting, the researcher divided the students into some groups and they was given a script of conversation from podcast "British council". They were making like a real conversation with their group friends. At the fourth meeting, students were selected from their topic from British Council website, rehearse their direct pronunciation using appropriate intonation, and perform in front of the class. In the same time, their friends wasgivenanother student a consructive feedback for the pronunciation progress. And in the end, the researcher gave them some additional comments and suggestions in other to

improve the pronunciation for better English skills. At last, after all treatment processes were completely conducted. The students were expected to have raised their readiness to pronounce text. To access their progress, they were given posttest with the same script in pretest. The collection of the data was rated by two experts to avoid bias and subjectivity.

H. Technique of Analysis Data

This analysis was comparing the students' performance during the pre-test and post-test. For both pre-test and post-test, the researcher used scoring guide which provides rating scale. After collecting the data, the data was be analyzed quantitatively using SPSS 16 (statistical package for the social sciences). The analysis used is inferential statistics which is the knowing as inductive statistics. This technique was used to analyze the sample and its result was the generalized for population. Inferential statistics consists of parametric and non-parametric statistics. This research used parametric statistics because the data used is interval scale. It needs some assumptions fulfilled. The first assumption is that the data should be normally distributed and in regression linearity should be fulfilled as well. Therefore, the obtained data as the research findings needs the analysis of normality and linearity before testing hypothesis using t- test to observe whether there is a significant improvement of students' pronunciation ability after treated using Podcast "British Council".

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the research findings and discussion based on data collected through pronunciation tests to determine the extent to which students' ability to improve pronunciation using the "British Council" podcast application of students at SMAN 13 Bulukumba. Before presenting the results of the study, this section presented an overview of the subject's profile. Although subject descriptions were not required data it was important to describe how the subject perceives pronunciation in English.

A. Findings

1. The students' pronunciation score

The presentation of the results of the pre-test and post-test in this section was related to pronunciation teaching in the experimental class and control class at SMAN 13 Bulukumba. The purpose of this test was to find out the pronunciation skills of students before and after using the "British Council" application, it also explained the mean score, significant scores and other sources that supported the statistical elements.

a. Students' score of experimental class

In this section, the writer explained the student's presentation in the pre-test and post-test scores in class experimental. As the researcher explained earlier, the class experimental was taught using the "British Council" podcast application to teach students pronunciation skills. The students' pronunciation achievement could be seen in the table.

Table 4.1 Students' Pre-test and Post-Test Score In Experimental Class

Students' Name Code	Pre-Test	Post-Test
S1	20	60
S2	40	80
S3	20	60
S4	20	60
S5	20	60
S6	40	80
S7	40	80
S8	20	60
S9	20	60
S10	40	80
S11	40	80
S12	20	60
S13	20	60
S14	20	60
S15	20	80
S16	20	60
S17	20	60
S18	20	60
S19	20	60
S20	20	60
S21	20	60
S22	20	60
S23	20	60
S24	20	60
S25	20	60
S26	20	60
S27	20	60

From the table above the writer explained that the highest score at the first meeting, namely the pre-test was 2 (Partially Effective) and the steering used SPSS so that the score was 40 while the lowest score obtained at the first meeting was 1 (Ineffective) in the score was 20 after the researcher did the treatment. The student's score also brought changes where the score obtained in the post-test was 80, this was the lowest score, while the pronunciation rubric was 4 (Good), which was obtained by some students while the lowest score was 60 and the

pronunciation rubric was 3 (satisfactory). After the researcher calculated the results of the pre-test and post-test, the mean standard deviation values are presented in the following table. From the table above the writer explained that the highest score at the first meeting, namely the pre-test is 2 (Partially Effective) and the steering used SPSS so that the score was 40 while the lowest score obtained at the first meeting was 1 (Ineffective) in the score was 20 after the researcher did the treatment. The student's score also brought changes where the score obtained in the post-test was 80, this was the lowest score, while the pronunciation rubric was 4 (Good), which was obtained by some students while the lowest score was 60 and the pronunciation rubric was 3 (satisfactory). After the researcher calculated the results of the pre-test and post-test, the mean standard deviation values are presented in the following table.

Table 1.2 The Mean Score And Standard Deviation Of Students'
Pretest In Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std Deviation
Pre-test Experimental	26	20	40	600	23.07	7.358
Post-test experimental	26	60	80	1660	63.84	8.038
Valid N (lisrwise)	26					

The pre-test and post-test data in the experimental class above showed that there was a significant increase after giving treatment. In the pre-test, the total value was 600, the mean score was 23.07 and the standard deviation value was 7.358. While in the post-test, the total value was 1660 with the mean was 63.84

and the standard deviation value was 8.038. The total value and mean of the pots-test were higher than the pre-test.

b.   Students' score of control class

In the control class the researcher used a test book to teach students pronunciation skills, the test results were as follows:

Table 2.1 Students' Pre-Test And Post-Test Score In Control Class

Students' Name Code	Pre-Test	Post-Test
S1	40	80
S2	20	60
S3	20	60
S4	20	60
S5	20	60
S6	40	80
S7	20	60
S8	20	60
S9	40	80
S10	40	80
S12	40	80
S13	20	60
S14	40	80
S15	20	60
S16	20	60
S17	20	60

In the following table the researcher calculated the average score of students in the control class to find out more statistical data, this table showed the mean and standard deviation scores of the control class students.

Table 2.2 The Mean Score And Standard Deviation Of Students' Pretest In Control Class

	N	Minimum	Maximum	Sum	Mean	Std. deviation
Pre-Test Control Class	17	20	40	460	27,05	9,851
Post-Test Control Class	17	60	80	1160	68,23	10,145
Valid N (listwise)	17					

It can be seen from the table above that the pre-test was valued at 27.05 for the mean value of the pre-test with the standard deviation obtained 9.851 and 68.23 for the post-test mean value with the standard deviation obtained. 10,145.

c.   Test of significance (t-test)

After the authors did the pre-test and post-test the students' scores in the experimental class and the control class, the writer used the t-test to test the hypothesis. The t-test was a test to measure whether there was a significant difference between the students' mean scores in the pretest and posttest exams. By using the inferential t-test or significance analysis carried out by SPSS Version 16, the significant differences could be easier to analyze.

In this study, the Null (Ho) hypothesis stated that the application of the "British Council" podcast application cannot improve students' pronunciation skills in English in grade X at SMAN 13 Bulukumba in the academic year 2020/2021. Although the alternative hypothesis (H1) stated that the application of the podcast application can improve students' pronunciation skills in English in grade X at SMAN 13 Bulukumba in the academic year 2020/2021. If the importance was 2 or sig. (2-tail) is lower than 0.05, H1 is accepted and Ho is rejected.

Table 3.1 The Result T-Test Of Experiment and Control Class

	Post-Test Experiment – Pre-test Experiment	Post-Test Control – Pre-test Control
Asymp. Sig. (2-tailed)	.000	.000

From the table above it can be concluded that the test results stated that Sig. (2 heads) is 0.000. The result stated that the table Sig. (2 heads) was lower

than the meaning level, therefore. The alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that the use of the "British Council" podcast application can improve students' speaking skills in English X SMAN 13 Bulukumba in the academic year2020/2021.

2. Observation checklist

The author also used the observation checklist to find out where the seriousness and activeness of students were in learning in class, especially when using the podcast application or just using a book

Scale	Statement	Never	Sometimes	Always
		1	2	3
E	19. Pays attention in class			✓
E	20. Works well with other children			✓
I	21. Attempts to do his/her work thoroughly and well, rather than just trying to get by		✓	
D	22. Acts restless, is unable to sit still	✓		
I	23. Participates actively in discussions			✓
E	24. Completes assigned seatwork			✓
D	25. Needs to be reprimanded		✓	
D	26. Annoys or interferes with peers' work	✓		
E	27. Is persistent when confronted with difficult problems			✓
N	28. Doesn't seem to know what is going on in class	✓		
N	29. Is with draw, uncommunicative	✓		
E	30. Approaches new assignments with sincere effort			✓
I	31. Asks questions to get more information			✓
B	32. Talks with classmate too much		✓	
N	33. Doesn't take independent intiative, must be helped to get started and kept going on work		✓	

E	34. Tries to finish assignment even when they are difficult			✓
I	35. Raises his/her hand to answer a question or volunteer infirmation		✓	
E	36. Gets discouraged and stop trying when encounter an obstacle in schoolwork: is easily frustrated	✓		

Notes:
 E= Effort
 I=initiative
D= Disruptive behavior
N= Inattentive behavior

As in the table above, during the author doing treatment or before doing treatment, the writer also saw the seriousness of the students in learning, especially in pronunciation, the writer saw that the students really paid attention in class during learning and the writer tried to work. They were interested in learning. In addition, students also tried to do their assignments thoroughly and well, but there were some students who are restless and cannot sit still, so often the authors give good warnings, but students can also actively participate in discussions such as when the author gives several choices to play games students also orderly complete assigned seating work.

Sometimes some students also interfere with peers' work due to boredom in learning so that the author gave some games and continues learning again and the author sand some students often ask questions when they don't know what happened in class besides that students are trying to complete the task even though it is difficult and some students have began to dare to raise their hands to answer voluntary questions or weaknesses. The author also saw some students who gave up and stopped trying when they encountered obstacles in school work (easily frustrated) but the authors tried to help and encourage.

B. Discussion

This study discussed the problem of improving second grade students' pronunciation skills. This study used quasi-experimental research as a research design. This section innovated to analyze results or findings based on related theories. All data collected from the research instrument provided information about the research findings. The results of student scores were calculated using SPSS. Quasi-experimental research was used in the use of the "British Council" podcast application to improve students' English pronunciation skills. Based on the research results it was known that this application can improve the pronunciation skills of students at SMAN 13 Bulukumba. In this study, this application focused on students' listening skills, intonation, rhythm, and pronunciation emphasis. The application of the "British Council" podcast application in the classroom not only improved students 'pronunciation, but this application also trained students' listening and speaking skills.

The results of trials in the experimental class and control class showed not much improvement in students' pronunciation skills. The researcher found many of the most common mistakes when students submitted a test in the application. Moreover, the mistake of students' who cannot pronounce the words well and the correct vocabulary, students' sometimes pronounced some of the same vocabulary as their writing. This was influenced by their mother tongue or the tone of the language that they often used daily. The results of trials in the experimental class and control class showed not much improvement in students' pronunciation skills. The researcher found many of the most common mistakes when students

submitted a test in the application. Moreover, the mistake of students' who cannot pronounce the words well and the correct vocabulary sometimes pronounced some of the same vocabulary as their writing. This is influenced by their mother tongue or the tone of the language that they often use daily whereas previous research strengthened the findings that students face problems in English especially in pronunciation. According to (Andianto, 2013: 202) pronunciation errors are not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, tone and stress.
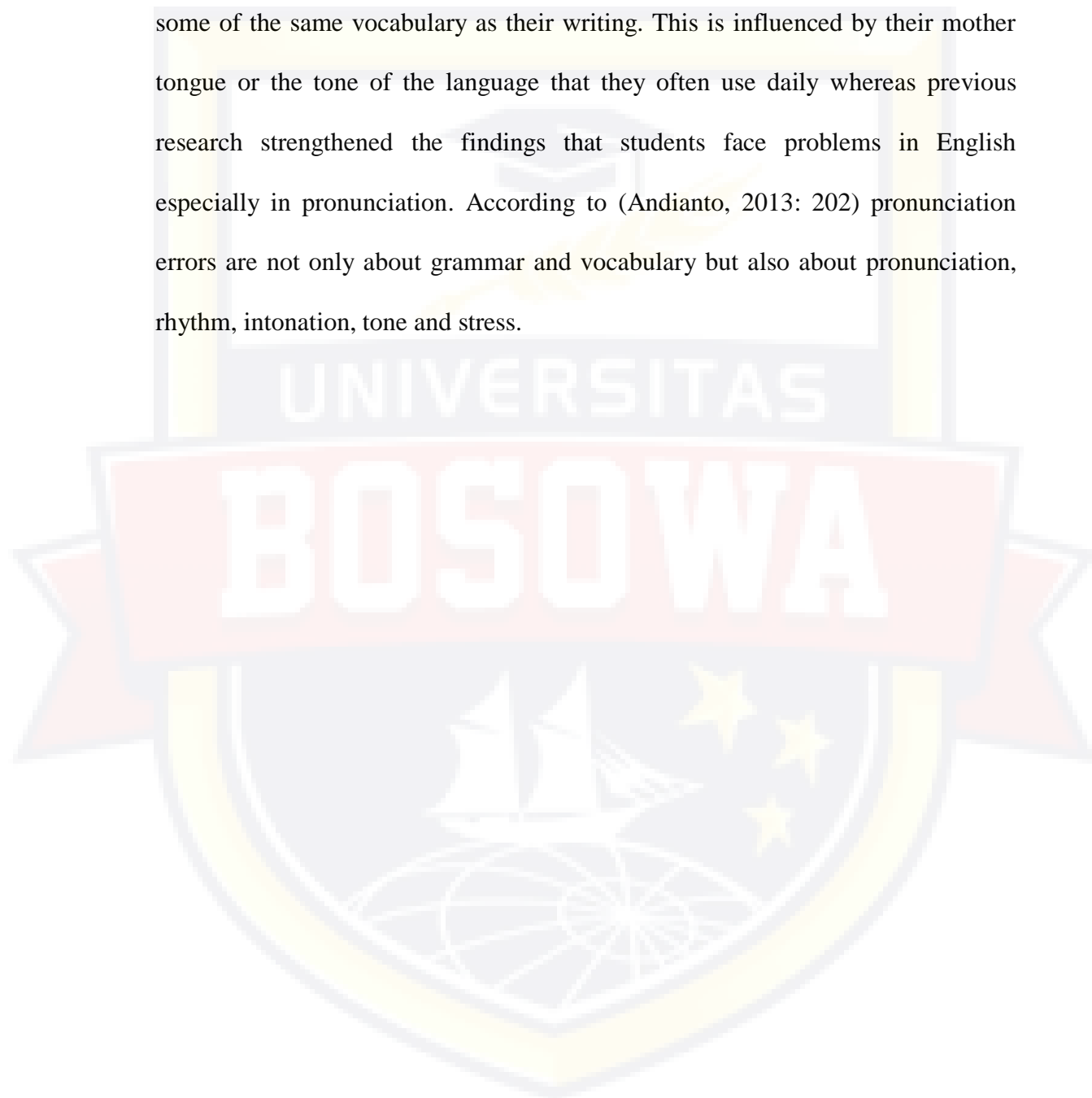
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter describes the conclusions and suggestions based on the findings obtained by the author discussed in the previous chapter.

A. Conclusion

Based on the findings and discussion, the researcher concluded that the introduction of the British Council podcast application can improve students' pronunciation, the researcher prove through quasi-experimental techniques where the researcher used two classes to find out where the students' pronunciation skills were in using an application that proved that the "British Council" podcast application can be used to improve students' abilities, especially in pronunciation but not only in pronunciation but students can also practice hearing and speaking properly and correctly

Although the pronunciation has different difficulties, the researcher proves that the podcast application can be used through the results of speaking tests on the podcast application and the average score of the experimental class. Students are more active during the teaching and learning process and students are more active in practicing their pronunciation through the "British Council" Podcast application. In addition, researcher observed students' participation in using the application.

B. Suggestion

Based on the above conclusions, there some suggestions for teachers, especially English teachers, students and potential writers:

a. For English teachers, it is recommended using this application podcast "British council" before use by stopping the teacher's students from having too much trouble tasting each pronunciation, besides. Teachers can also apply the "British Council" podcast app to practice pronunciation for students.

b. For students, the writer recommends that they be able to use the application properly, especially the "British Council" podcast application which can improve the learning process to be better and interesting.

c. For the next writer who has the intention to apply this media or application to various types of tests that are in accordance with the characteristics and the school curriculum.

In addition, the author advised that the next writer can master the class well so that students do not feel bored in the learning process.

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Appendix 1 : Lesson Plan

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah	: SMAN 13Bulukumba
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/1 (ganjil)
Materi Pokok	: Bahasa Inggris
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 8 x 40 menit JP (4 Pertemuan)

A. Kompetensi Inti(KI)

KI – 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI – 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI – 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI – 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudutpandang/teori.

B. Kompetensi Dasar dan Indikator PencapaianKompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.	4.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai	4.1.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis denganmemberi dan meminta informasi terkait dengan tek sinteraksi interpersonal.
	4.1.3 Menyajikan informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.
	4.1.4 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal.
	4.1.5 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan
	4.1.6 teks interaksi interpersonal.

Fokus penguasaan karakter

Sprotual   : Berdoa sebelum dan sesudah melakukan suatu kegiatan

Sosial   : Percayadiri

A. Materi Pembelajaran

Structure descriptive text (*generic structure*)adalah :

1. Identification adalah pendahuluan berupa gambara suatu topic
2. Description adalah berisi cirri-ciri khusus yang dimiliki benda, tempat, atau orang yang di deskripsikan.

A. Model Pembelajaran

1. Cooperative Learning

B. Media Pembelajaran

1. Media : Aplikasi dan Buku
2. Alat : Hempone, spidol, buku dan pulpen

C. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan.2017. *Buku Siswa Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Aplikasi podcast "British Council" dan buku bahsa ingrris kelas 1

3. Langkah-langkah Pembelajaran Pertemuan pertama : 2JP

Kegiatan pertemuan	Langkah-Langkah Pertemuan	Durasi
Pendahuluan	1) Salam dan berdoa. 2) Pendidik melakukan pengecekan kehadiran siswa yang berujuan untuk suatu kedisiplinan terhadap siswa. 3) Pendidik mengajukan tanya jawab berbagai hal yang berkaitan ungkapan yang akan dipelajari. 4) Pendidik menyampaikan tujuan pembelajaran yang ingin dicapai.	8 Menit
Kegiatan Inti	1) Guru menjelaskan materi terkait "To take leave" kemudian peserta didik menirukan	60 Menit

	2) contoh pengucapan kata dan kalimat yang ada dalam buku teks	
	3) Guru memberi contoh terkait materi "To take leave" serta memberika contoh percakapan.	
	4) Peserta didik menuliskan percakan terkait"To Take Leave".	
	5) Peserta didik membacakan hasil tulisannya didepan kelas bersama temannya.	
	6) Peserta did Guru memberi latihan soal terkait materi "To takeleave"	
	7) Guru memeriksa pekerjaan siswa	
Penutup	1) Menanyakan berbagai kesulitan siswa	
	2) Menyimpulkan materi dan hal-hal yang sudah dibahas	
	3) Memberikan tugas rumah	
	4) Menyampaikan materi yang akan dibahas pada pertemuan selanjutnya	

4. Langkah-langakah pertemuan kedua

Kegiatan pertemuan	Langkah-Langkah Pertemuan	Durasi
Pendahuluan	1) Salam danberdoa 2) Memeriksa kehadiran peserta didik 3) Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar 4) Apersepsi 5) Memotivasipeserta didik 6) Menjelaskan tujuan pembelajaran	(10 Menit)
Kegiatan Inti	1)Peserta didik mendengarkan teks interaksi interpersonal 2)Peserta didik diminta teks interaksi transaksional memberi dan meminta informasi terkait maksud, tujuan,	(60 menit)

	persetujuan melakukan suatu tindakan/kegiatan 3) dengan bimbingan dan arahan guru, peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan	
Penutup	1) Peserta didik menyimpulkan materi 2) Guru memberi penguatan terhadap hasil kerja peserta didik 3) Guru memberikan tugas rumah 4) Guru menyampaikan kegiatan pada pertemuan selanjutnya	(10 menit)

5. EVALUASI

Tehnik : tes secara lisan (berbicara)

Instrument : mempraktekkan pelafalan (pronunciation) berdasarkan apa yang

mereka telah dengar di aplikasi podcast "british council"

Appendix 2 : Pronunciation Assessment Rubric

This rubric was used to measure the students' pronunciation ability

Score	Pronunciation Description
5	Excellent Pronunciation • Native-like pronunciation of individual sounds, word stress, word endings, intonation, and rhythm • Native-like fluency; speaks smoothly without hesitation and with ease • Pronunciation does not impede communication
4	Good Pronunciation • Accurate pronunciation of individual sounds, word stress, word endings, intonation, and rhythm • Occasional non-native pauses and/or hesitations which do not interfere with comprehensibility. • Pronunciation rarely impedes communication
3	Satisfactory Pronunciation • Fairly accurate pronunciation of individual sounds, word stress, word endings intonation, and rhythm • Some non-native pauses and/or hesitations which sometimes interfere with comprehensibility. • Pronunciation occasionally impedes communication
2	Partially Effective Pronunciation • Inaccurate pronunciation of some individual sounds, word stress, word endings intonation, and rhythm, which interfere with comprehensibility • Many non-native pauses and/or hesitations which can interfere with comprehensibility. • Pronunciation impedes communication

1	Ineffective Pronunciation
	• Major inaccuracies with pronunciation of individual sounds, word stress, word endings intonation, and rhythm, which causes significant problems in intelligibility
	• Significant pausing, hesitations, and/or short phrases which interfere significantly with comprehensibility.
	• Pronunciation severely impedes communication
NS	No. Response

SLA Pronunciation assessment rubric
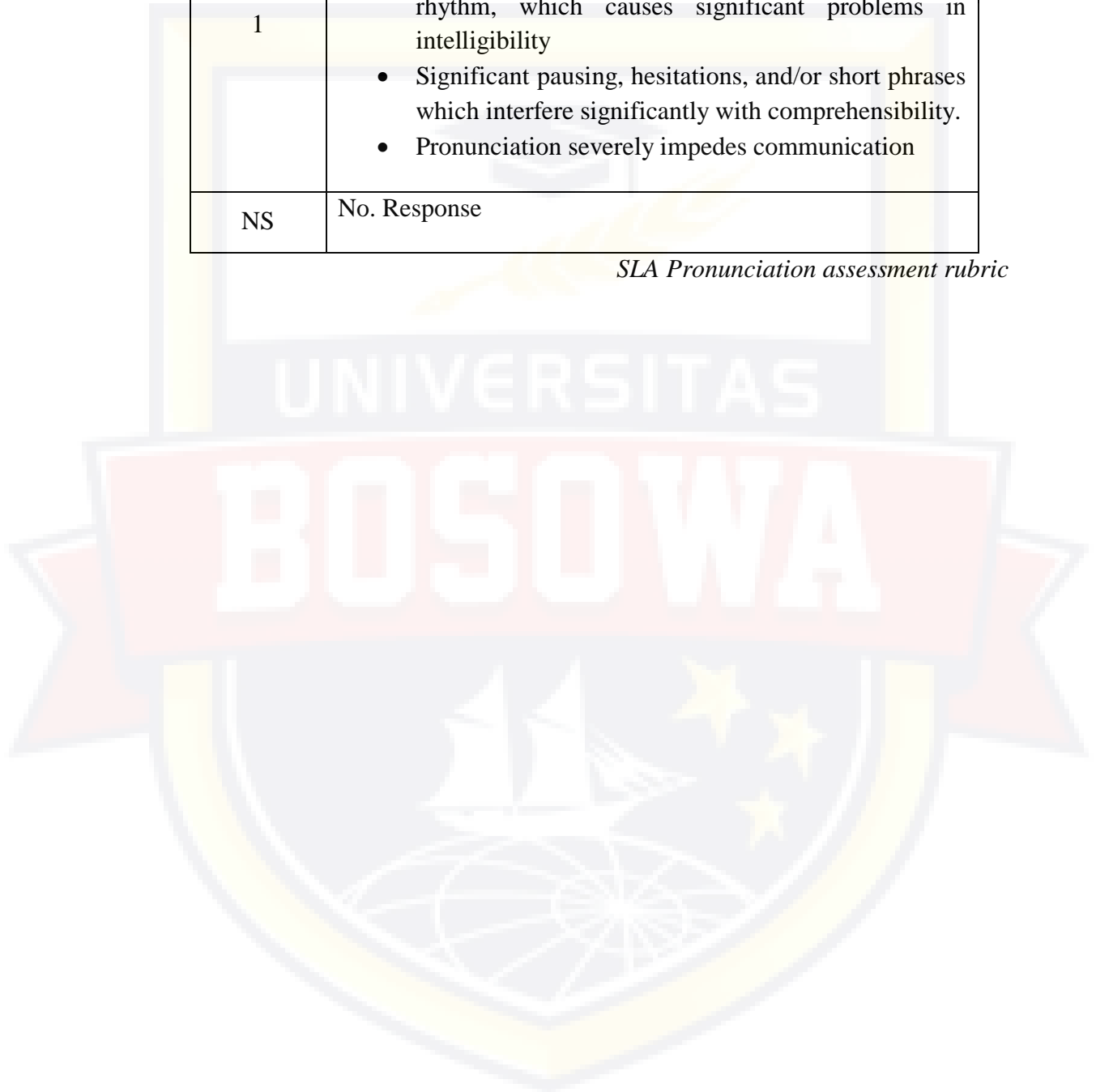
Appendix 3 :The Pre-test and Post-test

This script must be read by the students in pretest to know their prior competence level in pronouncing the words and after the treatment.

Appendix 4 : The students' transcription in pre-test and post-test

In Pre-test (Nirham = 40)

Hello, everyone. Hello! ==It's nice to see you== all here. Welcome to British Life and ==Language==. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. ==Before== we begin, some information about the class.

Our class is in room 13, on the first floor. When you go ==upstairs==, turn left to find the room. Again, that's room 13.

We have class twice a week, on Monday and Wednesday. Our ==class begins at 4.30 p.m.== and lasts 90 minutes, so we ==finish at 6 p.m.== That's 4.30 to 6. Please ==arrive== on time, OK?

Also, I ==have an== ==office hour== if you have questions. I'm in ==office== 7B on the second floor. My office hour is Friday at 6 p.m. So, if you have ==any questions or problems== or want to talk to me, it's ==Friday== at 6 p.m. in office 7B.

We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

I think that's all ... Oh, one more thing. For this course you need the book. Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to see any ==photocopies== of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, everyone. I look forward to working with you. See you next Monday!

Transcript :

hɛˈləʊ**,** ˈɛvrɪwʌn**.** hɛˈləʊ**!** ==ɪts naɪs tuː siː juː== ɔːl hɪə**.** ˈwɛlkəm tuː ˈbrɪtɪʃ laɪf ændˈ==læŋ gwɪʤ==**.** aɪ æm jɔː ˈtiːʧə**.** maɪ neɪm ɪz ˈlɪndzi blæk**.** ðæts ɛl-aɪ-ɛn-diː-ɛs-ə-waɪ blæk**.** **.**ðæts ɛl-aɪ-ɛn-diː-ɛs-awaɪ blæk**.** bɪˈfɔː wiː bɪˈgɪn**,** sʌm ˌɪnfəˈmeɪʃən əˈbaʊt ðə klɑːs**.** aʊə klɑːs ɪz ɪn ruːm 13, ɒn ðə fɜːst flɔː**.** wɛn juː gəʊ ==ˌʌpˈsteəz==, tɜːn lɛft tuː faɪnd ðə ruːm**.** əˈgɛn, ðæts ruːm 13.

wiː hæv klɑːs twaɪs ə wiːk**,** ɒn ˈmʌndeɪ ænd ˈwɛnzdeɪ**.** ˈaʊə klɑːs ==bɪˈgɪnz== æt **4.30** p iːˈɛm**.** ænd lɑːsts **90** ˈmɪnɪts**,** səʊ wiː ˈfɪnɪʃ æt **6** piːˈɛm**.** ðæts **4.30** tuː **6.** pliːz əˈraɪv ɒn taɪm**,** ˈəʊˈkeɪ**?**

ˈɔːlsəʊ, aɪ hæv ən ˈɒfɪs ˈaʊər ɪf juː hæv ˈkwɛsʧənz.aɪm ɪn ˈɒfɪs 7biː ɒn ðə ˈsɛkənd floː. maɪ ˈɒfɪs ˈaʊər ɪz ˈfraɪdeɪ æt 6 piː.ɛm. səʊ, ɪf juː hæv ˈɛni ˈkwɛsʧənz ɔː ˈprɒbləmz ɔː wɒnt tuː tɔːk tuː miː, ɪts ˈfraɪdeɪ æt 6 piː.ɛm. ɪn ˈɒfɪs 7biː.

wiː bɪˈgɪn nɛkst wiːk, ɒn mɑːʧ ðiː 13th.ðæts ˈmʌndeɪ, mɑːʧ ðiː 13th. ðə kɔːs ɛndz ɒn meɪ ðiː 20th. meɪ ðiː 20th ɪz ðə lɑːst deɪ.

aɪ θɪŋk ðæts ɔːl ... əʊ, wʌn mɔː θɪŋ. fɔː ðɪs kɔːs juː niːd ðə bʊk. hɪər ɪt ɪz: ˈbrɪtɪʃ laɪf ænd ˈlæŋgwɪʤ ˈlɛvl 1 ˈstjuːdənts bʊk. səʊ, pliːz gɛt ˈkɒpi ɒv ðə bʊk. aɪ dəʊnt wɒnt tuː siː ˈɛni ˈfəʊtəʊˌkɒpiz ɒv ðə bʊk, θæŋk juː! rɪˈmɛmbə, ɪts ˈlɛvl 1 ˈstjuːdənts bʊk.dəʊnt baɪ ðə ˈtiːʧəz bʊk.

aɪ θɪŋk ðæts ɔːl, ˈɛvrɪwʌn. aɪ lʊk ˈfɔːwəd tuː ˈwɜːkɪŋ wɪð juː. siː juː nɛkst ˈmʌndeɪ!

in post-test (Nirham 80)

Hello, everyone. Hello! It's nice to see you all here. Welcome to British Life and Language. I am your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y Black. Before we begin, some information about the class.

Our class is in room 13, on the first floor. When you go upstairs, turn left to find the room. Again, that's room 13.

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We begin next week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

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I think that's all, everyone. I look forward to working with you. See you next Monday!

Transcript :

hɛˈləʊ, ˈɛvrɪwʌn. hɛˈləʊ! ɪts naɪs tu: si: ju: ɔ:l hɪə. ˈwɛlkəm tu: ˈbrɪtɪʃ laɪf ændˈlæŋ gwɪʤ. aɪ æm jɔ: ˈti:ʧə. maɪ neɪm ɪz ˈlɪndzi blæk. ðæts ɛl-aɪ-ɛn-di:-ɛs-ə-waɪ blæk. .ðæts ɛl-aɪ-ɛn-di:-ɛs-awaɪ blæk. bɪˈfɔ: wi: bɪˈgɪn, sʌm ˌɪnfəˈmeɪʃən əˈbaʊt ðə klɑ:s. aʊə klɑ:s ɪz ɪn ru:m 13, ɒn ðə fɜ:st flɔ:. wɛn ju: gəʊ ˌʌpˈsteəz, tɜ:n lɛft tu: faɪnd ðə ru:m. əˈgɛn, ðæts ru:m 13.

wi: hæv klɑ:s twaɪs ə wi:k, ɒn ˈmʌndeɪ ænd ˈwɛnzdeɪ. ˈaʊə klɑ:s bɪˈgɪnz æt **4.30** p i:.ɛm. ænd lɑ:sts **90** ˈmɪnɪts, səʊ wi: ˈfɪnɪʃ æt **6** pi:.ɛm. ðæts **4.30** tu: **6.** pli:z əˈraɪv ɒn taɪm, ˈəʊˈkeɪ**?**

ˈɔ:lsəʊ, aɪ hæv ən ˈɒfɪs ˈaʊər ɪf ju: hæv ˈkwɛsʧənz.aɪm ɪn ˈɒfɪs 7bi: ɒn ðə ˈsɛkənd flɔ:. maɪ ˈɒfɪs ˈaʊər ɪz ˈfraɪdeɪ æt 6 pi:.ɛm. səʊ, ɪf ju: hæv ˈɛni ˈkwɛsʧənz ɔ: ˈprɒbləmz ɔ: wɒnt tu: tɔ:k tu: mi:, ɪts ˈfraɪdeɪ æt 6 pi:.ɛm. ɪn ˈɒfɪs 7bi:.

wi: bɪˈgɪn nɛkst wi:k, ɒn mɑ:ʧ ði: 13th.ðæts ˈmʌndeɪ, mɑ:ʧ ði: 13th. ðə kɔ:s ɛndz ɒn meɪ ði: 20th. meɪ ði: 20th ɪz ðə lɑ:st deɪ.

aɪ θɪŋk ðæts ɔ:l ... əʊ, wʌn mɔ: θɪŋ. fɔ: ðɪs kɔ:s ju: ni:d ðə bʊk. hɪər ɪt ɪz: ˈbrɪtɪʃ laɪf ænd ˈlæŋgwɪʤ ˈlɛvl 1 ˈstju:dənts bʊk. səʊ, pli:z gɛt ˈkɒpi ɒv ðə bʊk. aɪ dəʊnt wɒnt tu: si: ˈɛni ˈfəʊtəʊˌkɒpiz ɒv ðə bʊk, θæŋk ju:! rɪˈmɛmbə, ɪts ˈlɛvl 1 ˈstju:dənts bʊk.dəʊnt baɪ ðə ˈti:ʧəz bʊk.

aɪ θɪŋk ðæts ɔ:l, ˈɛvrɪwʌn. aɪ lʊk ˈfɔ:wəd tu: ˈwɜ:kɪŋ wɪð ju:. si: ju: nɛkst ˈmʌndeɪ!

Appendix 5 : students transcription in treatment

Appendix 6 : The participants of the class

Table of rubric and score the Experimental class

Student's Of The Name	The rubric of pre-test	The rubric of Post- Test	Score of Pre-Test	Score of Post-Test
Fitriani	1	3	20	60
Hajra	1	4	40	80
Ayu	1	3	20	60
Alysa Resky	1	3	20	60
Rifal	2	4	20	60
Rihaldi	1	3	40	80
Sulfiadi	1	3	40	80
Susanti	1	3	20	60
Febi	2	4	20	60
Nirham	2	4	40	80
Fadel	1	3	40	80
Nisrayanti	1	3	20	60
Adinda	2	4	20	60
Sarmila	1	3	20	60

Rendi	1	3	20	80
Murniati	1	3	20	60
Nisryanti	1	4	20	60
Sartika dewi	1	3	20	60
Resti	1	3	20	60
Alias	1	3	20	60
Dini	1	3	20	60
Nurul ulfaningsi	1	3	20	60
Muh ali	1	3	20	60
Samsinar	1	3	20	60
Lisa	1	3	20	60
Ridawati	1	3	20	60
Nur kartika	1	3	20	60

Appendix 7 :Analysis Data in SPSS V.16

Descriptive Statistics Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-testExperimental	26	20.00	40.00	600.00	23.0769	7.35893
Post-test Experimental	26	60.00	80.00	1660.00	63.8462	8.03837
Valid N (listwise)	26					

Descriptive Statistics Control Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-testControl	17	20.00	40.00	460.00	27.0588	9.85184
Post-test Control	17	60.00	80.00	1160.00	68.2353	10.14599
Valid N (listwise)	17					

Frequency Pretest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	22	81.5	81.5	81.5
	40	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Frequency Posttest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	21	77.8	77.8	77.8
	80	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

FrequencyPretest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	11	64.7	64.7	64.7
	40	6	35.3	35.3	100.0
	Total	17	100.0	100.0	

FrequencyPretest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	10	58.8	58.8	58.8
	80	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

Paired Samples Correlations experimental class

		N	Correlation	Sig.
Pair 1	Pre-test & post-test experimental	27	.892	.000

Paired Samples Test experimental class

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pre-test – post-test	-4.07407E1	3.84900	.74074	-42.26336	-39.21813	-55.000	26	.000	

Paired Samples Test control class

		N	Correlation	Sig.
Pair 1	Pre-test & post-test control	17	.633	.006

Paired Samples Test Control Class

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)	
Pair 1	Pre-test – post-test control	-4.11765E1	8.57493	2.07973	-45.58529	-36.76765	-19.799	16	.000	

Appendix 8: Administration

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 13 BULUKUMBA
Alamat: Jl. Pendidikan Tanah Towa Kec. Kajang Kab. Bulukumba Kode Pos (92574)

<u>SURAT KETERANGAN PENELITIAN</u>
NO : 800/075.SMA.13/BLK/2020

Yang bertanda tangan di bawah ini, kepalah sekolah SMA Negeri 13 Bulukumba Kecematan Kajang Kabupaten Bulukumba Provinsi Sulawesi Selatan menerangkan dengan sebenarnya bahwa:

Nama	:	**AYU ANDIRA**
NIM/No. Pokok	:	**1516101024**
Jenis Kelamin	:	**Perempuan**
Program Studi	:	**Pendidikan Bahasa Inggris**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bosowa**

Telah melakukan penelitian pada SMA Negeri 13 Bulukumba dari tanggal 15 - 23 September 2020 dalam rangka penyelesaian Studi S1 dengan judul (**Learningenglish popcast "british council" to enhance efl students pronunciation At SMA Negeri 13 Bulukumba**) .

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan sebagai mana mestinya.

Kajang, 24 September 2020

Kepala UPT SMAN 13
Bulukumba

ABDUL HAKIM, S.Pd
NIP. 19630119 198703 1 010

Tembusan ddh. Kepada:
1. Kepala Dinas Provinsi Sulawesi Selatan
2. Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa
3. Arsip

Appendix 9 : Documentation

A. Experimental Class

Picture 1 : The researcher was giving the guidance before doing pre-test

Picture 2 : The process of administering pre-test

Picture 3 : Giving treatment to students

Picture 4 : The process of administering post-test

B. Control Class

Picture 1 : Giving pre-test before teaching using text book

Picture 2 : The process for learning using text book

Picture 3 : Handling using text book

Picture 4 : Giving post-test

BIOGRAPHY

AYU ANDIRA, was born in Bulukumba Regency to be precise in Pattiroang Village, Kajang District on November 6th, 1997. She is the first child of two siblings (Mr Sabir and Mrs. Emmi). The writer began her education at SD 282 Tuboga district Kajang in 2010. In that year she continued education at MTS Bontomanai, Rilau-ale District and graduated in 2003. Then, she continued to Senior High School at MAN Negeri 2 Tanete and finishing 2016. After that , she continued her education Bosowa University (UNIBOS), Faculty of Teacher Training and Education in English Education Study Program. And completed her studies in 2020.