

**IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH
CONVERSATION APPLICATION AT SMAN 13 BULUKUMBA**

SKRIPSI

**DINA FEBRIANTI MADIALI
4516101016**

UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2020**

**IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH
CONVERSATION APPLICATION AT SMAN 13 BULUKUMBA**

SKRIPSI

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department**

UNIVERSITAS

BY

**DINA FEBRIANTI MADIALI
4516101016**

BOSOWA

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY**

SKRIPSI

IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH
CONVERSATION APPLICATION AT SMAN 13 BULUKUMBA

Submitted by

Dina Febrianti Madiali
NIM 4516101016

Had been defended in front of Skripsi Examination Committee
October 15th, 2020

Approved by:

Supervisor I,



Hj. St. Haliah Batau, S.S., M.Hum
NIDN. 0907096901

Supervisor II,

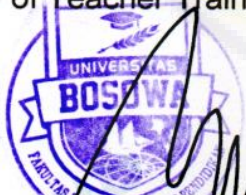


Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.
NIDN. 0919128201

Under the cognizance of,

Dean

Faculty of Teacher Training and Education,



Dr. Asdar, S.Pd., M.Pd. ||e
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *“Improving Students’ Pronunciation By Using English Conversation Application At SMAN 13 Bulukumba”* beserta isinya adalah hasil pekerjaan saya sendiri, sepanjang sepengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim. Apabila dikemudian hari terbukti bahwa skripsi ini hasil pelagiat, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar 27 September 2020

Yang membuat pernyataan,



Dina Febrianti Madiali

MOTTOS

“If you want to be successful then you must try to achieve success which requires a process”

UNIVERSITAS

BOSOWA

“Man Jadda Wajada”

ABSTRACT

Dina Febrianti Madiali. 2020. *Improving Students' Pronunciation By Using English Conversation Application* (Supervised by Hj. St. Haliah Batau and Hj. Nurfaizah Sahib).

This study aimed to determine whether there is an effectiveness of an increase in the pronunciation skills of class X Mipa 1 students of SMAN 13 Bulukumba by using the English Conversation application.

This study used a pre-experimental method with one group pre-test research design and a post-test design with a quantitative approach. The population of this research is the tenth grade students. The sample of this research was students of class X Mipa 1 which consisted of 30 students. In analyzing the data, the writer used the SPSS windows application.

After analyzing the research data, the author concluded that using the English Conversation application could improve students' pronunciation skills. This can be seen in the pre-test and post-test mean scores. The mean score of the pre-test was 51.33 and the post-test was 80.73. In addition, the significance value is calculated as 0.000. Therefore, based on these results it can be said that H1 is accepted.

Keyword : Application, English Conversation, Pronunciation

ABSTRAK

Dina Febrianti Madiali. 2020. *Improving Students' Pronunciation By Using English Conversation Application* (Dibimbing oleh Hj. St. Haliah Batau dan Hj. Nurfaizah Sahib).

Penelitian ini bertujuan untuk mengetahui ada tidak efek peningkatan yang terjadi pada kemampuan pelafalan siswa kelas X Mipa 1 SMAN 13 Bulukumba dengan menggunakan aplikasi English Conversation.

Penelitian ini menggunakan metode pre-eksperimental dengan rancangan penelitian one group pre-test dan post-test desain dengan pendekatan quantitative. Populasi penelitian ini adalah siswa kelas sepuluh. Penelitian menggunakan teknik purposive sampling dalam mengambil sample. Sample penelitian ini adalah siswa kelas X Mipa 1 yang terdiri atas 30 siswa. Dalam melakukan analisis data penulis menggunakan aplikasi SPSS windows.

Setelah menganalisis data penelitian, penulis menyimpulkan bahwa penggunaan aplikasi English Conversation dapat meningkatkan kemampuan pengucapan siswa. Hal tersebut dapat dilihat pada nilai rata-rata pre-test dan post-test. Skor rata-rata dari pre-test adalah 51,33 dan post-test adalah 80,73. Selain itu, nilai signifikan terhitung 0,000 oleh karena itu berdasarkan hasil tersebut dapat dikatakan bahwa H_1 diterima.

Kata kunci: Aplikasi, English Conversation, Pelafalan.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahillobbil ‘alamin, the writer expressed her highest gratitude to Allah Subhanallahu wa ta’ala for blessing, love, opportunity, health, and mercy to complete this skripsi. This skripsi entitled “Improving Students’ Pronunciation by Using English Conversation Application” was submitted as the final requirement in accomplishing undergraduate degree in English education of the study program Faculty of Teacher Training and education Bosowa University. In arranging this skripsi, a lot of people have provided motivation, advice, and support for the writer. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them.

The writer presented her sincere appreciation to Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education of Bosowa University. This skripsi would not have been possible without the help, support and patience of my first supervisor, Hj St. Haliah Batau, S.S., M.Hum. Additionally, for her supervisor, advice and encouragement from the early stage of this research as giving her outstanding experiences over the past few years. Then to her second supervisor, Hj. Nurfaizah Sahib, S.Pd., M.Pd, who helped her patiently complete this skripsi by providing advice, guidance and correction until this skripsi was completed. She thanks to Dr. Ramli, S.S., S.Pd., M.Pd and Andy Hamzah Fansury, S.Pd., M.Pd as the examiner thanks for the suggestions, advice and guide and hanks for the head of English Education Study Programn Ulfah Syam, S.S., M.Pd for her advice, supervision, and crucial contribution in the improvement of the result of this skripsi.

She gratefully thanked the principal of SMAN 13 Bulukumba Abdul Hakim,S.Pd for allowing me to conduct the research and thank you to the teacher

of SMAN 13 Bulukumbuh, Pak Syamsul Jamal S.Pd, for help. She could never have finished this without your great guidance and my family, writer's deepest appreciation addressed to her beloved parents, her mother name is Eni Maemuna thanks for the endless love, pray and support, and her father's name is Madiali for the phone call every week in order to remind her to keep going and never give up, and for her beloved brother Santo Pratama Madiali, Muzalifah Madiali, Edi Hasim, Budi Setiawan and her sister in law Fitriyani Naton Tamim who never stopped asking questions about the completion of her studies. Their messages keep her annoyed but magically give her reason to be focused to end her study as soon as possible, for that she was really grateful to possess you to in her life.

She was very grateful to have some close friends who always support her. The first award addressed to Ayu Andira, Novita Rasyied, Titin Rochaety, Nini Rahayuningsi, Karmila Samiun, Patresia Melda, Yuliana Bore, Yusriati, Rachel Melisa Sampe, Yustika Amir, you are always a good listener for every problem faced especially when she had to revise this skripsi and repeat it over and over again. Your opinion never ceased to surprise her and also allowed her to see her problem from a different one again. She also thanked her senior Nuraeva, Suci Anita Rahim for giving encouragement and advice. Also to all of the 2016 English Education study program who could not be mentioned one by one.

Finally, she would like to thank everyone who was essential to the successful realization of this story. This skripsi was far from perfect, but it was expected that it would be useful not only for the writer, but also for the readers. For this reason, constructive thoughtful suggestion and critics were welcomed.

Makassar, 27 September 2020

The Writer.

Dina Febrianti Madiali

TABLE OF CONTENT

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
MOTTOS	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDIX	xii
CHAPTER I. INTRODUCTION	1
A. Background of the Research.....	1
B. Identification of Problem.....	4
C. Scope of the Research	5
D. Formulation of the Problem.....	5
E. Objective of the Research.....	5
F. Significance of the Research	5
CHAPTER II. REVIEW OF LITERATURE	7
A. Theoretical Review	7
1. Pronunciation.....	7
2. The Aspects of Pronunciation	10
3. Pronunciation as a part of Gramatical Competence	13
4. Pronunciation Model	13
5. Factors Affecting Pronunciation	14
6. Criteria for Good Pronunciation.....	16
7. Problems in Pronunciation	17
8. Kind of Pronunciation	19
9. Teaching Pronunciation.....	20
10.English Conversation Application.....	27

B. Conceptual Framework	30
CHAPTER III. METHOD OF THE RESEARCH.....	31
A. Research Design	31
B. Time and Location of the Research.....	32
C. Population and sample of the Research	32
D. Research Variable and Operational Definition.....	32
E. Instrument of the Research.....	33
F. Procedure of Collecting Data	34
G. Technique of Data Analysis	35
CHAPTER IV. FINDINGS AND DISCUSSION.....	37
A. Findings	37
B. Discussion	43
CHAPTER V. CONCLUSION AND SUGGESTION.....	44
A. Conclusion	44
B. Suggestion	44
BIBLIOGRAPHY	45
APPENDICES	47
BIOGRAPHY	74

LIST OF TABLE

	Page
Table 3.1 Classification of students' score.....	36
Table 4.1 The students' score and classification in pre-test and Post-test .	38
Table 4.2 The Students' Frecuency and Percentage Achievement in Term of Pronunciation in Pre-test	39
Table 4.3 The mean score and standard deviation of students' pre-test.....	40
Table 4.4 The Students' Frecuency and Percentage Achievement in Term of Pronunciation in Post-test.....	40
Table 4.5 The mean score and standard deviation of students' post-test ...	40
Table 4.6 The mean score and standard deviation of students' post-test ...	41
Table 4.7 The result t-test.....	42

LIST OF APPENDIX

	Page
Appendix 1 : How to use English Convesation application	48
Appendix 2 : Attendance List	51
Appendix 3 : Lesson Plan	52
Appendix 4 : The studenrs' score and data SPSS 21.0	59
Appendix 5 : Administration	67
Appendix 6 : Documentation	68

UNIVERSITAS

BOSOWA

CHAPTER I

INTRODUCTION

This chapter consisted of 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

Language as a mean of communication, aims to create relationships between one individual with another to establish a good communication system it takes a deep understanding of the language through the culture of the language itself. By way of language culture will give a positive influence in communicating with the good. Culture of language can be seen in a language in which a language has two concepts to note that structures and systems. The structure comes to the relationship between the elements in the speech unit, for example between phonemes by phoneme in the word, the word with the word in a phrase or also the phrase by phrase in a sentence. While the system of the relationship between the elements of the language of their units of speech that others (Abdul Chaer, 2009:33). Two concepts of structure and system in language, precisely to describe the unit of speech as well as elements of language are related to the pronunciation. In the English language, we know that the English language as a different written with pronunciation. Moreover meaning when the pronunciation is wrong then it is definitely the wrong meaning. Therefore, the English pronunciation is the most essential element in communication.

In terms of speaking, teacher should also be concerned about the micro skills. One of the micro skills is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants but also the suprasegmental features such as rhythm and intonation. The teacher needs to realize how important pronunciation is students who can not pronounce well can not express what they intend to and may lose their confidence too. Realizing the importance of pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation but the students can achieve at least the minimum requirement of good pronunciation.

Pronunciation is additionally important to speak with others, especially to talk in West Germanic language. People can understand what you say if your pronunciation is sweet. Pronunciation is that the way for producing the sound of the speech. There are three parts of pronunciation are stress, articulation and intonation. Stress is emphasis the syllables of a word. Articulation is that the changing of the teeth, lips and tongue which affects the various sound produced. Intonation is rising or falling sound when speaking.

Competence in pronunciation is said to speaking, listening and reading. Bad pronunciation will be bad effect to those skills. for example, when people don't recognize the key sounds or words from speaker in listening section, they are doing not know the meaning of the words. It also happened to students, if students don't know the way to pronounce words, their

partner won't understand what they speak and feel hard for them to put in writing the words.

According to Fraser (2000), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction.

Pronunciation refers to how we produce sound so it makes meaning after we speak. It includes certain consonants and vowels from aspects of the language (segments) of speech beyond the extent of individual segments, like stress, timing, rhythm, intonation, phrases (suprasegmental aspects) and the way sound is projected (sound quality).

It is important for a teacher to enhance students' pronunciation. The teacher can improve learners' pronunciation through several practices like listening to discrimination, reading dialogue, doing conversation, drama, role play. The teacher can also determine which pronunciation teaching is suitable for the class, whether it is integrated, remedial or practice less.

An English Conversation Application can help practice English conversation to improve our skills, listening, understanding, and speaking. This Application also provides hundreds of lessons designed to provide the English conversation training you need. This English Conversation Application has more than 200 English conversation lessons, which includes the following:

- a. Listening exercises to improve your listening

- b. Quizzes to help you understand
- c. Conversation practice feature to improve your speaking
- d. Conversation recording tool to track your progress
- e. Can improve your pronunciation

Therefore, this English conversation application can improve your skills and your pronunciation in speaking English because this application has many categories so that we can choose the suitable conversation.

B. Identification of Problem

Only Indonesia students have many problems in their skills of English include is Reading skill, listening skill, speaking skill, and writing skill. Some students have difficulty on pronunciation and vocabulary. Students pronunciation is less and students embarrassed to express their ideas because the method and media that applied are not suitable yet. The other problem happened because there are not varieties in teaching English used by teachers in the classroom. The teacher only uses a method in the whole day. It makes the learning process monotonous because the class is dominated by the teacher and the students do not have the opportunity to develop their communicative competence. Therefore, the scholars seem bored and lazy. Whereas for learning materials and media teacher only used a course book to facilitate students in learning English. However, the mini dictionary failed to contain phonetic transcription. It made students only remember the words and that they failed to know the way to pronounce words correctly. Whereas the classroom is facilitated is by a white board. It didn't possess LCD and screen. It made the teacher difficult to present some

videos associated with the teaching. Moreover, the teacher got more difficulties since the college also failed to provide a language laboratory.

C. Scope of the Research

In this research, the writer only focused on improving students' pronunciation by using English Conversation Application, it was conducted only for the grade tenth students of SMAN 13 Bulukumba, in 2019/2020 academic year.

D. Formulation of the Research

Based on the scope of the research, the problem was formulated as how can students pronunciation be improved by using English Conversation Application?

E. Objective of the Research

In connection with the problem formulation above, the objective of this research was to find out the effectiveness of English Conversation Application can improve the students' pronunciation at the grade tenth at SMAN 13 Bulukumba.

F. Significance of the Research

The result of this research was expected to give significances for the following parties.

1. The teacher

The teachers could know the roles of teachers in improving students; pronunciation. Besides, the teacher who becomes a collaborator could experience in taking part in the research.

2. The students

SMAN 13 bulukumba students should understand the importance of pronunciation in English skills and it was possible to assist those who have trouble pronouncing English terms so that their pronunciation got much better.

3. The writer

The writer expected that the result of the research was very important for the writer because it was expected to answer a question about students' pronunciation improving by using English Conversation Application especially in SMAN 13 Bulukumba.

4. The Readers

The result of the research was to inform the readers about improving students' pronunciation by using English Conversation Application in SMAN 13 Bulukumba and one of aspect to building their knowledge.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerned with theoretical review and conceptual framework.

A. Theoretical Review

1. Pronunciation

Pronunciation is how a word sounds from a language and how we use tone. Here is pronunciation definition from some experts: Pronunciation jointly of nation components pronunciation is taken into account because the tool improving ability of communication in oral form. There aren't any two person of the identical nationality who pronounce their own language exactly alike.

Pronunciation also defined as how people express a word that created speech which might be understood by others. It's associated with the definition of pronunciation from Longman Dictionary of latest English, pronunciation is that the way during which language or a specific is pronounced and particular person's way of pronouncing a word or words.

According to Wibawa (2014:17) pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. Lado does not mention how the sounds are produced while Yates and Zelinski (2014:31) stated that pronunciation refers to how we produce the sound that we use to create meaning once we speak. It includes the actual consonants and vowels of a language (segments) aspects of speech beyond the amount of individual segments, like stress, timing, rhythm,

intonation, phrasing (suprasegmental aspects) and the way the voice is projected (voice quality).

Gilakjani (2012:119) assumes that pronunciation is ready of habits of manufacturing sounds. The habit of manufacturing a sound is acquired by repeating it over and all over again by being corrected when it's pronounced wrongly while according to Acharya (2010:86) on his written in CET Journal explained that pronunciation is that the use of system in speaking and it's made of vowels conconants, stress, rhythm and juncture and their sequences.

That complexity of pronunciation presents challenges in both what and how to measure this aspect of language prificiency. Standardized tests of spoken language proficiency typically incorporate pronunciation, though with varying and often inconsistent measures and criteria. Traditionally, pronunciation has been assessed through human rating, which has received considerable research attention, while recently computerized assessment of speaking proficiency that includes pronunciation has been developed and researched. The assessment of pronunciation can also be taken to include research on pronunciation aptitude and its relation to pronunciation achievement. Current discussions on the nature of pronunciation and the increased demand for testing of language competence for academic study and for specific jobs suggest the need for further attention to micro and macro aspects of pronunciation in speech production and perception. Therefore, speaking ability is very important in the office because what is assessed is pronunciation

Fraenkel (1984) expressed that there are two main steps to learning how to pronounce a language:

1) Receptive/list stage

In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

2) Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

Pronunciation is the act manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.

The second definition. The definition it contains some important keys which we must know in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be must understandable (intelligible).

According to Oxford Advanced Learner's English Dictionary, it is defined that pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

1. Pronunciation is a way of producing something
2. The product of this atc is language or word or sound

But it does not have any important data almost how a dialect or a specific word or a sound ought to be spoken. From the definition over, it can be concluded that articulation is the specific way of speaking a word or state which is acknowledge or for the most part understood.

2. The Aspects of Pronunciation

a. Accent

An accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from regionally or socially (Crystal, 2003:3). Accentedness a normal consequence of second language learning (Derwing Munro, 2005:383) stated that a listeners' perception of how different a speakers' accent is from that of the native language community. Many adult learners of English have foreign that identify them as non native speaker. Some linguists support the idea, know as the Critical Period Hypthesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation (Lenneberg in Zulfritri, 2015). However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd in Zulfritri, 2015). An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Derwing & Munro, 2005:389). The primary aim is that students be understood. Good pronunciation is needed for this, but a perfect accent is not (Harmer, 2000:204).

b. Stress

Oxford Dictionary (2008:439) Defined that stress is extra force used when speaking a particular word syllable In AMEP Research Center stated that Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances.

According to Jones (1956:141) The degree of force with which a speaker pronounces a sound or a syllable is called stress. Hanistya (2007:13) Stress means loudness and it may also be described as the degree of force with which a sound or syllable is uttered strongly. Stress can be also in writing probably the simplest way to do this by write the stressed syllable in capital letters, for example ‘PETer, come HERE, please!’.

Numerous instructors advocate beginning with pressure as the fundamental structure square of articulation educating. Stress alludes to the unmistakable quality given to specific syllables inside words, and to specific syllables or words inside expressions. It is motioned by volume, power, pitch change and syllable length, and is regularly where we notice hand developments and different signals when we are watching somebody talking. One recognizable component of English is the decreased idea of unstressed syllables. In this manner, not exclusively are focused on syllables longer, stronger, more intense and at an alternate pitch, however unstressed ones are regularly extraordinary quality. There are three Stress different levels:

1. Word level is multisyllabic words have one or more syllables that are stressed
 2. Sentence level is the most important words tend to be stress
 3. Contrastive stress is the most important words carry greater stress
- Consider
- c. Intonation

Oxford Dictionary (2008:234) explained that intonation is rise and fall of the voice in speaking. While AMEP Research Center stated that intonation or

change of pitch is crucial in signalling speaker meaning, particularly interpersonal attitudes. Therefore, intonation is sound that voice out in rise and fall.

AMEP Research Center identified five major pattern of tones, there are: fall, rise, fall-rise (dipping), rise-fall (speaking), level:

- a. *A falling pattern* usually indicates that the speaker has finished, at least temporarily
- b. *A rising intonation* signals a question or continuation. This difference can signal meaning even in short exchanges
- c. *A fall-rise tone* signals definiteness combined with some qualification
- d. *A rise-fall* is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.
- e. *A level tone* signals boredom, routine or triviality and thus is the tone that *teachers use for routines such as the class roll.*

intonation is utilized to convey a wide range of sorts of data. It signals linguistic construction, however not in a balanced way; while the finish of a total sound example will typically agree with the finish of a syntactic design, for example, a sentence or condition, even very significant expression, highlighting constituents of significance. Pitch can show talk work for example a great many people know that adage 'This is the Leeds train' with one sound comprises an assertion, however with another, an inquiry. Pitch can be utilized by a speaker to pass on a mentality, for example, neighborliness, energy, or antagonism; and audience members can utilize inflection related wonders in the voice to make

deductions about a speaker's state, including fervor, help to direct turn-taking in discussion, since there are intonational systems speakers can use to show that they had their say or, then again, that they are in full follow and don't have any desire *to be intruded*.

3. Pronunciation as a Part of Grammatical Competence

Pronunciation is an integral **an element** of foreign learning since it directly affects learners' communicative competence also as performance. Limited pronunciation skills can decrease learners' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and skills. This **concentrate on** communicative approaches to EFL pronunciation learning and also **the priority** for building communicative skills are renewing interest within the role that pronunciation plays in EFL learner's overall communicative competence. The goals of this paper are **to identify** the features of pronunciation, elaborate **the blending** of pronunciation into the curriculum, discuss the strategies for teaching pronunciation **which is able to** help EFL learner's meet their personal and professional needs.

4. Pronunciation Model

English could be a language that's not possessed only by one nation. Because it plays as a world language or koine, English now will be found in many countries and that they use it with different accents or dialects. English are often identified of one's nation language because it has differences in terms of vocabulary, spelling and pronunciation. For instance, in terms of pronunciation, the word "grass" are often pronounced differently consistent with which model we

use. We will pronounce /grɑ:s/ observed British English or pronounce /græs/ stated American language. Thanks to the range of English models, we, as teacher, can provide option to students which model they require to use.

The preservice teachers seemed to agree that the teacher's pronunciation should be of a higher standard than that of the students to positively influence them through inspiring higher motivation and admiration of the teacher. While some considered native-like pronunciation to be an ideal pronunciation model because it is better and students should get used to it, others said intelligible pronunciation, even with a Japanese accent, is ideal because it is easier and familiar to students, and so can lead to higher motivation. To said native-like pronunciation should be avoided as a model because it can confuse students conversely, one said that Japanese accented pronunciation should be avoided because students were copy bad habits.

5. Factors Affecting Pronunciation

As people who have their own language, it seems they will be recognized non-native speakers. The way we speak in an exceedingly different language is full of our first language. There are several factors which will affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that ought to be considered by teachers:

1. Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2. Age

Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a foreign accent, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3. Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being with the people. Since research seems to support that the more exposure that one gets is important than the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4. Innate phonetic ability

Often referred to as having an ear for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this knack is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5. Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6. Motivation and concern for good pronunciation

Some learners don't seem to be particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation

propels them toward improvement are perhaps the strongest influence of all six of the factors during this list. Those factors above can open the teacher mind of understanding a learner's willing to boost their pronunciation. Teachers can assist learners toward these factors.

6. Criteria for Good Pronunciation

There is a good quotation from Murcia (2006) that can make us realize the importance of pronunciation teaching in language classroom. The quotation is taken from an undergraduate student in an ESL pronunciation course. He says "I feel that I am judged by my way of talking English. In other classes, teacher often treats me as inferior or academic disability because of my muttering English".

Smoene's way of talking will be judged by other persons. It seems that we need to know how our way of speaking can easily be recognized by people to whom we talk. So, in terms of how our speaking can be understood by people, there are some criteria. These criterias are taken from goals of pronunciation teaching that will be discussed later. First, our way of speech should be intelligible (Morley, 1999). People must have an accent from their first language and they do not need to be native-like speaker in speaking. By accent that we possess, people can identify us. However, we need to realize that our accent should not be distracting when we speak. We need to know rules in speaking so that people can understand what we actually mean. Secondly, when we speak we need to know the function or condition when we have conversation within the specific communicative situations. Knowing the discourse, we can use appropriate pronunciation features. Dalton and Seidlhofer (1994:52) as cited in Celce Murcia (2006) list six important communicative abilities related to pronunciation:

1. Prominence: how to make salient the important points we make
2. Topic management: how to signal and recognize where one topic ends and another begins
3. Information status: how to mark what we assume to be shared knowledge as opposed to something new
4. Turn-taking: when to speak and when to be silent, how (not) yield the floor to somebody else
5. Social meaning and roles: how to position ourselves *vis-à-vis* our interlocutor (s) in terms of status, dominance/authority, politeness, solidarity/separateness
6. Degree or involvement: how to convey our attitudes, emotions, etc. Goodwin as cited in Celce Murcia (2006) adds that good pronunciation learners should also know how to employ pauses, pitch movement and stress.

7. Problems in Pronunciation

Pronunciation that the a part of English that's tougher to master. What's written is different than what's spoken. We must have an honest hearing to imitate the pronunciation. However, it's only about the nice hearing, but also the nice articulation produced by our organ. As we all know that each language encompasses a difference sound, it means after we wish to articulate precisely. the explanation above is that the instance of problem caused pronunciation errors which led to a difficulty comprehension of the meaning or function an utterance keep with the researcher. In the below, it can be seen what the most problems are in pronouncing English as stated by Celce-Murcia and Goowin (in Budiasih 2013:23).

In our country English plays as an overseas language. It implies that people use English only at school once they have the lesson within the classroom. Since it is rarely employed by people as medium of communication, students may find many difficulties in pronunciation of English. Consistent with Arini (2009), there are two common mistakes that a learner makes. First, they fail to form long vowels or diphthongs when it's followed by voiced consonants. Secondly, they fail to shorten long vowels or diphthongs when it's followed by voiceless consonants. She adds that there are other problems or difficulties associated with pronunciation. One among them is hearing problem. People have different hearing ability. It affects people to form mistakes when pronouncing words. O'Connor (1998: 1) gives an honest illustration associated with how important our ears are. He stated that: Language starts with the ear. Once a baby starts to speak he will do it by hearing the sounds his mother makes and imitating them. If a baby is born deaf he cannot hear these sounds and thus cannot imitate them and can not speak. Therefore, if one can not listen to English pronunciation well, he can not produce it well too.

Kelly (2000: 8) makes a brief and clear explanation related to difficulties may be faced by individual learners. They are:

- 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.

- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learner.

The learners may have problems related to learning English pronunciation. However, we as teacher need to offer help to overcome their problems. The solution to the problems will be discussed later.

8. Kind of pronunciation

According to Yapping (1988:37-38) in Iskandar (2012) there kinds pronunciation exist, namely:

a. Native pronunciation

Pronunciation of nature is the manner in which native speakers say words. This pronunciation style is a common one that is used as the mother tongue in countries where English is used.

b. Native like pronunciation

The way of words by non-nature speakers that sounds like a native one is nature like pronunciation. The syleof of this pronunciation is typically found in countries where as s second foreign language English is thought and studied.

c. Non- native like pronunciation

The Eglish pronunciation, which involves in this category, is used as a language. The leaners and the language users find it very difficult to use native

like pronunciation. They use own ability to pronounce the words as find the pronunciation like this in, any country in Asia.

9. Teaching Pronunciation

a. The Importance of Teaching Pronunciation

Pronunciation teaching deals with to interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language. Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication.

Learners' working memory differ one another. However, for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

Lane (2010) provides a practical approach to teaching pronunciation. She listed four main goals for pronunciation teaching: intelligibility, comprehensibility, accent and voice quality. Intelligibility is defined as a listener being able to recognize words, phrases and utterances. She argues that correct use of suprasegmentals seems to be the most impactful aspect for intelligibility. Furthermore, she mentions that native and non-native listeners do not always find the same elements equally important for intelligibility. Comprehensibility, in her

book, is defined as being able to understand non-native speakers. Here, the important factors are both segmental and supra segmental elements.

b. The Goals of Pronunciation by some experts

There are many factors that influence language teaching especially English pronunciation teaching. Hence, teachers should select the media that is suitable to be applied in teaching English pronunciation, they are also hoped to know how to teach pronunciation well by knowing the good way in teaching English pronunciation.

According to Harmer (2007: 82), there are three alternatives in pronunciation teaching:

a. Whole lesson

Making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work.

b. Discrete slots

Some teachers insert short, separate bits of pronunciation work into lesson sequences.

c. Integrated phases

Many teachers get students to focus on pronunciation issues as an integrated part of lesson.

In this case, instructors choose what elective they select. By choosing the options they utilize in educating English articulation, they can make a methodology based on the elective to urge a greatest result.

In addition, the foremost critical thing of the educating and learning prepare is the understanding of the understudies almost the lesson. Cameron says that it could be a significant thing for educator to require duty for checking whether their students get it the dialect being utilized and the reason of exercises being carried out .In this case, the teacher should let the students know that they are studying about pronunciation and that they are expected to be able to pronounce English words correctly.

It needs skills and creativity for making the students enjoyable to learn English that both the instructor and the understudies get a great result in it. It can be done by empowering the understudies that they can do the finest. Other than that, it too can be done by inquiring the under studies to show their capacity in articulating English word so other understudies know that they can do it well. By this, understudies have a extraordinary soul to memorize how to articulate English words well. According to Morley in Celce-Murcia (2006:38), there are four realistic goals in pronunciation teaching. They are:

1) Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

2) Functional communicability

It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch

movement and stress to achieve the communicative goals, they will have attained a great deal of “functional communicability.

3) Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

4) Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

c. A Communicative Framework for Teaching Pronunciation

Lidster, et. al (2012) state that in terms of implementation of pronunciation instruction, one of the major challenges is to enhance carry-over. According to them, several authors have suggested focusing on meaningful and communicative in activities which are relevant to real life situations as a way to facilitate carry-over (Morley, 1991; et al).

Celce-Murcia, Goodwin, et. al (1996) present a framework for the sequencing activities within pronunciation instruction. There are five stages that they offer for teachers to teach pronunciation. The stages are similar to a presentation, practice and production. Below are stages that teachers may take.

1) Description and Analysis

Initially, the teacher shows students a feature of pronunciation including how and when it occurs. The teacher can benefit from charts (consonant, vowel, or organ of speech) or he might present the rules for occurrence either inductively or deductively. For example, the teacher may either presents the rule of words

ending with *ed* or provides multiple examples and the learners are asked to figure out the rule.

2) Listening discrimination

Listening activities can be contextualized minimal pair discrimination exercises such as the following from Gilbert (1993, 20). The speaker (a student or teacher) pronounces either sentence *orb* and the listener responds it with the appropriate sentence.

- a) He wants to buy my boat. Will you sell it?
- b) He wants to buy my vote. That's against the law.

In another practice of discrimination, the learners listen to a sentence and decide if it has dropped or increased intonation.

The plane's leaving.	Rising	Falling
Sam finished it	↗	↘
You can't	↗	↘
	↗	↘

Employing a short tuning in section, learners can check the delays and/or circle the unmistakable components they listen. In common, the listeners task must be clearly defined and centered because it were one or two highlights at a time. At this organize, the teacher should enter learner's consideration to what they need not recognized however.

3) Controlled practice

At the beginning, the learner's attention should be focused almost completely on form. Any kind of choral reading can work if the learner's attention

is clearly focused on the target feature. Poems, rhymes, dialogues, dramatic monologues - all of these can be used if the content and level engage a learner's interest.

4) Guided Practice

In this stage, the learners' attention is no longer entirely on form. The learner now begins to focus on meaning, grammar, and communicative intent as well as pronunciation.

5) Communicative practice

In this stage, activities strike a balance between form and meaning. Examples include role plays, debates, interviews, simulations and drama scenes.

d. Teaching Techniques

Kelly (2006: 16-22) offers several techniques and activities to improve students' pronunciation:

- 1) Drilling. Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can build confidence. Secondly, chaining is one of the way to help students' difficult sentences.
- 2) Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly, open pair drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another

responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.

- 3) Minimal pairs and related activities. In minimal pairs activity, teachers provide students pairs of comparable words within which they need one or more different phoneme. during this activity, the scholars can realize that if they mispronounce one phoneme, the meaning of words can change. Below is that the example of minimal pairs activity taken from Kelly (2006:19) :

Tick the words which have the sound /ʌ/:

caphat bug cup hut bag

- 4) Pronunciation and spelling activities. These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations (*Why don't you read this book?* and *I've already read it.*) Meanwhile, homophones are words that have same pronunciation but different spelling (*write* and *right*; *there*, *their* and *they're*). Another related activity is in a discovery type exercise like the example below:

hat hate kit kite cut cute

in that activity, students can recognize how the vowel sound changes when the letter *e* is added.

- 5) Taping English from students. When learners are engaging in language practice activities, tapes can be made and used for all kinds of language difficulties, but especially those concerned with pronunciation.
- 6) Exercises for listening. Authentic artifacts may be brought into the classroom through listening exercises. This activity will enable students to note pronunciation related characteristics.
- 7) Reading activities. In reading activities, many teachers stage their activity by asking students first to try and do an exercise so as that students can get the gist of the text they're reading. In reading, the teacher can encourage students to read aloud the text so he can monitor their pronunciation. Though there are pros and cons associated with this sort of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

10. English Conversation Application

a. English Conversation

English Conversation Application is an application that can practice English conversation to improve our skills, listening, understanding, and speaking. This Application also provides hundreds of lessons designed to provide the English conversation training you need. This English Conversation Application has more than 200 English conversation lessons, which includes the following:

a. Listening exercises to improve your listening

- b. Quizzes to help you understand
- c. Conversation practice feature to improve your speaking
- d. Conversation recording tool to track your progress
- e. Can improve your pronunciation

The App has about 5 million registered users across the world (source by English Conversation and support by Talk English).

Conversation is extremely important a part of foreign learning. the power to speak within the language clearly and efficiently contributes to the success of the language learners at school and later in everyday life. we regularly interpret the conversation as an exchange of knowledge between one party with another. This understanding is that the general meaning of the conversation, but actually the conversation contains a broader and specific meaning. Here is English conversation definition from some experts:

According to Thornbury and Slade, define conversation as follows : conversation is the informal, interactive talk between two or more people, which happens in real time, is spontaneous, has a largely, interpersonal function, and in which participants share symmetrical rights.

Conversation is an information talk involving two people or a little group of individuals, the act of talking in an off-the-cuff way, something that's the same as spoken conversation.

- b. The kind of English Conversation

This section explained three types of English conversation.

1. Structural conversation

English structural communication is a mode of communication, but grammar is complementary. Therefore, grammar in a conversation is very important feature.

2. Functional conversation

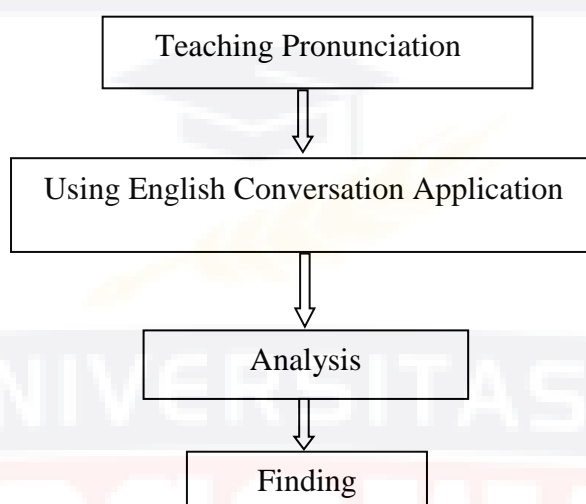
A form of conversation in English is functional conversation, where that is needed to determine a person's ability to function in a language that is appropriate to the situation or conversation.

3. Situational conversation

We use the language according to the situation in situational communication, as an example of using compilation language in the office is definitely different from the language we use compilation at the mall.

B. Conceptual Framework

The conceptual framework underlying this research was given in the following diagram.



The hypothesis of the research was formulated as follow;

H₀: English Conversation Application as teaching media can not enhance students' pronunciation in English at SMAN 13 Bulukumba in the academic year 2020/2021.

H₁: English Conversation Application as teaching media can enhance students' pronunciation in English at SMAN 13 Bulukumba in the academic year 2020/2021.

HAPTER III

METHOD OF THE RESEARCH

This chapter presented the research design, time and location of the research, populasi and sample, research variables and operational definition, research instrument, procedure of collecting data, and data analysis.

A. Research Design

This research applied pre-experimental research design with quantitative approach. According to Sugiyono (2014:109), pre-experimental design is a design that includes only one group or class given pre and post test. The one group pretest and posttest design were carried out on one group without any control or comparison groups. This research was intended to investigate the effectiveness of English conversation application toward students' pronunciation ability at the tenth grade of students in SMAN 13 Bulukumba. By applying the treatment the writer analyzed whether the scores are increased or not. Pre-test and post-test were given to measure whether or not there is a significant difference score before and after the students are taught using English conversation application. The research design was presented as follows :

Where :

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Cohen, 2007:213)

B. Time and Location of the Research

This research was conducted at SMAN 13 Bulukumba in 2020/2021 academic year. That is one of the leading schools located in the central city of Bulukumba South Sulawesi. The write was taken one month for the research.

C. Population and Sample of the Research

1. Population

In this research, the population was the X MIPA1 grade students of SMAN 13 Bulukumba in 2019/2020 academic year, consisting of 106 students who were divided into 9 classes which each class consisted of 30 students.

2. Sample

In this research, the writer applied the cluster random technique as research sample because the sample is a group of students without receiving the intervention from the writer. It mean that, the write used the selected class that has been formed in the school. This sampling technique is a way to taking classes randomly which is exist as a population. By the random sampling the writer was taken sample from the X MIPA 1 grade which consisted of 30 students at SMAN 13 Bulukumba.

D. Research Variable and Operational Definition

1. Variables of the Research

This research had two kinds of variables, namely independent variable and dependent variable. The independent variables were English Conversation Application while dependent variables were the students' pronunciation ability.

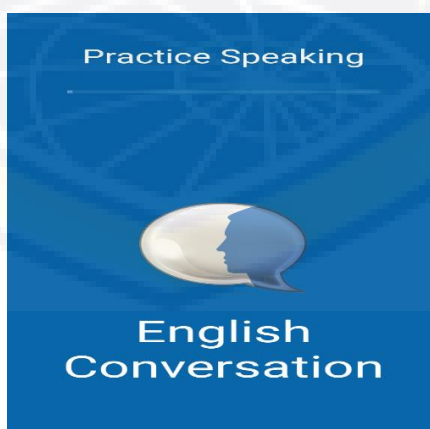
2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions variables were formulated as follows:

- a. English Conversation Application in learning to pronunciation. It means that English Conversation Application is used to improve the students' pronunciation.
- b. Pronunciation ability is defined as a student's ability to articulate sentences appropriately after being trained to listen to multiple conversations on various topics through the English conversation application.

E. Instrument of the research

The kind of instrument used in this research was pronunciation test. The test consisted of pre-test and post-test. In the first activity, the writer gave a pre-test to get data on the students' prior knowledge, while the post-test was given after using the English Conversation application to get data on the impact of using the English conversation application on the smartphone, the pretest and post-tests were the same test. Therefore, the writer explained how to used this application.



Picture 1 English conversation application.

First, the writer asked for students to download the application, after which the writer ask for students to read a few minutes, the type of conversation the writer has determined beforehand, then the students do a conversation practice with each of them.

F. Procedure of Collecting Data

At the first meeting, the writer gave students a pre-test to determine or measure the level of intelligence of students in pronouncing the words by reading the conversation text, it mean that this stage the writer gave the script to each student a pair to prepare and present their pronunciation skills in front of the class. The writer recorded the student's voice containing the English conversation

The second and third meeting, the writer did treatment. It consists of two stages. In the first stage, the writer introduced material about pronunciation. The second, the writer used the English conversation application as a tool for learning pronunciation, then at this stage, the writer ask for students to download the English conversation application and opens the topic to be studied, here the students are very enthusiastic about learning and then the students identify the words that are difficult to pronounce.

Third meeting, students selected the next topic to be studied, here students practiced their pronunciation with the right intonation, then they appeared in front of the class then the writer gave suggestions and comments to improve better pronunciation skills. The last meeting to find out the improvements that had been achieved, students were given a posttest with the same text in the pretest.

G. Technique of Data Analysis

The gather of data was used in order to figure out whether or not the treatment achieve a good result toward students' pronunciation ability of tenth grade at SMAN 13 Bulukumba.

1. The procedure of evaluation in giving score for the student pronunciation test:
 - a. Accuracy

Classification	Score	Criteria
Excellent	5	Pronunciation is slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterance are correct.
Good	4	Pronunciation is still moderate influenced by the mother tongue but no serious phonological errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue, only a few serious phonological errors several grammatical and lexical errors.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors
Very Poor	1	Seriously pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language skill and areas practiced in the course

(Heaton in Ria, 2017:35)

- a. Classifying the score of the students answer into the following scale:

Table 3.1 Classification of students' score

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	< 50	Very poor

Source: (Depdiknas, 2004:13)

- b. Calculating the mean score, standart deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 21.0 program.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the data that were collected during the pre-experimental research. In this part, the writer showed the calculation of pre-test score and post-test score. After presenting the students' achievement of class X MIPA 1 in a table the writer analyzed the data by comparing the chance that the students make during this research.

A. Findings

1. The interpretation of the Result of Students' Achievement Test

This section dealt with the presentation and also the elaboration of knowledge about pre-test and post-test, and therefore the students' improvement in learning pronunciation before and after employing treatments. Additionally, mean score of pre-test, post-test and variance of pre-test and post-test as consideration during this research was additionally explored further. The detailed results were provided within the further data presentation.

a. Scoring classification of the students' pre-test

The presentation of information during this part was obtained through the pronunciation test interpretations. It absolutely was analyzed in three stages: scoring the students' pronunciation test, classifying the students' score, and calculating the mean score.

As being stated earlier after tabulating and analyzing the students' scores into percentage, they were classified into five levels supported Depdiknas (2004:13). The subsequent table is that the students' pretest score.

Table 4.1 The students' score and classification in pre-test and Post-test

No	The Students' Initial	TEST SCORE					
		Pre-test			Post-test		
		A	Total	Class.	A	Total	Class.
1	NI	1	50	Very poor	4	80	Good
2	FT	2	54	Poor	4	82	Good
3	I	2	51	Poor	4	89	Good
4	AWN	2	53	Poor	4	87	Good
5	DG	1	50	Very poor	4	80	Good
6	MAT	2	55	Poor	4	80	Good
7	A	2	52	Poor	4	84	Good
8	EA	2	52	Poor	4	79	Good
9	HJ	1	50	Very poor	4	83	Good
10	E	2	55	Poor	4	80	Good
11	MM	2	57	Poor	4	78	Good
12	EF	1	47	Very poor	4	85	Good
13	HA	1	50	Very poor	4	82	Good
14	SW	1	50	Very poor	4	80	Good
15	A	2	52	Poor	4	81	Good
16	M	1	47	Very poor	3	70	Average
17	A	2	53	Poor	4	80	Good
18	EY	2	55	Poor	3	72	Average
19	MR	1	50	Very poor	4	84	Good
20	M	2	52	Poor	4	82	Good
21	U	2	52	Poor	4	80	Good
22	FA	1	48	Very poor	4	80	Good
23	I	2	53	Poor	4	79	Good
24	W	1	50	Very poor	4	79	Good
25	R	1	50	Very poor	4	89	Good
26	N	1	50	Very poor	4	79	Good
27	DNE	2	54	Poor	4	79	Good
28	S	1	50	Very poor	4	80	Good
29	HT	2	53	Poor	4	80	Good
30	M	1	45	Very poor	4	79	Good
Total		46	1,540	Poor	118	2,42	Good
Mean Score		1,53	51,33		3,93	80,73	

Table 4.1 at above showed that in pre-test. 13 students were classified as very good, 17 students were classified as poor, and none of the students

were classified as excellent, good, and average. The total score of pre-test was 1.540.

Meanwhile the students' post-test score showed that in posttest-test. 28 students were classified as good, 2 students who were classified as average, and none of the students who were classified as excellent, poor and very poor, the total posttest score was 2,422.

b. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the writer administered pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

Table 4.2 The Students' Frequency and Percentage Achievement in Term of pronunciation in Pre-test

No	Classification	Score	Pre-test	
			F	P
1	Excellent	91-100	0	0
2	Good	76-90	0	0
3	Average	61-75	0	0
4	Poor	51-60	16	51, 33%
5	Very poor	< 50	13	43,33%
Total			29	94,66%

In the pretest there were 16 student (51, 33%) classified as poor, 13 students (94,66%) were classified as very poor meanwhile, none of the student classified as excellent, good and average. The percentage in pretest shows the low achievers.

Calculating the result of the students' pretest, the mean score and standard deviation were presented in the following table.

Table 4.3 The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
51.33	2.669

Based on the table above the mean score of the pre-test (51.33) was considered poor with the standard deviation 2.669. This meant that the score achieved by the students was quite small. Scoring classification of the students' post-test.

Table 4.4 the students' Frequency and Percentage Achievement in Term Term of Pronunciation in Post-test

No	Classification	Score	Post-test	
			F	P
1	Excellent	91-100	0	0
2	Good	76-90	28	93,33%
3	Average	61-75	2	6,66%
4	Poor	51-60	0	0
5	Very poor	< 50	0	0
Total			30	99,99%

Based on the table above the post-test there were 28 students with percentage 93,33% classified as good, 2 students with percentage 6,66% classified as average and none of students classified as excellent, poor and classified as very good.

- a. The mean score and standard deviation of students' posttest.

The result of the post-test the way to interpret mean scored and the standard deviation was described to be. The following table describe the mean score and the post-test standard deviation.

Table 4.5 the mean score and standard deviation of students' post-test

Mean Score	Standard Deviation
80.73	3.929

Based on the table above that post-test was valued 80.73 for its meant score with the standard deviation obtained 3.929. It can be used to refer to the meant scored and the standard deviation for the post-test summary. Post-test created a stronger enhancement or greater accomplishment from 51.33 pre-test to 80.73 on post-test poor classification to good classification.

After calculating the result of students' pre-test and post-test, the mean score and standard deviation were presented in the following table.

Table 4.6 The mean score and Standard Deviation of students' Posttest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	45.00	57.00	1540.00	51.33	2.669
Posttest	30	70.00	89.00	2422.00	80.73	3.929
Valid N (listwise)	30					

Based on the data of pre-test and post-test the above, the writer found that there was significance improvement after giving the treatment. In pre-test, the total scored is 1540.00, the meant scored was 51.33 and standard deviation was 2.669. While in post-test, the total scored was 2422.00 with the meant scored was 80.7333 and standard deviation was 3.929. The total and meant scored of post-test was higher than pre-test.

b. Test of significance (t-test)

After conducting the students' pre-test and post-test scored in pre-experimental, the writer used t-test for hypothesis test. T-test was a test to measure whether or not there was a significance difference between the result of the students' meant scores in the pre-test and post-test. By using inferential

analysis of t-test or test of significance run by SPSS Version 21.0 the significance differences can be easier to analyze.

In this research, the Null hypothesis (H_0) started that the effect of English Conversation Application can not enhance the students' pronunciation in English at the tenth grade of SMAN 13 Bulukumba in the academic year 2020/2021. While the choice hypothesis (H_1) it reported that the impact of the English conversation application could increase the pronunciation of students in English within the year 2020/2021 at the tenth grade of SMAN 13 bulukumba. If the worth of significance 2 or sig. (2-tailed) below 0.05, H_1 accepted an H_0 rejected.

Table 4.7 The Result t-test Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-29.4000	4.89616	.89391	31.22826	27.57174	32.889	29	.000

Based on the table above the result of t-test stated that sig. (2-tailed) was 0,000. The result provided that the sig. (2-tailed) table was lower than level of significance. Therefore, the alternative (H_1) was accepted and the null hypothesis (H_0) was rejected. It meant that the effect of English Conversation Application can enhance students' pronunciation ability in English at the X Mipa 1 grade of SMAN 13 Bulukumba in the academic year 2020/2021.

B. Discussion

In this research, it discussed the improvement of the pronunciation of the students of class X MIPA 1 in Bulukumba. In this study which using pre-experimental research in this section the write analyzed the results or findings based on theory. From the results of the students' evaluations, the write calculated using SPSS V 21.0. This pre-experimental research applied in the application because it could improve the students' English pronunciation.

Based on the results of the research, the writer concluded that this English conversation application can improve the pronunciation of XMIPA 1 students in Bulukumba. Then the writer only focused on the students' skills, intonation, rhythm, and emphasis of students' pronunciation.

Then the application of English conversation, not only improved students' pronunciation, but also developed speaking skills, this is supported by (Bjorklund, 2005) stated that the development of language skills was related to speaking development, the richer the language skills, the richer the language skills make the children more confident to speak. In this application students practice their listening and conversation skills. This application also has quizzes in every type of conversation when students feel bored with students who can entertain themselves by answering quizzes in the application.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provided conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the findings and discussion, writer concluded that by implementing this English conversation application, it can improve students' pronunciation, this can be proven by the results of the students' pretest and posttest, but this English conversation application can not only improve students' pronunciation but also students can practice speaking. Talking while students still have difficulties, and in the learning process, students are very active and enthusiastic in learning.

B. Suggestion

Teaching pronunciation is continuously introduced in SMAN 13 Bulukumba as well as in other schools by the use of the English Conversation Application. It is recommended that teachers should use English Conversation Application inside the classroom because it can give a new atmosphere in teaching to avoid the students' boredom. Teaching pronunciation by using English Conversation Application is more attractive, entertain, enjoyable, and effective. The students are expected to obtain such a high interest classification.

English teacher should give attention in teaching of English particularly the teaching of pronunciation because it is the basic and very principle requirement to learn English.

BIBLIOGRAPHY

- Arianto, N. 2017. *The use of Tongue Twister to Achieve Students' Pronunciation. Skripsi*. Bosowa University, Makassar. Unpublished
- Brown, D.H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2 nd. ed. New York: Pearson Education.
- Celce-Murcia, M. 2006. *Teaching English as a Second or Foreign Language*. 3rd ed. Singapore: Heinle & Heinle.
- Celce-Murcia, M., Brinton, D., and Goodwin, J. 1996. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. New York: Cambridge University Press.
- Depdiknas. 2004. *Standar Kompetensi Guru Pemula SMP-SMA*. Jakarta: Departemen Pendidikan dan Kebudayaan Dirjen Pendidikan Tinggi.
- Fraenkel, A. 1984. Recent Materials for practicing Pronunciation. London: ELT Journal Volume 38.
- Fraser, H. 2000. *Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language*. Department of Education, Training and Youth Affairs, Canberra.
- Gilakjani, A. P. 2012. *A study of factors affecting EFL learners' English pronunciation learning and the strategies for instruction*. International Journal of Humanities and Social Science, 2(3), 119-128.
- Gilbert, J. 1993. *Clear Speech*. 2nd ed. New York: Cambridge University Press.
- Kelly, Gerald. 2000. *How to Teach Pronunciation*. Essex: Pearson Education.
- Mulatsih, Devi. 2015. *Pronunciation Ability by Using English Song In Indonesia Student of Unswagati Cirebon*. Journal of English Language and Learning, Vol. 2 No. 2.
- O'Connor. J.D. 1998. *Better English Pronunciation*. 2nd. ed. Cambridge: Cambridge University Press.
- Pennington, M. C., & Rogerson-Revell, P. (2019). *Assessing Pronunciation. In English Pronunciation Teaching and Research* (pp. 287-342). Palgrave Macmillan, London.
- Purwanto, A. 2019. "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials And Practices." Scope: Journal of English Language Teaching.

Rofiqi, A. 2018. *The effectiveness of using communicative drilling on the eleventh grade students' pronunciation achievement at man 3 tulung agung.*

Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Tapuih, P. 2017. *3 Jenis Conversation Dalam Bahasa Inggris.*

Sugimoto, J, U., & Yoko. 2020. *Pronunciation Goals of Japanese English Teachers in the EFL Classroom: Ambivalence Toward Native-like and Intelligible Pronunciation.*

Wardani, Irna, Andi TenriAmpa, and NurdeviBte Abdul. *The effectiveness of Using Tell me more (tmm) In Teaching English speaking At Second Year Students Of Sma Negeri 5 Barru.* Journal of Computer Interaction in Education (JCIE) 1.1 (2018): 27-37.

Wibawa, Yosep Kusuma. 2014. *Improving Students' Pronunciation Through Role Plays.* Thesis. Yogyakarta State University

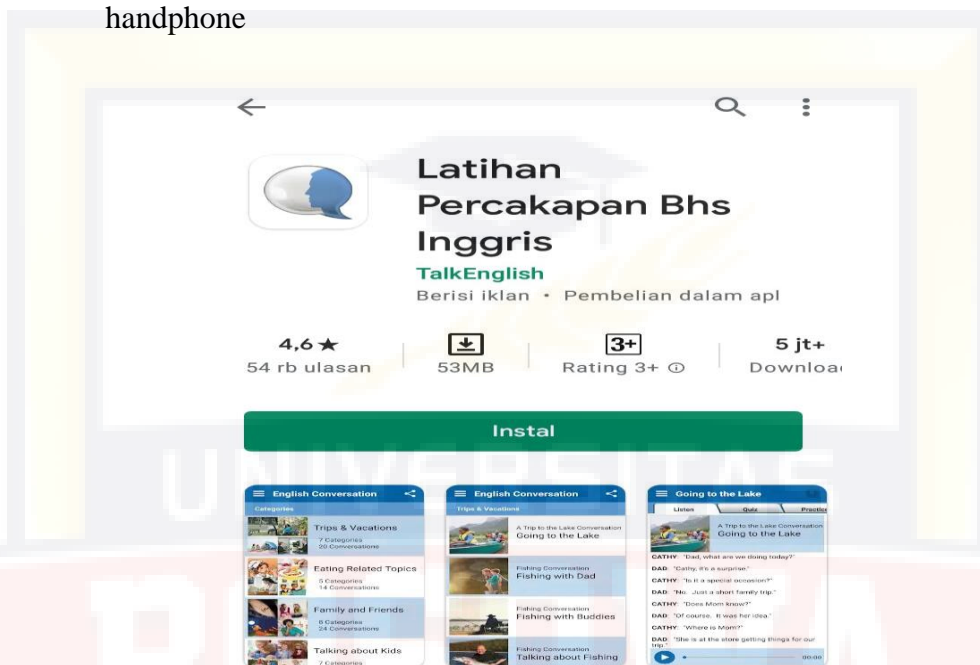
Yavuz, F., & Keser, K. 2019. *Perceptions of candidate teachers about teaching pronunciation in ELT classes.* International Journal of Learning and Teaching, 11(3), 110-117.

Yapping, Jin. 1988. *How I Taught a Listening and Speaking Class Forum*



APPENDIX 1: How to use ECA (English Conversation Application)

- ❖ Download and instal the English Conversation application on your handphone



- ❖ Once the application opened there a displayed like the one below. After that, you can choose one of the categories of English Convesation




- ❖ After selected the English conversation category, the next type of English conversation will appeared, so that we can choose the type of conversation the suitable like below picture.



- ❖ After selecting one type of conversation, the conversation appeared according to what we want, then there are several menus at the top, then swipe left if you want to see the next menu, as for the type of menu, namely listening, quiz, practice and record, as picture below.

☰ **Going to the Zoo** 📖

Listen **Quiz** **Practice**



A Day Trip Conversation
Going to the Zoo

GREG: "Hey Steve. My family and I want to do something fun this weekend? Do you have any suggestions?"

STEVE: "The weather is going to be nice. You should do something outdoors."

GREG: "Yeah, it's supposed to be sunny all weekend."

STEVE: "How about a picnic at the park?"

GREG: "We do that often. I want to do something more fun."

STEVE: "How about the city zoo? I heard that

▶ 00:00

UNIVERSITAS
BOSOWA



Apendix 2 : Attendance List**SMAN 13 BULUKUMBA**

No	Nama	Students' Initial	Classes
1	Nurul Iftitah	NI	X Mipa 1
2	Fitri Tamrin	FT	X Mipa 1
3	Ilham	I	X Mipa 1
4	Agung Wijaya Nur	AWN	X Mipa 1
5	Dermawan Guslim	DG	X Mipa 1
6	Muh. Akbar Taufiq	MAT	X Mipa 1
7	Awal	A	X Mipa 1
8	Enal Alfareza	EA	X Mipa 1
9	Harjun Julianto	HJ	X Mipa 1
10	Ewin	E	X Mipa 1
11	M. Milsam	MM	X Mipa 1
12	Eka Firtiani	EF	X Mipa 1
13	Hikma Amelianda	HA	X Mipa 1
14	Selfi Wulandari	SW	X Mipa 1
15	Asniati	A	X Mipa 1
16	Munira	M	X Mipa 1
17	Asniar	A	X Mipa 1
18	Eka Yusnira	EY	X Mipa 1
19	Misra Ramadhani	MR	X Mipa 1
20	Mardatilla	M	X Mipa 1
21	Uci	U	X Mipa 1
22	Fitri Aprilianti	FA	X Mipa 1
23	Irpan	I	X Mipa 1
24	Wulangdari	W	X Mipa 1
25	Risnawati	R	X Mipa 1
26	Nurhaerani	N	X Mipa 1
27	Dian Nurisa Ekadian	DNE	X Mipa 1
28	Sindi	S	X Mipa 1
29	Heri Topan	HT	X Mipa 1
30	Mutmainna	M	X Mipa 1

APPENDIX 3: Lesson pland**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMA NEGERI 13 Bulukumba
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X / Ganjil
Materi Pokok : Pronunciation
Alokasi Waktu : 6 x 40 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<ol style="list-style-type: none"> 1. Siswa diharapkan mampu memahami percakapan bahasa sehari-hari yang diadopsi dari aplikasi English Conversation application 2. Memahami kosakata yang didengarkan dalam sebuah percakapan 3. Mengetahui bentuk-bentuk percakapan sehari-hari dan terjemahannya
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p>	<ol style="list-style-type: none"> 1. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris. 2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris. 3. Siswa dapat memahami intonasi yang tepat dalam suatu kata atau kalimat melalui <i>native speaker</i>.
<p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	
<p>2.3 Memahami pengertian percakapan-percakapan yang ada di aplikasi English Conversation application.</p>	

Fokus penguatan karakter:

Spiritual : Berdoa sebelum dan sesudah melakukan kegiatan.

Sosial : Pemanfaatan digital media.

A. Materi Pembelajaran

Percakapan singkat yang telah dipilih dari aplikasi English Conversation

B. Metode Pembelajaran :

Pendekatan : Scientific Approach

Model Pembelajaran : Pembelajaran langsung

Metode : Diskusi dan tanya jawab

C. Media dan Alat :

1. Media : Aplikasi English Conversation

2. Alat : Handphone, dan spidol.

D. Sumber Belajar

1. Kamus Bahasa Inggris – Indonesia

2. Beberapa jenis percakapan telah dipilih yang terdapat dalam aplikasi English Conversation.

E. Langkah-Langkah Kegiatan Pembelajaran**1. Pertemuan pertama****a. Kegiatan Pendahuluan (10 menit)**

1. Peneliti mengucapkan salam dan menanyakan kehadiran sdiswa.
2. Seorang siswa memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.
6. Peneliti menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti (40 menit)

Peneliti memberikan Pre-test

c. Kegiatan penutup (10 menit)

1. Siswa dan peneliti merefleksikan kegiatan belajar dan manfaatnya.
2. Siswa dan peneliti menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Peneliti memberi penguatan terhadap hasil kerja peserta didik.
4. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

1. Pertemuan kedua

a. Kegiatan pendahuluan (10 menit)

1. Peneliti mengucapkan salam dan menanyakan kehadiran siswa.
2. Seorang siswa memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Peneliti memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Peneliti menyampaikan tujuan pembelajaran.
6. Peneliti menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (40 menit)

1. Peneliti menjelaskan materi tentang pengucapan (Pronunciation).

2. Peneliti menyuruh siswa untuk mendownload aplikasi English Conversation.
3. Peneliti memberikan waktu kepada siswa untuk membaca percakapan bahasa Inggris didalam aplikasi tentang new friend at school.
4. Peneliti meminta siswa untuk menulis daftar kata-kata yang menurut mereka belum tahu bagaimana cara pengucapannya.
5. Peneliti memperkenalkan aplikasi English Conversation dan bagaimana cara mengoperasikan aplikasi.
6. Peneliti meminta siswa untuk menjawab beberapa quis yang ada dalam aplikasi English Conversation.

c. Kegiatan penutup (10 menit)

1. Siswa dan peneliti merefleksikan kegiatan belajar dan manfaatnya.
2. Siswa dan peneliti menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

2. Pertemuan ketiga

a. Kegiatan pendahuluan (10 menit)

1. Peneliti mengucapkan salam dan menanyakan kehadiran siswa.
2. Seorang siswa memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Peneliti memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Peneliti menyampaikan tujuan pembelajaran.

6. Peneliti menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

a. Kegiatan inti (40 menit)

1. Peneliti menjelaskan materi yang baru tentang Fishing with Dady
2. Peneliti memberikan waktu kepada siswa untuk membaca percakapan bahasa inggris didalam aplikasi tentang fishing with dady
3. Peneliti meminta siswa untuk menulis daftar kata-kata yang menurut mereka belum tahu bagaimana cara pengucapannya.
4. Peneliti meminta siswa untuk menjawab beberapa quis yang ada dalam aplikasi English Conversation.

b. Kegiatan penutup (10 menit)

1. Siswa dan peneliti merefleksikan kegiatan belajar dan manfaatnya.
2. Siswa dan peneliti menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya.
5. Siswa mengucapkan salam perpisahan.

3. Pertemuan keempat

a. Kegiatan pendahuluan (10 menit)

1. Peneliti mengucapkan salam dan menanyakan kehadiran siswa.
2. Seorang siswa memimpin doa sebelum pelajaran dimulai.
3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.
4. Peneliti memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Peneliti menyampaikan tujuan pembelajaran.
6. Peneliti menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (40 menit)

Peneliti emberikan post-test

c. Kegiatan penutup (10 menit)

1. Siswa dan peneliti merefleksikan kegiatan belajar dan manfaatnya.
2. Siswa dan peneliti menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Peneliti memberi penguatan terhadap hasil kerja siswa.
4. Peneliti menyampaikan kegiatan pada pertemuan selanjutnya.
5. Siswa mengucapkan salam perpisahan.

H. Pedoman penilaian

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

Makassar, 17 September 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti Mata Pelajaran

Syamsiah S.Pd.I

Dina Febrianti Madiali

APPENDIX 4: The Students' Score and Data SPSS 21.0

A. The Students' of Pre-test and Post-test For Students

Pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
	45.00	1	3.3	3.3
	47.00	2	6.7	10.0
	48.00	1	3.3	13.3
	50.00	10	33.3	46.7
	51.00	1	3.3	50.0
Valid	52.00	5	16.7	66.7
	53.00	4	13.3	80.0
	54.00	2	6.7	86.7
	55.00	3	10.0	96.7
	57.00	1	3.3	100.0
	Total	30	100.0	100.0

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
	70.00	1	3.3	3.3
	72.00	1	3.3	6.7
	78.00	1	3.3	10.0
	79.00	6	20.0	30.0
	80.00	10	33.3	63.3
	81.00	1	3.3	66.7
Valid	82.00	3	10.0	76.7
	83.00	1	3.3	80.0
	84.00	2	6.7	86.7
	85.00	1	3.3	90.0
	87.00	1	3.3	93.3
	89.00	2	6.7	100.0
	Total	30	100.0	100.0

B. Paired t-test analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51.33	30	2.66954	.48739
	Posttest	80.73	30	3.92984	.71749

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	-.067	.726

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-29.4000	4.89616	.89391	-31.22826	-27.57174	-32.889	29	.000

APPENDIX 4: Transcription

In pre test (Ilham=51)

A : *“What are you going to do this weekend?”*

B : *“I’m going to do yoga, meet some friends, and watch Netflix.”*

A : *“Who are you going to meet?”*

B : *“My high school friends. One of them is having a birthday so we will have dinner together.”*

A : *“I see. Anyway what Netflix series are you watching recently?”*

B : *“I’m looking forward to the newest season of Narcos. It’s so interesting!”*

A : “Narcos? What is it about? I read about the newest season trailer in Instagram. It’s the 4th season, right?”

B : “You’re right. It’s an American drama about powerful drug cartels. This is the most popular show on Netflix!”

A : “Really? I love watching story about Pablo Escobar.”

B : “Yes, and you’ll definitely love Narcos.”

A : “I see. Let me see it and we’ll catch up later about the newest season, okay?”

B : “Will do!”

Transcription

A : “wʌt ɑr ju 'gouɪn tu duː ðɪs 'wi:kənd?”

B : “aɪm 'gouɪŋ tu du 'joʊgə, mɪt sʌm frɛndz, ænd wʌtʃ Netflix.”

A : “hu ɑr ju 'gouɪŋ tu mɪt?”

B :

“mɑɪ hɑɪ skul frɛndz. wʌn ʌv ðeɪm ɪz 'hævɪŋ ə 'bɜrθ,deɪ sɔː wi wɪl hæv 'dɪnər tə'g eðər.”

A : “aɪ si. 'eni,wei wʌt Netflix 'sɪrɪz ɑr ju 'wʌtʃɪŋ 'rɪsəntli?”

B : “aɪm 'lʊkɪŋ fɔrwəd tu ðə 'nuːst 'sɪzən ʌv 'nɑrkɔːs. ɪts sɔː 'ɪntrəstɪŋ!”

A: 'nɑrkɔːs? wʌt ɪz ɪt ə 'baʊt? aɪ rɪd ə 'baʊt ðə 'nuːst 'sɪzən 'treɪlər ɪn Instagram. ɪt s ðɪ 4'ti'eɪtʃ 'sɪzən, raɪt?

B: “jɔːr raɪt. ɪts ən ə 'mɛrəkən 'drɑmə ə 'baʊt 'paʊərfəl drʌg kɑr'telz. ðɪs ɪz ðə moːst 'pɒpjələr sɔː ʌn Netflix!”

A : “'rili? ai ɫv 'wɑʃɪŋ 'stɔri ə'baʊt 'pɑblou 'ɛskou ,bɑr.”

B : “jɛs, ænd juɫ 'dɛfənətli ɫv 'nɑrkou.s.”

A : “ai si. lɛt mi si it ænd wil kæʃ ʌp 'leitər ə'baʊt ðə 'nuəst 'sizən, ,ou'keɪ?”

B : “wil du!”

In Post-test test (Ilham=89)

A : “*What are you going to do this weekend?*”

B : “*I’m going to do yoga, meet some friends, and watch Netflix.*”

A : “*Who are you going to meet?*”

B : “*My high school friends. One of them is having a birthday so we will have dinner together.*”

A : “*I see. Anyway what Netflix series are you watching recently?*”

B : “*I’m looking forward to the newest season of Narcos. It’s so interesting!*”

A : “*Narcos? What is it about? I read about the newest season trailer in Instagram. It’s the 4th season, right?*”

B : “*You’re right. It’s an American drama about powerful drug cartels. This is the most popular show on Netflix!*”

A : “*Really? I love watching story about Pablo Escobar.*”

B : “*Yes, and you’ll definitely love Narcos.*”

A : “*I see. Let me see it and we’ll catch up later about the newest season, okay?*”

B : “*Will do!*”

Transcription

A : “wʌt ɑr ju 'gouɪn tu duʊ ðis 'wi,kɛnd?”

B : “aim 'gouɪŋ tu du 'jougə, mit sʌm frɛndz, ænd wɑʃ Netfliks.”

A : “hu ɑr ju 'gouɪŋ tu mit?”

B :

“maɪ haɪ skul frɛndz. wʌn ʌv ðem ɪz 'hævɪŋ ə 'bɜːθ, deɪ sou wi wɪl hæv 'dɪnər tə'g
eðər.”

A : “aɪ si. 'eni, weɪ wʌt Netfliks 'sɪrɪz ɑr ju 'wɑʃɪŋ 'rɪsəntli?”

B : “aim 'lʊkɪŋ 'fɔːwəd tu ðə 'nuːst 'sɪzən ʌv 'nɑːkʊs. ɪts sou 'ɪntrəstɪŋ!”

A: 'nɑːkʊs? wʌt ɪz ɪt ə'baʊt? aɪ rɪd ə'baʊt ðə 'nuːst 'sɪzən 'treɪlər ɪn ɪnstəgrɑːm. ɪt
s ði 4'ti'ertʃ 'sɪzən, raɪt?

B: “jɔːr raɪt. ɪts ən ə'merəkən 'drɑːmə ə'baʊt 'pɑːʊərfəl drɑːg kar'telz. ðɪs ɪz ðə muːs
t 'pɑːpjələr ʃoʊ ən Netfliks!”

A : “rɪli? aɪ ʌv 'wɑʃɪŋ 'stɔːri ə'baʊt 'pɑːblʊ ə'skʊ, bɑː.”

B : “jes, ænd juːl 'defənətli ʌv 'nɑːkʊs.”

A : “aɪ si. let mi si ɪt ænd wɪl kæʃ ʌp 'leɪtər ə'baʊt ðə 'nuːst 'sɪzən, 'ou'keɪ?”

B : “wɪl du!”

In pre test (Agung Wijaya Nur =53)

A : “*What are you going to do this weekend?*”

B : “*I'm going to do yoga, meet some friends, and watch Netflix.*”

A : “*Who are you going to meet?*”

B : “*My high school friends. One of them is having a birthday so we will have
dinner together.*”

A : “I see. Anyway what Netflix **series** are you watching **recently?**”

B : “I’m looking **forward to the newest season of Narcos. It’s so interesting!**”

A : “Narcos? What is it about? I read about the newest season trailer in Instagram. It’s the 4th season, right?”

B : “You’re right. It’s an American drama about powerful drug **cartels. This is the most popular show on Netflix!**”

A : “Really? I love watching story about Pablo Escobar.”

B : “Yes, **and you’ll definitely love Narcos.**”

A : “I see. Let me see it and we’ll catch up later **about the newest season, okay?**”

B : “Will do!”

Transcription

A : “wʌt ɑr ju 'gəʊɪn tu du: ðɪs 'wi:kend?”

B : “aɪm 'gəʊɪŋ tu du 'jɔ:ɡə, **mit sʌm frɛndz**, ænd wʌf Netfliks.”

A : “hu ɑr ju 'gəʊɪŋ tu **mit?**”

B :

“maɪ haɪ skul frɛndz. wʌn **ʌv ðeɪm ɪz 'hævɪŋ ə 'bɜ:θ deɪ su: wi wɪl hæv 'dɪnər tə'g**
eðər.”

A : “aɪ si. 'eni, wei wʌt Netfliks **'sɪrɪz** ɑr ju 'wʌfɪŋ **'rɪsəntli?**”

B : “aɪm 'lʊkɪŋ **'fɔ:rwəd tu ðə 'nu:st 'sɪzən ʌv 'nɑ:kəʊs. ɪts su: 'ɪntərəstɪŋ!**”

A: 'nɑ:kəʊs? wʌt ɪz ɪt ə 'baʊt? aɪ ɪd ə 'baʊt ðə 'nu:st 'sɪzən 'treɪlə rɪn ɪnstəɡrɑm. ɪt s ðɪ 4 'ti: eɪf 'sɪzən, raɪt?

B: "jɔːr raɪt. ɪts ən əˈmɛrəkən ˈdræmə əˈbaʊt ˈpaʊərfəl drʌg kɑːtɛlz. ðɪs ɪz ðə moʊst pɒpjələʁ ʃoʊ ɒn Netfliːks!"

A : "rɪli? aɪ lʌv ˈwɑːʃɪŋ ˈstɔːri əˈbaʊt ˈpæblou ˈɛskou ˌbɑː."

B : "jɛs, ænd juːl ˈdɛfənətli lʌv ˈnɑːkɔːs."

A : "aɪ si. lɛt mi si ɪt ænd wɪl kæʃ ʌp ˈleɪtər əˈbaʊt ðə ˈnuːst ˈsizən, ˌouˈkeɪ?"

B : "wɪl du!"

In Post-test test (Agung Wijaya Nur =87)

A : "What are you going to do this weekend?"

B : "I'm going to do yoga, meet some friends, and watch Netflix."

A : "Who are you going to meet?"

B : "My high school friends. One of them is having a birthday so we will have dinner together."

A : "I see. Anyway what Netflix series are you watching recently?"

B : "I'm looking forward to the newest season of Narcos. It's so interesting!"

A : "Narcos? What is it about? I read about the newest season trailer in Instagram. It's the 4th season, right?"

B : "You're right. It's an American drama about powerful drug cartels. This is the most popular show on Netflix!"

A : "Really? I love watching story about Pablo Escobar."

B : "Yes, and you'll definitely love Narcos."

A : "I see. Let me see it and we'll catch up later about the newest season, okay?"

B : "Will do!"

Transcription

A : “wʌt ɑr ju 'gouɪn tu duʊ ðɪs 'wi,kænd?”

B : “aɪm 'gouɪŋ tu du 'joʊgə, mit sʌm frɛndz, ænd wɑf Netfɪlx.”

A : “hu ɑr ju 'gouɪŋ tu mit?”

B :

“maɪ haɪ skul frɛndz. wʌn ʌv ðem ɪz 'hæviŋ ə 'bɜrθ,deɪ suʊ wi wɪl hæv 'dɪnər tə'g
ɛðər.”

A : “aɪ si. 'eni,wei wʌt Netfɪlx 'sɪrɪz ɑr ju 'wɑfɪŋ 'rɪsəntli?”

B : “aɪm 'lʊkiŋ 'fɔrwɔrd tu ðə 'nuəst 'sizən ʌv 'nɑrkəʊs. ɪts suʊ 'ɪntrəstiŋ!”

A: 'nɑrkəʊs? wʌt ɪz ɪt ə 'baʊt? aɪ rɪd ə 'baʊt ðə 'nuəst 'sizən 'treɪlər ɪn Instagram. ɪt
s ði 4'ti'eɪf 'sizən, raɪt?

B: “jɔr raɪt. ɪts ən ə 'mɛrəkən 'drʌmə ə 'baʊt 'pəʊərfəl drʌg kɑr'telz. ðɪs ɪz ðə muʊs
t 'pɔpjələr ʃoʊ ʌn Netfɪlx!”

A : “rɪli? aɪ ʌv 'wɑfɪŋ 'stɔri ə 'baʊt 'pʌbləʊ 'ɛskəʊ, bɑr.”

B : “jɛs, ænd ju:l 'dɛfənətli ʌv 'nɑrkəʊs.”

A : “aɪ si. lɛt mi si ɪt ænd wɪl kæf ʌp 'leitər ə 'baʊt ðə 'nuəst 'sizən, 'oʊ'keɪ?”

B : “wɪl du!”

APPENDIX 5 :Administration



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



SURAT KETERANGAN PENELITIAN
 NO : 800/076.SMA.13/BLK/2020

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

Nama : DINA FEBRIANTI MADIALI
NIM/No. Pokok : 1516101016
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 (**Improving Student' Pronunciation By Using English Conversation Application At SMA Negeri 13 Bulukumba**).

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

Kajang, 24 September 2020



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 6: Documentation

Picture 1. The writer was Giving Pre-test



Picture 2. The students were doing pre-test



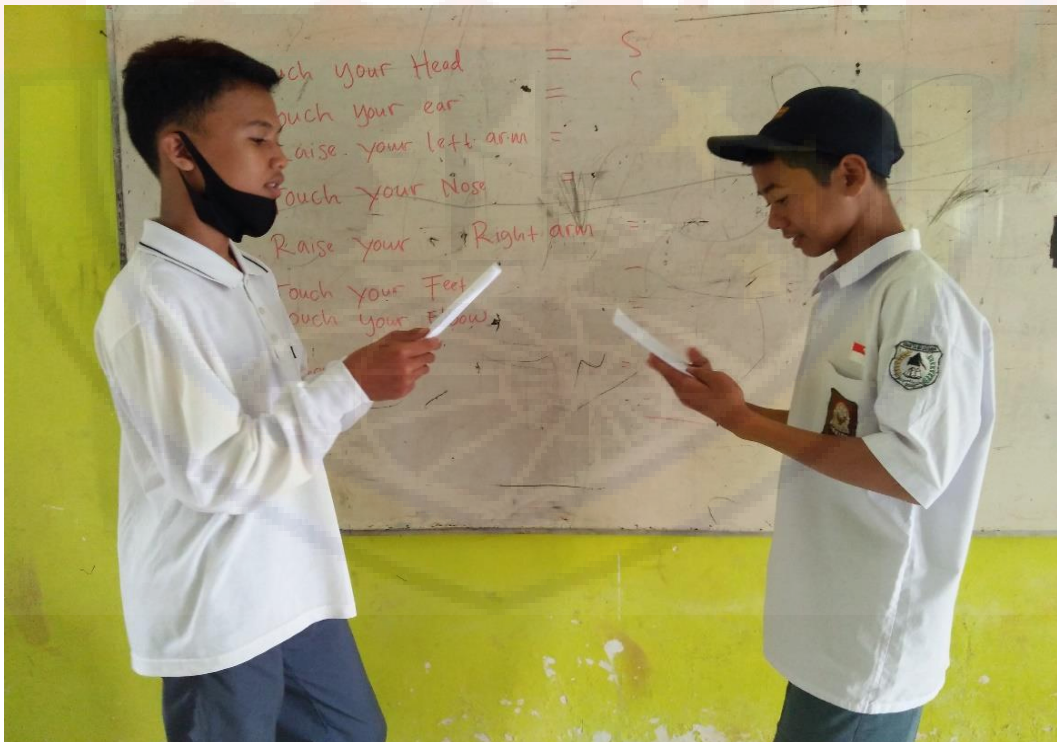
Picture 3. The writer was giving treatment



Picture 4. The students read the conversation on Application



Picture 5. The writer was giving Post-test



Picture 6. The students were doing Post-test

RESEARCH INSTRUMENT

Instructions

1. The writer was given paper to each students that contained the conversation
2. The writer was given students 3 minutes to read the conversations that have been gave
3. After the students were ready, the writer asked for 2 students to come forward to have a conversation
4. After that, the writer recorded the students' conversation

Pre-Test

A : *“What are you going to do this weekend?”*

B : *“I’m going to do yoga, meet some friends, and watch Netflix.”*

A : *“Who are you going to meet?”*

B : *“My high school friends. One of them is having a birthday so we will have dinner together.”*

A : *“I see. Anyway what Netflix series are you watching recently?”*

B : *“I’m looking forward to the newest season of Narcos. It’s so interesting!”*

A : *“Narcos? What is it about? I read about the newest season trailer in Instagram. It’s the 4th season, right?”*

B : *“You’re right. It’s an American drama about powerful drug cartels. This is the most popular show on Netflix!”*

A : *“Really? I love watching story about Pablo Escobar.”*

B : *“Yes, and you’ll definitely love Narcos.”*

A : *“I see. Let me see it and we’ll catch up later about the newest season, okay?”*

B : *“Will do!”*

TRANSCRIPTION

A : “wʌt ɑr ju 'goum tu doʊ ðis 'wi,kænd?”

B : “aɪm 'gouɪŋ tu du 'joʊgə, mit sʌm frɛndz, ænd wɑf Netflic.”

A : “hu ɑr ju 'gouɪŋ tu mit?”

B :

“maɪ haɪ skul frɛndz. wʌn ʌv ðem ɪz 'hævɪŋ ə 'bɜrθ,deɪ soʊ wi wɪl hæv 'dɪnər tə'g
ɛðər.”

A : “aɪ si. 'eni,wei wʌt Netflic 'sɪrɪz ɑr ju 'wɑfɪŋ 'rɪsəntli?”

B : “aɪm 'lʊkɪŋ 'fɔrwɔrd tu ðə 'nuəst 'sɪzən ʌv 'nɑrkəs. ɪts soʊ 'ɪnrəstɪŋ!”

A: 'nɑrkəs? wʌt ɪz ɪt ə 'baʊt? aɪ rɪd ə 'baʊt ðə 'nuəst 'sɪzən 'treɪlər ɪn Instagram. ɪt
s ði 4'ti'eɪf 'sɪzən, raɪt?

B: “jɔr raɪt. ɪts ən ə 'mɛrəkən 'drʌmə ə 'baʊt 'pɑʊərfəl drʌg kɑr'telz. ðɪs ɪz ðə moʊt
'pɑpjələr ʃoʊ ʌn Netflic!”

A : “'rɪli? aɪ ʌv 'wɑfɪŋ 'stɔri ə 'baʊt 'pʌblʊ 'ɛskʊ, bɑr.”

B : “jɛs, ænd ju 'dɛfənətli ʌv 'nɑrkəs.”

A : “aɪ si. lɛt mi si ɪt ænd wɪl kæf ʌp 'leitər ə 'baʊt ðə 'nuəst 'sɪzən, 'oʊ'keɪ?”

B : “wɪl du!”

Post-Test

A : *“What are you going to do this weekend?”*

B : *“I’m going to do yoga, meet some friends, and watch Netflix.”*

A : *“Who are you going to meet?”*

B : *“My high school friends. One of them is having a birthday so we will have dinner together.”*

A : *“I see. Anyway what Netflix series are you watching recently?”*

B : *“I’m looking forward to the newest season of Narcos. It’s so interesting!”*

A : *“Narcos? What is it about? I read about the newest season trailer in Instagram. It’s the 4th season, right?”*

B : *“You’re right. It’s an American drama about powerful drug cartels. This is the most popular show on Netflix!”*

A : *“Really? I love watching story about Pablo Escobar.”*

B : *“Yes, and you’ll definitely love Narcos.”*

A : *“I see. Let me see it and we’ll catch up later about the newest season, okay?”*

B : *“Will do!”*

BIOGRAPHY



Dina Febrianti Madiali was born on February, 8th 1998 in the village of Nggele Taliabu Island North Maluku province. She is the third child from three siblings. She has one brother and one sister. Her mother's name is Maemuna and her father's name is Madiali. She started her elementary school at SD Impres 2 Nggele 2005 and graduated in 2010. Then, she continued her study at MTS Nggele 2010 and graduated in 2013. After that, she continued her study at MAS AL-AMANAH Nggele 2014 and graduated in 2016. At the same year, she continued her study at Bosowa University and took English Education Department Faculty of Teacher Training and Education. When she was in university, she joined several organizations, they are HIMAPBING, BEM, UKM English Meeting, MANUVER, HMI FKIP Commissariat. After that, she joined some external campus organisations. There were Wahdah Islamiyah Makassar and HMT (Taliabu Island students association) then, she finished her study and graduated in October, 2020.