BRITISH RECORDING AUDIO AS MEDIA IN LEARNING ENGLISH PRONUNCIATION AT 4TH SEMESTER OF BOSOWA UNIVERSITY

SKRIPSI

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Submitted in Partial Fulfillment of the Requirements for the Sarjana Degree
(S.Pd.)

BY

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*British Recording Audio as Media in Learning English Pronunciation at 4th Semester of Bosowa University*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 2 August 2017

Yang membuat pernyataan

Rismayana. R

ABSTRACT

Rismayana R. 2017. *British Recording Audio as Media in Learning English Pronunciation at 4th Semester of Bosowa University*. Thesis. English Education Department. (Supervised by Andi Hamzah Fansury and Nurfaizah Sahib).

This study aims to know the effect of British recording audio on students' English pronunciation of Bosowa University. The result in this research is expected to be useful for students' pronunciation and can help the teachers to to be more creative.

The study employed Pre-experimental design. The population consists of 17 students and the sample were 17 students taken from 4th semester of Bosowa University academic year 2016/2017. The data was collected by pronunciating words consisting of 15 words. Data analyzed by using inferential statistics.

The result of this research and discussion that obtained by the writer at Bosowa University that there is an significant improvement of students' pronunciation through the British recording audio. This research also shows that the value of T-test is higher than T-table (13.876 > 2.120). It concluded that British recording audio has effect on students' English pronunciation at 4th semester of Bosowa University.

Keywords : Effect, British Recording Audio, English Pronunciation, Pre-Experimental, T-Test.

ABSTRAK

Rismayana R. 2017. *British Recording Audio as Media in Learning English Pronunciation at 4th Semester of Bosowa University*. Thesis. English Education Department. (Dibimbing oleh Andi Hamzah Fansuy dan Nurfaizah Sahib).

Penelitian ini bertujuan untuk mengetahui pengaruh Audio Rekaman British terhadap peningkatan English Pronunciation siswa semester 4 Universitas Bosowa. Hasil penelitian ini diharapkan dapat bermanfaat bagi pengucapan siswa dan dapat membantu guru untuk lebih kreatif.

Penelitian ini menggunakan desain Pra-experimental. Populasi terdiri dari 17 siswa dan 17 sampel yang di ambil dari siswa semester 4 Universitas Bosowa tahun akademik 2016/2017. Data diperoleh dari tes lisan yang terdiri dari 15 kata. Data dianalisis dengan menggunakan statistik inferensial.

Hasil penelitian dan pembahasan ini diperoleh penulis di Universitas Bosowa bahwa ada peningkatan yang signifikan terhadap pengucapan siswa melalui penggunaan audio rekaman British. Penelitian ini juga menunjukkan bahwa nilai T-test lebih tinggi daripada nilai T-table (13.876 > 2.120). Dengan demikian dapat disimpulkan bahwa audio rekaman British dapat mempengaruhi peningkatan pengucapan siswa semester 4 Universitas Bosowa.

Kata Kunci: Efek, Audio Rekaman British, English Pronunciation, Pre-Eksperimen, T-Tes.

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Makassar, 2 August 2017

Rismayana R

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CHAPTER I

INTRODUCTON

This chapter discussed about Background, Research question, Objective of the research, Significant of the research and Scope of the research.

A. Background

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Pronunciation is an essential part of good communication. The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect, we know all about grammar rules, such learners and may avoid speaking in English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher.

Knowing a lot of vocabularies is meaningless if you can not pronounce those words correctly and no one can understand the words that you are trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding. For example, let's think of the misunderstanding about the signal "sinking" in a video clip on Youtube called "I am sinking." Many people believe that they can communicate in English because they can communicate with their teachers and other students. However, it is not true. The teachers have been listening to bad English for years so they can understand your poor pronunciation, and your friends are from the same country with you and speak English with the same accent so that they can understand your words easier.

Gilakjani and Ahmadi (2011:1) in Their journal entitled "Why Is Pronunciation So Difficult To Learn?" state that in many English language classroom, teaching pronunciation is granted the least attention. When ESL teaching defend the poor pronunciation or they could be regarded as taking a stand against linguistic influence. If the students learn a second in adulthood, it is very unlikely they will attain a Native Accent. It means that pronunciation should get more attention because if the English learner made mistakes in their pronunciation is very important target to catch.

Wisniowski (2006) in His article entitled "An English Accent" states that accent is the way you say your words and sentences, rather than the actual words you choose to say. The following aspects affect the accent : The position of lips, tongue and jaw when saying a sound, the lenght and

quality of the sounds, the choise of consonant or vowel, Where the students place the stress in a word or sentence, the range of pitch and tone use when you speak (intonation)

In order to change the accent, the students need to study the sound, structures and intonation of English so that the students can recognize the different aspects and learn how to produce them accurately. Like anything, this takes practice and dedication, but it is possible to adopt an accurate spoken English. The students can also often listening the conversation of native accent, speaking with a native speaker and many more ways to change or attain native accent, because native accent is very influential to non-native speaker like the Indonesian students.

In this case, the reseacher intended to take up that problem, through this paper entitled "British Recording Audio as Media in Learning English Pronunciation at 4th Semester of Bosowa University Makassar".

B. Research Question

Based on the previous background, the problem of the research is formulated as in the following question :

"Does the British recording audio as media influence the students' English pronunciation at 4th Semester of Bosowa University?"

C. Objective of the Research

Based on the problem statement above, the objective of the research is "To know the influence of British recording audio as media to the students' pronunciation at 4th semester of Bosowa University"

D. Significant of the Research

1. For the English Teachers

The result of the study are expected to use as a consideration in teaching pronunciation for learners.

2. For the English Students

It is expected to give useful information to improve their pronunciation ability, especially in Bosowa University

3. For the next researcher

It is expected as contribution to other researcher who wants conducted more complex research and help the other researcher to use this research as reference for their research.

E. Scope of the Research

This research is limited by the influential of British recording audio as media toward the students' pronunciation ability. This research focused on the intonation and stress of the students' pronunciation at 4th semester of English Education Department Bosowa University.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about Previous of Related Research findings, Some pertinent idea and Conceptual framework.

A. Previous Related Research Findings

There are three researchers had conducted research under the same topic:

Weganova (2009:147) in her thesis entitled "The English Teaching by a Native Accent" found that the students gave their positive respond towards their involvement in the activity. Only 10 students or 9.25% who felt did not involved in the activity.

Ratnasari (2007:139) in her thesis entitled "Songs to improve the students's Achievement in Pronouncing English Words" found that used of songs in teaching English was effective to improve the students' pronunciation. The progress of 20.89% showed that listening English songs was effective to improve the students' pronunciation achievement. Most of the students were interested in learning English by using songs. It seemsed that they more relax in learning English.

Mustika (2010:144) in her thesis entitled "Improving Pronunciation Ability Using Cartoon Film" found that cartoon films are an effective way to improve students' pronunciation and also able to increase the students'

confidence significanly. Furthermore, the students were more active and enjoyed joining pronunciation class.

In this case, the researchers found a difference and similarity. the difference is in researching the researchers use different methods with each other whereas the similarity that can be found are the researchers of course has their own goal pronunciation skills in order to be better.

B. Some Pertinent Ideas

In this part, the reseacher mention some pertinent idea of this research, they are as follows: the concept of British accent, The concept of audio recording and The concept of pronunciation.

1. The Concept of British Accent

In this part, the researcher shows The brief history of British accent and Definition of British Accent

a. Definition of British Accent

According to Wikipedia, British Accent/British English is the English language as spoken and written in the United Kingdom or more broadly, throughout the British Isles..

b. Brief History of British Accent/British English

Cited in Wikipedia, British English is the English language as spoken and written in the United Kingdom or, more broadly, throughout the British Isles. Slight regional variations exist in formal, written English in the United Kingdom. For example, the adjective wee is almost exclusively used in parts of Scotland and Northern Ireland, and occasionally

Yorkshire, whereas little is predominant elsewhere. Nevertheless, there is a meaningful degree of uniformity in written English within the United Kingdom, and this could be described by the term British English. The forms of spoken English, however, vary considerably more than in most other areas of the world where English is spoken, so a uniform concept of British English is more difficult to apply to the spoken language.

According to Tom McArthur in the Oxford Guide to World English, British English shares "all the ambiguities and tensions in the word British and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity. When distinguished from American English, the term "British English" is sometimes used broadly as a synonym for the various varieties of English spoken in some member states of the Commonwealth of Nations

2. The Concept of Audio Recording

In this part, the researcher shows The benefits of using audio recording and Assesment in using audio recording

a. Benefits of Using Audio Recording

According to NCTE (2002) There are several benefits of using audio recording in the classroom :

1) It captures the students' interest – allow students to create their own resources using their voices to read, narrate or explain

2) It develops students' confidence – allow students to record themselves doing an activity i.e reading until they are comfortable with the finished product

3) Students' fluency is develope – allow them to listen to themselves reading (in any language) and suggest ways in which they may improve their skills

4) It encourages collaborative and cooperative work – students work in groups to conduct interviews with their peers, community members or guest speakers, students work collaboratively to produce podcast on a particular subject area

5) It provides the facility for students showcase their work to peers, parents and other audiences outside of the classroom.

Based on explanation above, we can concluded that the using of audio recording is very useful and suitable for students. not only for their interest, confidence and their skills but also for the other aspects.

b. Assessment in Using Audio Recording

NCTE (2002) Audio recording is a very useful tool for teacher for teacher assessment. It is particularly effective however in enabling self and peer assessment by students. These examples outline ways in which audio recording can be used for assessment:

1) Students record themselves reading in any language

2) Students record themselves explaining a spesific topic

3) Students create a podcast of a project or item of interest

4) Students record a news report of an event or topic covered in the class

5) Students explain how they complete a piece of work- this is particulary useful building up a bank of 'best practice' clips created by the students.

3. The Concept of Pronunciation

In this part, discussed about The definition of pronunciation, Kinds of pronunciation, The aspects of pronunciation, The indicators of pronunciation, The problem of pronunciation and Technique of teaching pronunciation.

a. Definition of Pronunciation

Pronunciation is the act or 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. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, 2006:1).

(Strevens, Peter, 1978:67) Pronunciation is a matter of noises, of speech-sounds. According to Oxford Advanced Learners English Dictionary, 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 act is language or word or sound.

Besides that, AMEP Research Center (2002) stated that pronunciation refers to the production of sounds that we use to make meaning.

Based on explanation above, it can be concluded that pronunciation is the way we produce the words and deals with sounds.

b. Kinds of Pronunciation

Yapping in Junita (2015:10), There are three kinds of pronunciation, namely:

1) Native Pronunciation

Native pronunciation is the way of expressing words by native speaker. The style of this pronunciation is a typical one that in counties where English is usedas the mother tongue.

2) Native like pronunciation

Native like pronunciation is the way of expressing by non-native speaker that sound like native one. The style of this pronunciation is usually found in the countries where English is though and learned as second language.

3) Non-Native like pronunciation

The English pronunciation, which involves in this category , is used as foreign language. The learners and the languages user find it very difficult to use native like pronunciation. They use their own ability to pronunce the words as it is. We can find the pronunciation like this in, any countries in Asia.

In all situations, those three categories have a great influence to the students who learn English Pronunciation to develop oral skill but a

serious problem is about the native pronunciation. The foreign language learners of English find it difficult to prunuce like native pronunciation.

Gray in Junitha (2015:11) divides two main categories of English pronunciation which are know as RP (Received Pronunciation) for British and Am for American English. Those two kinds of pronunciation have been agreed as the very common pronunciation of English around the world in international level. Both of them sometimes make the language learners and language users get confused because they should choose which one should be used in interaction as sometimes they are different from one another.

c. The Aspects of Pronunciation

1) 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), is 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 nonnative speaker. Some linguists support the idea, known as the Critical Period Hypthesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation (Lenneberg in Zulfitri, 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 Zulfitri, 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)

2) 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 pronunces 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!'.

Many teachers advocate starting with stress as the basic building block of of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other

gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different quality.

Stress is important at three different levels:

a. Word level – multisyllabic words have one or more syllables that are stressed

b. Sentence level – the most important words tend to be stressed

c. Contrastive stress – the most important words carry greater stress

Consider the example below:

*LYN*da shouldn't TAKE the STUDents to the PARty The stressed syllables are marked with capital letters. Each two-syllable word in this utterance must have one syllable that is stressed. This is wordlevel stress, and it is fixed for any word, although there are some variations between different varieties of English. Those words which are more important for communicating the speaker's meaning, usually the content words, tend to be stressed (these are underlined in the example), while those which are less important, usually the grammatical words, are unstressed. In addition, one of these stressed syllables or words is usually more important than the others, and this is called the 'tonic'. When we speak, we tend to group words together in chunks that make sense, called 'sense groups' or 'tone groups'. Thus the example above would normally be said as one sense group. Sense groups are often bounded by short pauses, and are said

under a single intonation contour or tune. Within each of these, there is usually one tonic, although there may be a second tonic syllable at the end which also carries significant pitch change.

The tonic is important because it carries not onlythe major stress, but also the major pitch change, and it changes according to the speaker's intended meaning. So if the speaker wanted to emphasise that fact that it is Lynda rather than some other person who should not take the students, then the LYN of Lynda would be more strongly stressed than other stressed syllables in the utterance. If, however, the speaker wanted to emphasise that Lynda should not *take* them but could perhaps *bring them back*, then *take* would be the most strongly stressed syllable in the utterance. This is sometimes called *contrastive stress*, and is marked with italics in the example.

As noted above, however, an important aspect of teaching stress is its converse – an absence of stress. It is often failure to unstress syllables appropriately that makes learners' pronunciation difficult to understand because, unlike other languages, English tends to maintain a rhythm from stressed syllable to stressed syllable by unstressing and therefore reducing the syllables in between. This rhythm gives English its characteristic pattern. The reduced vowel 'schwa' /ə/ is very common in English and deserves special attention. The 'a' at the end of 'LYNda', the 'ents' at the end of 'STUDents' and the words 'to' and 'the' in the above example would all be pronounced with a schwa. Although the rhythm of

English cannot be called strictly stress-timed, it nevertheless presents real problems for learners, particularly if they speak an L1 which is syllable-timed – that is, where each syllable has stress, or where the stress patterns of words are predictable. Work on stress and unstress at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word.

3) 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". So, 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(peaking), level*:

a. *A falling pattern* usually indicates that the speaker has finished, at least temporaly

b. *A rising intonantion* 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.

The term intonation refers to a means for conveying information in speech which is independent of the words and their sounds. Central to intonation is the modulation of pitch, and intonation is often thought of as the use of pitch over the domain of the utterance. However, the patterning of pitch in speech is so closely bound to patterns of timing and loudness, and sometimes voice quality, that we cannot consider pitch in isolation from these other dimensions. The interaction of intonation and stress — the patterns of relative prominence which characterise an utterance — is particularly close in many languages, including English. For those who prefer to reserve 'intonation' for pitch effects in speech, the word 'prosody' is convenient as a more general term to include patterns of pitch, timing, loudness, and (sometimes) voice quality. However, intonation will be used to refer to the collaboration of all these dimensions, and where necessary, the term 'melody' will be used to refer specifically to the pitch-based component.

Intonation is used to carry a variety of different kinds of information. It signals grammatical structure, though not in a one-to-one way; whilst the end of a complete intonation pattern will normally coincide with the end of a grammatical structure such as a sentence or clause, even quite major grammatical boundaries may lack intonational marking, particularly if the speech is fast. Intonation can reflect the information structure of an

utterance, highlighting constituents of importance. Intonation can indicate discourse function; for instance most people are aware that saying 'This is the Leeds train' with one intonation constitutes a statement, but, with another, a question. Intonation can be used by a speaker to convey an attitude such as friendliness, enthusiasm, or hostility; and listeners can use intonation-related phenomena in the voice to make inferences about a speaker's state, including excitement, depression, and tiredness. Intonation can also, for instance, help to regulate turn-taking in conversation, since there are intonational mechanisms speakers can use to indicate that they have had their say, or, conversely, that they are in full flow and don't want to be interrupted.

Intonation is not the only linguistic device for which pitch is recruited by languages; many languages use pitch to distinguish words. In languages around the world as diverse as Thai, Hausa (Nigeria), and Mixtec (Mexico), words are distinguished not only by vowels and consonants but also by the use of one of a limited set of distinctive pitch patterns or heights on each syllable. Such languages are called tone languages. A number of other languages, such as Swedish and Japanese, make a more limited use of pitch to distinguish words. These languages might best be called lexical accent languages. All tone languages and lexical accent languages also have intonation, but in general the greater a language's use of pitch for distinguishing words, the less scope it has to develop an elaborate intonation system. English, on the other hand, is not

a tone language or lexical accent language, and is generally agreed to have relatively complex intonation.

d. The Indicators of Pronunciation

In pronunciation we have to paying attention to the indicators of pronunciation. According to Djiwandono in Hanistya (2007) There are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

a. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

b. Fluency is as a whole of text can be pronounced fluently.

c. Accuracy is words and parts of text are pronounced accurately.

d. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

e. Problem of Pronunciation

Many students have problem in learning English especially in spoken English language. There are many problem faced by students to study pronunciation according to Harmer, 2000. They are as follows:

1) What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problem with different sound.

2) What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e it is actually physical difficult to make the sound using particular parts of the mouth, uvula or nasal cavity)

3) The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tunes.

f. Technique of Teaching Pronunciation

The aims of pronunciation teaching must be able to make students produced English which is in telling idea in the areas where they will use it. Broughton in Junitha (2015:12) classifies some technique can help them in pronuncing English word properly are:

1) By imitating correctly in hearing something what is to be limited

2) By listening the teacher can direct their attention to the sound differences

3) By explaining the position or the tongue or even the diagrams and the use of mirror

Broughton in Junitha (2015:12) states that pronunciation pratice itself might be very short or may occassionally occupy several minutes in either case a few key principles should be followed:

1) Recognition pratice should precede production practice

2) Since production recognition before asking for production

3) The sounds to be heard and spoken should be clearly highlited in short utterences

4) It sounds not be taken to the extent or tongue twister

5) Students should be given the opportunity to hear, the some things said by more than one voices as the model

6) The English sound can be demonstated in construct with other English sounds or else in constract with sounds from the native language

7) The target sound can be demonstrated in construct should be shown to function meaningful.

And then there is other assistance to learn the pronunciation in the most efficient ways of showing the constrast is by minimal parts, any parts of words of phrases or sentences where there only one feature to distinguish them.

Based on the explanation above, we can conclued that Pronunciation is one of the important component in learning English and have to extra ability to be mastered it. Whereas, stress and intonation are the key to speaking English fluently with good pronunciation.

Therefore, pronunciation cannot be understimating in learning English and that is why the researcher focused on it.

C. Conceptual Framework
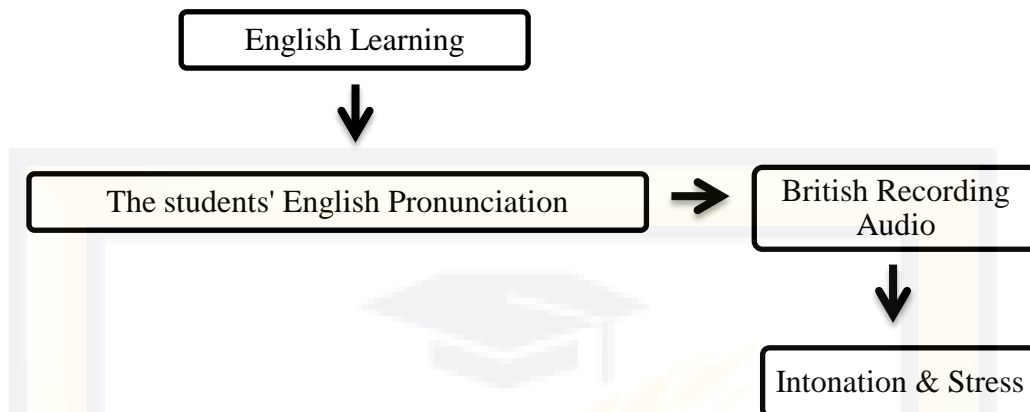
Figure 2.1 Conceptual Framework

In this conceptual framework, the students faced many problem in learning English. One of the crucial problem is their pronunciation. The researcher could measure how fluent someone in speaking by his pronunciation

Based on the problem above, The researcher gave the students some conversation/dialogue of British Recording Audio, and then the researcher analyzed the influence of British Recording Audio toward the students' English pronunciation that covers intonation and stress.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the research method. It contains Research Design, Location and Time of the Research, Research Variable and Operational Definition, Population and Sample, Instrument of the Research, Procedure of Collecting Data, and Technique of Data Analysis.

A. Research Design

In this research, the researcher applied pre-experimental design which is involved one group. The success of pre-test (O_1) is determined by treatment (X) after giving post-test (O_2)

O_1	X	O_2

Where:

O_1 = Pre-Test

X   = Treatment

O_2 = Post-Test

(Gay, 2006:127)

B. Location and Time of the Research

This research was conducted in 4th Semester of English Education Department Students in Bosowa University Makassar. The research held on May, 23th till 24th 2017.

C. Research Variable and Operational Definition

1) Research Variable

In this research, the researcher used two variables, they were independent variable and dependent variable. British recording audio as independent variable and English pronuncpiation as dependent variable.

2) Operational Definition

British Accent/British English is the English language as spoken and written in the United Kingdom or more broadly, throughout the British Isles.

Audio Recorder is a storage device on which information (sounds or images) have been recorded.

Pronunciation is the act or 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.

D. Population and Sample

1) Population

The population of this research was 4th Semester of English Education Department Students Academic Year 2016/2017 in Bosowa University Makassar and total of the population were 17 students.

2) Sample

Reseacher used total sampling technique. The total of sample were 17 students.

E. Instrument of the Research

In this research, the researcher used British Recording Audio. The researcher took only one topic of the British recording audio entitled "Butter Up" and the script which has given by the researcher use in full English conversation. The reseacher used the audio as a research

instrument to know whether or not the British recording audio could influenced the students' English pronunciation.

F. Procedure of Collecting Data

The test for procedure of collecting data is important thing in this research that could be determine the result of the research.

Pre-Test :

1. The researcher invited the students one by one and gave words list of the audio

2. The researcher asked students to read the words list and start to recording the students

Treatment :

1) The researcher gave the audio with the topic entitled "Butter Up" while the students look at the script

2) The researcher played the audio about "Butter Up" which has duration 3 minutes for three times

Post-Test :

1) The researcher invited the student one by one to read the words list of the audio in loudly voice. While the students read the words list, the researcher start to recorded the students

2) After the researcher gave the recorded the of conversation about "Butter Up" the reseacher analyzed the data, analyzing the result of the students' pronunciation from recording.

G. Technique of Data Analysis

The test had conducted in purpose of knowing the students' ability in pronuncing English words after the students listening a recording of the british audio. The reseacher analyzed and classified the result of the students' pronunciation.

1. To know the mean score of all the students. The researcher gave formula as follows:

$$\overline{X} = \frac{\sum x}{N}$$

Where

$\overline{X}$: Mean score

$\sum x$: The sum of all score

N   : The total number of subject

Gay (2006:320)

2. To find out standard deviation of pre-test and post-test. Using the following formula below:

$$S^2 = \frac{\sum(X - \overline{X})^2}{N - 1}$$

3. To find the significance difference between the mean of scores of tabulating the value of t-test by using this formula:

$$t = \frac{D}{\sqrt{\sum D^2 \frac{\left(\frac{\sum D^2}{N}\right)}{N(N-1)}}}$$

Where:

T   = Test of significant

D   = The mean of score

$\sum$D   = The sum of total score

$\sum D^2$ = The square of sum of difference

N   = Total number of students

(Gay, 2006:31)

The result of the research are tabulated by reforming to the scoring system as following:

Table 3.1 Intonation Scoring

Classifications	Score	Criteria
Excellent	4	Good use of intonation makes the speaker easy to follow. Intelligibly is almost never impeded by insufficient or misplaced prominence
Good	3	Adequate use of intonation, making the intelligibility of thr message fairly high,

		although there are occasional lapses. Intelligibility is sometimes impeded by making the wrong syllables prominent
Fair	2	Inadequate use of intonation makes the speaker very difficult to follow without compensation. There is little effort to make important words or syllables stand out
Poor	1	Flat intonation makes the speaker almost impossible to understand. There is (almost) no attempt to make the key words or tonic syllables prominent

(Jared, 2003:9)

Table 3.2 Stressing Scoring

Classifications	Score	Criteria
Excellent	4	Occasionally non-native pronunciation errors, but the speaker is intelligible
Good	3	Some consistent phonemic and foreign stress patterns, but the speaker intelligible
Fair	2	Frequent phonemic and foreign stress pattern that cause the speaker to be occasionally unintelligible
Poor	1	Frequent phonemic error and stress pattern

		that cause the speaker unintelligible

Gay (2006:349)

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussion of the research. The research findings show the data which obtained from the result in order to see "British Recording Audio as Media in Learning English Pronunciation at 4th Semester of Bosowa University". The discussion contains the description and interpretation of the research findings.

A. Findings

In this part, The researcher described the result of data analysis based on the problem statement. After, presented data, The researcher analyzed the data by comparing the change that the students' maked during this research.

Table 4.1 The Students' Score and Classification in Pre-Test and Post-Test

No	Name	Score of Pre-Test	Classification Pre-Test	Score of Post-Test	Classification Post-Test
1	MPDN	50	Fair	75	Good
2	NP	75	Good	100	Excellent
3	NPDPS	50	Fair	75	Good
4	HD	75	Good	100	Excellent
5	MN	25	Poor	75	Good

6	SAR	25	Poor	75	Good
7	NE	50	Fair	75	Good
8	IYM	25	Poor	50	Fair
9	IPAT	50	Fair	75	Good
10	NA	75	Good	100	Excellent
11	NCY	50	Fair	75	Good
12	KD	50	Fair	75	Good
13	PL	75	Good	100	Excellent
14	MWF	75	Good	100	Excellent
15	DW	50	Fair	75	Good
16	ERS	75	Good	100	Excellent
17	DADM	50	Fair	75	Good
	Total	925		1400	
	Mean Score	54.41		82.35	

Based on the table 4.1 above in pre-test, there were not students got excellent classification, 6 students got good classification, 8 students got fair classification and 3 students got poor classification. The table above show that in pre-test the total of value was 925 and the mean score was 54.41. It means that the mean score of the students' in pre-test is lower. It shows that students' low in mastering English pronunciation before applied the British recording audio.

In post-test, there were 6 students got excellent, 10 students got good, and only one student got fair. The table above show that the total

value of the post-test is 1.400 and the mean score is 82.35. it can be concluded that there were a significant improvement of the students score after giving treatment.

1. The rate frequency and percentage of pre-test and post-test

The writer counted the frequency and rate percentage of the scores included in each of the score categories. The purpose of the frequency and rate percentage of the pre-test is to see whether or not there wasa change in score categories of the students' score in observing the effect og British recording audio from the pre-test to the post-test. The students' scores was classify into 5 categories.

Table 4.2 The rate frequency and percentage of the pre-test

No	Classification	Range of Score	Frequency	Percentage
1	**Excellent**	**4**	**0**	**0%**
2	**Good**	**3**	**6**	**35%**
3	**Fair**	**2**	**8**	**47%**
4	**Poor**	**1**	**3**	**18%**

Table 4.2 above show that there were 6 students (35%) got good classification, 8 students (47%) got fair classification and 3 students (18%) got poor classification. The writer made conclusion that all of the students at 4th semester in Bosowa University was law in pronuncing the words correctly.

Table 4.3 The rate frequency and percentage of the post-test

No	Classification	Range of Score	Frequency	Percentage
1	**Excellent**	**4**	**6**	**35%**
2	**Good**	**3**	**10**	**59%**
3	**Fair**	**2**	**1**	**6%**
4	**Poor**	**1**	**0**	**0%**

Table 4.3 shows that there were 6 students (35%) got excellent classification, 10 students (59%) got good classification, only one student (6%) got fairclassification and none of students got poor.

The writer concluded that the students' rate percentage in post-test was higher than pre-test. It means that the effect of British recording audio was effective to the students' English pronunciation at Bosowa University.

2. The mean score and standard deviation of pre-test and post-test

The result of the students' pre-test and post-test after calculating the mean score and standard deviation are presented in the following table below:

Table 4.4 Mean Score and Standard Deviation of Pre-Test and Post-Test

Type	Mean Score	Standard Deviation
Pre-Test	54.41	18.19
Post-Test	82.35	14.69

Table 4.4 show that the mean score of the students' pre test was 54.41 and the mean score of post-test was 82.35. The standard deviation of pre-test was 18.19 and standard deviation of post-test was 14.69. it could be seen that post-test was higher than the mean score of the students' post-test. While the standard deviation of post-test was lower than pre-test. Because the mean score is an average value of the students and mean of the post-test is higher than mean score of pre-test after the treatment was given. It means that there is an improvement of students' pronunciation. Standard deviation describes the spread value of the sample. The result of the mean classification indicated that students' pronunciation is very influenced through British recording audio as well.

It repeated that the mean score of the students' in pre-test and post-test obtained by the students' were different and it means that the British recording audio was effective for students' English pronunciation.

3. Test of Significance (T-Test)

T-test value is intended to see whether or not the difference between the pre-test and post-test was significant. The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test, that is, a test to know the significance difference between the result of students' mean scores in pretest and posttest.

Assuming that the level of significance (α) = 0.05 and the total of the sample is 15 (N=15) the t-test is presented in the following table.

Table 4.5 T-test value and T-table

Variable	T-test	T-table
X_2-X_1	13.876	2.120

Table 4.5 above show that value of T-test was 13.876 and the T-table was 2.120. T-test was greater than T-table value. It was concluded that there were a significant difference between the mean score of the students' pre-test and post-test.

T-tests are called t-tests because the test results are all based on t-values. T-values are an example of what statisticians call test statistics. A test statistic is a standardized value that is calculated from sample data during a hypothesis test. The procedure that calculates the test statistic compares your data to what is expected under the null hypothesis.

Each type of t-test uses a specific procedure to boil all of your sample data down to one value, the t-value. The calculations behind t-values compare your sample mean(s) to the null hypothesis and incorporates both the sample size and the variability in the data. A t-value of 0 indicates that the sample results exactly equal the null hypothesis. As the difference between the sample data and the null hypothesis increases, the absolute value of the t-value increases.

Assume that we perform a t-test and it calculates a t-value of 2 for our sample data. What does that even mean? The researcher might as

well have told you that our data equal 2 fizbins! We don't know if that's common or rare when the null hypothesis is true.

By itself, a t-value of 2 doesn't really tell us anything. T-values are not in the units of the original data, or anything else we'd be familiar with. We need a larger context in which we can place individual t-values before we can interpret them. This is where t-distributions come in.

When you perform a t-test for a single study, you obtain a single t-value. However, if we drew multiple random samples of the same size from the same population and performed the same t-test, we would obtain many t-values and we could plot a distribution of all of them. This type of distribution is known as a sampling distribution.

Fortunately, the properties of t-distributions are well understood in statistics, so we can plot them without having to collect many samples! A specific t-distribution is defined by its degrees of freedom (DF), a value closely related to sample size. Therefore, different t-distributions exist for every sample size. You can graph t-distributions using Minitab's probability distribution plots.

T-distributions assume that you draw repeated random samples from a population where the null hypothesis is true. You place the t-value from your study in the t-distribution to determine how consistent your results are with the null hypothesis.

B. Discussion

This research found that the British recording audio gave the influence toward the students' English pronunciation. It could be seen by the result of the pre-test and post test. Before giving treatment, there were 6 students (35%) got good classification, 8 students (47%) got fair classification and 3 students (18%) got poor classification. While, in the post-test shows that there were 6 students (35%) got excellent classification, 10 students (59%) got good classification, only one student (6%) got fair classification and none of students got poor. The data shows that the result of rate percentage of students' post is higher than pre-test before giving treatment. Before treatment the researcher gave to the students some exercise in form of pre-test and there were still some students who did not understand to pronunce words correctly. Overall, the improvement of the students' pronunciation by using British recording audio is better in post-test than pre-test.

Cited in Aziz, In his title *The Influence of Native Accent to the English Pronunciation* he found that the used of recording audio was very useful for Students' English pronunciation. There were a significant improvement between pre-test and post-test when the researcher doing treatment and the difference between t-test and t-table (4.634 > 2.093) it could be concluded that the used of recording audio can improved students' English pronunciation.

Although, the students had limited background knowledges of stress and intonation, they become highly aware of the importance of them. As

the writer told earlier, pronunciation is the most crusial problem that non-native/English learner have to face. Pronunciation can lead to negative impression, misunderstanding and ineffective comunication. For example, if we have a poor pronunciation with the very strong foreign accent, they will think of you as bad English speaker and your good vocabulary and grammar can not help you. You are making it difficult for people who listen to you with your strong foreign accent. It is irritated for other people if they have to keep asking you to repeat, but they still cannot figure out what you are saying. Consequently, if it takes a lot of efforts to understand your English, people will avoid communicating with you as much as they can. In contrast, they will enjoy talking to you when you have a pleasant accent that is easy for them hear and understand you.

At the begining of the pre-test almost all of them did not know how to pronunce correctly. However, they became interested and enjoyed in learning how to pronunce English stress and intonation correctly. The used of the British recording or Native speaker conversation were enhancing their pronunciation. If compared the result of the pre-test between post-test, it could be obviously seen that the longer the learner used native speaker conversation, the better their pronunciation performance. All of them had shown higher confindence and improvement of their pronunciation.

Generally, it was clear that the students higher improvement in stress and intonation. This might be because the students listened the Native

speaker directly and knew the correct and appropriated stress and intonation.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

Based on the researcher and discussion in previous chapter. The researcher comes to the conclusions that British recording audio significantly affect the English pronunciation of the 4th semester students in mastery pronunciation.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. The students should possess pronunciation ability in order support their success in learning English by practicing as much as possible day by day

2. The next researcher who wants to conduct such this research, it is better to continue this research in order to complete the important information.

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APPENDICES

Appendix. 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Kampus : **Universitas Bosowa Makassar**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **A/IV**

Aspek/Skill : **Mendengarkan, Berbicara**

Waktu : **2 x 30 (2x pertemuan)**

1. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal yang sederhana untuk berinteraksi dengan lingkungan terdekat

2. Kompetensi Dasar

Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan yang sangat sederhana secara akurat, lancar dan terterima untuk berinteraksi dilingkungan terdekat

3. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat memahami pengucapan stress dan intonasi yang tepat didalam suatu kata atau kalimat melalui native speaker audio

4. Materi Pembelajaran

BBC Learning English
The English We Speak
"Butter Up"

(Feifei and Finn bump into each other at the supermarket)

Finn: Hello Feifei. I didn't know you shopped at this supermarket too.

Feifei: Hi Finn. Usually I don't. But it's close to the office and I have to rush

home to welcome an important guest.

Finn: Who is it? Someone I know?

Feifei: No, it's my landlady. She's coming to collect some of her post and… well, I want to make her like me because next month, the contract on my flat is due to be renewed and she might want to increase the rent.

Finn: Yeah, I see what you mean. So you'd better butter her up then!

Feifei: Butter? Oh, yes. But I'm a pretty bad cook. If I baked a cake it would probably be horrible!

Finn: No. I don't mean butter for a cake. In English, when you say you'll 'butter someone up', you mean you'll be especially nice to them in the hope they'll do something good for you in return.

Feifei: Oh, I see. So I'll be nice to her and pay her compliments so that she likes me and keeps the rent low. I'll 'butter her up'! But isn't it a bit insincere?

Finn: Well, it can have a negative connotation, yes. Let's hear some examples of how to use 'to butter someone up' or 'to butter up someone', which is today's expression in The English We Speak.

Examples

Johnny: I was very impressed with your presentation, Mrs Beany. You are really intelligent and perceptive and…

Mrs Beany: Don't waste your time buttering me up, Johnny. I'm not raising your salary anytime soon.

The director was always ready to butter up Angelina Jolie. He knew she was looking for her next role and he wanted her in his movie.

Feifei: Oh, look. It's 6pm already. I'm very late. I might not be on time to meet my landlady and she'll be angry with me. She's a very busy woman.

Finn: Yeah, well, then you are in a jam!

Feifei: Jam?!

Finn: In English, when you say someone 'is in a jam', you mean they are in a difficult situation – but that's a different kind of jam!

Feifei: All these expressions about food!

Finn: I know. We have a huge appetite for food expressions. But let's leave some for another day. Bye!

Feifei: Bye!

5. Langkah-langkah Kegiatan

a. Pendahuluan

- Siswa diberikan words list kemudian melafalkan setiap kata yang terdapat di dalam words list
- Guru merekam siswa pada saat pelafalan dari words list berlangsung

b. Inti

- Guru memutarkan contoh percakapan native speaker dan memberikan script dari audio tersebut
- Siswa menyimak percakapan melalui script

c. Penutup

- Siswa kembali melafalkan setiap kata yang terdapat di dalam words list

- Guru merekam siswa pada saat pelafalan kata-kata tersebut

6. Sumber Belajar

- Audio Recording/Native Speaker Audio
- Script of the audio

7. Penilaian

Classifications	Score	Criteria
Excellent	9.6-10	Their speaking is very understanble and high of pronunciation.
Very Good	8.6-9.5	Their speaking is understanble and very good pronunciation.
Good	7.6-8.5	They speak effectively and good of pronunciation.
Fairly Good	6.6-7.5	They speak sometimes hasty but fairly good of pronunciation.
Fair	5.6-6.5	They speak sometimes hasty, and fair of pronunciation.
Poor	3.6-5.5	They speak hasty, and more sentences are not appropriate in pronunciation.
Very Poor	0.0-3.5	They speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

Table 3.2 Intonation and Stressing Scoring

Classifications	Score	Criteria
Excellent	4	Good use of intonation makes the speaker easy to follow. Intelligibly is almost never impeded by insufficient or misplaced prominence
Good	3	Adequate use of intonation, making the intelligibility of thr message fairly high, although there are occasional lapses. Intelligibility is sometimes impeded by making the wrong syllables prominent
Fair	2	Inadequate use of intonation makes the speaker very difficult to follow without compensation. There is little effort to make important words or syllables stand out
Poor	1	Flat intonation makes the speaker almost impossible to understand. There is (almost) no attempt to make the key words or tonic syllables prominent

Appendix. 2

WORDS LIST

"BRITISH RECORDING AUDIO AS MEDIA IN LEARNING ENGLISH PRONUNCIATION".

BBC Learning English
The English We Speak
"Butter Up"

Pronunce those words with correct pronunciation :

1. Shopped

2. Important

3. Collect

4. Contract

5. Renewed

6. Increase

7. Return

8. Compliments

9. Insincere

10. Probably

11. Especially

12. Intelligent

13. Salary

14. Difficult

15. Appetites

Appendix. 3

SCRIPT OF THE AUDIO

"BRITISH RECORDING AUDIO AS MEDIA IN LEARNING ENGLISH PRONUNCIATION".

BBC Learning English
The English We Speak
"Butter Up"

(Feifei and Finn bump into each other at the supermarket)

Finn: Hello Feifei. I didn't know you shopped at this supermarket too.

Feifei: Hi Finn. Usually I don't. But it's close to the office and I have to rush home to welcome an important guest.

Finn: Who is it? Someone I know?

Feifei: No, it's my landlady. She's coming to collect some of her post and… well, I want to make her like me because next month, the contract on my flat is due to be renewed and she might want to increase the rent.

Finn: Yeah, I see what you mean. So you'd better butter her up then!

Feifei: Butter? Oh, yes. But I'm a pretty bad cook. If I baked a cake it would probably be horrible!

Finn: No. I don't mean butter for a cake. In English, when you say you'll 'butter someone up', you mean you'll be especially nice to them in the hope they'll do something good for you in return.

Feifei: Oh, I see. So I'll be nice to her and pay her compliments so that she likes me and keeps the rent low. I'll 'butter her up'! But isn't it a bit insincere?

Finn: Well, it can have a negative connotation, yes. Let's hear some examples of how to use 'to butter someone up' or 'to butter up someone', which is today's expression in The English We Speak.

Examples

Johnny: I was very impressed with your presentation, Mrs Beany. You are really intelligent and perceptive and…

Mrs Beany: Don't waste your time buttering me up, Johnny. I'm not raising your salary anytime soon.

The director was always ready to butter up Angelina Jolie. He knew she was looking for her next role and he wanted her in his movie.

Feifei: Oh, look. It's 6pm already. I'm very late. I might not be on time to meet my landlady and she'll be angry with me. She's a very busy woman.

Finn: Yeah, well, then you are in a jam!

Feifei: Jam?!

Finn: In English, when you say someone 'is in a jam', you mean they are in a difficult situation – but that's a different kind of jam!

Feifei: All these expressions about food!

Finn: I know. We have a huge appetite for food expressions. But let's leave some for another day. Bye!

Feifei: Bye!

Appendix. 4

Transcript of Students' Pre-Test and Post-Test

No.	NAME	PRE-TEST	POST-TEST
1	MPDN	ʃopped, impɔ'rtent, kə'leg, 'kontrɑːk, rɪ'newid, ɪn'kriːs, re'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
2	NP	ʃoppiːd, impɔ'rtend, 'koleːʒ, 'kontrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitis.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
3	NPDPS	ʃappiːd, impɔ'rtent, 'koleːʒ, 'kontrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
4	HD	ʃoppiːd, impɔ'rtent, 'koleːʒ, 'kontrək, rɪ'newid, ɪn'kriːs, re'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
5	MN	ʃopped, impɔ'rtend, kə'leg, 'kontrək, rɪ'newid, ɪn'kriːs, re'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitis.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
6	SAR	ʃoped, impɔ'rtent, kə'led, 'kontræk, rɪ'njuː, ɪn'kriːs, re'tɜːn, kʌmplɪ'mənt,	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt,

		ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitis.	ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
7	NE	ʃɒppiːd, impɔ'rtent, 'koleːʒ, 'kɒntrək, rɪ'newid, ɪn'kriːs, re'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtaɪt.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
8	IYM	ʃɒpped, impɔ'rtend, 'koleːʒ, 'kɒntrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, 'dɪfɪkəlt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
9	IPAT	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'sæləri, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
10	NA	ʃɒppiːd, impɔ'rtent, kə'leg, 'kɒntrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
11	NCY	ʃɒppiːd, impɔ'rtent, kə'led, 'kɒntrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
12	KD	ʃɒped, impɔ'rtent, kə'leg, 'kɒntrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
13	PL	ʃɒpped, impɔ'rtent, kə'led, 'kɒntrək, rɪ'newid, ɪn'kriːs, rɪ'tɜːn, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitis.	ʃɒp'd, ɪm'pɔːtnt, kə'lekt, 'kɒntrækt, rɪ'njuː, ɪn'kriːs, rɪ'tɜːn, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
14	MWF	ʃɒpped, impɔ'rtend, 'koleːʒ,	ʃɒp'd, ɪm'pɔːtnt, kə'lekt,

		'kɒntrək, rɪ'newid, ɪn'kri:s, re't3:n, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'salari, dɪfɪ'kalt, 'æpɪtitis.	'kɒntrækt, rɪ'nju:, ɪn'kri:s, rɪ't3:n, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
15	DW	ʃɒp'd, ɪm'pɔ:tnt, kə'lekt, 'kɒntrækt, rɪ'nju:, ɪn'kri:s, rɪ't3:n, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtitis.	ʃɒp'd, ɪm'pɔ:tnt, kə'lekt, 'kɒntrækt, rɪ'nju:, ɪn'kri:s, rɪ't3:n, 'kɒmplɪmənt, ɪnsɪn'sɪə(r), 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
16	ERS	ʃɒpped, impɔ'rtent, 'kole:ʒ, 'kɒntrək, rɪ'newid, ɪn'kri:s, re't3:n, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'sæləri, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔ:tnt, kə'lekt, 'kɒntrækt, rɪ'nju:, ɪn'kri:s, rɪ't3:n, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.
17	DADM	ʃɒppi:d, impɔ'rtend, kə'led, 'kɒntrək, rɪ'newid, ɪn'kri:s, re't3:n, kʌmplɪ'mənt, ɪnsɪn'senker, 'prɒbəbli, e'speʃəli, ɪn'telɪdʒənt, 'sæləri, dɪfɪ'kalt, 'æpɪtitais.	ʃɒp'd, ɪm'pɔ:tnt, kə'lekt, 'kɒntrækt, rɪ'nju:, ɪn'kri:s, rɪ't3:n, 'kɒmplɪmənt, ɪnsɪn'senker, 'prɒbəbli, ɪ'speʃəli, ɪn'telɪdʒənt, 'sæləri, 'dɪfɪkəlt, 'æpɪtaɪt.

Appendix. 5

Students' Score of Pre-Test in Intonation and Stress

No	Name	Intonation	Stress	Total	Score
1	MPDN	2	2	4	50
2	NP	3	3	6	75
3	NPDPS	2	2	4	50
4	HD	3	3	6	75
5	MN	1	1	2	25
6	SAR	1	1	2	25
7	NE	2	2	4	50
8	IYM	1	1	2	25
9	IPAT	2	2	4	50
10	NA	3	3	6	75
11	NCY	2	2	4	50
12	KD	2	2	4	50
13	PL	3	3	6	75
14	MWF	3	3	6	75
15	DW	2	2	4	50
16	ERS	3	3	6	75
17	DADM	2	2	4	50
	TOTAL	**37**	**37**	**74**	**925**

Appendix. 6

Students' Score of Post-Test in Intonation and Stress

No	Name	Intonation	Stress	Total	Score
1	MPDN	3	3	6	50
2	NP	4	4	8	75
3	NPDPS	3	3	6	50
4	HD	4	4	8	75
5	MN	3	3	6	25
6	SAR	3	3	6	25
7	NE	3	3	6	50
8	IYM	2	2	4	25
9	IPAT	3	3	6	50
10	NA	4	4	8	75
11	NCY	3	3	6	50
12	KD	3	3	6	50
13	PL	4	4	8	75
14	MWF	4	4	8	75
15	DW	3	3	6	50
16	ERS	4	4	8	75
17	DADM	3	3	6	50
	TOTAL	**56**	**56**	**112**	**1.400**

Appendix. 7

Students' Score in Pre-Test and Post-Test

No	Name	Pre Test X1	X1²	Post Test X2	X2²	Gain (D)	D²
1	MPDN	50	2500	75	5625	25	625
2	NP	75	5625	100	10000	25	625
3	NPDPS	50	2500	75	5625	25	625
4	HD	75	5625	100	10000	25	625
5	MN	25	625	75	5625	25	625
6	SAR	25	625	75	5625	25	625
7	NE	50	2500	75	5625	25	625
8	IYM	25	625	50	2500	25	625
9	IPAT	50	2500	75	5625	25	625
10	NA	75	5625	100	10000	25	625
11	NCY	50	2500	75	5625	25	625
12	KD	50	2500	75	5625	25	625
13	PL	75	5625	100	10000	25	625
14	MWF	75	5625	100	10000	25	625
15	DW	50	2500	75	5625	25	625
16	ERS	75	5625	100	10000	25	625
17	DADM	50	2500	75	5625	25	625
	TOTAL	925	55625	1400	11875	425	10625

Appendix. 8

SPSS Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.41	17	18.190	4.412
	Posttest	82.35	17	14.697	3.564

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	17	.894	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-27.941	8.303	2.014	-32.210	-23.672	-13.876	16	.000

Variables	Probability Value	A	remarks
Pre test and Post test	0.000	0.05	significantly Different

Appendix. 9

The Distribution of Critical Values-T

df	Level of Significance					
	0.20	**0.10**	**0.05**	**0.02**	**0.01**	**0.001**
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	**2.120**	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745

continued

25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).

Appendix. 10

Picture of the Research

Picture 1. The researcher was doing pre-test

Picture 2. The researcher was playing the audio recording (treatment)

Picture 3. The researcher was doing post-test

Picture 4. The researcher was doing post-test

BIOGRAPHY

Rismayana R was born on December 29th, 1995 in Makassar from the marriage of her parents Abd. Rasyid and Maya. She has two brothers and she is the oldest in her family. She started her study in Elementary school at SD Negeri Inpress Tello Baru 1/1 Makassar and graduated in 2007. Then, she continued her study to SMP IT-Wahdah Islamiyah and Graduated in 2010. In the same year, she continued her study to SMA Negeri 10 Makassar and finish her study in 2013.

In 2013 she continued her study to Universitas Bosowa Makassar by taking English Education Department, Faculty of Teacher Training and Education. She was a member of Himpunan Mahasiswa Pendidikan Bahasa Inggris (HIMAPBING) in 2014-2016, English Meeting Club Universitas Bosowa in 2014-2017, Himpunan Mahasiswa Islam in 2014, Sapma Pemuda Pancasila, Ikatan Pemuda-Pemudi Indonesia (IPPI), Himpunan Mahasiswa Kota Makassar (HMKM) and She graduated in October 2017.