THE INFLUENCE OF USING "HELLO ENGLISH" APPLICATION TOWARDS STUDENTS' PRONUNCIATION OF THE EIGTH GRADE AT SMPN 1 SUMARORONG KABUPATEN MAMASA

SKRIPSI

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2020

THE INFLUENCE OF USING "HELLO ENGLISH" APPLICATION TOWARDS STUDENTS' PRONUNCIATION OF THE EIGHT GRADE AT SMPN 1 SUMARORONG

SKRIPSI

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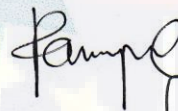September 10th, 2020

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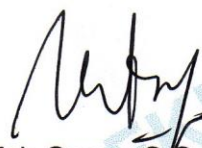Under the cognizance of,

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Judul   : The Influence of Using "Hello English" Application Towards Students' Pronunciation of The Eight Grade at SMPN 1 SUMARORONG

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ABSTRACT

Wanda Agustiana. 2020.*The Influence of Using "Hello English" Application Towards Students' Pronunciation of the Eight Grade at SMPN 1 Sumarorong (Supervised by Hj. St. Haliah Batau and Rampeng)*

The objective of the research was to know the influence of using Hello English application to enhance students' achievement of pronunciation in English.

This research applied pre experimental in one class pre-test and post-test. This research conducted at SMPN 1 Sumarorong. In this research the population was the eight students of SMPN 1 Sumarorong in 2020/2021 academic year. The researcher used total sampling technique. The total sample was 30 students from class VIII-D. In analyzing the numerical data, the writer used SPSS v. 16.0.

Based on the results of data analysis, the writer concluded that the use of Hello English application can increase students' pronunciation skill, It's proved by the mean score of the students' in pretest and post-tes. The result of the research shows that Hello English application significantly increased students' pronunciation ability after did treatment. The mean score improved from 42.33 in pre-test to 82.16 in post-test. It indicated that the one hypothesis (H_1) was accepted and of course, the null hypothesis (H0) was rejected. It means that Hello English application could increase the students' pronunciation ability in learning English at SMPN 1 Sumarorong.

Keywords: *influence, pronunciation, Hello English application,*

ABSTRAK

Wanda Agustiana. 2020.*The Influence of Using "Hello English" Application Towards Students' Pronunciation of The Eight Grade at SMPN 1 Sumarorong (Dibimbing oleh Hj. St. Haliah Batau and Rampeng)*

Tujuan penelitian ini adalah untuk mengetahui manfaat penggunaan aplikasi Hello English untuk meningkatkan prestasi pengucapan bahasa Inggris siswa.

Penelitian ini menggunakan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilaksanakan di SMPN 1 Sumarorong. Populasi penelitian ini adalah siswa kelas delapan SMPN 1 Sumarorong tahun akademik 2020/2021. Peneliti menggunakan teknik total sampling dalam pengambilan sampel. Total sampel dalam penelitian ini adalah 30 orang dari siswa kelas VIII-D. Dalam melakukan analisis data, peneliti menggunakan aplikasi SPSS v 16.0.

Berdasarkan hasil analisis data, penulis menyimpulkan bahwa penggunaan aplikasi Hello English dapat meningkatkan keterampilan pengucapan siswa. Hal ini dibuktikan dengan nilai rata-rata siswa pada pretest dan post-tes. Hasil penelitian menunjukkan bahwa penerapan Hello English secara signifikan dapat meningkatkan kemampuan menulis siswa setelah dilakukan perlakuan. Skor rata-rata meningkat dari 42.33 pada pre-test menjadi 82.16 pada post-test. Hal ini mengindikasikan bahwa one hypothesis (H_1)diterima dan tentunya null hypothesis (H_0) ditolak.Artinya, penerapan Hello English dapat meningkatkan keterampilan pengucapan siswa dalam pembelajaran bahasa Inggris di SMPN 1 Sumarorong.

Keywords: *influence, pronunciation, Hello English application.*

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At last, the writer realizes that this skripsi is far for being perfect, but it is expected that this research will be useful. Therefore, the constructive criticism and suggestion are highly appreciated.

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(Wanda   Agustiana)

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CHAPTER I

INTRODUCTION

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

A. Background of the Research

Pronunciation is one of the most important parts of English component. Pronunciation is the best production of speech sounds for communication. In this case pronunciation consists of organizing sounds that are produced by the air that get through the organ of articulation. In order to master English as a foreign language, we should master its pronunciation. If the pronunciation is incorrect it will make wrong perception because there are some differences between symbols and sounds. Besides, Tennant (2007:3) that quite clearly, pronunciation is both incredibly complex and an important area for teaching and learning. Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear. It means that the students will know the meaning of words clearly if students pronounce it clearly by stressing the right syllable, so automatically the students can produce the right sounds.

Learning pronunciation is important for the learners. With the correct pronunciation they can communication well and their language is easy to understand. In learning pronunciation, some students feel difficult to pronounce

some English words because there are differences between written and oral. This problem usually experienced by EFL.

According to Jamilah, there are some problems in learning pronunciation, they are: 1) the sound of a certain language is not available in the mother language, so the learners feel difficult to produce the sound of the target language. 2) The learner is able to produce the sounds of target language correctly, but they have not studied the stress pattern in English, so that they tend to use the intonation of the first language which is not in appropriate with English. 2 From those explanations it can be concluded that learning pronunciation are difficult because the sound of a certain language is not available in mother language and the learners have not studied the stress pattern in English, In fact, teaching pronunciation is frequently overlooked. Kot says, it appears that the number of students who appreciate the important of good pronunciation is limited. It is tempting to suggest that English lesson should be deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way. The other reason why must we learn or teach pronunciation is to help us become intelligible speakers of English and to improve their own comprehension of spoken English. It is the reason why we must pay attention to our pronunciation or pay attention to teach pronunciation.

The seriousness of students in the learning process is still lacking, difficult to accept lessons because they tend not to want to know and do not pay attention to the material provided by the teacher so that the learning outcomes are less than

optimal. This is because teachers lack the use of learning media as a vehicle for channeling or learning messages, in addition to being able to attract students' attention, learning media can also convey the message to be conveyed in each subject.

The student in this era are very accustomed with gadget, they even are more smart and know how to use gadget than the people. This moment, are good to be use by teacher in increase the student willingness in learning English. Learning English by using application is one of the best way to them interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and everytime.

Hello English is an application designed to help people learn languages easily and comfortably, so that doing so doesn't feel like you're studying, but rather just having fun with one more game or application on people device. The application allows people to learn a lot of different language, and of them are English.

Based on the explanation above, the researcher intended to do research under the title "The influence of Using Hello English Application Towards Students' Pronunciation of the Eight Grade at SMPN 1 Sumarorong".

B. Identification of Problem

Considering the important of the identification problem, the writer identified the problems as follows:

1. The students are still low in pronunciation.

2. The students are usually confused how to pronounce the words.

C. Scope of the Research

This research focused on the eighth grade students of SMPN 1 Sumarorong. Media were chosen because it has important roles in supporting and stimulating the students' motivation to speak English. Therefore, the writer using Hello English application on smartphone.

D. Formulation of the Problem

In this research, the writer formulated the problem in the form of questions:Is there any significant influence of using Hello English application towards students' pronunciation at SMPN 1 Sumarorong?

E. Objective of the Research

In connection with the problem formulation above, the objectives of this research is to know whether or not there is a significant influence of using Hello English application towards students' pronunciation at SMPN 1 Sumarorong.

F. Significance of the Research

The main significances of the research are follows :

1. For students, adding new experiences in learning process and students are expected to understand and more understand after participating in

smartphone-based learning by using the Hello English application, as well as student attitudes to learn more actively.

2. For teachers involved so that smartphone-based learning using the Hello English application can be used as an alternative in the learning used.

3. For readers, to given basic information about the use Hello English application in teaching learning process. When you learn to pronounce it correctly, your English will become easier to understand. You will sound more natural and can learn to speak English faster. This will help you listen to English better, because you will learn to identify and recognize the sounds that other people make. Your confidence will grow, exponentially. When you can convey your message clearly (imperfect is fine, but clear) and you can understand other English speakers more clearly, your confidence will grow. Your abilities will increase faster.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with related literature, definition of pronunciation, pronunciation model, factors affecting pronunciation, problems in pronunciation, the importance of teaching pronunciation, Hello English application.

A. Theoritical Review

1. Definition of Pronunciation

In English language teaching and learning, pronunciation is considered as a skill to practice and master. According to Handayani (2017), pronunciation can be defined as the production of important sound that are used as part of a specific language code and are used to achieve meaning in the using of context. Moreover, Pronunciation is an organized sound obviously is very different form written language. It is the spoken form of the language and it is the way to pronounce the sound of the language. teaching pronunciation is a prominent factor in foreign language teaching. It is the basic skill for student before they speak.

According to (Mahuda & Sry, 2011), pronunciation is the production of sound by using our organs for communication. The production of speech sound for communication in relation to the language teaching. It is important for students to know where and how a sound is made, and many learners also find this knowledge very helpful. Sounds may occur together in English to form clusters, which can pose particular difficulties for learners. Moreover, Marsza (2014) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. In English there is link and blend sounds between

words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstressed and pitch. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English.

2. Pronunciation Model

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model we use. We can pronounce /grɑ:s/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

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

The teacher's first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000:14), it is possible to do that, but teachers still need to know the variation of English. Those who are

well informed to variations of English will be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that Received Pronunciation (RP) is still the target for Pronunciation, because of its traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

3. **Factors Affecting Pronunciation**

Understanding and teaching pronunciation has been controversial in TESOL for many years. At one time, pronunciation was taught in a high bottom-up behavioristic manner. Students were drilled until they had the appropriate "accent" (American, British, Australian, etc.). To be understood meant capturing one of the established accents. Now there is more of an emphasis on top-down features such as stress, tone, and rhythm. There is now an emphasis on being more non-directive and focus not on the sounds being generated by the student but the comprehensibility of what they say. This post will explain several common factors that influence pronunciation. Below are the lists (adapted from Educational Research Techniques:2017) of the factors that should be considered by teachers:

a. Motivation and Language Ego

For many people, it's hard to get something done when they don't care. Excellent pronunciation is often affected by motivation. If the student does not care they will probably not improve much. This is particularly true when the student reaches a level where people can understand them. Once they are comprehensible many students lose interests in further pronunciation development. Fortunately, a teacher can use various strategies to motivate students to focus on improving their pronunciation. Creating relevance is one way in which students intrinsic motivation can be developed.

Attitude is closely related to motivation. If the students have negative views of the target language and are worried that learning the target language is a cultural threat this will make language acquisition difficult. Students need to understand that language learning does involve learning of the culture of the target language.

b. Age and Exposure

Younger students, especially 1-12 years of age, have the best chance at developing native-like pronunciation. If the student is older they will almost always retain an "accent." However, fluency and accuracy can achieve the same levels regards of the initial age at which language study began.

Exposure is closely related to age. The more authentic experiences that a student has with the language the better their pronunciation normally is. The quality of the exposure is the naturalness of the setting and the actual engagement of the student in hearing and interacting with the language.

For example, an ESL student who lives in America will probably have much more exposure to the actual use of English than someone in China. This, in turn, will impact their pronunciation.

c. Native Language

The similarities between the mother tongue and the target language can influence pronunciation. For example, it is much easier to move from Spanish to English pronunciation than from Chinese to English.

For the teacher, understanding the sound system's of your students' languages can help a great deal in helping them with difficulties in pronunciation.

d. Innate Ability

Lastly, some just get it while others don't. Different students have varying ability to pick up the sounds of another language. A way around this is helping students to know their own strengths and weaknesses. This will allow them to develop strategies to improve.

4. Problems in Pronunciation

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. According to Hassan (2014:04) Many linguists and researchers on (SLA) concluded that the English pronunciation problems among speakers of other languages are the same but it is according to each language background. Arabic language is among them, so here we are going to see some of the factors that influence on learning second language (L2) in

general and English pronunciation in particular and also try to identify the exact reasons behind such errors and finally try to find the suitable techniques and strategies that help the students improve their English pronunciation.

So does English. If one cannot listen to English pronunciation well, he cannot produce it well too.

5. The Importance of Teaching Pronunciation

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. Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005 as cited in Nation and Newton, 2009). However, Nation and Newton (2009) argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners' phonological loop affect learners gain stable pronunciation. Nation and Newton (2009:75) explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop. 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 the patterns and rules that

work within the second or foreign language, they will quickly develop a stable pronunciation.

6. Hello English Application

The application called Hello English is an educational application on smartphones that helps users understand and learn English. This application made by Culture Alley has been downloaded up to 10 million users and became the best google application in 2016 and innovative application 2016 by IAMAI. The Hello English application has many languages to adjust the user's language there are Indonesian, Malay, Indian, Spanish, and others.

The Hello English application has global and local ranking features that rank students according to the coins they have. Coins are obtained every time you learn. So the more coins you have, the higher the rank. This can make users even more excited in learning English.

Hello English applications usually provide some vocabulary on certain topics each day that can help users to increase their knowledge of pronunciation. Besides giving a new vocabulary to the Hello English application, there is also a quiz that we are usually asked about the meaning of a phrasal verb that is asked. Users can also ask the problem being faced and will be answered no later than 24 hours.

The Hello English application has a lot of English material. The material is divided into 12 phases. Each phase has an average of 50 topics and each topic has 3 games. Not only answering questions there is also a speaking section where

users must mention a word / sentence with the correct pronunciation. Hello English application is equipped with a dictionary with a number of words of approximately 10.000 words. So the user does not need to bother to open another application in search of vocabulary translations.

Hello English was launched in October 2014 by CultureAlley. This is an edtech startup founded by Nishant Patni, IIT Bombay alumni and Kellogg School of Management with Pranshu Patni, NMIMS alumnus, in December 2012. It runs under Intap Labs Private Limited based in Jaipur.

B. Previous Related Research Finding

Some researcher have conducted some studies relating to the influence of English through some applications. They are follows :

1. Ranta Butarbutar and Elia Simatupang "The Impact of technology Hello English Application In EFL Classroom". The researcher explained about the effectiveness of hello English application for the alternative media for teaching simple past tense (SPT), grammar beyond (Apsari Y, 2018). In accordance with the phrase of the creator of this application, Alley (2016) aims to make users of this application easier to learn English about grammar, vocabulary and pronunciation as well as many more benefits that can be obtained by its users. To say nothing of (Hidayati &Diana, 2019) confirm that using mobile hello English Application might be raising students' motivation and independent way to learning English. By implementing vary technologies in learning English process

are expected students to be hiring their own English competencies. Of course they could be flexible to fix attract application depend on interest their self.

2. Satriani in her research about "The Implementation of Hello English Application in Teaching Vocabulary". This is a very innovative medium because almost all students have cell phones, therefore the use of cell phones in the teaching and learning process is an effective tool to pursue students' interests in learning the vocabulary process. For students, almost all students use this application for the first time, it makes them feel this application is truly amazing because they can use it somewhere and there are many features with clear explanations that can be learned from this application. And finally, Hello English Application in teaching vocabulary has an impact on student vocabulary achievement, it can be seen from the enthusiasm of students during the learning process of vocabulary teaching.

C. Conceptual Framework

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

```
┌─────────────────────────────────┐
│     Teaching pronunciation      │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│     Using the Hello English     │
│           application           │
└─────────────────────────────────┘
                │
                ▼
        ┌──────────────┐
        │   Analysis   │
        └──────────────┘
                │
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        ┌──────────────┐
        │   Findings   │
        └──────────────┘
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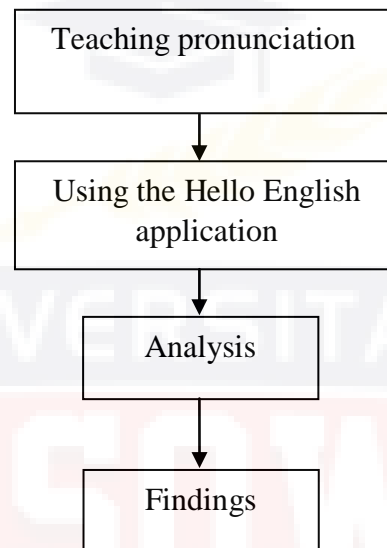
Figure 2.1 Conceptual Framework

In teaching pronunciation, the writer was explain the material about pronunciation. Then give examples related to the material discussed.

To make students interested in learning English in the class, teacher should find the suitable material and a good strategy to teaching English. To be master in pronunciation skills in English is not easy, students have to give attention. This is the section of teacher to find the alternative to make students be able to learning anywhere and anytime. Hello English application help students to learn English comfortably and easily. In Hello English application students have placement test that can make students learn English by the knowledge they have. Learning by Hello English application would be taken anywhere and anytime.

This analysis will compare the students' achievement during the pre-test, treatment, and post-test. Finally to findings classifying the score of the students' and get complete data from all research instrument including pre-test and post-test to known the students' ability after the treatment.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_o: There is no significant influence of using Hello English application towards students' pronunciation of the eighth grade at SMPN 1 Sumarorong in 2020/2021 academic year.

2. H_1 : There is a significant influence of using Hello English application towards students' pronunciation of the eighth grade at SMPN 1 Sumarorong in 2020/2021 academic year.

CHAPTER III

METHOD OF THE RESEARCH

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

A. Research Design

This research applied pre-experimental design. The writer administered a pre-test to all subject before the students using Hello English application to assess their knowledge in English. A post-test was conducted after the students using Hello English application to learn, this action for see the students result.

The design involved one class. The researcher administer a pre-test, treat the students to use Hello English application and administer a post-test. The success of the using of Hello English application was determined by comparing the result of pre-test and post-test.

The design can be presented as follow:

Pre-test	Using Hello English application	Post-test
O_1	**X**	O_2

Where : O_1 = Pre-test

   O_2 = Post-test

   X   = Treatment

B. Time and Location of the Research

This research was carried at SMPN 1 Sumarorong, academic year 2020/2021. The researcher conducted one month for the research.

C. Population and Sample of the Research

1. Population

Population of this research were the eighth grade students of SMPN 1 Sumarorong in 2020/2021 academic year consisting of 120 students divided into four classes which each class consists of approximately 30 students.

2. Sample

The writer took one class from the target population for the research. The total sample were 30 students.

D. Research Variable and Operational Definition

1. Variable of the Research

This research hadtwo kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is Hello English Application, while dependent variable is the students' pronunciation influence.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulate as follows:

a. Hello English applications usually provide some vocabulary on certain topics each day that can help users to increase their knowledge of

pronunciation. Its main advantage which is rarely found compared to other applications is that there is very clear explanatory material information, which can be meaningful or general errors in the use of the sentence.

b. The students' pronunciation mastery is students' comprehensive knowledge of production of individual or isolated sound and the utterance of words or sentences where the sounds make word can be distinguished to other words. It can be measured criteria of good vowel and diphthong.

E. Instruments of the Research

In this research, the instrument is in oral test. The purpose of the oral test is to measure the students' pronunciation in pronounce the words. Arikunto (2006:16) states that research instrument is a device used by the researcher during the data collection. The instrument that used in collecting the data is test. In this research the test into is form of oral test. The oral test is read the words correctly in front of the class. Indeed there are two instruments in this research; they are pre-test and post-test.

F. Procedure of Collecting Data

In collecting the data, the writer collected the data by employing these procedurs :

1. Pre-test

Before the students using Hello English application, the writer gave pre-test for the students to find out the students prior knowledge.

2. Treatment

After the writer gave the pre-test for the students, the writer asked the students to learn English with fun way by using Hello English application, the writerintroduced the Hello English application and how to use it. The treatment was done after the students have to finish the session in Hello English application.

this treatment took six times meeting and each meeting spend 80 minutes.

3. Post-test

Post-test gave to all students, to know their achievement in pronunciation treatments. The question in the post-test is similar in pre-test.

G. Technique of Analysis Data

I. Test

The data was collected in the line with analyzed by employing the following procedures :

Before getting score, the writer determined the procedure that used scoring the students' work. The writer used Harris formula :

Table 3.1 pronunciation assessment

No	Indicator	Criteria	Score
1.	Intelligibility	Pronounce of the words are heard clearly or not causing misunderstanding	15 – 40
2.	Fluency	As a whole of words can be pronounced fluently	10 – 30
3.	Accuracy	Words are pronounced accurately	10 – 30

Classifying the score of the students into the following measurement scale:

Table 3.2 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

Depdiknas (2017:13)

To know the score classification of each components of the students pre-test and post-test the writer converted the students' score using the formula :

$$\text{Score classification of students} = \frac{frekuensi}{Total\ of\ Students} \text{ x } 100\%$$

Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage if the students score and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent using t-test SPSS (Statistic Product and Statistic Solution) version 16.0 program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' achievement in pronunciation skill English after giving them the treatments using Hello Englishapplication. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the writer reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

A. Findings

The tests were done twice namely pre-test and post-test, the writer gave thestudents pronunciation test before and after the treatment. To know the students pronunciationability the writer conducted pre-test and post-test. As mentioned before the writer used Hello English Application as instrument in collecting thedata. It was given to the 8th grade students of SMPN 1 Sumarorong. Pre-test and post-test were done to get pronunciation score of the students. The students scores in pre-test are presented in the following table. After analyzing the data derived from pre-test and pot-test below is the resultof data analysis. The result of students' pronunciation score in pre-test and post-testcould be seen in the table below:

Table 4.1. The Students' pronunciation Score In Pre-Test

No.	Students' Intial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	15	10	10	35	Very poor
2.	AKM	20	15	10	45	Very poor
3.	A	20	15	10	45	Very poor
4.	CC	20	25	20	65	Average
5.	KAJ	15	10	10	35	Very poor
6.	E	15	10	10	35	Very poor
7.	EM	20	15	15	50	Very poor
8.	EM	20	15	10	45	Very poor
9.	FS	15	10	10	35	Very poor
10.	SDP	15	10	10	35	Very poor
11.	GF	20	15	10	45	Very poor
12.	I	20	15	10	45	Very poor
13.	JJP	20	20	15	55	Poor
14.	JKP	20	20	15	55	Poor
15.	JT	15	15	10	40	Very poor
16.	JS	15	20	15	50	Very poor
17.	MP	15	15	10	40	Very poor
18.	RM	15	10	10	35	Very poor
19.	RMS	15	10	10	35	Very poor
20.	S	15	15	10	40	Very poor
21.	V	15	15	10	40	Very poor
22.	S	15	10	10	35	Very poor
23.	W	20	15	10	45	Very poor
24.	UT	15	15	10	40	Very poor
25.	O	20	20	15	55	Poor
26.	J	15	10	10	35	Very poor
27.	LG	15	10	10	35	Very poor
28.	MP	15	15	10	40	Very poor
29.	S	15	15	10	40	Very poor
30.	F	15	15	10	40	Very poor

Source : Students' pre-test

Based on the table 4.1, it can be concluded that none student who got 91-100 score and 76-90 score. There was one students who got 61-75 score, three students who got 51-60 and twenty-six students who got score <50.

As being stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students pre-test score and percentage.

Table 4.2.The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	-	-
Average	61-75	1	3%
Poor	51-60	3	10%
Very poor	<50	26	87%
Total		30	100%

Source : Students' pre-test

Table 4.2. above show that, in the pre-test none of the students classified as excellent and good, 1 students (3%) classified as average, 3students (10%) classified as poor and 26 (87%) classified as very poor.

Table 4.3.The Students' Pronunciation Score In Post-Test

No.	Students' Initial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	25	25	25	75	Average
2.	AKM	30	25	25	80	Good
3.	A	30	25	25	80	Good
4.	CC	30	30	30	90	Good
5.	KAJ	25	25	20	70	Average
6.	E	30	25	20	75	Average
7.	EM	30	30	25	85	Good
8.	EM	30	25	25	80	Good
9.	FS	25	25	25	75	Average
10.	SDP	30	25	25	80	Good
11.	GF	30	25	25	80	Good
12.	I	30	30	30	90	Good
13.	JJP	35	25	25	85	Good
14.	JKP	30	30	25	85	Good
15.	JT	30	30	25	85	Good
16.	JS	30	25	20	75	Average
17.	MP	30	30	25	85	Good
18.	RM	30	25	25	80	Good
19.	RMS	25	30	25	80	Good
20.	S	35	30	25	90	Good
21.	V	30	30	25	85	Good
22.	S	30	30	25	85	Good
23.	W	35	30	25	90	Good
24.	UT	30	30	25	85	Good
25.	O	30	25	20	75	Average
26.	J	30	25	25	80	Good
27.	LG	30	30	25	85	Good
28.	MP	30	30	25	85	Good
29.	S	30	30	25	85	Good
30.	F	30	30	25	85	Good

Source : Students' Post-test

Based on the table 4.3, it can be concluded that none student who got 91-100 score, 51-60 score and <50 score. There were twenty-four students who got 76-90 score and six students who got score 61-75 score.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students post-test score and percentage.

Table 4.4. The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	24	80%
Average	61-75	6	20%
Poor	51-60	0	0
Very Poor	<50	0	0
Total		30	100%

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table 4.4 that out of 30 students, none of students were categorized as excellent, poor and very poor. At the next level, there were 24 students (80%) categorized as good and 6 students (20%) categorized as average.

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

4.5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	35.00	65.00	1270.00	42.3333	7.73854
Postest	30	70.00	90.00	2465.00	82.1667	5.20002
Valid N (listwise)	30					

Based on the data of pre-test and post-test at page 24 and 26, it is clear that there is a significant of students in pronunciation of English by the students on post-test through treating those students used the Hello English application. In pre-test, the total score is 1270, the mean score is 42.33 and standard deviation is 7.738. While in post-test, the total score 2465 with the mean is 82.166 and standard deviation is 5.200. The total and mean score of post-test is higher than pre-test.

After conducting the students pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students mean scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16.0, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that the influence of Hello English application can't enhance the students' pronunciation skill in English at the eight grade of SMPN 1 Sumarorong, in the academic year 2020/2021. While the Alternative hypothesis (H_1) state that the influence of Hello English application can enhance the students' pronunciation skill in English at the eight

grade of SMPN 1 Sumarorong, in the academic year 2020/2021. If the value of significance 2 or sig. (2-tailed) lower than 0,05, H_1 accepted and H_0 rejected.

4.6. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Pretest – Postest	-3.98333E1	7.93110	1.44801	-42.79485	-36.87181	-27.509	29	.000

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. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the influence of Hello English application can enhance the students' pronunciation skill in English at the eight grade of SMPN 1 Sumarorong, in the academic year 2020/2021.

B. Discussion

This section presented the discussion of the result of the data analysis; thisresult research was conducted in three steps.

The first step was given pretest tostudents. Pre-test was given to know the students' pronunciation skill score before treatment being taught by Hello English application. The second step was given treatment and applied Hello English application to the students. The third step was givenpost-test to the students to know the students' pronunciation skill score after being taught by using Hello English application.

For the pre-test, the writer gave explanation for all students in the classabout the test. The test intended to know the students' pronunciation skill beforestudents were given the treatment, the students seems didn't understood about thetest and active in asking question to the writer. The result on pre-test shows thatthe students has lack pronunciation skill. The students seemsdidn't understood about thetest and active in asking question to the writer. Instrument students' download Hello English application and writer explain about how to use Hello English application on smartphone. The test intended to know thestudents pronunciation skill before students were given the treatment, the studentswere enjoy did the activity especially use Hello English who interesting. For the post-test, the studentswere given the same explanation about the test same as the pre-test. The testintended to know the students' pronunciation skill after students were given thetreatment, the students more silent and faster did the test.Based on the students' score andclassification in pre-test and post-testthere were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 42.33 improve to post-test with 82.16. It showed that there was different pronunciation skill score of the second grade students' of SMPN 1 Sumarorong.

After being given by using Hello English application before and after pronunciation skill. The result of the pronunciation test how the students' score after using Hello English application was higher than before. In short, the average score of pre-test is 42.33 while the average score of post-test is 82.16. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in pronunciation skill after using Hello English application. Referring to the description above, it was concluded that in this research, Hello English application as a digital media in learning pronunciation teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' pronunciation skill at the second grade students of SMPN 1 Sumarorong in the academic year 2020/2021. There were several improvement reached by thestudents, not only their academic score, but also their behavior to the lesson. The students' score was improve after the research was conducted using application.

Another reason the students were interested in this application is because, students were able to learning in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English.

One plus point from the Hello English application is, in this application when the students had answer the questions, the right answer will informed to them. If they answer the questions correctly, then they get the point. If they answer the questions wrong they did not get the point, but they also know the correct answer of the question.

Some of the obstacles was found researcher because this research was carried out during pandemic the corona virus, when teaching and learning activities moved at home. The writer have to prepare extra teaching strategy, researcher should tell students' information repeatedly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

A. Conclusions

According to the research findings and discussion, the writer concluded that there was influence of using Hello English application towards students' pronunciation at the eighth grade of SMPN 1 Sumarorong in the academic year of 2020/2021.It could be seen on the results between the pre-test and post-test, the score of the post-test higher than the score of the pre-test.

Based on the result of data analysis and the discussion using Hello English application as a digital media is fun way in learning pronunciation to stimulate the students to improve pronunciation ability. Most of the students have low pronunciation skill before Hello English application applied, the students' can improve their pronunciation and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in pronunciation.

B. Suggestion

Based on the conclusions above, the writer put forwards some suggestions and recommendation as follow that the teacher sometimes learning English seem boring but by combining lessons with thing that students enjoy or technology can bring the learning to be more attractive to students, they tend to prefer practice directly rather than just adhering to the textbook. The teachers can try applying

Hello English application or another digital media in improving pronunciation skill in their English class especially for pronunciation ability.

1. Suggest that teaching English using Hello English application can be implemented in another school and students. Because everyone are able to learn English through Hello English application.

2. Teacher can use Hello English application as a extra subject in their home so the students could learn by fun ways and did not feel bored or used in the class to make a new atmosphere in teaching to avoid the students' boredom. Because teaching English by Hello English application is more enjoyable and effective.

3. The writer found that the difficult method of boring technique would makes students' lazy to learning new things.

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APPENDICES

Appendix 1 : Instrument of the Research

PRE-TEST AND POST-TEST

This research uses oral test. The oral test is how to pronounce the words correctly in front of the class.

No	Words	correct pronunciation
1	May	mai
2	About	$\partial'bout$
3	Will	wil
4	Think	thingk
5	How	hou
6	View	/vju/
7	Opinion	$\partial'piny\partial n$
8	Comment	$'käm,ent$
9	So	so
10	Can	kan
11	Mind	$m\bar{\imath}nd$
12	Agree	$\partial'gr\bar{e}$
13	Feel	$f\bar{e}l$
14	Need	$n\bar{e}d$
15	Well	wel
16	Would	$w\breve{oo}d$
17	Know	$n\bar{o}$
18	Right	$r\bar{\imath}t$
19	According	$\partial'k\hat{o}rding$
20	Go	$g\bar{o}$

Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMPN 1 SUMARORONG

Matapelajaran   : Bahasa Inggris

Kelas/Semester : VIII.D

Materi Pokok   : Pengucapan

Tahun Pelajaran : 2020/2021

Alokasi Waktu   : 6 x 40 menit

A. Kompetensi Inti (KI)

KI 1: Menghargaidan 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
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1. Siswa diharapkan mampu memahamipengucapan yang ada di aplikasi Hello English. 2. Memahami kosakata yang didengarkan dalam sebuah video
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	4. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris. 5. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	6. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui aplikasi Hello English.
2.3 Memahami pengertian pengucapan yang ada di aplikasi Hello English.	

Fokus penguatan karakter:

Spritual **:** Berdoa sebelum dan sesudah melakukan kegiatan.

Sosial : Pemanfaatan digital media.

C. Materi Pembelajaran

No	Words	correct pronunciation
1	May	mai
2	About	$\partial'bout$
3	Will	wil
4	Think	thingk
5	How	hou
6	View	/vju/
7	Opinion	$\partial'piny\partial n$
8	Comment	$'käm,ent$
9	So	So
10	Can	kan
11	Mind	$m\bar{\imath}$nd
12	Agree	$\partial'gr\bar{e}$
13	Feel	$f\bar{e}l$
14	Need	$n\bar{e}d$
15	Well	wel
16	Would	$w\widetilde{oo}d$
17	Know	$n\bar{o}$
18	Right	$r\bar{\imath}t$
19	According	$\partial'k\hat{o}rding$
20	Go	$g\bar{o}$

D. **Metode Pembelajaran :**

Cooperative Learning

E. Media dan Alat :

1. Media   : Aplikasi Hello English.

2. Alat   : Handphone, laptop, spidol, dan speaker.

F. Langkah-langkah Kegiatan Pembelajaran

1.Pertemuan Pertama (2 x 40 menit)

a. Kegiatan Pendahuluan (10 Menit)

1. Salam dan berdoa

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelumbelajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

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

b. **Kegiatan Inti (60 menit)**

1. Pendidik menjelaskan materi tentang pengucapan (pronunciation).

2. Guru memberi contoh terkait materi.

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Peserta didik akan diperdengarkan sebuah pengucapan yang telah dipilih dari beberapa sumber yang berhubungan dengan pretest.

5. Peserta didik diberikan waktu untuk menyelesaikan tes tentang pemahaman pengucapan (pronunciation) yang telah disiapkan oleh pendidik.

c. **Kegiatan penutup (10 menit)**

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

2. Pertemuan kedua (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Salam dan berdoa

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.

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

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang pengucapan (pronunciation).

2. Pendidik memperkenalkan aplikasi Hello English dan memperlihatkan contoh aplikasi tersebut.

3. Peserta didik diminta untuk mengamati contoh pengucapan yang diputar dari aplikasi Hello English.

4. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

5. Pendidik akan memperdengarkan sebuah pengucapan yang sudah ditentukan dengan menggunakan aplikasi Hello English dan akan diputar sebanyak 2x.

6. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

7. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

3. Pertemuan ketiga (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Salam dan berdoa.

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

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

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang pengucapan(pronunciation).

2. Pendidik memperkenalkan aplikasi Hello English dan memperlihatkan contoh aplikasi tersebut.

3. Peserta didik diminta untuk mengamati contoh pengucapan yang diputar dari aplikasi Hello English.

4. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

5. Pendidik akan memperdengarkan sebuah pengucapan yang sudah ditentukan dengan menggunakan aplikasi Hello English dan akan diputar sebanyak 2x.

6. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

7. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

4. Pertemuan keempat (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Salam dan berdoa

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

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

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang pengucapan (pronunciation).

2. Pendidik memperkenalkan aplikasi Hello English dan memperlihatkan contoh aplikasi tersebut.

3. Peserta didik diminta untuk mengamati contoh percakapan yang diputar dari aplikasi Hello English.

4. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

5. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi Hello English dan akan diputar sebanyak 2x.

6. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

7. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

5. Pertemuan kelima (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Salam dan berdoa.

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

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

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang pengucapan (pronunciation).

2. Pendidik memperkenalkan aplikasi Hello English dan memperlihatkan contoh aplikasi tersebut.

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi Hello English dan akan diputar sebanyak 2x.

5. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

6. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

6. Pertemuan keenam (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Salam dan berdoa.

2. Guru melakukan pengecekan kehadiran peserta didik.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

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

b. Kegitan inti (60menit)

1. Pendidik menjelaskan materi tentang pengucapan (pronunciation)

2. Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Peserta didik akan diperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi Hello English dan akan diputar sebanyak 2x.

5. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.

6. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.

5. Peserta didik mengucapkan salam perpisahan.

H. Evaluasi

Teknik : Pengucapan (pronunciation)

Instrument : Mendengarkan sebuah percakapan yang telah dipilih dari aplikasi Hello English.

I. Pedoman penilaian

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

Makassar, 02 September 2020

Teacher

Researcher

Monika, S.Pd
NIP.

Wanda Agustiana
NIM. 4516101005

Appendix 3 : Pre-test and Post-test Score

Pre-Test Score

No.	Students' Intial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	15	10	10	35	Very poor
2.	AKM	20	15	10	45	Very poor
3.	A	20	15	10	45	Very poor
4.	CC	20	25	20	65	Average
5.	KAJ	15	10	10	35	Very poor
6.	E	15	10	10	35	Very poor
7.	EM	20	15	15	50	Very poor
8.	EM	20	15	10	45	Very poor
9.	FS	15	10	10	35	Very poor
10.	SDP	15	10	10	35	Very poor
11.	GF	20	15	10	45	Very poor
12.	I	20	15	10	45	Very poor
13.	JJP	20	20	15	55	Poor
14.	JKP	20	20	15	55	Poor
15.	JT	15	15	10	40	Very poor
16.	JS	15	20	15	50	Very poor
17.	MP	15	15	10	40	Very poor
18.	RM	15	10	10	35	Very poor
19.	RMS	15	10	10	35	Very poor
20.	S	15	15	10	40	Very poor
21.	V	15	15	10	40	Very poor
22.	S	15	10	10	35	Very poor
23.	W	20	15	10	45	Very poor
24.	UT	15	15	10	40	Very poor
25.	O	20	20	15	55	Poor
26.	J	15	10	10	35	Very poor
27.	LG	15	10	10	35	Very poor
28.	MP	15	15	10	40	Very poor
29.	S	15	15	10	40	Very poor
30.	F	15	15	10	40	Very poor

Post-Test Score

No.	Students' Initial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	25	25	25	75	Average
2.	AKM	30	25	25	80	Good
3.	A	30	25	25	80	Good
4.	CC	30	30	30	90	Good
5.	KAJ	25	25	20	70	Average
6.	E	30	25	20	75	Average
7.	EM	30	30	25	85	Good
8.	EM	30	25	25	80	Good
9.	FS	25	25	25	75	Average
10.	SDP	30	25	25	80	Good
11.	GF	30	25	25	80	Good
12.	I	30	30	30	90	Good
13.	JJP	35	25	25	85	Good
14.	JKP	30	30	25	85	Good
15.	JT	30	30	25	85	Good
16.	JS	30	25	20	75	Average
17.	MP	30	30	25	85	Good
18.	RM	30	25	25	80	Good
19.	RMS	25	30	25	80	Good
20.	S	35	30	25	90	Good
21.	V	30	30	25	85	Good
22.	S	30	30	25	85	Good
23.	W	35	30	25	90	Good
24.	UT	30	30	25	85	Good
25.	O	30	25	20	75	Average
26.	J	30	25	25	80	Good
27.	LG	30	30	25	85	Good
28.	MP	30	30	25	85	Good
29.	S	30	30	25	85	Good
30.	F	30	30	25	85	Good

Appendix 4 : Students' Score and Classification in Pre-test

No.	Students' Intial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	15	10	10	35	Very poor
2.	AKM	20	15	10	45	Very poor
3.	A	20	15	10	45	Very poor
4.	CC	20	25	20	65	Average
5.	KAJ	15	10	10	35	Very poor
6.	E	15	10	10	35	Very poor
7.	EM	20	15	15	50	Very poor
8.	EM	20	15	10	45	Very poor
9.	FS	15	10	10	35	Very poor
10.	SDP	15	10	10	35	Very poor
11.	GF	20	15	10	45	Very poor
12.	I	20	15	10	45	Very poor
13.	JJP	20	20	15	55	Poor
14.	JKP	20	20	15	55	Poor
15.	JT	15	15	10	40	Very poor
16.	JS	15	20	15	50	Very poor
17.	MP	15	15	10	40	Very poor
18.	RM	15	10	10	35	Very poor
19.	RMS	15	10	10	35	Very poor
20.	S	15	15	10	40	Very poor
21.	V	15	15	10	40	Very poor
22.	S	15	10	10	35	Very poor
23.	W	20	15	10	45	Very poor
24.	UT	15	15	10	40	Very poor
25.	O	20	20	15	55	Poor
26.	J	15	10	10	35	Very poor
27.	LG	15	10	10	35	Very poor
28.	MP	15	15	10	40	Very poor
29.	S	15	15	10	40	Very poor
30.	F	15	15	10	40	Very poor

Appendix 5 : Students Score and Classification in post-test

No.	Students' Initial	Intelligibility	Fluency	Accuracy	Score	Classification
1.	A	25	25	25	75	Average
2.	AKM	30	25	25	80	Good
3.	A	30	25	25	80	Good
4.	CC	30	30	30	90	Good
5.	KAJ	25	25	20	70	Average
6.	E	30	25	20	75	Average
7.	EM	30	30	25	85	Good
8.	EM	30	25	25	80	Good
9.	FS	25	25	25	75	Average
10.	SDP	30	25	25	80	Good
11.	GF	30	25	25	80	Good
12.	I	30	30	30	90	Good
13.	JJP	35	25	25	85	Good
14.	JKP	30	30	25	85	Good
15.	JT	30	30	25	85	Good
16.	JS	30	25	20	75	Average
17.	MP	30	30	25	85	Good
18.	RM	30	25	25	80	Good
19.	RMS	25	30	25	80	Good
20.	S	35	30	25	90	Good
21.	V	30	30	25	85	Good
22.	S	30	30	25	85	Good
23.	W	35	30	25	90	Good
24.	UT	30	30	25	85	Good
25.	O	30	25	20	75	Average
26.	J	30	25	25	80	Good
27.	LG	30	30	25	85	Good
28.	MP	30	30	25	85	Good
29.	S	30	30	25	85	Good
30.	F	30	30	25	85	Good

Appendix 6 : Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	35.00	65.00	1270.00	42.3333	7.73854
Postest	30	70.00	90.00	2465.00	82.1667	5.20002
Valid N (listwise)	30					

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest – Postest	-3.98333E1	7.93110	1.44801	-42.79485	-36.87181	-27.509	29	.000

Appendix 7 : Documentation

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

Picture 2 : The researcherwas giving pre- test to the students

Picture 3 : The researcher was giving treatment

Picture 4 : Theresearcher explaining about the materials

Picture 5 : The researcher was giving Post-Test to the students

Picture 6 : The Students were doing Post-test
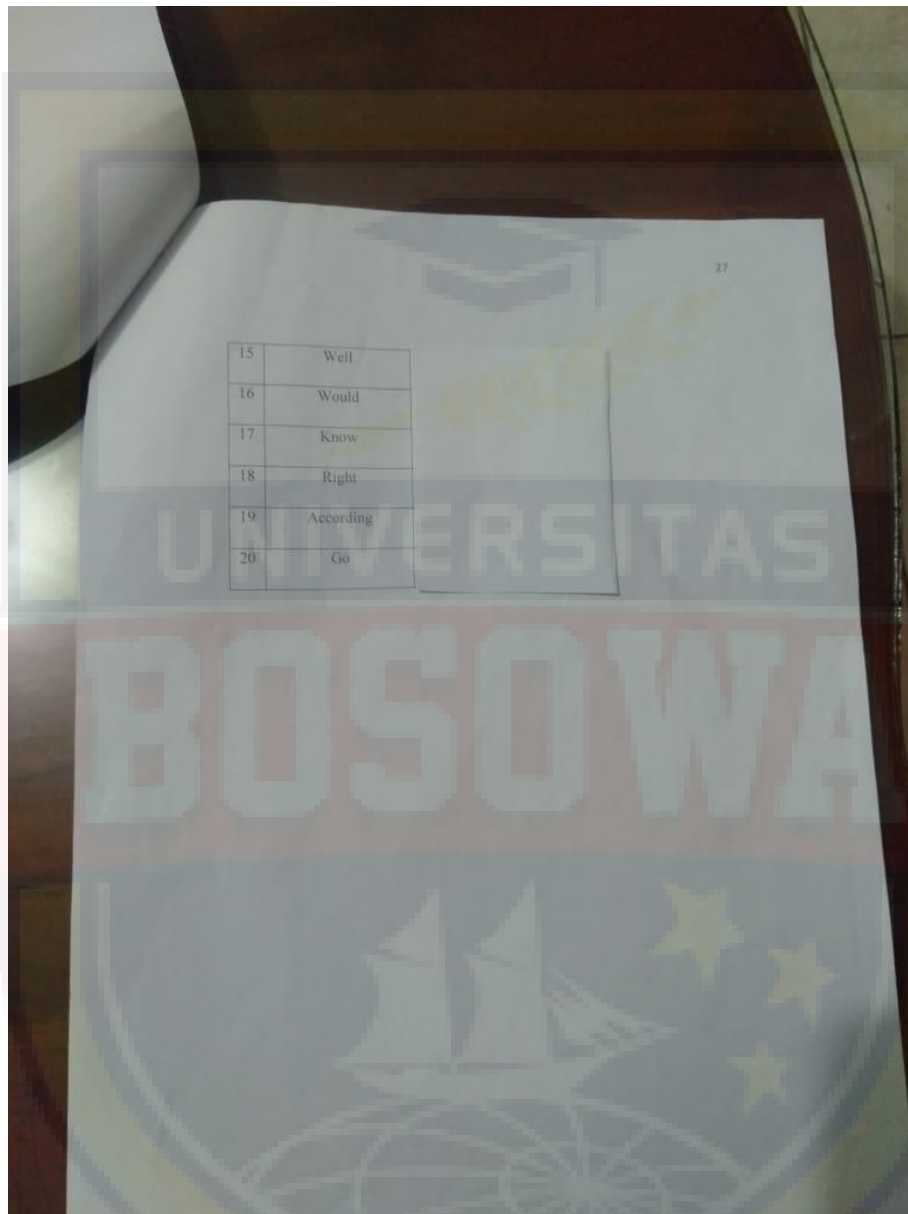
Appendix 8 : Worksheet in Pre-Test and Post-Test

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Research instrument

This research using oral test. The oral test is reading the words correctly in front of the classroom.
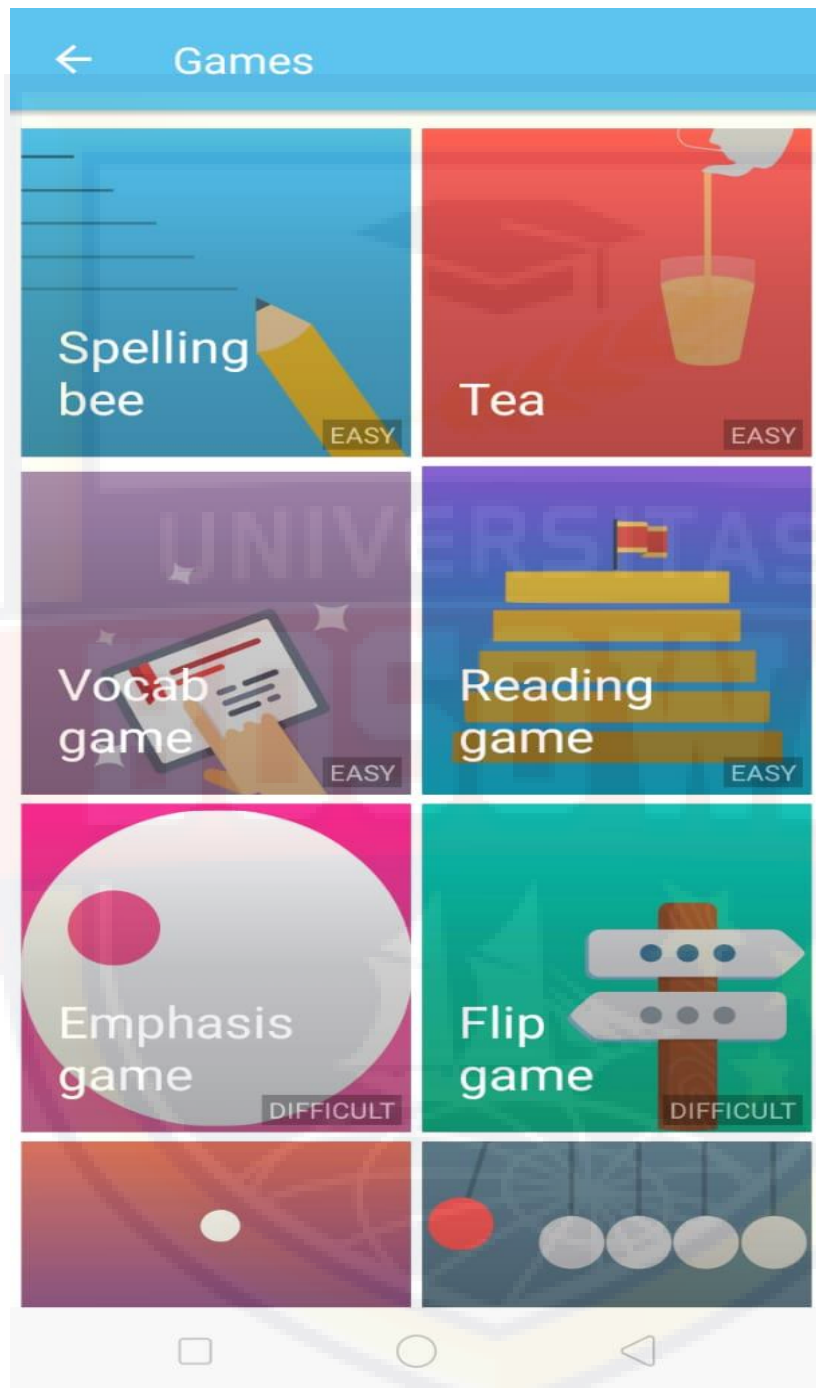
Instrument for the pre-test and post-test :

No	Words
1	May
2	About
3	Will
4	Think
5	How
6	View
7	Opinion
8	Comment
9	So
10	Can
11	Mind
12	Agree
13	Feel
14	Need

27

15	Well
16	Would
17	Know
18	Right
19	According
20	Go

Appendix 9 : Hello English Application

BIOGRAPHY

Wanda Agustiana was born in Makassar, on August 30[th] 1998, from the marriage of her parents, Agustinus and Agustina Karangan. She is the second child from two siblings. She has one sister. She began her first education at SDN Sipala II Makassar in 2003 and moved to SDN 011 Inpres Sumarorong in 2008. After graduated in 2009, she studied in SMP Negeri 1 Sumarorong and finished in 2012. Then 2012, she continued education at senior high school in SMA Negeri 1 Sumarorong and graduated in 2015. After that, 2016 she decided to complete her study to English Education study program Faculty of Teacher Training and Education Universitas Bosowa Makassar, S1 program and finished in 2020.