**THE EFFECTIVENESS OF USING ONLINE ACCENT REDUCTION
SOFTWARE TO IMPROVE STUDENTS' PRONUNCIATION
AT THE ELEVENTH GRADE OF MAN 1 PALU**

THESIS

*Presented as a partial fulfillment of the requirements for the degree of Sarjana
Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training
State Islamic University Datokarama Palu*

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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: **"The Effectiveness of Using Online Accent Reduction Software to Improve Students' Pronunciation at the Eleventh Grade of MAN 1 Palu"** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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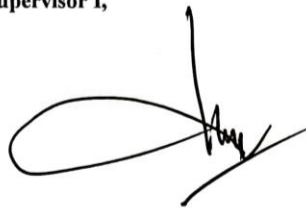Researcher,

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ABSTRACT

Name : **HIJRAWATI**

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Thesis Title : **The Effectiveness of Using Online Accent Reduction Software to Improve Students' Pronunciation at the Eleventh Grade of MAN 1 Palu.**

Pronunciation is one important aspect in English. Pronunciation is the way in which a language word and sound are spoken. As mentioned, pronunciation is the way in which a particular word or sound is spoken. Online Accent Reduction Software is available online installed on computer or a mobile phone. This software can guide the teachers to provide a better learning environment for the learners.

The objective of the research is to find out whether the use of online accent reduction software is effective or not to improve students' pronunciation at the eleventh grade of MAN 1 Palu. The population in this research is the eleventh grade of MAN 1 Palu. In addition, the researcher used purposive sampling.

Therefore in this research, the researcher was used quantitative approach in this research and the design of this research is quasi experimental with 61 samples. In addition, the researcher conducted pre-test, treatment and post-test in this research for investigate the effectiveness of using online accent reduction software. The results indicated than t-test value (1.620) is lower than t-table value (1.671).

It means that the alternative hypothesis (H_a) was not accepted, in a sense that using online accent reduction software was not effective in improving students' pronunciation. The researcher concluded that the use online accent reduction software is not effective to improve students' pronunciation at the eleventh grade of MAN 1 Palu. The researcher hopes that students more improve their pronunciation and can support the success of the process of developing students' speaking skill

Keywords: Pronunciation, Consonant, Online Accent Reduction Software.

CHAPTER I

INTRODUCTION

This is an introductory chapter which consists of background of the research, formulation of the research, objective and significance of the research and outline of the research.

A. *Background of the Research*

English learners in Indonesia do not have ready access to use English as a tool of communication during their daily lives outside the classroom. It is because in Indonesia, English is more likely to be taught and learned only as a foreign language. Foreign language in this context is a language learned only during formal education. Briefly, however, English has become part of the subjects that Indonesian students need to learn, but most of them still struggle to learn English especially in speaking without the influence of their mother tongue such as accents, dialects pronunciation, etc. In Indonesia, English is not mother tongue of the population, English can be used as the language instruction or as foreign language. To optimize the use of English in Indonesia, English education begins early. English education in elementary schools goes only in local content.

In English, there are four language skills that students need to learn, such as listening, speaking, reading and writing. All the skills in English are very important because the skills are interconnected each other. This study will not focus on the four skills. This study is be only related to one skill namely speaking, and the writer chooses one part of speaking namely pronunciation.

Pronunciation is one of the hardest parts in English learning. Errors in pronunciation can make different meaning of sentences. On the other hand, since English and Indonesian have different sound distributions, Indonesian learners face difficulties in producing English sounds.[1] In spoken communication, it is important to have a clear pronunciation because someone is more likely to communicate effectively when they have good pronunciation and intonation even if they produce mistakes in vocabulary and grammar.[2] Pronunciation is one important aspect in English. Pronunciation is the way in which a language word and sound are spoken. As mentioned, pronunciation is the way in which a particular word or sound is spoken.

Pronunciation can always be studied from two points such as the phonetic and phonology. The main features of pronunciation are segmental (phoneme) and supra segmental features (stress, intonation and connected speech.) The set of phoneme consists of two components namely vowel sounds and consonants sounds.

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[1] Andri Donald, "Indonesian Students'Difficulties in Pronunciation English Dipthong," *Journal of English Education*, no. 02 (2016): 56,

[2] Anne Burns and Stephani Claire, *Cleary Speaking Pronunciation in Action for Teachers*, 1st ed. (Sydney, 2003), 5.

Based on International Phonetic Alphabet, complete consonants in English include/p/,/b/,/t/,/d/,/k/,/g/,/f/,/v/,/s/,/z/, /ʒ/, /ʧ/, /ʤ/, /θ/, / ð/, /m/, /n/, / ŋ /, /h/, /l/, /r/, /w/, /j/. Therefore, based on the researcer's experience and observation in PPL students in the school, this phenomenon occurred. Many English students pronounce certain consonants incorrectly, both to and from the classroom. Students can not differentiate the sound /θ/,/ð/ and /f/, /v/. For example the sound of (/θ/, /t/) *Bath* become *Bed*, (/ð/, /d/) *Breathe* become *Brits*, (/f/) *Fine* become *Vain*, and the last (/v/) *Very* become *Fery*.

Therefore, in teaching and learning process, most of the students want to speak English in good pronunciation. They want to have more media to practice their pronunciation just from books or dictionaries, and also from other media such as mobile phones, listening to songs, or watching movies from television or from laptop. Every aspect of human life nowadays uses technology, including education, especially in teaching and learning English. Long time ago, students learn English by reading the word and the sound in the dictionary or listen to the native speakers directly. Students get difficultly to speak English because they have many vocabulary but they do not know how to pronounce it.

Pronunciation ability is one of the important aspects for senior high school students in learning English. Good pronunciation will be the basis for students to be able to master English. For this reason, students must be guided early in order to have perfect pronunciation ability because when students have adopted the manner of pronunciation of a particular word, they will always remember it and use it.

However, today, as ahead of advanced technology, students can listen to the pronunciation of words by just typing them. Online Accent Reduction Software is available online installed on computer or a mobile phone. This software can guide teachers to provide a better learning environment for the learners. The advantage of the online accent reduction software is it gives students unlimited access. Besides, it is easier for the teachers to prepare. Therefore, this software can be used by everyone.

The use of online accent reduction software in teaching pronunciation can help students improve accuracy in pronouncing the sounds in the target language. Accent reduction software improves the pronunciation of learners.[3] At the same time, the software can help teachers to create a better learning environment for their students where pronunciation can be practiced in an independent time.[4]

Therefore in this research, the researcher needs to know how the effectiveness of online accent reduction software can improve the ability of students' pronunciation. Practically, this research can guide the use of online accent reduction software in the English teaching class. Based on the preliminary observation, the students said that their biggest problem was pronunciation especially in sound, intonation and stress. If they did not know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication. The students were also lack of interest in improving their

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[3] NadireCavus, "Development an Intelligent Mobile Application for Teaching English Pronunciation," *Procedia Computer Science* (2016): 365.

[4] P.H Tsai, "Computer-Assisted Pronunciation Learning in a Collaborative Context: A Case Study in Taiwan," *The Turkish Online Journal of Educational Technology* (2015): 1.

pronunciation ability because they do not find any interesting way to use in improving their pronunciation.

Those difficulties on pronunciation have been mentioned and luckily, there are many approaches or media to teach and to learn it. One of them is an Online Accent Reduction Software. Therefore in this research, the researcher is interested to do a research entitled "The effectiveness of using online accent reduction software to improve students' pronunciation at the eleventh grade of MAN 1 Palu".

B. *Formulation of the Research*

Based on the background above, the researcher formulated the research questions as follows: "Is the use online accent reduction software effective to improve students' pronunciation at the eleventh grade of MAN 1 Palu?"

C. *Objective and Significance of the Research*

The objective of the research is to find out whether the use of online accent reduction software is effective or not to improve students' pronunciation at the eleventh grade of MAN 1 Palu. By conducting this research, the researcher hopes to give some good contribution to English learning and beneficial for teachers, students and other researchers. The significances of this research are as follows:

1. For teachers

Teachers through this way can help improve learning English students in a creative way primarily in pronunciation and to improve better techniques in the English teaching process.

2. For students

Students have more experience as that online accent reduction software can be used to improve students' pronunciation.

3. For further researchers

The results of this research can be a reference for conducting other research related to this research.

D. *Outline of the Research*

At this point, the researcher explains about outline of the research. This research consists of five chapters as follows:

1. Chapter I Introduction

This chapter consists of background of the research, formulation of the research, objective and significance of the research and outline of the research.

2. Chapter II Literature Review

This chapter consists of previous researches, theoretical review, conceptual framework and hypothesis.

3. Chapter III Research Methodology

This chapter consists of approach and design of the research, population and sample of the research, variable of the research, operational of the research, instrument of the research, technique of the research, technique of data collection and technique of data analysis.

4. Chapter IV Result of the Research

This chapter consists of the result of the research and discussion of the research.

5. Chapter V Conclusion and Suggestion

This chapter consists of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous researches, theoretical review, conceptual framework and hypothesis.

A. *Previous Researchers*

Many researchers have reported their research about using online accent reduction software to improve students' pronunciation. Some of the findings of related research are presented in the following section:

Previous research have used software to help students improve English pronunciation. [5] Computer learning assisted by the computer has been found more effectively to implement in the teaching class of language.[6] Software is most valuable and effective tool to support language teaching and learning inside and outside the classroom.

Therefore, the software is unique in its kind that helps students earn everything is a fun and fast way. Students need more material to practice their pronunciation not just books or dictionaries but also from other media like smartphone, computer, etc. Students have the opportunity to study independently.

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[5] Abbas Pourhosein Gilakjani and Rahim Rahimy, "Using Computer-Assisted Pronunciation Teaching (CAPT) in English Pronunciation Instruction; A Study on the Impact and the Teacher's Role," *Education and Information Technologies* 25 (2020): 1129.

[6] Saleh A.J & Abbas Pourhosein Gilakjani, "Investigating the Impact of Computer-Assisted Pronunciation Teaching (CAPT) on Improving Intermediate EFL Learners' Pronunciation Ability," *Education and Information Technologie* 26 (2021): 489.

The first research by Nur Asmawati and Fitriningsih is entitled "The Implementing of Online Accent Reduction Software to Improve Pronunciation of English and Arabic Department Students". The researcher formulated problem statement: "How accent reduction software can improve university students' pronunciation speaking skill?" The results of the research show that there was a significant difference between the result of the pre-test and post-test of the students' pronunciation that were taught with the accent reduction software. Her study highlighted that the use of accent reduction software in teaching English pronunciation could help students to improve their English pronunciation.[7]

The second research by Golge Seferoglu is "Improving Students' Pronunciation Trough Accent Reduction Software". The research aimed to find out intergration accent reduction software in advanced English language classes at the university level segmental and supra-segmental levels. Based on the results of her study, setting where natural target language input is scarce, technology has a lot to offer, end EFL learners may be provided with exposure and practice/interaction opportunities in the target language through specifically designed software programs.[8]

The third research by Zana Chobita Aratusa is "Using Online Reduction Software to Improve English Beginners' Pronunciation". This research discusses the use of accent reduction software to improve English Beginners' pronunciation. The author implemented an accent reduction software at the first year Junior High

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[7] Nur Asmawati and Fitriningsih, "The Implementation of Online Accent Reduction Software to Improve Pronunciation of English and Arabic Department Student," *Journal of Humanities and Social Science Studies* 3, no. 12 (2021): 26.

[8] Golge Seferoglu, "Improving Students' Pronunciation Through Accent Reduction Software," *British Journal of Educational Technology* 36, no. 2 (2005): 303.

School English pronunciation in Palu, Central Sulawesi. Survey results also show that students have higher satisfaction regarding motivation, imitation, flexibility and independence learning.[9]

The difference among this research and those previous related studies is the researcher focuses on finding out the effectiveness of using online accent reduction software. The similarity of the previous researches and this research is to know whether the use of online accent reduction software can improve the spirit learning pronunciation. The method of the research used quantitative experimental research, while quasi-experimental analysis was used and MAN 1 Palu's eleventh grade, Palu Barat, was chosen as the sample.

B. *Theoretical Review*

1. *Pronunciation*

Pronunciation is the form in which the elementary symbol of languages, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness and duration. Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctioness or acceptability. Pronunciation refers to producing sounds that people use to create meaning.[10] When speaking in English, pronunciation is one aspect that will validate the speech. Pronunciation also includes grammar, vocabulary choice and cultural considerations and so on.[11]

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[9] Zana Chobita Aratusa, "Using Online Accent Reduction Software to Improve English Beginners' Pronunciation," *Advances in Social Science, Education and Humanities*, no. 188 (2019): 122.

[10] John Levis and Anne Wichmann, *The Handbook English Pronunciation* (America, 2015), 139.

[11] Peter H. Fraser, *Literacy vs Oral Communication Skills for ESL Learners.*, (2001), 6.

Pronunciation is an important component in English. Excellent grammar can be completely masked by poor pronunciation because the teacher focuses on grammar and vocabulary and they make little effort to teach pronunciation. This means that learners who have better pronunciation will have more opportunities to communicate naturally with native speakers-and this in itself is one surest path to improvement in all aspects of language.[12]

Pronunciation is an important factor in communication. Poor pronunciation may cause misunderstanding and therefore can become a barrier to communication.[13]

In Indonesia, pronunciation is the producing sounds of speech. Pronunciation shows how to pronounce any sound. The less pronunciation can not only obscure the meaning, but also drop the credibility of the communicator from the content of the speaker to the speaker.

The sound system relates to how a particular sound in a language is produced or manner how a word or utterance is spoken. Therefore, English pronunciation is considered by some aspects. First, it relates to speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modifications at vocal cord, pharynx, mouth and nasal cavity, the air will be modified into plosive, lateral, velar, bilabial, dental, etc.

Second is phonetic symbol. People use phonetic symbol to represent the sound in order to get easy to reproduce and know the change of sound in the word. It is caused by the fact that Englishis not phonetic language. It means we cannot

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[12]Ibid., 5.

[13] Judy Breitkreutz and Tracey M. Derwing, "Pronunciation Teaching Practices in Canada," *TESL, Canada Journal* 19, no. 1 (2001): 51.

look at written word and know how to pronounce it or we hear then know how to spell it. Also, there are only alphabets used in English writing. While, there are 24 sounds of consonants and 13 sounds of vowels. The phonetic symbol is based on the widely understoodpronunciation which is generally describes as received pronunciations.

a. Elements of Pronunciation

There are two elements of pronunciation namely segmental and supra segmental features. The sounds can be significantly affected by speech features. In this case, when people learn English well, they will find two kinds of speech features such as:[14]

1. Segmental features

A segmental features system is the sounds that include vowel, consonant, cluster, and diphthong. Segmental refers to the sound unit which is arranged in a sequential order. The sound units of utterance are represented by the phonetic symbols.[15] Segmental features include vowel and consonant.

a) Vowel

Vowel is made by voiced air passing through different mouth shapes, the differences in the shapes of the mouth are caused by different position of the tongue and of the lips. Pure vowels are represented by a single character.[16] There are three log vowels in English, those are:

1) /a:/ = garden

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[14] Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press, 1985), 22.

[15] Titi Wahyukti, *English Phonetics* (Purwaketo: Univeristas Muhamadiyah Purwakerto, 2010), 35.

[16]Ibid.,56.

2) /u:/ = true

3) /i:/ = feel

b) Consonants

Consonants are produced when there are some obstructions made by two articulators against the out-going air somewhere in the mouth cavity.[17] The types of consonants are:

1) Plosive consonants

The way of producing a plosive consonants are mainly characterized by a complete obstruction somewhere along the speech tract, and after that the air is suddenly released so that an explosive sound is heard. The sounds that belong to plosive consonants are: /p/ = **p**en, /t/ = **t**ell, /g/ = **g**o, /k/ = s**k**y.

2) Fricative consonants

A fricative consonantis produced when the outgoing air meets with a narrowing of the air and the obstruction of outgoing air is said to be partial. The sounds that belong of fricative consonants are: /h/ = **h**old, /v/ = li**v**e, /z/ = **z**oo, /r/ = **r**ain.

3) Affricative consonants

An affricative consonant is a kind of stop the outgoing air also meets with a complete obstruction somewhere in the mouth. There are only two affricative produced at the same point of articulation one is sound /dʒ/ and the other sound is /tʃ/.

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[17]Ibid.,72.

4) Nasal consonants

A nasal consonant is similar to a stop in terms of its way of production. Nasal consonants the velum is lowered than so that the outgoing air is free to pass through the nasal cavity. The sounds of nasal consonants are: /m:/ = wo**m**an, /n:/ = **n**ame, /ŋ:/ = si**ng**.

5) Lateral consonants

A lateral consonant is produced when the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teeth ridge.

6) Glide consonants

Glide consonants are speech sounds that are on the border line between vowel and consonants. The sounds of the glide consonants are /y/ and /w/ sounds.[18]

2. Supra segmental feature

Supra segmental feature are like the style used in words or sentences. Supra segmental feature such as:

a) Stress

Stress is the degree of force or loudness which a syllable is pronounced so as to give it prominence. Stress can be classified into three kinds of stress namely:strong or primary stress, medium or secondary stress, and weak stress or no stress.[19]

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[18]Ramelan, *English*, 102.
[19]Wahyukti, *English Phonetics*, 30.

b) Intonation

Intonation is the movement of the voice between high and low pitch. Intonation is used to express a great number of different meanings including emotions and attitudes.

c) Syllable

Syllable is sound unit in a word or one beat. In English syllables may have close juncture that is they are connected together very closely without pause. For example types of syllable:

Book   : one syllable

Bet-ween : two syllables

Beau-ti-ful: three syllables

In-do-ne-sian : four syllables

b. Teaching of Pronunciation

Pronunciation is one of the most important aspects for students in learning English for which students must be guided early in order to learn, so that they have perfect pronunciation skill after learning that is important and must be mastered by the students. There is something else that should not be forgotten to be used in the learning. The learning is a crucial part of the learning activity students become more interested and eager to learn and make students easier and faster at learning roles not only require teachers to think creatively in making the learning process more interesting but also a teacher should be able to explore all his potential and abilities. A teacher should be familiar with various scientific sources and media information both in print and in electronics.

Teachers always try to keep up with the times so that the firmament of their minds will be opened and gain so much information for innovative and creative learning activities.In this era, there are many media of technologies that can be used strategically such as using that good application through the computer or smartphone. Media is an integral part of the whole teaching situations, it must be developed and observed by the teacher.

2. *Online Accent Reduction Software*

Online accent reduction software is an application to improve the way of speaking especially pronunciation in English. Everyone can use this application to communicate directly with native speakers. Many skills that people get by using this application are presented as follows:

a) Learn to connect and combine words and sounds

b) Learn to use the correct syllable stress

c) Learn to speak with intonation and fluently

a. *The History of Online Accent Reduction Software*

Computers have been used for language teaching since the 1960s. In the 1980s, people argued that computer could help person in learning. Although the 21st century requires life in the application of second language development, then teachers need to learn to use technology to implement and they must be involved in teaching that can increase knowledge especially language through the use of technology. Long time ago, many countries still did not use technology at the time but to cope with the demands of the century they estimated that a quarter of the 20s century proved a large variety of computer application that could be used for

the learning process and they described that many programs had pronunciation and playback of students' voice with native speaker. Until now, people cannot be separated from computer technology that can be accessed anywhere at any time without fatigue and non-judgmental users allow students to use unlimited opportunities to freely choose and get help though the system.[20]

b. Teaching Pronunciation by Using Online Accent Reduction Software

The following is the steps to teach pronunciation by online accent reduction software to improve students' pronunciation as follows:

1. Listen to native speakers while in the classroom

2. Encourage students to practice

3. Write it out

4. Partner students with native speakers

5. Have students record and transcribe a speech they make

c. The Advantages of Online Accent Reduction Software

The goal of accent reduction is not to eliminate someone's accent. However to clarify articulate speech is essential to professional success, and many people find that their accent makes it difficult for others to understand them. Below are five advantages of online accent reduction software.[21]

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[20] Mark Warschauer and Deborah Healey, "Computer and Learning: An Overview," *Cambridge University Press* 3, no. 1 (2009): 57.

[21] "Five Benefits of Accent Reduction," *Situs Resmi Corporate Speech Solutions*, https://www.corporatespeechsolution.com/2017/07/13/five-benefits-of-accent-reduction// (13 June 2022).

1. Overall important in people pronunciation skills.

2. Greater confidence when giving a presentation in front of people peers.

3. Fewer mistakes when speaking, which leads to overall greater effectiveness.

4. Better networking and negotiation skills. Being able to effectively communicate.

5. Less confusion for people listeners. A strong accent can leave others struggling to understand someone or constantly asking people to repeat it.

d. *The Limitation of Online Accent Reduction Software*

From the foregoing discussion and description, people already know many advantages of online accent reduction software, now the researcher used describe the limitation of online accent reduction software such as:

1. There are still a lot of ads that are popping up. The ads on an application can in fact make the user uncomfortable and interfere with the quality of the application.

2. There are some payable features.Although the online accent reduction software is available for free at the play store, there are in fact various menu options that pay for it.

e. *Teaching English by Using Online Accent Reduction Software*

Association of Education and Communication Technology (AECT) provides definition that the media is a system of transmission(Materials and Equipment) available to deliver certain messages. The primary purpose of

communicating is that the message must get to the recipient or learner. Media use is adjusted to the characteristics of learners and the purpose of learning to be accomplished.

Computer technology has been used for language learning and teaching since 1960s. However, the use of computer as language learning in teaching has gained more importance only in the last decade or so.[22] The use of computer and the success of computer scientists discovering the internet and web became the momentum of widespread and digital use. Along with digital technology, software includes tools for creating learning processes. The development of technological now enables people to integrate computer technology more fully into the software language learning process that can help students learn pronunciation and as a potentially greater tool to communicate using authentic language explore and use a second language.

The media is the means used to convey messages from communicators to the person communicating. The media as an intermediary that provides information from the source to the recipient. Media is able of some information that can be text, sounds, video, image, and animation. This program is usuallyinteractive to have its own attraction for students to use it.In modern times today, learning English can be done anywhere and anytime over the internet because internet users in the era now quite magnificent among the children and adolescents. The use of gadgets in the age of the child until teenagers counted about 30%, especially in the pandemic that hit the world to limit the interaction of

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[22]Warschauer and Healey,*Computers,* 51.

teaching face to face, then with it the process of teaching implemented online through the internet.[23]

The internet is stands for *interconnection and networking* is a global information network. They are many sources of learning in it include English one of them learning pronunciation, which people can through the internet by downloading at play store and the best media in learning pronunciation is Online Accent Reduction Software.

The software is a sub class of computer that utilizes that direct computer ability to perform a task that users want. The online accent reduction software can increase the accuracy of the pronunciation produced by the students because that imitate sound from native speakers recorded in the software.[24]

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[23] "Kominfo, "Media Indonesia, Kemenkominfo: Penduduk Indonesia Menggunakan Smartphone,"*Media Indonesia*, https://m.mediaindonesia.com/humaniro/389057/kemenkominfo-89-penduduk-indenesia -meng gunakan-smartphone/ Accessed June 12, 2022,.

[24] Elizabeth M.Kissling, "Teaching Pronunciation: Is Expilcit Phonetics Instruction Beneficial for EFL Learnears," *Modern Language Journal* 97 (2013): 28.

C. *Conceptual Framework*

The conceptual framework underlying in this research is given in the following:
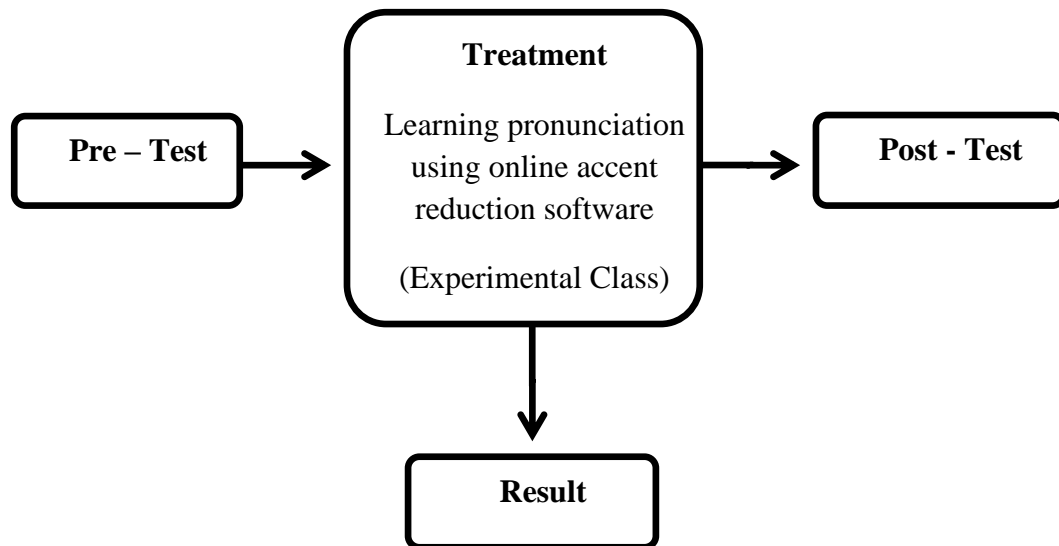
Figure 2.1 Conceptual Framework

In this research, the researcher analyzed the effectiveness of using online accent reduction software to improve students' pronunciation. Before the treatment using online accent reduction software, the researcher gives pre – test, and then gives treatment by using online accent reduction software in experimental class, after the pre – test and treatment researcher gives final test or post – test to know the data that using online accent reduction software can improve or not students' pronunciation.

D. *Research Hypothesis*

Based on the problem and theories that have been written, the researcher assumed that the use online accent reduction software is effective to improve students' pronunciation.

Ha :   If the value of T-test higher that the value of T-table, the alternative hypothesis is accepted, meaning the use online accent reduction software is effective to improve students' pronunciation at the eleventh grade of MAN 1 Palu.

Ho :   If the value of T-test is lower than the value of T-table, the null hypothesis is accepted, meaning the use online accent reduction software is no effective to improve students' pronunciation at the eleventh grade of MAN 1 Palu.

CHAPTER III
RESEARCH METHODOLOGY

This chapter consists of approach and design of the research, population and sample of the research, variable of the research, operational definition, instrument of the research, technique of data collection and technique of data analysis.

A. *Approach and Design of the Research*

The research approach is the activity in a research that starts from the formulation of it to make a conclusion. There are two kinds of research approaches namely the quantitative approach and qualitative approach. Quantitative approach means information or data presented in the form of a statement. A qualitative approach is an approach that it is also called an investigative approach because researchers usually collect data by meeting face to face and interacting with people in the research place.

The approach of this research was quantitative approach. The quantitative approach can be interpreted as a research approach based on philosophy of positivism, used to research in a particular population or sample, data collection using research instrument, quantitative data analysis/statictics with the aim of testing the established hypothesis. Quantitative approach imposed a lot of using

numbers, ranging from data collection, interpretation of data and the appearance of the results[25].

Furthermore, the design of this research was quasi experimental. Quasi experimental design is an experimental, the possible causes and effects between the treated group (experimental group) and not treated (control group). However in this research, the experimental group and control group were not randomly selected. It is the characteristic of quasi experimental design.[26] The first group was given treatment (X) and the second group was not given treatment. The existence of pretest aims to determine the initial state that there is a difference between the experimental group and the control group. In addition, the researcher was conducted pre-test, treatment and post-test in this research for investigate the effectiveness of using online accent reduction software. The effect of the treatment is (O1 : O2) – (O1 : O2). The research design is presented in the following table:

Table: 3.1 Design Method

Classes	Pre – Test	Treatment	Post – Test
E	O_1	X	O_2
C	O_1		O_2

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[25] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013), 130.

[26] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitaif, Kualitatif and R&D* (Bandung: Alphabeta, 2018), 76.

Where:

    E   = Experimental group

    C   = Control group

    X   = Treatment

    O_1 = Pre –test

    O_2 = Post –test.[27]

The researcher used quasi experimental design (non-equivalent group design) of this research to see the effectiveness of using online accent reduction software to improve students' pronunciation[28].

B. *Population and Sample of the Research*

In this part, the researcher describes about population and sample of the research:

1. Population

According to Sugiyono, the population is the generalization region consisting of the subject or object that has certain qualities and characteristics set by the researcher to be studied and then with drawn the conclusion[29]. From this definition, there are three key words in the population: firstly, the whole which includes the subject, object and characteristics of the research; secondly, the group meaning research population cannot stand alone; and thirdly, the research which is part of the core activity of the research itself in which conclusions can be drawn.

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[27] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 125

[28] Sugiyono, Metode,74.

[29]Ibid., 117.

The population in this research was eleventh grade students who totaling 274 students consisting of 9 classes; *MIPA 1, MIPA 2, MIPA 3, MIPA 4, IPS 1, IPS 2, Agama 1, Agama 2, and Bahasa* of MAN 1 Palu. In addition, the researcher selected two classes (XI MIPA 1 as Experimental Class and XI MIPA 2 as Control Class) of the eleventh grade at MAN 1 Palu as the samples of research. The classes were determined as two different groups. One class was experimental group, and the rest was control group.

Table: 3.2 Population on the Eleventh Grade

Class	Female	Male	Total
XI MIPA 1	24	6	30
XI MIPA 2	16	13	31
XI MIPA 3	20	11	31
XI MIPA 4	18	13	31
XI IPS 1	19	16	35
IX IPS 2	19	15	34
IX AGAMA 1	18	15	33
IX AGAMA 2	22	9	31
IX BAHASA	10	10	20
Total			274

2. Sample

According to Sugiyono, samples are part of the number and characteristics of the population. When large population and researchers are unlikely to learn all of the existing population, for example due to limitations of funds, energy and time, the researcher can use the samples taken from the population. In this research, the researcher used purposive sampling. The sample was taken from affordable population of two classes namely control class and experiment class. Purposive sampling is a sample determination technique based on certain considerations.[30] The researcher took two classes __ XI MIPA 1 as experimental class (30 Students) and XI MIPA 2 as the control class (31 Students). Total of the sample was 61 students.

C. *Variables of the Research*

This research consists of two variables. Variable is an attribute or nature or value of a person, object or activity that has certain variations set by the researchers to be studied and then drawn conclusion.[31] They are independent variable and dependent variable.

1. Independent variable is variable that affect or are the cause of changes or the emergence of the dependent variable.[32] Independent variable in this research is using online accent reduction software. It is a technique used by a teacher when teaching material.

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[30]Ibid., 80.
[31] Sugiyono, *Statistika untuk Penelitian* (Bandung: CV Alphabeta, 2019), 69.
[32] Creswell, John W. Penelitian Kualiatif dan Desin Riset (Yogyakarta: Pustaka Belajar, 2014), 77.

2. Dependent variable is a variable that is influenced or is the result, because of the independent variable.[33] Dependent variable in this research is the students' pronunciation.

D. *Operational Definition*

In this part, the researcher describes about operational definition of the research:

1. **Effectiveness**

Effectiveness is an effort to achieve the goal, the results and the target expected to be time. Effectiveness refers to its utility because it describes the rate of success[34]. Schilinger stated that effectiveness refers to a the intentional ability to do something better for reach in certain situation[35].

2. **Online**

Online is connected to, served by, or available through a system and especially a computer or telecommunications system (such as the internet).[36] According to Soran, online is a term when people are connected to the internet or cyberspace, whether it is connected to social media, email, account, and various other types of accounts used via the internet[37].

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[33] Ibid,. 77.

[34] "Effectiveness," *Oxford Learner Dictionaries,* https://www.oxfordlearnerdictionaries.com/ (20 September 2022).

[35] Schilinger Dean, "An Introduction to Effectiveness, Dissemination and Implementation Research," *Nursing Research and Practice* 13 (2013): 2.

[36] "Online," *Merriam Webster*, https://www.merriam-webster.com/dictionary/online, (June 13, 2022).

[37] N. Soran, "Pengertian Online Dan Offline," http://pengertian.net/2015/01penegertian-online-dan-offline.html, (June 13, 2013).

3. Accent

An accent is an identifiable style of pronunciation, often varying regional or even socioeconomic. Usually the accent is the same as how the person places emphasis on every word they say. Accents usually differ in sound quality, pronunciation and differences in vowels and consonants and stress. In Indonesia, English can be distinguished into a wide variety. Two of the most dominant figures are American English and British English[38].

4. Accent Reduction

Accent reduction is a systematic approach to learning or adopting a new speech accent, also referred to as accent modification or accent neutralization. It aims to reduce mother-tongue inference in how second language English speakers pronounce words[39].

5. Software

Software is collection of stored electronic data and controlled by computer devices. The electronic data includes instructions or program that will follow specific commands. Software is also referred to as part of system in computer that has no physical form installed in a computer, laptop and smartphone for operation[40].

To perform these tasks, computer users need software application. Software application is a program designed to improve user performance and

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[38] "Accent," *World Atlas*, https://www.worldatlas.com/articles/what-is-the-difference-between-an-accent-and-a-dialect.html, (June 13, 2022).

[39] "Accent Reduction," *Accent Advisor*, https://accentadvisor.com/what-is-accent-reduction//, (June 13, 2022).

[40] "Software," *Kamus.Tokopedia.Com*, https://kamus.tokopedia.com/perangkat-lunak//, (June 13 2022).

assists users in carrying out their tasks. Every software will come with some applications such as web, browser and media. People can also purchase and install new apps to add more functionality to computer, laptop and smartphone.

6. Pronunciation

Richard stated that pronunciation is a sound way. Pronunciation is how does one do the pronunciation of a word or phrase[41]. Pronunciation is the way in which language or particular word or sound is spoken[42]. Pronunciation refers to the way people make the sound of word. In the other words, pronunciation is the way a word or language is pronounced. In addition, the pronunciation includes articulation, emphasis and intonation. Pronunciation includes language features (vocabulary and grammar) as well as skills (speaking and listening). When people find new vocabulary, it will be better if they know the correct pronunciation.

7. Scoring Pronunciation

Scoring is a process or activity that is systematic and continuously to collect information about the process ad learning outcomes of students in order to make decisions based on certain criteria and consideration.[43] Scoring is a stage that must be passed by learners because scoring so that it can be said that scoring is the creation of value from a material and method used be for particular purpose.

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[41] Jack Richard, *Longman Dictionaries of Language Teaching and Applied Linguiatics* (Great Britain: Pearson Education Limited, 2013), 429.

[42] "Pronunciation," *Oxford Learner's Dictionaries,* https://www.oxford learner dictionaries.com, (June 13, 2022).

[43] Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2009), 2.

In evaluation students' pronunciation, the researcher used scoring rubric that adapting from Djiwandono (2008).[44] Based on this scoring rubric rating sheet, there are three aspects to be considered: sounds, stress and intonation.

Table 3.3 Scoring Rubric of Pronunciation

No	Aspect	Criteria	Score
1	Sounds	Almost complete	5
		There is a mistake but do not disturb the meaning	4
		There are some mistakes and disturb the meaning	3
		Many mistakes with the result that hard understanding	2
		Too much mistakes until the words harder understanding	1
2	Intonation	Almost complete	5
		There is a mistake but do not disturb the meaning	4
		There are some mistakes and disturb the meaning	3
		Many mistakes with the result that hard understanding	2
		Too much mistakes until the words harder understanding	1
3	Stress	Almost complete	5
		There is a mistake but do not disturb the meaning	4
		There are some mistakes and disturb the meaning	3
		Many mistakes with the result that hard understanding	2
		Too much mistakes until the words harder understanding	1

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[44] Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi pelajar Bahasa,* (Jakarta: 2008), 88.

E. *Instrument of the Research*

The success of the research is determined largely by the instruments used, as the data needed to answer research problems are obtained through the instrument of the research. Instrument of the research is selected and used by researchers in the activities to collect and make systematic and easier by it.[45]

The instrument of the research used in this research that served as data collectors used tests. A test can be defined as a tool or procedure used to find out or measure something in atmosphere, based on predetermined method and rules.[46] Test is a measuring tool for students. In this regard, the test has a function to measure the level of development or progress that has been achieved by students after they have taken the teaching-learning process within a certain period of time.

F. *Technique of Data Collection*

The method of collecting data is a technique or method that the researcher can use to collect data, and the data-gathering instruments are selected and used by writer in the activities to collect data so that the activity is systematic and easier[47].

In this research, the researcher acted as instruments all at once data collectors. There were two tests given as follows:

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[45] Suharsimi Arikunto, *Pengembangan InstrumenPenelitiandan Penilaian Program*, 1st ed. (Yogyakarta: Pustaka Belajar, 2019), 20.

[46]*Idem, Prosedur Penelitian Suatu Pendekatan Praktik*(Jakarta: PT RinekaCipta, 2013), 67.

[47] Ridwan, *Statistika Untuk Lembaga dan Instansi Pemeritah/Swasta* (Bandung: Alphabeta, 2004), 137.

1. **Pre-test**

Pre-test can be interpreted as an activity to test the level of students' knowledge of the material to be delivered. Pre-test is given with the aim of knowing the initial ability of students regarding the material to be delivered. Thus the teacher as a facilitator can determine the model and method or delivering lessons that will be applied in learning. Pre-test is a test carried out with the aim of knowing the extent to which the material or subject matter to be taught has been mastered by students.[48] As explained above, the pre-test is carried out before the teacher starts learning. By giving a pre-test, the teacher got an idea of how many students already have prior knowledge of the material given. In this research, the researcher was given pre-test to both groups, namely the experimental group and control group.

2. **Treatment**

In giving treatment, the researcher carried out the six meetings. Each meeting was 2 x 45 minutes. The treatment was given only to MIPA 1 as the experimental class in this research, while MIPA 2 as the control class was not given any treatments. The treatment used online accent reduction software.

3. **Post-test**

Post-test is a form of final evaluation of a lesson. The purpose of the post-test is to determine the success of the learning process and to measure the mastery of students' competence in the material taught by the teacher. Post-test is a test

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[48] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 1996), 69.

carried out to find out whether all the material that is classified as important can be mastered as well as possible by students.[49]

Thus, the post test is carried out at the closing stage of the learning activity, the teacher can assess whether it is necessary to repeat, enrich or move to the next material. The results of the post-test can also be used as a means of consideration of whether the methods and approaches to learning that the teacher uses are appropriate or not. In this research, the researcher gave post-test to both groups, namely the experimental group and control group.

G. *Technique of Data Analysis*

The following is the steps that the researcher conducted in analyzing data:

1. Scoring the Student's Score Both in Pre – Test and Post – Test

The following is the formula for calculating the standard score is[50]:

$$\text{Standard Score} = \frac{Obtained\ Score}{Maximum\ Score}\ X\ 100$$

2. Classifying the Score of the Student's Pre – Test and Post – Test

Table 3.4 Classification Score of Students

Range of Score	Classification
85 – 100	Very Good
75 – 85	Good
55 – 75	Fair
40 – 55	Poor
<40	Very Poor

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[49]Ibid., 70.
[50] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2012), 278.

3. **To Find Out the Mean Score by Using the Following Formula**

Mean score is an average value obtained from the total number of scale values divided by the number of sample. The results is obtained from the sum of all existing values from each data, then divided by the number of existing data.

The following is the formula for calculating determining mean score:[51]

$$M = \frac{\Sigma \, x \, N}{N} \text{ X } 100$$

Where :

M = The mean score

$\Sigma \, x$ = The sum of score

N = The number of students

4. **To Calculate Standard Deviation by Using the Formula[52]**

$$SS_1 = \Sigma x^2{}_1 - \frac{(\Sigma x_1)2}{n_1}$$

$$SS_2 = \Sigma x^2{}_2 - \frac{(\Sigma x_2)2}{n_2}$$

Where :

S_1 = Sum square in the experimental class

S_2 = Sum square in the control class

n_1 = The total number of the experimental class

n_2 = The total number of the control class

$\Sigma x^2{}_1$ = Sum square scores in the experimental class

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[51]Ibid., 278.
[52] Shulfiany, " The Effectiveness of Silent Way Method In Teaching Pronunciation"

$\Sigma x^2{}_2$ = Sum square score in the control class

5. **Finding Out the Significance Difference Between the Mean Score of the Pre – Test and Post – Test**

The value of the test using the following formula:

$$t = \frac{x_1 - x_2}{\left(\dfrac{S_1 - S_2}{N_1 + N_2 - 2}\right)\left(\dfrac{1 + 1}{N_1 + N_2}\right)}$$

Where :

t   = Test of Significance

x_1 = Mean score of the experimental class

x_2 = Mean score of the control class

SS_1 = The sum square of the experimental class

SS_2 = The sum of control class

n_1 = The total number of the experimental class

n_2 = The total number of the control class

ΣD = The sum of total differences

6. *Testing Hypothesis*

This technique aims to find out the value of t between the experimental class given the treatment and the control class that is not given treatment. The statistical tests used to test the alternative hypothesis truth or fallacy, which states that there is a significant difference between two samples randomly taken from the same population.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter consists of result of the research and discussion of the research.

A. *Result of the Research*

In this section, the researcher would like to describe about the result of the research. In this research, the researcher gave the students tests which consisted of pre - test and post - test. The pre - test was given in the first meeting and the post - test was given in the last meeting.

1. Scoring classification Pre-test and Post-test in Experimental Class

In this research the experimental class is XI MIPA 1 which consisted of 30 students. This class was given online accent reduction software as the treatment. After giving a pre – test in the first meeting, the resarcher gave treatment at six meetings by using online accent reduction software and giving the post – test in the last meeting.

To calculate students' test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \text{ X } 100$$

Where:

X : Students' pronunciation score

N : Maximum score

If students pronounced the word well in all three aspects of pronunciation such as: sounds, intonation and stress the student gets the highest score of 5 for each the three aspects in pronunciation. So that the students' assessments score for example, the highest score is 15 multiplied by 100 then divided by the maximum score is 15 and the result is that students get the highest score of 100.

The results of pre – test and post – test for experimental are presented on the following table:

Table 4.1 The Results of Pre – Test for Experimental Class

No	Name	Criteria of Pronunciation			Total Score	Pre - Test	Classification
		S	I	S			
1	AMF	1	1	1	3	20	Very Poor
2	AS	2	1	2	5	33	Very Poor
3	AM	1	1	1	3	20	Very Poor
4	FF	1	1	1	3	20	Very Poor
5	GM	3	2	2	7	45	Poor
6	HI	1	1	1	3	20	Very Poor
7	HN	1	1	2	4	27	Very Poor
8	HP	1	1	1	3	20	Very Poor
9	ID	1	1	1	3	20	Very Poor
10	IPR	1	1	1	3	20	Very Poor
11	IAT	1	1	1	3	20	Very Poor
12	LAP	2	2	1	5	33	Very Poor
13	LM	1	1	1	3	20	Very Poor

14	**MLH**	1	2	1	4	27	Very Poor
15	**MR**	1	1	1	3	20	Very Poor
16	**MJ**	2	2	1	5	33	Very Poor
17	**MRA**	1	2	2	5	33	Very Poor
18	**NA**	1	1	2	4	27	Very Poor
19	**PR**	3	3	3	9	60	Fair
20	**RJ**	3	2	2	7	47	Poor
21	**RK**	1	1	1	3	20	Very Poor
22	**SB**	1	1	1	3	20	Very Poor
23	**SW**	2	1	1	4	27	Very Poor
24	**SR**	1	1	1	3	20	Very Poor
25	**SNR**	1	1	1	3	20	Very Poor
26	**SA**	1	1	1	3	20	Very Poor
27	**TN**	1	1	2	4	27	Very Poor
28	**VA**	2	2	2	6	40	Very Poor
29	**WA**	1	1	1	3	20	Very Poor
30	**ZDC**	1	1	1	3	20	Very Poor
	Total	**41**	**39**	**40**	**120**	**799**	

Where:

S : Sounds

R : Rhythm

I : Intonation

S : Stress

Based on the results of pre – test of the experimental class which is presented on the table 4.1, the researcher found the highest score was 60 and the lowest score is 20. It showed the students' pronunciation in the pre – test of the experimental class was low.

Furthermore the researcher needs to know the mean scores of the pre – test in the experimental class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{799}{30}$$

$$= 26 \text{ (Low)}$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above the results indicate that the mean score of pre – test in experimental class was 26. It showed that the mean score of pre – test in experimental class was not significant.

Table 4.2 The Results of Post – Test for Experimental Class

No	Name	Criteria of Pronunciation			Total Score	Post - Test	Classification
		S	I	S			
1	AMF	1	1	1	3	20	Very Poor
2	AS	3	2	2	7	47	Poor
3	AM	2	2	2	6	40	Poor
4	FF	3	3	2	9	45	Poor
5	GM	4	3	3	10	66	Fair
6	HI	2	2	2	6	40	Poor
7	HN	4	3	3	12	60	Poor
8	HP	3	2	1	6	40	Poor
9	ID	3	3	3	9	45	Poor
10	IPR	3	2	2	7	47	Poor
11	IAT	3	1	1	5	25	Very Poor
12	LAP	3	3	3	9	45	Poor
13	LM	2	2	2	7	35	Very Poor
14	MLH	3	3	3	9	45	Poor
15	MR	2	1	2	5	34	Very Poor
16	MJ	3	3	1	7	47	Poor
17	MRA	2	3	3	8	54	Poor
18	NA	4	1	3	7	47	Poor
19	PR	5	4	4	13	87	Very Good
20	RJ	5	2	4	11	73	Fair
21	RK	2	2	2	6	40	Poor
22	SB	2	2	2	6	40	Poor
23	SW	3	1	2	6	40	Poor
24	SR	1	1	2	4	27	Very Poor
25	SNR	2	2	2	6	40	Poor
26	SA	3	3	2	8	53	Poor
27	TN	3	2	2	7	47	Poor
28	VA	2	2	2	6	40	Poor
29	WA	3	3	2	8	53	Poor
30	ZDC	2	2	2	6	40	Poor
	Total	84	65	62	219	1342	

Where:

S   : Sounds

R   : Rhythm

I   : Intonation

S   : Stress

Based on the results of post – test of the experimental class which is presented on the table 4.2, the researcher found the highest score was 87 and the lowest score is 20. It showed the students' pronunciation in the post – test of the experimental class was good.

Furthermore the researcher needs to know the mean scores of the pre – test in the experimental class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{1.342}{30}$$

$$= 44.7 \text{ (Increase)}$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculation above the results indicate that the mean score of post –
test in experimental class was 44.7. It showed that the mean score of post – test in
experimental class had effectiveness progress from 26 (Pre – test) to 44.7 (Post –
test).

The mean score of the experimental class had been found, then continued to
calculate the standard deviation of pre – test and post – test for two classes which
presented in the following table:

Table 4.3 Deviation and Square Deviation for Experimental Class

No	Name	Test Score		X	X2
		Pre – Test	Post – Test		
1	AMF	20	20	0	0
2	AS	33	47	14	196
3	AM	20	40	20	400
4	FF	20	45	25	625
5	GM	45	66	21	441
6	HI	20	40	20	400
7	HN	27	60	33	1089
8	HP	20	40	20	400
9	ID	20	45	25	625
10	IPR	20	47	27	729
11	IAT	20	25	5	25
12	LAP	33	45	12	144
13	LM	20	35	15	225
14	MLH	27	45	18	324

15	**MR**	20	34	**14**	**196**
16	**MJ**	33	47	**14**	**196**
17	**MRA**	33	54	**21**	**441**
18	**NA**	27	47	**20**	**400**
19	**PR**	60	87	**27**	**729**
20	**RJ**	47	73	**26**	**676**
21	**RK**	20	40	**20**	**400**
22	**SB**	20	40	**20**	**400**
23	**SW**	27	40	**13**	**169**
24	**SR**	20	27	**7**	**49**
25	**SNR**	20	40	**20**	**400**
26	**SA**	20	53	**33**	**1089**
27	**TN**	27	47	**20**	**400**
28	**VA**	40	40	**0**	**0**
29	**WA**	20	53	**33**	**1089**
30	**ZDC**	20	40	**20**	**400**
	Total	**799**	**1342**	**563**	**12657**

The number of deviation was 563 and the number of square deviation was 12.657. The mean score deviation of experimental class was calculated by the following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{563}{30}$$

$$= 18$$

The mean deviation of experimental class was 18 it is on the basis of the mean score deviation. The sum square deviation of experimental class was calculated by the following formula:

$$SS_1 = \sum x^2{}_1 - \frac{(\sum x_1)2}{n_1}$$

$$= 12.657 - \frac{(563)2}{30}$$

$$= 32,200 - \frac{316.9}{30}$$

$$= 9.480$$

Where:

S_1 : Sum squares in experimental class

$\sum x^2{}_1$: Sum squared scores in experimental class

n^1 : Number of students in experimental class

Based on the calculation above the sum squared of deviation in experimental class was 9.480.

2. **Scoring Classification Pre – test and Post – test Score in Control Class**

In this research, the control class is XI MIPA 2 which consisted of 31 students. This class was given the conventional method as the treatment. After giving a pre – test in the first meeting, the researcher gave treatment at six

meetings using the conventional method and giving the post – test in the last meeting.

To calculate students' test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X : Students' pronunciation score

N : Maximum score

If students pronounce the word well in all three aspects of pronunciation such as: sounds, intonation and stress the student gets the highest score of 5 for each the four aspects in pronunciation. So that the students' assessments score for example, the highest score is 15 multiplied by 100 then divided by the maximum score is 15 and the result is that students get the highest score of 100

The results of pre-test and post-test for control class are presented on the following table:

Table 4.4 The Results of Pre – test for Control Class

No	Name	Criteria of Pronunciation			Total Score	Pre – Test	Classification
		S	I	S			
1	AP	1	1	1	3	20	Very Poor
2	AAR	2	1	2	5	33	Very Poor
3	ASR	1	1	1	3	20	Very Poor
4	ADI	1	1	1	3	20	Very Poor

5	**AN**	1	1	1	3	20	Very Poor
6	**ANS**	1	1	1	3	20	Very Poor
7	**DN**	1	1	1	3	20	Very Poor
8	**FA**	1	1	1	3	20	Very Poor
9	**FD**	1	1	1	3	20	Very Poor
10	**FB**	1	1	1	3	20	Very Poor
11	**FBU**	4	3	2	9	60	Fair
12	**IP**	2	1	1	4	27	Very Poor
13	**KGM**	1	1	1	3	20	Very Poor
14	**MF**	1	1	1	3	20	Very Poor
15	**MDB**	1	1	1	3	20	Very Poor
16	**MT**	2	2	1	5	33	Very Poor
17	**MY**	1	1	1	3	20	Very Poor
18	**MRP**	2	1	1	4	27	Very Poor
19	**MFA**	1	1	1	3	20	Very Poor
20	**RI**	3	2	2	7	47	Poor
21	**RAQ**	1	1	1	3	20	Very Poor
22	**RDA**	2	1	1	4	27	Very Poor
23	**RAA**	2	1	1	4	27	Very Poor
24	**SR**	3	2	2	7	47	Poor
25	**SS**	1	1	1	3	20	Very Poor
26	**SAJ**	1	1	1	3	20	Very Poor
27	**SA**	1	1	1	3	20	Very Poor
28	**TLK**	2	1	1	4	27	Very Poor
29	**WLN**	1	1	1	3	20	Very Poor
30	**YR**	1	1	1	3	20	Very Poor

31	**YE**	2	1	1	4	27	Very Poor
	Total	**46**	**36**	**35**	**117**	**782**	

Based on the results of pretest of the control class which is presented on the table 4.4, the researcher found the highest score was 60 and the lowest score is 20. It showed the students' pronunciation in the pretest of the control class was low.

Furthermore the researcher needs to know the mean scores of the pretest in the experimental class by using following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{782}{31}$$

$$= 25.2$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above the results indicate that the mean score of pretest in control class was 25.2 It showed that the mean score of pretest in control class was not significant.

Table 4.5 The Results of Post– test for Control Class

No	Name	Criteria of Pronunciation			Total Score	Post - Test	Classification
		S	I	S			
1	AP	2	1	1	4	26	Very Poor
2	AAR	3	1	1	5	33	Very Poor
3	ASR	2	1	2	5	33	Very Poor
4	ADI	1	1	1	3	20	Very Poor
5	AN	1	2	1	4	26	Very Poor
6	ANS	1	1	1	3	20	Very Poor
7	DN	1	1	1	3	20	Very Poor
8	FA	2	1	1	4	26	Very Poor
9	FD	1	1	1	3	20	Very Poor
10	FB	1	1	1	3	20	Very Poor
11	FBU	5	3	4	12	80	Good
12	IP	2	1	1	4	26	Very Poor
13	KGM	1	2	2	5	33	Very Poor
14	MF	1	1	1	3	20	Very Poor
15	MDB	1	1	1	3	20	Very Poor
16	MT	2	1	2	5	33	Very Poor
17	MY	1	1	1	3	20	Very Poor
18	MRP	2	1	1	4	26	Very Poor
19	MFA	1	1	1	3	20	Very Poor
20	RI	3	2	2	7	47	Poor
21	RAQ	1	1	2	4	26	Very Poor
22	RDA	1	2	1	4	26	Very Poor

23	**RAA**	2	1	1	4	26	Very Poor
24	**SR**	3	2	2	7	47	Poor
25	**SS**	1	1	1	3	20	Very Poor
26	**SAJ**	2	2	2	6	40	Poor
27	**SA**	1	1	1	3	20	Very Poor
28	**TLK**	2	1	1	4	26	Very Poor
29	**WLN**	1	1	1	3	20	Very Poor
30	**YR**	1	1	1	3	20	Very Poor
31	**YE**	2	1	2	5	33	Very Poor
	Total	**51**	**38**	**42**	**132**	**873**	

Where:

S   : Sounds

R   : Rhythm

I   : Intonation

S   : Stress

The control class in this research the researcher findings post – test on the table 4.5 the highest score was 80 and the lowest score was 20. It showed the students' pronunciation in the post – test of the control class was good.

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{873}{31}$$

$$= 28$$

Where :

X_1 : Mean score of experimental class

ΣX_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above the results indicate that the mean score of posttest in control class was 28. It showed that the mean score of posttest in experimental class not effectiveness progress from 25.2 (Pre-test) to 28 (Post-test).

The mean score of the experimental class had been found, then continued to calculate the standard deviation of pretest and posttest for two classes which presented in the following table:

Table 4.6 Deviation and Square Deviation for Control Class

No	Name	Test Score		X	X2
		Pre – Test	Post - Test		
1	AP	20	26	6	36
2	AAR	33	33	0	0
3	ASR	20	33	13	169
4	ADI	20	20	0	0
5	AN	20	26	6	36
6	ANS	20	20	0	0
7	DN	20	20	0	0

8	**FA**	20	26	**6**	**26**
9	**FD**	20	20	**0**	**0**
10	**FB**	20	20	**0**	**0**
11	**FBU**	60	80	**20**	**400**
12	**IP**	27	26	**1**	**1**
13	**KGM**	20	33	**13**	**169**
14	**MF**	20	20	**0**	**0**
15	**MDB**	20	20	**0**	**0**
16	**MT**	33	33	**0**	**0**
17	**MY**	20	20	**0**	**0**
18	**MRP**	27	26	**1**	**1**
19	**MFA**	20	20	**0**	**0**
20	**RI**	47	47	**0**	**0**
21	**RAQ**	20	26	**6**	**36**
22	**RDA**	27	26	**1**	**1**
23	**RAA**	27	26	**1**	**1**
24	**SR**	47	47	**0**	**0**
25	**SS**	20	20	**0**	**0**
26	**SAJ**	20	40	**20**	**400**
27	**SA**	20	20	**0**	**0**
28	**TLK**	27	26	**1**	**1**
29	**WLN**	20	20	**0**	**0**
30	**YR**	20	20	**0**	**0**
31	**YE**	27	33	**6**	**36**
	Total	**782**	**873**	**101**	**1313**

Based on the able above, the number of deviation was 101 and the number of square deviation was 1313. The mean score deviation for the pre – test and post – test of the control class was calculated in the following formula:

$$\Sigma \frac{\Sigma X1}{N1}$$

$$= \frac{101}{31}$$

$$= 3.25$$

Based on the calculation above, the mean score of deviation in control class was 3.25 it is on basis of the mean score deviation. The sum squared deviation in control class was calculated by the following formula:

$$SS_2 = \Sigma x^2{}_2 - \frac{(\Sigma x_2)2}{n_2}$$

$$= 1313 - \frac{(101)2}{31}$$

$$= 1313 - \frac{10.201}{31}$$

$$= 1313 - 329.0$$

$$= 984$$

Where:

S_2 : Sum squares in control class

$\Sigma x^2{}_2$: Sum squared scores in control class

n^2 : Number of students in control class

Based on the calculation above the sum squared of deviation in control class was 984

Table 4.7 The Mean Score and Deviation of Experimental Class

The Test of Experimental Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre – Test	26	18	9.480
Post – Test	44.7		

This table shows that the students' pronunciation improved in which the mean score in pre – test was 26 (low). In the post – test, the mean score of the students improved up to 44.7 (increase) and the mean deviation was 18, which the sum squared deviation was 9.480.

Table 4.8 The Mean Score and Deviation of Control Class

The Test of Control Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre – Test	25.2	3.25	984
Post – Test	28		

This table shows that the students' pronunciation improved in which the mean score in pre-test was 25.2 (low). In the posttest, the mean score of the students not really improved 28 (low) and the mean deviation was 3.25, which the sum squared deviation was 984.

After calculating the mean score and deviation score of experimental class and control class, the researcher calculated the t-test value to see if there was a

comparison between the experimental class and the control class of using online accent reduction software effectiveness.

To calculate the score for experimental and control class, t-test was find out t-table informed whether the alternative hypothesis accepted or rejected. The equation was presented as follows:

$$t = \frac{x_1 - x_2}{\left(\frac{S^1 + S_2}{N_1 + N_2 - 2}\right)\left(\frac{1 + 1}{N_1 + N_2}\right)}$$

$$= \frac{18 - 3.25}{\left(\frac{9.480 + 984}{30 + 31 - 2}\right)\left(\frac{1 + 1}{30 + 31}\right)}$$

$$= \frac{14.75}{\left(\frac{10.464}{59}\right)(15.2)}$$

$$= \frac{14.75}{(1.719)(15.2)}$$

$$= \frac{14.75}{162.92}$$

$$= \frac{14.75}{9.104}$$

$$= 1.620$$

Where :

t = Test of Significance

x_1 = Mean score of the experimental class

x_2 = Mean score of the control class

SS_1 = The sum square of the experimental class

SS_2 = The sum of control class

N_1 = The total number of the experimental class

N_2 = The total number of control class

The calculation above showed that the score of experimental class and control class by using t-test was (1.620). Then based on significant difference between the experimental and control class above, the writer used the level of significant 0.05 of (2 –tailed) test.

The t-table obtained in the following:

Experimental class n_1 : 30

Control class n_2 : 31

Degree of freedom (df)   : $n_1 + n_2$ - 2

                              : 30 + 31- 2

                              : 59

Level of significant   : 0.05

                    59   : 1.671

The degree of freedom (59) can be seen in the following list on t-table value with the level significant 0.05 or 5% 1.671. The results indicated that t-test value (1.620) is lower than t-table value (1.671). It means that the alternative hypothesis (H_a) was not accepted, in a sense that using online accent reduction software was not effective in improving students' pronunciation.

B.   *Discussion of the Research*

The teaching and learning process is an interaction between teachers with learners in a teaching to realize a predetermined goal. A teacher must be good at choosing the method to be used according to the designated goals of learning. So there will be the optimal teaching process.

The support of learning media expected learners can be motivated in learning, learners more enthusiastic to perform activities in learning so as to improve the learning outcomes. In this research the researcher used quasi – experimental design. The population in this research, was the eleventh grade of MAN 1 Palu in academic years 2022/2023. Then the researcher took two classes as a sample, one as experimental class and the other was control class. The totaling numbers of students from two classes were 61 students. The experimental class consisted of 30 students and the control class consisted of 31 students. Based on the results of pre-test in experimental and control class show that the lack of students' pronunciation due to the methods of learning that make feel bored and there is no enthusiasm for learning English. Therefore the result of pre-test in two classes were very weak, in experimental class their score was 26 and the control class their score was 25.2.

Furthermore the researcher conducted six meetings of experimental class, moreover in the post – test. The results showed a significant difference in score of students in the experimental and control class. The result of post-test in experimental after using online accent reduction software the score was 44.7 and the result of post – test in control class was given the conventional method as the treatment the score was 28.

Based on statistical data analysis the mean score in experimental class of pre-test was 26 and the mean score of post-test improved up to 44.7 the mean deviation was 18, which the sum squared deviation was 9.480. Therefore, the mean score in control class was 25.2, in the post test the mean score of students is 28 it is not really improved and the mean deviation was 3.25, which the sum squared deviation was 984. The researcher calculated the t-test value to see if there was a comparison between the experimental class and control class of using online accent reduction software effectiveness. Based on the calculation the score of experimental class and control class by using t-test was (1.620). The writer used the level of significant 0.05 0f (2-tailed) test, the following list on t-table value with the level significant 0.05 or 5% 1.671. The results indicated that t-test value (1.620) is lower than t-table value (1.671) it means that the alternative hypothesis (H_a) was not accepted.

Some of the results achieved by these students provide evidence the use of online accent reduction software in teaching pronunciation cannot help students improve accuracy in pronouncing the sounds in the target language. Accent

reduction software improves the pronunciation of learners. Thus, students fun and more active in class, because with the method used by the researcher in the learning process it makes students not bored in learning especially learning English

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the research

A.   *Conclusion*

Based on the result and discussion in the previous chapter, the writer concluded that the effectiveness of using online accent reduction software to improve students' pronunciation at the eleventh grade of MAN 1 Palu was not effective and not improved. It was not the accepted hypothesis is the alternative hypothesis, the degree of freedom (59) can be seen in the following list on t-table value with the level significant 0,05 or 5% 1.671. The results indicated that t-test value (1.620) is lower than t-table value (1.671). It means an online accent reduction software provide students learning to understand the pronounced in word. So that students can enjoy and receive lessons more easily. In addition, online accent reduction software are not only a solution for students to feel bored during the learning process as everyone know that the problems faced by students are feeling bored with traditional method.

Therefore, looking at the research results and the evidence connected with the field situation and theory, the researcher concluded that online accent reduction software not effectively improve the students' pronunciation at the eleventh grade of MAN 1 Palu. The writer hopes that students more improve their pronunciation athe

success of the process of developing students' speaking skill.

B.   *Suggestion*

Based on the conclusion above, the writer proposes some suggestion such as:

1.   For teachers

The online accent reduction software could significantly to improve students' pronunciation at the eleventh grade of MAN 1 Palu. So it is strongly suggested for English teacher to be applied in teaching pronunciation in the classroom.

2.   For the students

The students should take part actively in learning process, do not be shy and afraid to speak English especially in pronunciation. The students should learn more every time and also students suggested to pay attention of their learning English, especially in pronunciation.

3.   For the next researcher

The writer hopes that the research will be useful as a reference to other who conducted and develop a similar research.

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APPENDICES

Appendix 1 Pre – Test

<u>Consonant Words</u>

Fricative Sound

/f/	**/v/**
Fact	Visit
From	Love
Fine	Five

Affricative Sound

/θ/	**/ð/**
Thank	Though
Nothing	Then
Throw	Either

(Source: Oxford Learner's Dictionaries)

Appendix 2 Answer Key of Pre – Test

Consonant Words

/f/	**Pronunciation**
Fact	/fækt/
From	/frʌm/
Fine	/faɪn/

/v/	**Pronunciation**
Visit	ˈvɪzɪt/
Love	/lʌv/
Five	/faɪv/

/θ/	**Pronunciation**
Thank	/θæŋk
Nothing	/ˈnʌθɪŋ/
Throw	/θrəʊ/

/ð/	**Pronunciation**
Though	/ðəʊ/
Then	/ðen
Either	/ˈaɪðər/

(Source: Oxford Learner's Dictionaries)

Appendix 3 Post – Test

Consonant Words

Fricative Sound

/f/	/v/
Friend	Vote
From	Value
France	Level
Found	Never

Affricative Sound

/θ/	/ð/
Three	The
Month	Brother
Health	Breathe
Mouth	Their

(Source: Oxford Learner's Dictionaries)

Appendix 4 Answer Key of Post – Test

<u>Consonant Words</u>

/f/	**Pronunciation**
Friend	/frend/
From	/frʌm/
France	/fræns/
Found	/faʊnd/

/v/	**Pronunciation**
Vote	/vəʊt/
Value	/ˈvæljuː/
Level	/ˈlevl/
Never	/ˈnevər/

/θ/	**Pronunciation**
Three	/θriː/
Month	/mʌnθ/
Health	/helθ/
Some**t**hing	/ˈsʌmθɪŋ/

/ð/	**Pronunciation**
The	/ðə/
Brother	/ˈbrʌðər/
Breathe	/briːð/
Their	/ðer/

(Source: Oxford Learner's Dictionaries)

Appendix 5 Lesson Plan of Experimental Class

LESSON PLAN

Satuan Pendidikan   : MAN 1 Palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Cause and Effect

Alokasi Waktu   : 45 Menit (4jp)

Pertemuan   : 1 & 2

A.   Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Memahami pengetahuan (faktual, konseptual, procedural dannnn metakognitif) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, tekhnologi seni budaya terkait fenomena dan kejadian secara nyata.	3.1 Menerapkan fungsi sosial sturktur teks, dan unsur kebahasaan dari cause and effect tentang suatu keadaan, kejadian, tindakan di sekolah maupun dimasyarakat.
4. Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dalam ranah abstrak (menulis, membaca, berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori	4.1 Menyusun teks interaksi terkait hubungan sebab dan akibat baik lisan maupun tulisan, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahsaan yang benar dan sesuai konteks struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B.   Tujuan Pembelajaran

1.   Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar

2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C. Metode Pembelajaran

Scientific Approach

D. Media Pembelajaran

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E. Materi Pembelajaran

- Struktur teks
  - Memulai
  - Menanggapi

- Unsur kebahasaan
  a. Kata yang menyatakan hubungan sebab dan akibat: *because of…, due to…, thanks to…*
  b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
  c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulis tangan

- Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Find	Ha**ve**	**Th**is	**Th**e
O**f**	Hea**v**y	Some**th**ing	Mo**th**er
For	Howe**v**er	**Th**ree	Bro**th**er
From	Le**v**el	Mon**th**	Fa**th**er
Father	**V**isit	**Th**row	Ei**th**er
Of**f**en	**V**arious	No**th**ing	**Th**ough
Friend	Lo**ve**	Nor**th**	**Th**en
Follow	Ne**v**er	**Th**ank	With
Sel**f**	Fi**ve**	Heal**th**	Boo**th**

Fact	E**v**ery	Mou**th**	Brea**the**

F. Langkah-Langkah Pembelajaran

1. Pertemuan Pertama dan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	♣ Guru memberikan salam. ♣ Guru mengecek kehadiran. ♣ Guru menyampaikan materi yang akan dipelajari.	10 Menit
Inti	♣ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi cause dan effect, dan menemukan informasi serta berlatih menyebutkan beberapa kata terkait dengan materi cause dan effect dalam kehidupan sehari hari menggunakan *online accent reduction software*. ♣ Guru mengenalkan aplikasi *online accent reduction software* sebagai media mengajarkan pronunciation ♣ Siswa mengamati cara guru menggunakan *online accent reduction software*. ♣ Siswa diminta untuk memahami cara menggunakan *online accent reduction software*. ♣ Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan *online accent reduction software*. ♣ Siswa berlatih mengucapkan Consonant Sound menggunakan *online accent reduction software*. ♣ Guru memberikan feedback atau	60 Menit

	koreksi kepada siswa	
	✦ Siswa secara bergantian maju di depan kelas satu per satu mengucapkan consonant sound secara lisan	
	✦ Guru dan siswa menyimpulkan pelajaran terkait dengan cause dan effect dan consonant sound	
Penutup	✦ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ✦ Guru menutup kegiatan pembelajaran dengan berdo'a.	10 Menit

G. **Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)**

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

LESSON PLAN

Satuan Pendidikan   : MAN 1 Palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Writing Personal Letter

Alokasi Waktu   : 45 Menit (4jp)

Pertemuan   : 3 & 4

A.   Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Membedakan fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya..	3.1 Membedakan fungsi social dan struktur teks dari sruat pribadi sesuai dengan konteks penggunaannya 3.2 Menemukan fungsi social, sturktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks. 3.3 menganalisis sturktur teks dan unsur kebahasaan dari surat pribadi sesuai dengan konteks penggunaanya

B.   Tujuan Pembelajaran

1.   Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar

2.   Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C. **Metode Pembelajaran**

Scientific Approach

D. **Media Pembelajaran**

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E. **Materi Pembelajaran**

1. Struktur Teks (conceptual) part of personal letter: date, address, salutation, body (introduction, contents, closing) complimentary close, sender, signature and postscript.
2. Unsur Kebahasaan
   a. Focus on exchanging personal current news, feelings and condition
   b. Use of pronouns
   c. Use of the date and address
   d. Ucapan, tekanan, intonasi, ejaan, tanda baca.
3. Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Find	Belie**v**e	**Th**is	**Th**e
O**f**ficial	Ha**v**e	Some**th**ing	Mo**th**er
A**f**ter	Recie**v**e	**Th**ree	Bro**th**er
From	Le**v**el	Wi**th**	Fa**th**er
Father	**V**isit	**Th**row	Ei**th**er

F. **Langkah-Langkah Pembelajaran**

1. Pertemuan Ketiga dan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	♦ Guru memberikan salam. ♦ Guru mengecek kehadiran. ♦ Guru menyampaikan materi yang akan dipelajari.	

			10 Menit
Inti		↓ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi writing personalletter, dan menemukan informasi serta berlatih menyebutkan beberapa kata terkait dengan materi writing personal letter dalam kehidupan sehari hari menggunakan *online accent reduction software.*	60 Menit
		↓ Guru mengenalkan aplikasi *online accent reduction software* sebagai media mengajarkan pronunciation	
		↓ Siswa mengamati cara guru menggunakan *online accent reduction software.*	
		↓ Siswa diminta untuk memahami cara menggunakan *online accent reduction software.*	
		↓ Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan *online accent reduction software.*	
		↓ Siswa berlatih mengucapkan Consonant Sound menggunakan *online accent reduction software.* ↓ Guru memberikan feedback atau koreksi kepada siswa	
		↓ Siswa secara bergantian maju di depan kelas satu per satu mengucapkan consonant sound secara lisan	
		↓ Guru dan siswa menyimpulkan pelajaran terkait dengan writing personal letter dan consonant sound	

Penutup	♦ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ♦ Guru menutup kegiatan pembelajaran dengan berdo'a.	♦ Menit

G.   Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

LESSON PLAN

Satuan Pendidikan : MAN 1 Palu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

Materi Pokok : Motivation Through Song

Alokasi Waktu : 45 Menit (4jp)

Pertemuan : 5 & 6

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Menafsirkan fungsi social dan unsur kebahasan dalam lirik lagu terkait kehidupan sehari – hari	3.1 Mengidentifkasi fungsi social dalam lirik lagu terkait kehidupan sehari – hari
4. Menangkap makna secara kontekstual tekait fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan sehari – hari	4.1 Menentukan berbagai jenis informasi dalam lirik lagu terkait kehidupan sehari – hari

B. Tujuan Pembelajaran

1. Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar
2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C. Metode Pembelajaran

Scientific Approach

D. Media Pembelajaran

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E. Materi Pembelajaran

1. Jenis Teks: Lirik Lagu
2. Fungsi social: Mengembangkan nilai -nilai kehidupan dan karakter yang positif
3. Unsur Kebahasaan: Kosa kata dan tata bahasa dalam lirik lagu, Ucapan, tekanan dan intonasi
4. Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Li**f**e	Lo**v**e	**Th**inks	**Th**ere
O**f**	Lea**v**e	Some**t**hing	**Th**at
For	Howe**v**er	**Th**ree	**Th**an
Le**f**t	Le**v**el	Mon**th**	Fa**th**er
Friend	Lo**v**e	Nor**th**	**Th**en

F. Langkah-Langkah Pembelajaran

1. Pertemuan Kelima dan Keenam

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	♣ Guru memberikan salam. ♣ Guru mengecek kehadiran. ♣ Guru menyampaikan materi yang akan dipelajari.	10 Menit
	♣ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi motivation through song, dan menemukan informasi serta berlatih menyebutkan beberapa kata terkait dengan materi Motivation through song dalam kehidupan sehari hari menggunakan *online accent reduction software.*	

Inti	↓ Guru mengenalkan aplikasi *online accent reduction software* sebagai media mengajarkan pronunciation ↓ Siswa mengamati cara guru menggunakan *online accent reduction software.* ↓ Siswa diminta untuk memahami cara menggunakan *online accent reduction software.* ↓ Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan *online accent reduction software.* ↓ Siswa berlatih mengucapkan Consonant Sound menggunakan *online accent reduction software.* ↓ Guru memberikan feedback atau koreksi kepada siswa ↓ Siswa secara bergantian maju di depan kelas satu per satu mengucapkan consonant sound secara lisan ↓ Guru dan siswa menyimpulkan pelajaran terkait dengan motivation through song dan consonant sound	60 Menit	
Penutup	↓ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ↓ Guru menutup kegiatan pembelajaran dengan berdo'a.	↓ Menit	

G. **Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)**

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

Appendix 6 Lesson Plan of Control Class

LESSON PLAN

Satuan Pendidikan   : MAN 1 Palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Cause and Effect

Alokasi Waktu   : 45 Menit (4jp)

Pertemuan   : 1 & 2

A.   Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Memahami pengetahuan (faktual, konseptual, procedural dannnn metakognitif) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, tekhnologi seni budaya terkait fenomena dan kejadian secara nyata.	3.1 Menerapkan fungsi sosial sturktur teks, dan unsur kebahasaan dari cause and effect tentang suatu keadaan, kejadian, tindakan di sekolah maupun dimasyarakat.
4. Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dalam ranah abstrak (menulis, membaca, berbicara) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori	4.1 Menyusun teks interaksi terkait hubungan sebab dan akibat baik lisan maupun tulisan, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahsaan yang benar dan sesuai konteks struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B.   Tujuan Pembelajaran

1. Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar

2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C.   Metode Pembelajaran

Scientific Approach

D.   Media Pembelajaran

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E.   Materi Pembelajaran

1. Struktur teks
    a. Memulai
    b. Menanggapi

2. Unsur kebahasaan
    a. Kata yang menyatakan hubungan sebab dan akibat: *because of…, due to…, thanks to…*
    b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
    c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulis tangan

    d. Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Find	Ha**ve**	**Th**is	**Th**e
O**f**	Hea**v**y	Some**th**ing	Mo**th**er
For	Howe**v**er	**Th**ree	Bro**th**er
From	Le**v**el	Mon**th**	Fa**th**er
Father	**V**isit	**Th**row	Ei**th**er
Of**f**en	**V**arious	No**th**ing	**Th**ough
Friend	Lo**v**e	Nor**th**	**Th**en
Follow	Ne**v**er	**Th**ank	With
Sel**f**	Fi**v**e	Heal**th**	Boo**th**

Fact	E**v**ery	Mou**th**	Brea**the**

F. Langkah-Langkah Pembelajaran

1. Pertemuan Pertama dan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	✦ Guru memberikan salam. ✦ Guru mengecek kehadiran. ✦ Guru menyampaikan materi yang akan dipelajari.	10 Menit
Inti	✦ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi cause dan effect, dan menemukan informasi dalam kehidupan sehari hari . ✦ Guru membentuk kelompok dan meminta siswa untuk membaca teks terkait dengan cause dan effect. ✦ Siswa diminta untuk menelaah teks dan melibatkan Tindakan memberi dan meminta informasi terkait dengan cause dan effect. ✦ Bersama dengan kelompoknya siswa menelaah struktur teks yang melibatkan Tindakan dan meminta informasi terkait dengan cause dan effect ✦ Bersama kelompok siswa Menyusun teks yang melibatkan Tindakan memberi dan menerima informasi terkait dengan cause dan effect ✦ Siswa mempresentasikan hasil temuan	60 Menit

	teks yang melibatkan Tindakan memberi dan menerima informasi terkait dengan cause dan effect	
	♣ Guru memberikan feedback atau koreksi kepada siswa	
	♣ Guru dan siswa menyimpulkan pelajaran terkait dengan cause dan effect	
Penutup	♣ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ♣ Guru menutup kegiatan pembelajaran dengan berdo'a.	1. 10 Menit

G. Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

LESSON PLAN

Satuan Pendidikan   : MAN 1 Palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Writing Personal Letter

Alokasi Waktu   : 45 Menit (4jp)

Pertemuan   : 3 & 4

A.   Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Membedakan fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya..	3.1 Membedakan fungsi social dan struktur teks dari sruat pribadi sesuai dengan konteks penggunaannya 3.2 Menemukan fungsi social, sturktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks. 3.3 menganalisis sturktur teks dan unsur kebahasaan dari surat pribadi sesuai dengan konteks penggunaanya

B.   Tujuan Pembelajaran

1. Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar

2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C.   Metode Pembelajaran

Scientific Approach

D.   Media Pembelajaran

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E.   Materi Pembelajaran

1. Struktur Teks (conceptual) part of personal letter: date, address, salutation, body (introduction, contents, closing) complimentary close, sender, signature and postscript.
2. Unsur Kebahasaan
   a. Focus on exchanging personal current news, feelings and condition
   b. Use of pronouns
   c. Use of the date and address
   d. Ucapan, tekanan, intonasi, ejaan, tanda baca.
3. Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Find	Belie**ve**	**Th**is	**Th**e
Of**f**icial	Ha**ve**	Some**th**ing	Mo**th**er
A**f**ter	Recei**ve**	**Th**ree	Bro**th**er
From	Le**v**el	Wi**th**	Fa**th**er
Father	**V**isit	**Th**row	Ei**th**er

F.   Langkah-Langkah Pembelajaran

1.   Pertemuan Ketiga dan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	♦ Guru memberikan salam. ♦ Guru mengecek kehadiran. ♦ Guru menyampaikan materi yang akan dipelajari.	10 Menit
Inti	♦ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi writing personal letter, dan menemukan informasi terkait dengan materi writing personal letter dalam kehidupan sehari hari ♦ Guru membagi siswa kedalam 5 kelompok ♦ Dalam group diskusi siswa membedakan fungsi fungsi social struktur teks dan unsur kebahasaan dalam teks pribadi. ♦ Siswa berdiskusi dalam kelompok untuk menganalisis isi teks pribadi. ♦ Siswa mempresentasikan hasil diskusinya. ♦ Siswa dan guru membahas hasil diskusi kelompok. ♦ Guru dan siswa menyimpulkan pelajaran terkait dengan writing personal letter	60 Menit
Penutup	♦ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ♦ Guru menutup kegiatan pembelajaran dengan berdo'a.	10 Menit

G. **Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)**

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

LESSON PLAN

Satuan Pendidikan   : MAN 1 Palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/II

Materi Pokok   : Motivation Through Song

Alokasi Waktu   : 45 Menit (4jp)

Pertemuan   : 5 & 6

A.   Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Menafsirkan fungsi social dan unsur kebahasan dalam lirik lagu terkait kehidupan sehari – hari	3.1 Mengidentifkasi fungsi social dalam lirik lagu terkait kehidupan sehari – hari
4. Menangkap makna secara kontekstual tekait fungsi social dan unsur kebahasaan dalam lirik lagu terkait kehidupan sehari – hari	4.1 Menentukan berbagai jenis informasi dalam lirik lagu terkait kehidupan sehari – hari

B.   Tujuan Pembelajaran

1. Siswa dapat mengucapkan consonants sound dengan pengucapan yang benar

2. Siswa dapat menggunakan pengucapan yang benar dan tepat dalam kata maupun kalimat bahasa inggris

C.   Metode Pembelajaran

Scientific Approach

D.   Media Pembelajaran

Buku Bahasa Inggris Kelas XI, Smartphone, Koneksi Internet, Spidol.

E. Materi Pembelajaran

1. Jenis Teks: Lirik Lagu
2. Fungsi social: Mengembangkan nilai -nilai kehidupan dan karakter yang positif
3. Unsur Kebahasaan: Kosa kata dan tata bahasa dalam lirik lagu, Ucapan, tekanan dan intonasi
4. Contoh Consonants Sound

Fricative sound		Affricates sound	
/f/	/v/	/θ/	/ð/
Li**f**e	Lo**v**e	**Th**inks	**Th**ere
O**f**	Lea**v**e	Some**t**hing	**Th**at
For	Howe**v**er	**Th**ree	**Th**an
Le**f**t	Le**v**el	Mon**th**	Fa**th**er
Friend	Lo**v**e	Nor**th**	**Th**en

F. Langkah-Langkah Pembelajaran

1. Pertemuan Kelima dan Keenam

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penduluan	✚ Guru memberikan salam. ✚ Guru mengecek kehadiran. ✚ Guru menyampaikan materi yang akan dipelajari.	10 Menit
	✚ Siswa mengamati dan menyimak penjelasan dari guru terkait dengan materi motivation through song, dan menemukan informasi dalam kehidupan sehari hari ✚ Siswa mendengarkan remakan lagu dan melengkapi lirik rumpang lagu.	

Inti	♦ Guru membagi siswa kedalam beberapa kelompok untuk melakukan diskusi ♦ Setiap kelompok diberikan sebuah lagu dan mengidentifikasi fungsi social dan unsur kebahasaan dalam lagu ♦ Siswa membuat ringkasan tentang hal – hal yang sudah dilakukan. ♦ Guru dan siswa menyimpulkan pelajaran terkait dengan motivation through song dan consonant sound	60 Menit
Penutup	♦ Guru meyampaikan informasi terkait pembelajaran yang akan dipelajari dipertemuan berikutnya. ♦ Guru menutup kegiatan pembelajaran dengan berdo'a.	10 Menit

G.   Penilaian: Hasil Pekerjaan Siswa dan Test Lisan (Terlampir)

Palu, 26 Januari 2023

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Drs. H. Muhammad Anas, M.Pd.I   Hijrawati

NIP. 196608241994011001   NIM. 19.1.11.6.0091

Appendix 15 Documentation of Experimental Class

Picture 1. Giving Pre – test in Experimental Class

Picture 2. Giving First Treatment of Using Online Accent Reduction Software

Picture 3. Giving Second Treatment of Using Online Accent Reduction Software

Picture 4. Giving Third Treatment of Using Online Accent Reduction Software

Picture 5. Giving Fourth Treatment of Using Online Accent Reduction Software

Picture 6. Giving Fifth Treatment of Using Online Accent Reduction Software

Picture 7. Giving Post – test in Experimental Class

Picture 8. The last meeting in Experimental Class

Appendix 16 Documentation of Control Class

Picture 1: Giving Pre – Test in Control Class

Picture 2: Learning Process in Control Class Using Conventional Method

Picture 3: The Last Meeting in Control Class

Appendix 7 Pengajuan Judul Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
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PENGAJUAN JUDUL SKRIPSI

Nama : Hijrawati
TTL : Pani'i 18 September 2001
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. kelapa 2
Judul :

NIM : 191160091
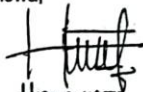Jenis Kelamin : Perempuan
Semester : VI
HP :

☑ Judul I

The effectiveness of using online accent reduction software to improve TBI Students' ~~Students'~~ Pronunciation ability

◯ Judul II

Improving Students' Vocabulary in english lesson with action learning

◯ Judul III

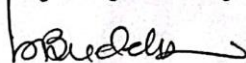Palu, 18 March 2022
Mahasiswa,

Nama HIJRAWATI
NIM 191160091

Telah disetujui penyusunan skripsi dengan catatan:

References : 2016 - 2022
International journal Articles

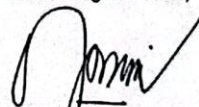Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag, M.Hum
Pembimbing II : Afifah, M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Appendix 8 Penetapan Pembimbing Skripsi

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 3r8   TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang	: a.	bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
	b.	bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
	c.	bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	3.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	4.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
	5.	Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
	6.	Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
	7.	Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU	:	Menetapkan saudara :
		1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
		2. Afifah, S.Pd., M.Pd.

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Hijrawati
NIM	:	191160091
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF USING ONLINE ACCENT REDUCTION SOFTWARE TO IMPROVE ~~TBI~~ STUDENTS' PRONUNCIATION ~~ABILITY~~ AT THE ELEVENTH GRADE OF 1 PALU

KEDUA	:	Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
KETIGA	:	Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
KEEMPAT	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA	:	SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di	:	Palu
Pada Tanggal	:	28 Maret 2022
Dekan,		

Dr. H. Askar, M.Pd
NIP. 196705211993031005

Appendix 9 Undangan Seminar Proposal Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor	: 5085/Un.24/F.I/PP.00.9/12/2022	Palu, 26 Desember 2022
Sifat	: Penting	
Lamp	: -	
Hal	: Undangan Menghadiri Seminar Proposal Skripsi	

Kepada Yth.

1. Dr. Nur Asmawati, S.Ag., M.Hum.   (Pembimbing I)
2. Afifah, S.Pd., M.Pd.   (Pembimbing II)
3. Fitriningsih, S.S., S.Pd., M.Hum.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	:	Hijrawati
NIM	:	19.1.16.0091
Jurusan	:	Tadris Bahasa Inggris (TBIG)
Judul Skripsi	:	The Effectiveness of Using Online Accent Reduction Software to Improve Students' Pronunciation at the Eleventh Grade of MAN 1 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Juma'at, 30 Desember 2022
Waktu	:	09.00 Wita - Selesai
Tempat	:	Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG
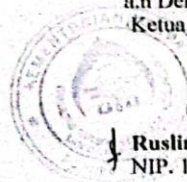
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
    a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
    b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
    c. 1 rangkap untuk Ketua Jurusan
    d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
    e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
    f. 1 rangkap untuk ditempel pada papan pengumuman.
    g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 10 Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460765
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 243 /Un.24/F.I/PP.00.9/01/2023   Palu, 25 Januari 2023
Lampiran : -
Hal : **Izin Penelitian Untuk**
Menyusun Skripsi

Yth. Kepala MAN 1 Palu

Di
  Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :
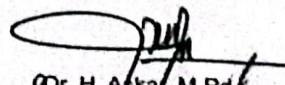
Nama : Hijrawati
NIM : 191160091
Tempat Tanggal Lahir : Pani'I, 18 September 2000
Semester : VII (Tujuh)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Kelapa 2
Judul Skripsi : THE EFFECTIVENESS OF USING ONLINE ACCENT REDUCTION SOFTWARE TO IMPROVE STUDENTS' PRONUNCIATION AT THE ELEVENTH GRADE OF MAN 1 PALU
No. HP : 082293274139

Dosen Pembimbing :
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Afifah, S. Pd., M. Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005

Appendix 11 Surat Keterangan Telah Mengadakan Penelitian

KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 1 PALU KOTA PALU
Alamat : Jalan Jamur No.38 Palu 94225 Telp. 0451-462013, 0451-460135
Email : man1palu@ymail.com, MAN1Palu_keuangan_537482@yahoo.com
Website : www.man1palu.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : B- 710 /M A.09.03/PP.00.6/5/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Kota Palu :

Nama	: **Drs. H. Muhammad Anas, M.Pd.I.**
NIP	: 196608241994011001
Pangkat/Gol. Ruang	: Pembina (IV/a)
Jabatan	: Kepala MAN 1 Kota Palu.
Unit Kerja	: MAN 1 Kota Palu

Dengan ini menerangkan nama tersebut di bawah ini :

Nama	: HIJRAWATI
NIM	: 19.1.160091
Tempat Tanggal Lair	: Pani'I, 18 September 2000
Semester	: VII (Tujuh)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. Kelapa 2
Judul Skripsi	:**"THE EFFECTIVENESS OF USING ONLINE ACCENT REDUCTION SOFTWARE TO IMPROVE STUDENTS PRONUNCIATION AT THE ELEVENTH GRADE OF MAN 1 PALU."**

Bahwa benar yang bersangkutan telah mengadakan Penelitian pada tanggal 26 Januari s/d 27 Maret 2023 di MAN 1 Kota Palu berdasarkan Surat Izin Penelitian dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Datokarama Palu dengan nomor : 243/Un.24/F.I/PP.00.9/01/2023, tanggal, 25 Januari 2023.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palu, 8 Mei 2023
Kepala

Drs. H. Muhammad Anas, M.Pd.I
NIP. 196608241994011001

CURICULLUM VITAE

Personal Detail:

Name   : HIJRAWATI

Place/Date of Birth   : Pani'I 18 September 2001

Gender   : Female

University   : UIN Datokarama Palu

Majoring   : English Study Program

Facuty   : Tarbiyah and Teacher Training Faculty

Citizenship   : Indonesia

Religion   : Islam

Register Number   : 19.1.16.0091

Address   : Jl. Kelapa Dua, Palu Barat, Sulawesi Tengah

Phone Number   : +628 22 9327 4139

Email   : hijrawatiahlak18@gmail.com
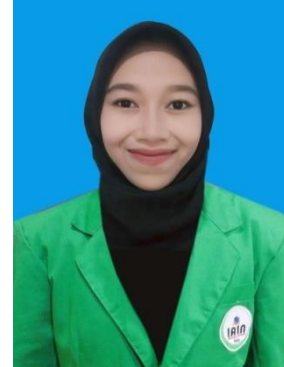
Formal Education:

1. TK Al-Khairaat Pani'I   (2007-2008)

2. SDN 20 Dampelas   (2008-2013)

3. MTs Negeri 2 Donggala   (2013-2016)

4. SMA Negeri 1 Dampelas   (2016-2019)

5. Universitas Islam Negeri Datokarama Palu   (2019-2023)