

**ELSA SPEAK APPLICATION TO ENHANCE STUDENTS' PRONUNCIATION AT
THE EIGHTH GRADE OF SMPN 2PALU**



THESIS

*Submitted as a Partial Fullfilment of the Requirements for the Bachelor of
Education of English Tdaris Department Faculty of Education and Teacher
Training at State Islamic University of Datokarama Palu*

By:

SITI ZAHRA
NIM: 20.1.16.0010

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
2025**

STATEMENT OF THE THESIS AUTHENCITY

I hereby declare that this thesis entitled "Elsa Speak Application To Enhance Students' Pronunciations at the Eighth Grade Of SMPN 2 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.

Palu, 2nd September 2025
10th Rabiul Awal 1447 H

Researcher



Siti Zahra
20.1.16.0010

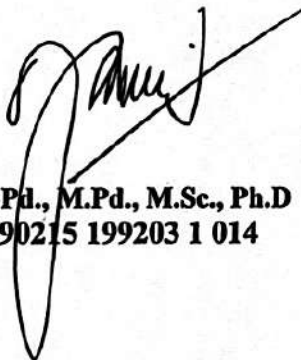
APPROVAL PAGE

This thesis entitled: **"Elsa Speak Application To Enhance Students' Pronunciation At The Eighth Grade Of SMPN 2 Palu"** written by Siti Zahra, NIM. 20.1.16.0010, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed for a scientific paper and therefore it can be submitted for examination.

Palu, 2nd September 2025
10th Rabiul Awal 1447 H

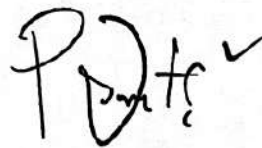
Approved by:

Supervisor I,



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 014

Supervisor II,

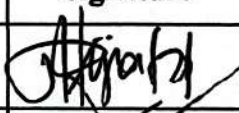
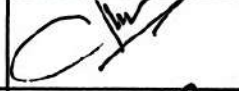
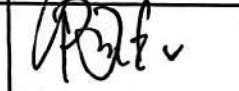


Prisna Aswarita Putri, S.Pd., M.Hum
NIP. 19900601 202012 2 001

LEGALIZATION

Thesis entitled "Elsa Speak Application to Enhance Students' Pronunciation at The Eighth Grade of SMPN 2 Palu" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 25" September 2025 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirements for obtaining bachelor degree in English Tadris Study Program.

BOARD OF EXAMINERS

	Name	Signature
The Chairman	Hijrah Syam, S.Pd., M.Pd	
The Examiner I	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.	
The Examiner II	Fatima, M.Pd.	
The Supervisor I	Dr. Phil Ruslin, S.Pd., M.Pd., M.Sc.	
The Supervisor II	Prisna Aswarita Putri, S.Pd., M.Hum.	

Approved by :

Faculty of Tarbiyah and Teacher

English Tadris Study Program

Training Dean,

Head


Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP.19731231 200501 1 070

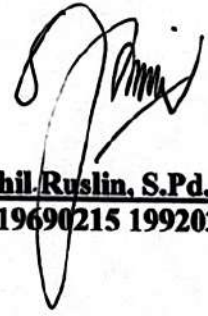

Dr. Phil Ruslin, S.Pd., M.Pd., M.Sc.
NIP. 19690215 199203 1 014

TABLE OF CONTENT

COVER.....	i
STATEMENT OF THESIS AUTHENTICITY	ii
APPROVAL PAGE.....	iii
LEGALIZATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENT.....	ix
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Question.....	4
C. Research Objective and Significance.....	4
D. Research Outline	5
CHAPTER II LITERATURE REVIEW	6
A. Research Previous	6
B. Review of Related Literature.....	8
C. Theoretical Framework	17
D. Research Hypothesis.....	18
CHAPTER III RESEARCH METHODOLOGY	19
A. Research Approach and Design.....	19
B. Research Population and Sample.....	20
C. Variables of the Research.....	21
D. Operational Definitions	22
E. Instrument of the Research.....	23
F. Data Collection Technique	25
G. Data Analysis Technique	26
CHAPTER IV RESULT AND DISCUSSION	29
A. Description of the Research Result	29

B. Discussion of the Research Result.....	38
CHAPTER V CONCLUSION AND SUGGESTION.....	40
A. Conclusion.....	40
B. Suggestion.....	41
REFERENCES	42
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 2. 1 Differences and Similarities between previous research and this research	7
Table 3.1 Research Design.....	23
Table 3.2 The Distribution of the Students	24
Table 3.3 Teaching Schedule	29
Table 3.4 Assesment Rubric.....	30
Table 4. 1 Pre-test Scores of Students' in the Experimental Class	37
Table 4. 2 Descriptive Statistic of Pre-test Scores in the Experimental Class	38
Table 4. 3 Post-test Scores of Students' in the Experimental Class.....	38
Table 4. 4 Descriptive Statistic of Post-test Scores in the Experimental class	39
Table 4. 5 Pre-test Scores of Students' in the Control Class	40
Table 4. 6 Descriptive Statistic of Pre-test Scores in the Control Class	40
Table 4. 7 Post-test Scores of Students' in the Control Class.....	41
Table 4. 8 Descriptive Statistic of Post-test Scores in the Control Class	41
Table 4. 9 Descriptive Statistic of Post-test Scores in the Control Class	42
Table 4. 10 Tests of Normality.....	43
Table 4. 11 Test of Homogeneity of Variance	44
Table 4. 12 Independent Samples Test	45
Table 4. 13 Paired Samples T-test.....	46

LIST OF FIGURES

Figure 2. 1 Install ELSA Speak.....	14
Figure 2. 2 Create Account	15
Figure 2. 3 Voice Registration	15
Figure 2. 4 Practice	16
Figure 2. 5 Feedback.....	16
Figure 2. 6 Theoretical Framework	21

LIST OF APPENDICES

- Appendix 1 Modul Ajar Experimental Class
- Appendix 2 Modul Ajar Control Class
- Appendix 3 Pre-Test
- Appendix 4 Post-Test
- Appendix 5 T-Table
- Appendix 6 R-Table
- Appendix 7 Normality Test
- Appendix 8 Homogeneity Test
- Appendix 9 Independent Sample Test
- Appendix 10 Paired Sampe T-test
- Appendix 11 Documentations
- Appendix 12 Lembar Jawaban siswa
- Appendix 13 Surat Izin Meneliti
- Appendix 14 Surat Keterangan Selesai Meneliti
- Appendix 15 Pengajuan Judul
- Appendix 16 Penunjukkan Dosen Pembimbing Skripsi
- Appendix 17 Undangan Seminar Proposal
- Appendix 18 Kartu Seminar Proposal
- Appendix 19 Buku Konsultasi Bimbingan Skripsi

CHAPTER I

INTRODUCTION

A. Research Background

English language learning in Indonesia has a very important and strategic role, such as: improving global communication, developing academic skills, increasing career opportunities, and developing soft skills. Therefore, education in Indonesia recommends that English should be taught in schools. There are four skills that are taught to students, such as speaking, listening, reading, and writing. In addition to these four skills, there are four language elements designed to develop students' language learning skills. Its elements are structure, vocabulary, spelling and pronunciation.

Pronunciation is learning and spelling of English words. Pronunciation is particularly difficult because some language sounds can be spelled many different ways.¹ It means that pronunciation is an important element in English, because good communication depends on a person's pronunciation. In English speaking, speaker have to be very careful in pronouncing words. When speaker mispronouncing it, the listeners will misunderstand about what speaker say. Therefore, pronunciation is very important to teach to students so that misunderstandings do not occur when students communicate with other people. However, when teaching pronunciation in class, problems are often found, both for teachers and students. Difficulties faced by students in pronunciation include students having difficulty distinguishing the

¹Bernard Silverstein. TC's Dictionary of American English pronunciation. (NTC publishing group)

pronunciation of the same words, difficulty in determining stressed and unstressed syllables, and difficulty in recognizing and pronouncing weak sounds. Based on the pre-observation conducted by the researcher to the teacher, the researcher obtained information that teacher also have difficulties in teaching pronunciation, such as the lack of effective media to use in teaching pronunciation.

Many researches discuss students' difficulties in learning pronunciation. One of the researches is from Nikita Lasabuda entitled “An Identification of Students’ Difficulties in Pronunciation”. The results of this research show that there are several difficulties faced by students in learning pronunciation, such as: difficult to distinguish the vocabulary almost the same way of mentioning, rarely practice speaking in English so when talking the mention is still wrong, lack of vocabulary so that when met with new words have difficulty in mentioning it, and when speaking in English often carried the regional accent so that the mention of the word in English is wrong.²

Therefore, a solution is needed to overcome this problem. The teacher's role is very important to overcome students' pronunciation problems. The use of techniques or media is very influential in improving student pronunciation. Using the right media can make students active in learning. There are many media that can be used in teaching pronunciation in the classroom. One of the media that can be used is Elsa Speak Application.

²Nikita Lasabuda, *An Identification of Students’ Difficulties in Pronunciation*. Al-Lisan. Journal Bahasa 2.No 2 (2017). 22

Elsa Speak Application is a comprehensive language learning application that excels in five key areas: content design, instructional design, assessment or flexibility design, multimedia design, and automatic speech recognition design. Each aspect contributes significantly to the effectiveness of pronunciation practice for learners.³ This media can be used to teach pronunciation effectively, because this application is designed to train students' speaking with correct pronunciation.

Based on the pre-observation and discussion in September 2023 with the English teacher at SMPN 2 Palu, the researcher found many students were having trouble with pronunciation, such as students have difficulty in determining stressed and unstressed syllables, and difficulty in correct pronunciation of syllables. These make it difficult for them communicate clearly and hear messages accurately. They also faced misunderstanding and misinterpretations in communication because of incorrect pronunciation.

Reflecting on the identified problems, the researcher is interested to use Elsa Speak Application to enhance students' pronunciation at the eighth grade of SMPN 2 Palu. The reason for using the word "*enhance*" in the title of this study is because the English proficiency of students at SMPN 2 Palu is already relatively good. Therefore, the researcher does not merely aim to increase or improve the students' pronunciation skills in general, but rather to refine and further develop these skills to a higher level. The word "*enhance*" was chosen because it conveys the meaning of improving or perfecting something that already exists, in contrast to "*increase*"

³ Nguyen Khanh Ngoc and Nguyen Thi My Thanh, *Non-Specialized Students' Benefits And Challenges in Using Elsa Speak Application For Pronunciation Learning*. European Journal of Alternative Education Studies, 8. No.4 (2023). 91

or "*improve*," which are more commonly used when referring to lower or basic skill levels. With the help of the Elsa Speak application, the researcher aims to optimize students' pronunciation to be closer to that of native speakers. It is one of the media that can be used by the teacher to enhance the students' pronunciation. This media can help students to pronounce words correctly and precisely. Elsa Speak Application is designed to teach speaking with correct pronunciation, so that there will be no misunderstandings when students communicate. In addition, Elsa Speak Application is also designed with an attractive appearance so that students will enjoy learning and will not feel bored. Thus, students can easily understand the meaning of the words.

B. Research Question

The research question is formulated as follow:

Is the Elsa Speak Application effective to enhance students' pronunciation at the eighth grade of SMPN 2 Palu?

C. Research Objective and Significance

The objective of this research is to find out the effectiveness of Elsa Speak Application to enhance students' pronunciation at the eighth grade of SMPN 2 Palu.

This research is expected to provide significant contribution to several parties as follows :

1. For the Teacher

The researcher hopes that this research will increase the teachers' ability in the teaching learning process, especially in teaching pronunciation. The teacher can use Elsa Speak Application in teaching pronunciation.

2. For the Students

The researcher hopes that this research is useful for the teachers when they teach their students to have a mutual cooperation with another. The teacher can stimulate the students to increase their pronunciation. In addition it can also train and guide students to speak and express their data.

3. For the Next Researcher

The result of this research can be used as references for those who want to conduct a research in English teaching and learning process.

D. Outlines of the Research

Chapter I, Introduction, consists of several sections such as background of the problem, research question, research objective and significance and research outlines.

In Chapter II, this research consists of previous research, theoretical review, theoretical framework, and hypothesis.

Chapter III, research method, consists of several sections such as research approach and design, research population and sample, variables of the research, operational definition of the key term, instrument of the research, data collection, and data analysis

Chapter IV, for result and discussions, this chapter contains description of the research result and discussion of the research result.

Chapter V, conclusion and suggestion, this chapter contains conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The research of Adhan Kholisin in 2021 entitled, “Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills” showed that ELSA Speak Application can support and improved the students’ pronunciation skills and motivation. The researcher stated that this app successfully encourages students to participate in the language learning process. By using the ELSA Speak app in the pronunciation class, students can effectively engage in the lesson and become more motivated.¹ The method of this research is classroom action research. To collect the sample, the researcher used random sampling method.

Another Research by Binti Aisyah, Hesty Puspita Sari, Bahrul Ulum, and Dian Fadhilawati in 2023 entitled, “Utilization of Elsa Speak to Enhance Students’ Pronunciation Skill” showed that the ELSA Speak application effectively enhances students' pronunciation. Students feel happy and active during the learning process.² This research used a pre-experimental design and this research only used one group to be given the treatment. Another research by Miratu Fitria Sholekhah and Ria Fakhurriana in 2023 entitled “The Use of ELSA Speak as a Mobile-Assisted Language Learning (MALL) towards EFL Students’ Pronunciation” showed that

¹ Adhan Kholis, Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills. *Pedagogy: Journal of English Language Teaching*, 9. No.1 (2021). 11

² Binti Aisyah, Hesty Puspita Sari, Bahrul Ulum, dan Dian Fadhilawati, *Utilization of Elsa Speak to Enhance Students’ Pronunciation Skill*. *Seminar Nasional Pendidikan*, 1. No. 1 (2023). 169

the benefits of the ELSA Speak application that helps non-native English speakers improve their pronunciation. Elsa Speak Application addresses frequent pronunciation problems, provides interactive activities, and provides personalized feedback.³ This research is based on a library research method to explore how the Elsa Speak application can be used for student pronunciation training.

Table 2. 1 Differences and Similarities between previous research and this research

No	Previous Research	Differences	Similarities
1.	Adhan Kholisin (2021) “Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills”	- Previous research used classroom action research, meanwhile in this research used quasi-experimental design - Previous research used random sampling technique to take the sample. Meanwhile, in this research used purposive sampling technique.	The similarity of the previous research with this research is the focus on the improving students' pronunciation using ELSA Speak Application.
2.	Binti Aisyah, Hesty Puspita Sari, Bahrul Ulum, and Dian Fadhilawati (2023) “Utilization of Elsa Speak to Enhance Students' Pronunciation Skill”	Previous research used a pre-experimental design, in wich this research only used one group to be given the treatment. Meanwhile, this research used quasi-experimental design.	The similarity of the previous research with this research is the focus on the improving students' pronunciation using ELSA Speak Application.
3.	Miratu Fitria Sholekhah and Ria Fakhurriana (2023)	Previous research is based on a library research method to explore how the Elsa Speak Application can be used for student	The similarity of the previous research with this research is the focus on the improving students'

³ Miratu Fitria Sholekhah and Ria Fakhurriana, *The Use of ELSA Speak as a Mobile-Assisted Language Learning (MALL) towards EFL Students' Pronunciation*. Journal of Education, Language Innovation, and Applied Linguistics, 2. No.2 (2023). 99

	“The Use of ELSA Speak as a Mobile-Assisted Language Learning (MALL) towards EFL Students’ Pronunciation”	pronunciation training. Meanwhile, this research used quasi-experimental design.	pronunciation using ELSA Speak Application.
--	---	--	---

Based on the table above it can be concluded that the similarity of the previous researches with this research is the focus on improving students’ pronunciation using the ELSA Speak application. There are several differences between the previous researches and this research. First, the previous researches used various research designs, such as classroom action research, pre-experimental design, and library research. Meanwhile, this research used a quasi-experimental design. Second, the previous researches employed random sampling techniques, while this research used purposive sampling. However, based on the results of previous studies, it can be concluded that the use of the ELSA Speak application is effective in improving students’ pronunciation skills.

B. Theoretical Review

1. The Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation can be defined as the way a language is pronounced. Hornby states that pronunciation has a deeper meaning which consists of three meanings: pronunciation is the way a language is spoken, pronunciation is the way a person pronounces a language, and pronunciation is the way a word is pronounced.⁴ According to Pourhosein Gilakjani, pronunciation refers to the way English sounds

⁴Hornby, A.S. *Oxford Advanced Learner’s Dictionary* (England: Oxford University Press, 1995). 235

are produced. It is acquired through practicing sound repetition and making corrections whenever errors occur.⁵

Additionally, In addition, Byrne states that pronunciation is how to sound and pronounce words in order to give meaning to the words.⁶ It means that pronunciation is a way of saying a word to give meaning so that good communication can be established.

Therefore, based on the statements of some experts above, the researcher came to the conclusion that pronunciation is the way a person pronounces words, pronunciation also greatly affects how well communication occurs. In other words, good communication happens when the person speaking pronounces words correctly.

b. Aspects of Pronunciation

In English, pronunciation theoretically has two aspects namely, segmental and supra-segmental aspects.

1) Segmental Aspects

Individual sounds or words consist of segmental aspects, which include sounds such as vowels, consonants and diphthongs. Vibrations that propagate through media or air can be heard by a person or animal. According to Avery, speech sounds are made by air escaping from the lungs through the nose or mouth.⁷ The researcher can conclude that "segmental aspects" refer to the sound elements

⁵ Abbas Pourhosein Gilakjani, *English Pronunciation Instruction: A literature Review* (International Journal of Research in English Education, 2016). 2

⁶Donn Bryne, *Teaching Oral English* (London: Longman Publishing Group, 1987) 33

⁷Ibid, 15

⁷Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992). 11

or phonemes that make up language. This involves characteristics such as consonants and vowels, as well as other phonetic attributes relating to individual sound units in the language.

Some examples of segmental aspects in pronunciation include:⁶

- Consonant

Place of Articulation: For example, whether the consonant is produced on the lips (labial), teeth (dental), or throat (glottal). Method of Articulation: For example, whether the consonant is produced by touching the lips (plosive), flowing through the gaps between the teeth (fricative), or by vibration of the vocal cords (sonorant).

- Vowels

Vocal Tension: Whether the vowel is tense or untense. Vocal High and Low: Whether the vowel is high, medium, or low. Roundness and Turn of the Lips: Are the lips round or open when pronouncing vowels.

- Intonation

Intonation patterns in sentences.

2) Supra Segmental Aspects

Supra segmental aspects are elements of intonation and rhythm that involve entire sound or word units, not just individual sounds or phonemes⁸. This means that, while segmental aspects (such as consonants and vowels) focus on individual sounds, supra segmental aspects deal with rhythm patterns, intonation, stress, and duration to a greater extent. Some examples of supra segmental aspects in pronunciation include: Stress, Intonation, Rhythm, and Duration.

c. Teaching Pronunciation

In pronunciation teaching, the main focus is on producing the correct sounds and words, while other aspects such as intonation and rhythm are given less attention. Educators have begun to realize how important this musical element in pronunciation is and have begun to emphasize it when teaching. As Celce-Murcia says, there are two basics of teaching pronunciation, namely:⁸

1) An intuitive-imitative

In this approach, pronunciation depends solely on the student's listening skills, including rhythm, intonation, and stress. Therefore, this approach prefers models that are easily accessible, valid and reliable.

2) An analytic-linguistic

In this part of the approach, students are more focused on the sound system of the target language and truly provide explicit information, such as phonetic alphabet, articulator, descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.

Pronunciation is a crucial component in developing oral skills when learning a second language. Its importance within English language programs can vary, largely depending on the preferences and priorities of individual teachers. As a result, pronunciation practice may be regularly included in classroom activities—or it may be left to students for independent study.⁹

⁸Ibid,17

⁹Celce-, 17Murcia, M.Brinton, D., and Goodwin, J. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. (New York: Cambridge University Press, 1996) 1

⁹ Andri Purwanto, Teaching Pronunciation Using Varieties Of Pronunciation Teaching Materials And Practices, *Journal of English Language Teaching*, no.2 (2019). 83

2. The Concept of ELSA Speak Application

a. Definition of ELSA Speak Application

ELSA Speak application is one of the media that can support era 4.0 education. ELSA stands for English Language Speech Assistant. ELSA Speak Application is an app created by Vu Van in 2015 in Francisco, California, America. The ELSA speak application can be used by everyone for free. The application is paid if upgraded to premium to get more complete features. It is an application for android and iphone user that can be freely downloaded from Appstore or Google play. It is designed with various features to improve the learners' pronunciation with the American accent by exercising them with various practices to pronounce a word/ phrase/ sentence correctly.¹⁰ Elsa speak application is a learning media, especially pronunciation, which helps students to improve their pronunciation in pronouncing words so that the meaning of the word reaches the listener.

According to Becker & Edalatishams, the ELSA (English Speaking Assistant) application is specifically designed to support English learners with non-native accents. It utilizes Artificial Intelligence technologies, such as Automatic Speech Recognition (ASR), to give users feedback on their pronunciation accuracy. The app offers various activities tailored to the user's proficiency level, focusing on improving key aspects of English pronunciation such as initial and final sounds, minimal pairs, schwa, individual phonemes, and consonant clusters.¹¹

¹⁰Ita Sarmita Samad and Ismail. *ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill*. Maspul Journal of English Studies 2, no. 2, 2020.

¹¹ Yunita Fakdawer Maria Rosa, —*ELSA Apps to Encourage Learner Autonomy*, (2020).

ELSA offers a user-friendly interface with easy navigation through various topics, skill levels, progress reports, and additional features. Users can choose their preferred display language—such as English, Vietnamese, Japanese, Indonesian, and others—highlighting the app's appeal to a global audience. Exercises are tailored to the user's proficiency level and focus on pronunciation skills, including initial and final sounds, minimal pairs, schwa, "th" sounds, and consonant clusters. These are commonly known in applied linguistics as segmental phonemes. The app also covers a wide range of topics, such as food, entertainment, technology, culture, everyday conversations, and relationships.¹²

¹² Kimberly Becker and Idée Edalatishams, Technologi Review: Elsa Speak Accent Reduction,in, *A Journal of Conference in Second Language Learning and Teaching* (2019).

b. How to apply ELSA Speak Application

There are several steps how to use ELSA Speak Application for learning activity :

- 1) Download and install the ELSA Speak Application on your mobile device.

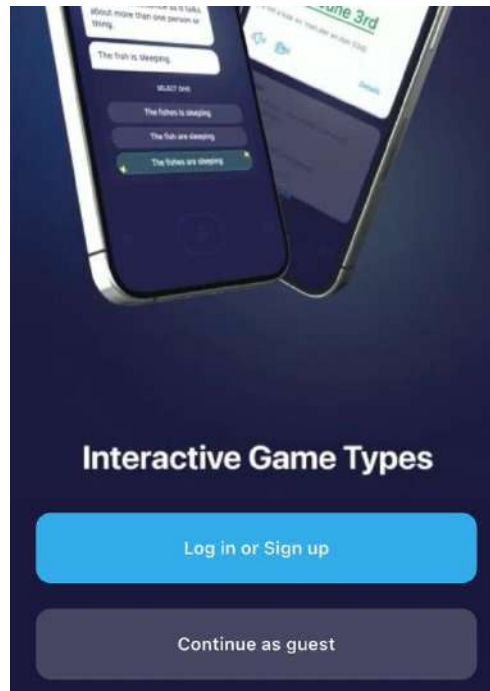
It is available for Android, Iphone and various mobile phones.

Figure 2. 1 Install ELSA Speak



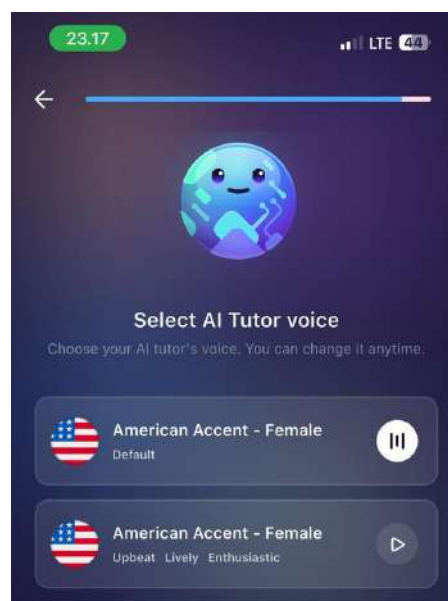
- 2) Create an Account. Sign up with email, Facebook, or Apple ID.

Figure 2. 2 Create Account



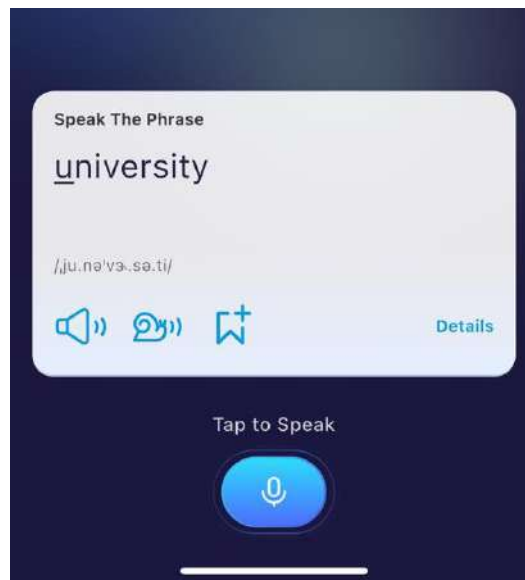
- 3) Complete Voice Registration. Go to settings section and follow the prompts to register your voice for accurate feedback

Figure 2. 3 Voice Registration



- 4) Tap and Speak : When presented with words, sentences, or conversations, tap the microphone icon to speak.

Figure 2. 4 Practice



- 5) Receive Feedback : Elsa will instantly analyze your speech and provide feedback on your pronunciation, intonation, and fluency.

Figure 2. 5 Feedback



c. Feature In Elsa Application

1) Dictionary

This feature allows users to hear the correct pronunciation of any word and links to Youglish.com, where users can watch YouTube videos that emphasize the pronunciation of specific words or phrases in real-life contexts.

2) Progress

This section tracks the user's pronunciation development through three main components:

- Word Sound: Provides phoneme-level feedback.
- Word Stress: Assesses stress on syllables.
- Conversation: Evaluates pronunciation in sentence-level speech.

It includes an English pronunciation score summarizing performance and a "Scoring" tool that lets users record sentences and receive detailed feedback on specific aspects like consonant clusters, aspiration, and schwa sounds. Users also receive percentage scores and detailed reports.

3) Coach

The Coach feature suggests personalized practice lessons based on the user's progress. It helps improve speaking skills through recommended or optional lessons, including practical topics like "Real-life Communication" with conversations for pronunciation practice.

4) Speech Analyzer

This feature allows users to engage in spoken practice by responding to questions, simulating a conversation and analyzing pronunciation accuracy.

5) Study Sets

Users can create customized study materials by naming a category (e.g., "Food") and adding related vocabulary like "desserts," "meat," or "bread." This helps focus learning on specific themes.

6) Course Finder

Users can select topics based on their interests or needs—such as "Giving Opinions" or "Self-Introductions"—and practice with immediate feedback. The app provides scores and tips for improvement based on the user's performance.¹³

d. Teaching Pronunciation using Elsa Speak

In today's era of modernization, technology plays a crucial role in supporting human activities. It has become an integral part of daily life and is now considered a basic necessity. Educational technology, in particular, began to gain significant attention in the 1990s, as it was introduced as a potential solution to various challenges in the education sector. Prior to the development of technology, tasks such as communication, work, and other daily activities were carried out manually, including sending letters and performing tasks without the assistance of digital tools.¹⁴

Technological advancements have opened up numerous opportunities in the field of education. Emerging trends in educational technology have led to various innovations, including the concept of mobile learning, which involves the use of

¹³ Meet ELSA - Your personal AI-powered English-speaking coach
<https://elsaspeak.com/en/>

¹⁴ Nur Wahid Akhmad, Ahmad Munawir, Improving the Students' Pronunciation Ability by Using Elsa SpeakApp, *Journal of Language Teaching and Learning, Linguistics and Literature*, no 1 (2022):847

mobile devices and internet connectivity to support and enhance the learning process.¹⁵

The use of the ELSA Speak application in learning has the potential to support the improvement of English pronunciation skills. However, the integration of technology in language teaching requires careful consideration, particularly regarding students' readiness and the suitability of the application being used. Selecting the appropriate tool for developing specific language skills is essential to ensure that the learning process is both effective and efficient. It is important to note that technology serves only as a supplementary aid in language instruction. English teachers may still face challenges, such as limited access to quality English resources or materials. Ultimately, the success of language teaching also depends heavily on the teacher's pedagogical approach, including their ability to manage and facilitate classroom activities effectively. Furthermore, teachers must be aware of their students' needs and interests in order to create a more engaging and responsive learning environment.¹⁶

e. Advantages of ELSA Speak Application

One of the best pronunciation apps in the world is ELSA Speak, which can help people, especially English learners, improve their pronunciation skills. This app has many features that help people improve their English speaking skills. Therefore, ELSA Speak is considered the best pronunciation app. It even has the ability to detect pronunciation errors with up to 90% accuracy.¹² This is supported

¹⁵ Anggraini, Improving Students' Pronunciation Skill Using Elsa Speak Application, *Journal of English language and Pedagogy*, no 5 (2022):136

¹⁶ Ibid.,848

by research conducted by Margaret Stevani, at all with the title “The Use of Elsa Speak to Improve Public Speaking and Pronunciation for Budi Murni 1 Medan Junior High School Students”, in this study showing an increase in scores by 42.32%. Thus, Elsa Speak proved successful in improving students' ability in public speaking and pronunciation¹⁷. In addition, the ELSA Speak app has been proven to offer a more practical way for language learners to improve their speaking skills, encouraging users' interest in learning English.¹⁸

f. Disadvantages of Elsa Speak Application

1. Students are required to own a smartphone in order to download and install the app.
2. Access to topics is restricted due to paid content.
3. An internet connection is necessary for the app to function.¹⁹

Based on the disadvantages mentioned, the researcher concludes that one of the main drawbacks of using the ELSA application is its reliance on a stable internet connection to provide accurate feedback. If the connection is weak or unstable, the app may fail to detect the user's speech correctly. Therefore, to avoid disruptions, users are advised to ensure they have a reliable internet connection before using the application.

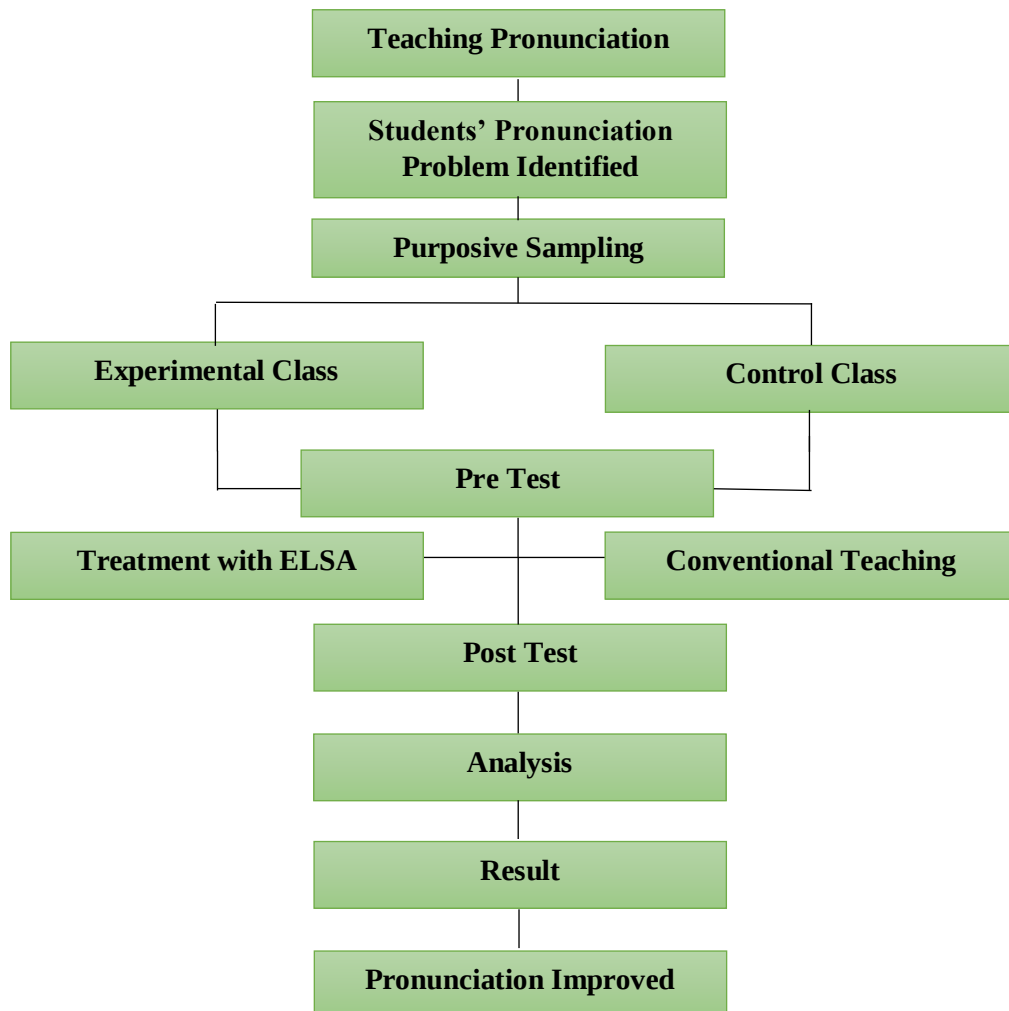
¹¹Margaret Stevani, Joko Priono, Dicky Edwar Daulay, Saima Rambe, “Penggunaan Elsa Speak Untuk Meningkatkan Public Speaking Dan Pronunciation Bagi Siswa SMP Budi Murni 1 Medan”, *Journal Community Development* 4, no. 2 (2023): 3795

¹²Pinky Widyasari and Ana Maghfiroh. *The Advantages of Artificial Intelligence ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills*. ELTT Conference, 2023. 291

¹⁹ Aswaty and Indari, *The Effect Of Using Elsa (English Language Speech Assistant) Speak Application On Students' speaking Ability For The Eleventh Grade Of Mas Darul Al Muhajirin In The Academic Year 2021/2022*. 20

C. Theoretical Framework

Figure 2. 6 Theoretical Framework



There are several nodes in the theoretical framework above. Students are presented with materials on correct pronunciation, followed by an assessment of pronunciation issues. Subsequently, a pre-test is administered to both the experimental and control classes. The experimental class utilizes the ELSA Speak application for pronunciation instruction, while the control class relies on a standard textbook. Finally, student pronunciation is assessed through a post-test, reflecting their overall performance after pronunciation instruction.

D. Research Hypothesis

The hypothesis of this research are presented in the following ways :

H0 : The use of ELSA Speak Application is not effective to enhance students' pronunciation at the eighth grade of SMPN 2 Palu.

Ha : The use of ELSA Speak Application is effective to enhance students' pronunciation at the eighth grade of SMPN 2 Palu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

This research used quantitative approach with quasi experimental design. Quantitative research is a method of testing objective theories by examining relationships between variables.²⁰ This design used to determine the effectiveness of the ELSA Speak Application to enhance students' pronunciation at the eighth grade of SMPN 2 Palu. The researcher aims to compare students who are teach using ELSA Speak Application and without using ELSA Speak Application here. There are two groups stablished, namely the experimental class and control class. Experimental class is a class taught using spesific treatments with ELSA Speak Application. Meanwhile, Control Class is a class with conventional method of teaching where text books without using ELSA Speak Application. The following is the research design in this research:

Table 3.1 Research Design

Experimental	O1	X	O2
Control	O3	Y	O4

Adopted : Sugiono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, CV, 2013).⁷⁷²¹

¹John W. Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, 4th edn (London, UK: Sage Publication, 2014).

²¹ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, CV, 2013). 77

Description:

O1 & O3 : Pre-test

X : Using Elsa Speak Application

Y : Using Conventional Teaching

O2 & O4 : Post-test

B. Research Popultion and Sample

1. Population

Population refers to all individuals, objects, or elements that have certain characteristics or qualities and are the focus of a study or analysis.² The population in this research is the eighth grade of SMPN 2 Palu. The researcher chose eighth graders as the population because based on the results of observations and interviews with English teachers, eighth graders had problems in learning pronunciation. The total population is 359 students, consists of eleven classes.

Table 3.2 The Distribution of the Students

No	Class	Number of Class
1.	VIII A	33
2.	VIII B	33
3.	VIII C	32
4.	VIII D	32
5.	VIII E	32
6.	VIII F	33
7.	VIII G	33
8.	VIII H	33
9.	VIII I	33
10.	VIII J	32
11.	VIII K	33
Total		359

² Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2012). 113

2. Sample

Sample is a small portion of a population taken to be observed, measured, or tested in order to make generalizations or inferences about the entire population.³ Based on this definition, the researcher conclude that sample is a small or half group of the population that deliberately selected to be as a subject in this research. This research was use purposive sampling from which individuals was deliberately selected as they have certain characteristics considered to be relevant for research purposes.⁴ The researcher used two classes, namely class VIII C and class VIII D on the teacher's recommendation. Another reason is because these two classes are classes that are lacking in speaking skills, especially in pronunciation. As for the class VIII C consists of 32 students selected as experimental group and VIII D consist of 32 students as control group.

Even though the experimental class originally consisted of 32 students and control class 32 students, only 19 students from both the experimental and control classes completed the pre-tes and post-test.

C. Variables of the Research

A variable in a scientific and research context refers to a characteristic or trait that can be observed or measured in a study.⁵ There are two variables in this research, namely independent variable and dependent variable. Independent

³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn (London, UK: Sage Publication, 2014).

⁴ Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2012) 18

⁵ Sony Faisal Rinaldi and Bagya Mujianto, *Metodologi Penelitian dan Statistik* (Kementrian Kesehatan RI, 2017). 52

variables are variables that are changed or manipulated by researchers in an experiment. While dependent variable is variable that are measured or observed to see whether any changes occur as a result of manipulating the independent variable. A dependent variable is an outcome or effect that is expected to change in response to a change in the independent variable.⁶ The independent variable in this research is ELSA Speak Application and the dependent variable is the students' pronunciation.

D. Operational Definitions of the Key Terms

This is the definition of the important words of this research to provide understanding. They are:

1. ELSA Speak Application

The ELSA Speak application, which stands for English Language Speech Assistant, is one of the media that can support education in the 4.0 era. This android app can be downloaded for free from the App Store or Google Play. The app has various features that aim to improve the pronunciation of students with American accents by offering them various exercises to pronounce words, phrases, and sentences correctly.²²⁷ ELSA Speak Application is a learning media, especially pronunciation, which helps students to improve their pronunciation in pronouncing words so that the meaning of the word reaches the listener.

⁶ Ibid, 52 - 53

⁷ Ita Sarmita Samad and Ismail. *ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill*. Maspul Journal of English Studies 2, no. 2, 2020.

⁸ Hornby, A.S. *Oxford Advanced Learner's Dictionary* (England: Oxford University Press, 1995). 235

2. Enhance

The term "enhance" means to improve or develop something that already exists at a certain level, making it more effective, refined, or advanced. It goes beyond simply increasing or building basic skills; instead, enhancement involves taking an existing ability and raising its quality or performance. For example, enhancing pronunciation doesn't mean learning it from scratch, but rather refining how clearly, accurately, and naturally one speaks. In the context of language learning, to enhance a skill means to polish and elevate it to a higher standard, allowing for better communication, greater fluency, and more confident language use.²³

3. Pronunciation

Pronunciation can be defined as the way a language is pronounced. Hornby states that pronunciation has a deeper meaning which consists of three meanings: pronunciation is the way a language is spoken, pronunciation is the way a person pronounces a language, and pronunciation is the way a word is pronounced⁸. That is, pronunciation refers to the way a person pronounces a word. The communication process is greatly influenced by pronunciation. Good communication consists of the speaker pronouncing words correctly.

²³ Merriam-Webster. (n.d.). *Enhance*. In *Merriam-Webster.com dictionary*. Retrieved, 2025,. <https://www.merriam-webster.com/dictionary/enhance>

E. Instrumen of the Research

Research instruments refer to the tools, methods, or techniques used by researchers to collect data in a study. It includes various instruments or devices such as, interviews, tests, observations, or other measuring tools designed to collect the information needed to answer research questions.⁹ The researcher used pronunciation test on English diphthongs to assess students' pronunciation ability, the researcher used a word list containing English diphthong. The test consisted of 32 words representing eight types of diphthong (/aI/, /e/, /ɔI/, /Iə/, /eə/, /uə/, /au/, /əu/. Students were asked to read the word aloud, and their pronunciation was recorded and evaluated. This instrument was designed to measure the accuracy of diphthong pronunciation in spoken English. Classes were given a pre-test before treatment to determine the initial ability of student pronunciation. Then a post-test was given after treatment to see if there is an increase in student pronunciation.

The researcher was use content validity of instrument. Content validity refers to the extent to which a measurement instrument can cover fairly and representatively the instrument. The researcher used expert judgement for validity test. Expert judgement is a quantitative and qualitative assessment process by considering expert assessment of the grids and details of the instruments that have been prepared.²⁴

⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, CV, 2013). 102

²⁴ Abigail Soesana, Hani Subakti, and Karwanto, *Metodologi Penelitian Kuantitatif* (Yayasan Kita Menulis, 2023). 63

F. Data Collection Technique

Table 3.3 Teaching Schedule

Date	Time	Class	Description
Wednesday, 23 July 2025	11.20 – 13.40	VIII D	Pre-test
Thursday, 24 July 2025	13.40 – 15.00	VIII C	Pre-test
Tuesday, 29 July 2025	08.10 – 09.30	VIII C	Treatment using Elsa Speak Application
Thursday, 31 July 2025	11.20 – 13.40	VIII C	Treatment using Elsa Speak Application
Tuesday, 05 August 2025	08.10 – 09.30	VIII C	Treatment using Elsa Speak Application
Thursday, 07 August 2025	11.20 – 13.40	VIII C	Treatment using Elsa Speak Application
Tuesday, 12 August 2025	08.10 – 09.30	VIII C	Treatment using Elsa Speak Application
Thursday, 14 August 2025	11.20 – 13.40	VIII C	Treatment using Elsa Speak Application
Tuesday, 19 August 2025	08.10 – 09.30	VIII C	Post-test
	11.20 – 13.40	VIII D	Post-test

In this research, there are two types of tests given to students, namely pre-test and post-test.

1. Pre-Test

Pre-test is a test or exam that is carried out before a learning or training activity begins. Pre-test was given at the first meeting. Pre-test was given to students before treatment, in order to know the students' pronunciation before using the ELSA Speak Application.

2. Post-Test

Post-test is a test or examination carried out after the completion of a learning program, training or certain activities. Post-test was given to students after

treatment to find out the improvement of students' pronunciation after using ELSA Speak Application in the teaching and learning process.

Both classes undergo a pre-test before receiving treatment to gauge the initial pronunciation abilities of students. At the conclusion of the sessions, a post-test is administered to assess whether there has been improvement in student pronunciation.

G. Data Analysis Technique

Table 3.4 Assesment Rubric

N O	Aspects Assessed	Score 5	Score 10	Score 15	Score 20	Score 25
1.	Pronunciati on clarity	The pronunciati on of the word is very unclear, difficult to understand	The pronunciati on of words is often unclear, requiring extra effort to understand	The pronunciati on of the word is quite clear, although there are some words that are difficult to understand	The pronunciati on of the word is generally clear with few errors	The pronunciati on of the word is very clear and easy to understand
2.	Consonant pronunciati on	Consonant pronunciati on is very poor, lots of mistakes	Consonant pronunciati on is often wrong, needs a lot of improvem ent	The pronunciati on of consonant s is quite good, although there are some mistakes	Consonant pronunciati on is generally good, just a little allergy	The pronunciati on of consonant s is excellent, there are almost no errors
3.	Vocal pronunciati on	Very bad vocal pronunciati	Vocal pronunciati on is	The vocal pronunciati on is quite	Vocal pronunciati on is	Excellent vocal pronunciati

		ion, lots of mistakes	often wrong and needs a lot of improvement	good although there are some mistakes	generally good with only a few mistakes	ion with almost no mistakes
4.	Overall pronunciation	Overall pronunciation is very bad, lots of mistakes	The overall pronunciation is often wrong, needs a lot of improvement	The overall pronunciation is quite good although there are some mistakes	The overall pronunciation is generally good with only a few mistakes	The overall pronunciation is very good, there are no mistakes

CLASSIFICATION

No	Classification	Value
1.	Very Good	80-100
2.	Good	71-85
3.	Sufficient	56-70
4.	Less	≤ 55

Adapted : EdutekaLab. (2024, November 25). Pronunciation Evaluation Rubric for English.²⁵

Data analysis is the process of organizing, interpreting, and extracting meaning from collected data that involves the use of statistical methods. The researcher will use SPSS 23 software to analyze the data. Following are some step analysis of research data using SPSS 23:

²⁵ EdutekaLab. (2024, November 25). Pronunciation Evaluation Rubric for English. Retrieved from <https://edtk.co/rbk/398313>

1. Descriptive Analysis

Research data was described or explained with the use of descriptive analysis. The mean score, lowest and maximum scores, and standard deviation obtained from the pre-test and post-test.

2. Normality Test

Normality test is a process to test whether a data sample comes from a normal distribution or not. Normality test is a requirement for conducting a paired sample t-test. The researcher was carried out normality test using SPSS 23.

3. Homogeneity Test

In this research, the homogeneity test was carried out to determine whether the data was homogeneous or not from the post-test acquisition for the experimental class and the control.

4. Paired Sample T-test

Paired sample t-test is a statistical method used to compare the averages of two related groups. Paired sample t-test used to test the hypothesis, whether there is an improve of the ELSA Speak Application on students' pronunciation. In this analysis, the researcher was compare the calculated t-count with the t-table.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research Result

This research used two classes. There are, the experimental class and the control class. The researcher employed a quasi-experimental design. In this research, the researcher obtained data from pre-test and post-test scores. The researcher used the Kurikulum merdeka in teaching pronounciation in the eighth years of SMP Negeri 2 Palu.

The research selected class VIII C as the experimental class and class VII D as the control class. In the experimental class, the researcher provided treatment using the Elsa Speak Application. Meanwhile, in the control class, the researcher provided treatment using conventional method during the learning process.

1. Descriptive Analysis

In the descriptive analysis, the researcher explains the pre-test and post-test data in the experimental class, the pre-test and post-test data in the control class, the frequency scores in the experimental and control classes, and the percentage of frequency scores in the experimental and control classes.

a. Data pre-test and post-test in experimental class

Table 4. 1 Pre-test Scores of Students' in the Experimental Class

No	Name	Pre-test
1.	JM	40
2.	PN	30
3.	MN	25
4.	R	30
5.	RL	20

6.	MY	25
7.	MN	20
8.	NN	40
9.	AA	45
10.	CM	40
11.	FN	40
12.	NK	45
13.	DS	40
14.	GP	20
15.	IP	25
16.	RP	35
17.	MK	50
18.	AN	45
19.	KA	50

Table 4. 2 Descriptive Statistic of Pre-test Scores in the Experimental Class

N	19
Minimum	20
Maximum	50
Mean	35.00
Std Deviation	10.274

Based on the table above, it can be seen that the minimum pre-test score is 20 and the maximum pre-test score is 50. Furthermore, the mean pre-test score in the experimental class is 35.00 with a standard deviation of 10.274.

Table 4. 3 Post-test Scores of Students' in the Experimental Class.

No	Name	Post-test
1.	JM	85
2.	PN	65
3.	MN	60
4.	R	65

5.	RL	65
6.	MY	45
7.	MN	40
8.	NN	85
9.	AA	100
10.	CM	85
11.	FN	80
12.	NK	95
13.	DS	85
14.	GP	65
15.	IP	50
16.	RP	90
17.	MK	100
18.	AN	90
19.	KA	100

Table 4. 4 Descriptive Statistic of Post-test Scores in the Experimental class

N	19
Minimum	40
Maximum	100
Mean	76.32
Std Deviation	18.991

Based on the table above, it can be seen that the minimum post-test score is 40 and the maximum score is 100. Furthermore, the mean post-test score is 76.32 with a standard deviation of 18.991.

From the data above, the minimum students score improved from 20 on the pre-test to 40 on the post-test. Additionally, the maximum score on the pre-test was 50, which improved to 100 on the post-test. The mean student score on the pre-test was 35.00, and there was an improve in the average score on the post-test to 76.32. This demonstrates a significant improvement in the students' pronounce.

b. Data pre-test and post-test in control class

Table 4. 5 Pre-test Scores of Students' in the Control Class

	Name	Pre-test
1.	EY	35
2.	MAP	20
3.	RW	35
4.	W	20
5.	EY	50
6.	MY	50
7.	PN	20
8.	NF	20
9.	A	30
10.	SP	35
11.	MR	30
12.	ZA	40
13.	AC	45
14.	NF	50
15.	SJ	45
16.	NA	40
17.	AA	30
18.	AI	40
19.	KF	35

Table 4. 6 Descriptive Statistic of Pre-test Scores in the Control Class

N	19
Minimum	20
Maximum	50
Mean	35.26
Std Deviation	10.338

Based on the data in the table above, it can be observed that the minimum student score on the pre-test is 20 and the maximum score is 50. The mean student score is 35.26 with a standard deviation of 10.338.

Table 4. 7 Post-test Scores of Students' in the Control Class

No	Name	Post-test
1.	EY	40
2.	MAP	20
3.	RW	45
4.	W	20
5.	EY	60
6.	MY	50
7.	PN	40
8.	NF	20
9.	A	50
10.	SP	50
11.	MR	40
12.	ZA	60
13.	AC	80
14.	NF	50
15.	SJ	45
16.	NA	50
17.	AA	40
18.	AI	40
19.	KF	50

Table 4. 8 Descriptive Statistic of Post-test Scores in the Control Class

N	19
Minimum	20
Maximum	80
Mean	44.74
Std Deviation	14.575

From the table above, it can be seen that the minimum student score on the post-test is 20 and the maximum score is 80. The mean student score on the posttest is 44.74 with a standard deviation of 14.575.

Table 4. 9 Descriptive Statistic of Pre-test and Post-test Scores in the Control Class

	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Minimum	20	40	20	20
Maximum	50	100	50	80
Mean	35.00	76.32	35.26	44.74
Std.Deviation	10.274	18.991	10.338	14.575

Based on the table above, it can be seen that the minimum pre-test score in the experimental class is 20 and in the control class is 20. The maximum pre-test score in the experimental class is 50 and in the control class is 50. The minimum post-test score in the experimental class is 40 while in the control class it is 20. Then, the maximum post-test score in the experimental class is 100 while in the control class it is 80. The mean pre-test score in the experimental class is 35.00 and in the control class is 35.26. The mean post-test score in the experimental class is 76.32 while in the control class it is 44.74. The standard deviation of the pre-test scores in the experimental class is 10.274, while in the control class it is 10.338. For the post-test scores, the standard deviation in the experimental class is 18.991 while in the control class it is 14.575.

Based on the comparison of student scores, the researcher can conclude that there is a significant difference in scores between the experimental calss that received

treatment using Elsa Speak Application and the control class that received treatment without Elsa Speak Application.

2. Inferential Analysis

In the inferential analysis, the researcher explains the information of the data which includes the results of normality test, homogeneity, and hypothesis test. The hypothesis test paired sample T-test. To obtain a detailed description of each data, it can be seen as follows :

a. Normality Test

Table 4. 10 Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasil	pre-test control class	.141	19	.200*	.913	19	.085
	post-test control class	.215	19	.021	.900	19	.050
	pre-test experimental class	.213	19	.023	.907	19	.067
	post-test experimental class	.203	19	.039	.917	19	.099

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk test is conducted for samples with less than 50 limits.

In this research, the sample size for both the experimental and control classes is 19 students. Therefore, the researcher used the Shapiro-Wilk test to determine the significance of the normality test.

The purpose of the normality test is to determine the distribution of data in the research. If the significance value obtained is greater than the

significance level $\text{sig} > 0.05$), then the data is considered to be normally distributed. By conducting a normality test, researchers can determine whether the data obtained from the research has a normal distribution.

Based on the normality table above, it can be seen that the probability value (sig) for the pre-test scores in the experimental class is $0.067 > 0.05$ and the posttest scores in the experimental class is $0.099 > 0.05$, indicating that the data is normally distributed. Furthermore, the probability value (sig) for the pre-test scores in the control class is $0.085 > 0.05$ and the post-test scores in the control class is $0.050 > 0.05$, with the result that the data in the control class is also normally distributed.

b. Homogeneity test

Table 4. 11 Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
nilai Based on Mean	3.926	1	36	.055
Based on Median	1.833	1	36	.184
Based on Median and with adjusted df	1.833	1	33.131	.185
Based on trimmed mean	3.613	1	36	.065

Based on the table above, it can be seen that the significance value (sig) based on the average score is 0.055. This indicates that the sig. value of $0.055 > 0.05$, therefore it can be concluded that the data in the experimental class and the control class is homogeneous.

c. Hypothesis test

1. Independent Sample Test Result

Table 4. 12 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
nilai Equal variances assumed	3.926	.055	-5.750	36	.000	-31.579	5.492	-42.717	-20.440	
Equal variances not assumed			-5.750	33.742	.000	-31.579	5.492	-42.743	-20.415	

From the table above, it can be seen that the significant value (2-tailed) is $0.000 < 0.05$. This means that there is a difference between the students' pronounce results using Elsa Speak Application and those not using Elsa Speak Application. Based on the average post-test scores of the experimental class and the control class, it can be concluded that the pronounce results of students using Elsa Speak Application are higher than those not using Elsa Speak Application.

2. Paired sample T-test Result

Table 4. 13 Paired Samples T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-41.316	10.520	2.413	-46.386	-36.245	-17.119	18	.000

Paired sample T-test data is used to determine whether the use of Elsa Speak Application has a significant effect on enhance students' pronunciation. From the data above, it can be seen that the t-test score is 17.119 and the significance value is 0.000. H_0 is rejected if the significance value (2-tailed) < 0.05 , and if the significance value (2-tailed) > 0.05 , H_0 is accepted. In the table above, it can be seen that the significance value is $0.000 < 0.05$, with the result that it can be concluded that H_0 is rejected and H_a is accepted.

By comparing the T-test value with the T-table value, the researcher wants to test which hypothesis will be accepted. If the T-test value $<$ T-table value, then H_0 is accepted and H_a is rejected, whereas if the T-test value $>$ T-table value, then H_0 is rejected and H_a is accepted. Based on the data in the paired sample T -test table, it can be seen that the T-test value is 17.119. Furthermore, the degree of freedom (df) is 18 and the significance $(0.05/2)$ is 0.025. . In the T-table, the value for df 18 is found to be 2.101. The value of $17.119 > 2.101$, therefore it can be concluded that H_0 is rejected and H_a is accepted, indicating that the use of Elsa Speak Application has a significant effect on enhance the pronunciation at the eighth grade students of SMP Negeri 2 Palu.

B. Discussion of the Research Result

This research aims to determine whether the use of Elsa Speak Application has a significant effect on enhance students' pronunciation. In this case, the researcher focuses on students' pronunciation. By using Elsa Seak Application, students can practice their pronunciation easily.

Based on the results of the research conducted by the researcher in class eighth of SMP Negeri 2 Palu, the researcher concludes that Elsa Speak Application can enhance students' English language learning abilities. This research shows an enhance in students' pronunciation after using the Elsa Speak Application during the learning process. This is evidenced by the T-test being higher than the T-table with $17.119 > 2.101$. The final results indicate that the use of Elsa Speak Application media can significantly enhance students' pronunciation.

For certain reasons, this study needs to be taken into consideration by future researchers because it has limitations regarding the number of participants. Out of 32 students in each class, only 19 students from both the experimental and control groups participated in the pre-test and post-test. This limited sample size may affect the research results.

The challenge in this research was the lack of discipline among students in the classroom, which could potentially affect the research process. Nevertheless, the Elsa Speak application still provided significant benefits, even for students who were less orderly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be concluded that the use Elsa Speak Application was significantly effective to enhance students' pronunciation at eighth grade of SMP Negeri 2 Palu. It was identified that Elsa Speak Application was able to enhance students' pronunciation. The result of the T-test $> T$ -table, which is $17.119 > 2.101$, showed that the T-test value was greater than the T-table value, therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. Furthermore, based on the results of the independent sample t-test, the sig. (2-tailed) was $0.000 < 0.05$. This result showed that the Elsa Speak Application was effective to enhance students' pronunciation at eighth grade of SMP Negeri 2 Palu.

Regarding the number of participants, out of 32 students in each class, and only 19 students from both the experimental and control classes took part in the pre-test and post-test. This limited sample size may affect the researcher results. Furthermore, the difference in the teachers between the experimental and control classes might also influence the outcomes, as variation in teaching style, classroom management, and interaction with student could become additional factor beyond the intended treatment.

The innovation presented in this research is the implementation of a diphthong test list as a specialized instrument for evaluating students' pronunciation skills. Unlike broader assessment tools used in previous studies,

this approach concentrates specifically on the pronunciation of diphthongs complex vowel sounds that are often challenging for learners of English. By narrowing the focus to this particular aspect of speech, the research aims to produce more accurate, detailed, and targeted results. This method not only enhances the precision of the evaluation but also helps identify specific pronunciation issues, offering deeper insights into students' learning progress and areas for improvement.

B. Suggestion

Related to the result of this research, the researcher offers some suggestion as follow:

1. For the Teachers

Researcher suggest that teachers use engaging learning media during the learning process. Specifically, in teaching pronunciation, teachers should create an enjoyable learning atmosphere to prevent students from getting bored easily. One of the media that can be used is Elsa Speak Application. By using Elsa Speak Application, students not only practice pronunciation at school but can also practice pronunciation at home.

2. For the Students

The researcher recommends that students take a more active role in their learning process, particularly in developing their pronunciation skills. Actively engaging in speaking and listening exercises can significantly improve their ability to pronounce English words more clearly and accurately. One effective tool students can use to support this goal is the ELSA Speak application. This app

provides personalized feedback and practice exercises tailored to individual needs, allowing students to focus on specific areas of pronunciation, such as vowel sounds, consonant clusters, and word stress. By consistently using ELSA Speak, students can enhance their speaking skills and gain confidence.

3. For the Next Researcher

The researcher suggest that future researchers can further develop this Elsa Speak Application media in the English language learning process. This research is expected to contribute to solving the problem of students' pronunciation. This research is also expected to serve as a source for future researchers.

REFERENCES

- Aisyah, Binti, Hesty Puspita Sari, Bahrul Ulum, dan Dian Fadhilawati. *Utilization of Elsa Speak to Enhance Students' Pronunciation Skill*. Seminar Nasional Pendidikan, 1. No. 1 (2023). 169
- A.S., Hornby. *Oxford Advanced Learner's Dictionary* (England: Oxford University Press, 1995). 235
- Anggraini, *Improving Students' Pronunciation Skill Using Elsa Speak Application*, Journal of English language and Pedagogy, no 5 (2022):136
- Aswaty and Indari, *The Effect Of Using Elsa (English Language Speech Assistant) Speak Application On Students' speaking Ability For The Eleventh Grade Of Mas Darul Al Muhajirin In The Academic Year 2021/2022*. 20
- Bryne Donn, *Teaching Oral English* (London: Longman Publishing Group, 1987). 33
- Celce-Murcia, M. Brinton, D., and Goodwin, J. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. (New York: Cambridge University Press, 1996). 1
- Creswell, John W., *Research Design Qualitative, Quantitative, and Mixed Methods Approaches, 4th edn* (London, UK: Sage Publication, 2014)
- Gilakjani, Abbas Phourhosein, 'English Pronunciation Instruction: A Literature Review', *International Journal of Research in English Education*, 1.1 (2016): 2
- Kholis, Adhan, Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills. *Pedagogy: Journal of English Language Teaching*, 9. No. 1 (2021). 11
- Lasabuda, Nikita, An Identification of Students' Difficulties in Pronunciation. *Al-Lisan Journal Bahasa* 2. No. 2 (2017). 22

Meet ELSA - Your personal AI-powered English-speaking coach
<https://elsaspeak.com/en/>

Ngoc, Nguyen Khanh and Nguyen Thi My Thanh, Non-Specialized Students' Benefits and Challenges in Using Elsa Speak Application for Pronunciation Learning. *European Journal of Alternative Education Studies*, 8. No. 4 (2023). 91

Akhmad Nur Wahid, Ahmad Munawir, *Improving the Students' Pronunciation Ability by Using Elsa SpeakApp*, Journal of Language Teaching and Learning, Linguistics and Literature, no 1 (2022):847

Peter, Avery and Erlich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992). 11

Rinaldi, Sony Faisal and Bagya Mujiyanto, *Metodologi Penelitian dan Statistik*. (Kementrian Kesehatan ri, 2017). 52

Samad, Ita Sarmita and Ismail, ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill. *Maspul Journal of English Studies* 2, no. 2, 2020.

Sholekhah, Miratu Fitria and Ria Fakhurriana, The use of ELSA Speak as a Mobile- Assisted Language Learning (MALL) towards EFL Students' Pronunciation. *Journal of Education, Language Innovation, and Applied Linguistics*, 2. No. 2 (2023). 99

Silverstein, Bernard, *TC's Dictionary of American English Pronunciation*. (NCT publishing group).

Stevani, Margaret, Joko Priono, Dicky Edward Daulay, Saima Rambe, Penggunaan Elsa Speak Untuk Meningkatkan Public Speaking dan Pronunciation Bagi Siswa SMP Budi Murni 1 Medan, *Journal Community Development* 4, no. 2 (2023)

- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, CV, 2013) 102
- Soesana, Abigail, Hani Subakti, and Karwanto, *Metodology penelitian Kuantitatif*. (Yayasan Kita Menulis, 2023).
- Syahrum and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Ciptapustaka Media, 2012). 18
- Widyasari, Pingky and Ana Maghfiroh. The Advantegs of Artificial Intelligence ELSA Speak Application for Speaking English Learners in Improving Pronunciation Skills. *ELTT Conference*, 2023. 291
- Wahid Nur Akhmad,Ahmad Munawir, Improving the Students' Pronunciation Ability by Using Elsa SpeakApp, *Journal of Language Teaching and Learning, Linguistics and Literature*, no 1 (2022):847

A

P

P

E

N

D

I

C

E

S

Appendix : 1

TEACHING MODULE
EXPERIMENTAL CLASS

1. General Information of Teaching Modules	
Compiler Name	Siti Zahra
Class	VIII C
Time Allocation	6 x 1.5 Lesson Hours, 65 Minutes
2. The Main Purpose	
Fase	Fase D
Learning Objectives	Students are expected to improve their ability to pronounce words in English properly and correctly
Initial Competencies	Students grasp the meaning of phonetic symbols
Pancasila Lesson Profile	Faith, devotion to God Almighty, noble character, and creative critical reasoning.
Meaningful Understanding	Understanding phonetic symbol.

1. Lighter Questions
Why do we need to learn how to pronounce words in English correctly?
2. Learning Preparation
Ensure all facilities and facilities, tools and materials are available
Ensuring conducive classroom conditions
Preparing teaching materials
3. Facilities and Infrastructure
Mobile (ELSA Speak App)
Speakers

1. Stages of Learning

MEETING I		
Introduction	• Opening the class with greetings and prayers • Check student attendance • Giving an idea of the material to be studied • Teachers motivate students	15 Minutes
Core	• Students are given motivation or stimulus about the material to be studied , <i>"Does anyone know what Independence Day is?"</i> • Instruct students to listen well to the sounds of each phonetic symbol, especially diphthong. • Teachers demonstrated the use of the Elsa application as a platform to teach pronunciation. • Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong. • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application • The teacher gives students the opportunity to ask questions related to the material that has been taught.	45 minutes
Closing	• Draw conclusions that can be drawn from the material taught • M Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute
MEETING II		
Introduction	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Core	• Students are given motivation or stimulus about the material to be studied <i>"Do you know what is the meaning of independence day?"</i>	45 Minute

	• Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong. • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application • The teacher gives students the opportunity to ask questions related to the material that has been taught.	
Closing	• Draw conclusions that can be drawn from the material taught • Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute
MEETING III		
Introduction	• Opening the class with greetings and prayers • Check student attendance • Giving an idea of the material to be studied • Teachers motivate students	15 Minute
Core	• Students are given motivation or stimulus about the material to be studied <i>"Why do we have to commemorate Independence day?"</i> • Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application • The teacher gives students the opportunity to ask questions related to the material that has been taught.	45 Minute
Closing	• Draw conclusions that can be drawn from the material taught • Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute
MEETING IV		

Introduction	• Opening the class with greetings and prayers • Check student attendance • Giving an idea of the material to be studied • Teachers motivate students	15 Minute
Core	• Students are given motivation or stimulus about the material to be studied <i>"Do you ever have participated in Independence day competition?"</i> • Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application • The teacher gives students the opportunity to ask questions related to the material that has been taught.	45 minute
Closing	• Draw conclusions that can be drawn from the material taught • Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute

MEETING V		
Introduction	• Opening the class with greetings and prayers • Check student attendance • Giving an idea of the material to be studied • Teachers motivate students	15 Minute
Core	• Students are given motivation or stimulus about the material to be studied <i>"Do you ever have any memorable moments in Independence day Celebration?"</i> • Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application	45 minute

	• The teacher gives students the opportunity to ask questions related to the material that has been taught.	
Closing	• Draw conclusions that can be drawn from the material taught • Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute
MEETING VI		
Introduction	• Opening the class with greetings and prayers • Check student attendance • Giving an idea of the material to be studied • Teachers motivate students	15 Minute
Core	• Students are given motivation or stimulus about the material to be studied <i>"Do you ever participate in Independence Day celebration Parade?"</i> • Explain the material to be studied to students which contains a list of phonetic symbols, especially diphthong • Give students the opportunity to ask questions they don't understand in the material discussed together. • The teacher asked students to do the LKPD through the Elsa application • The teacher gives students the opportunity to ask questions related to the material that has been taught.	45 Minute
Closing	• Draw conclusions that can be drawn from the material taught • Providing reinforcement to students in the form of motivation etc. • Closing the class with prayers and greetings	10 Minute

A. Assesment.

Diphthong (aɪ)

1. Smile
2. Cry
3. Behind
4. Mine

Diphthong (eɪ)

5. Bike
6. Wait
7. Mail
8. Clay

Diphthong (oɪ)

9. Join
10. Destroy
11. Boil
12. Toy

Diphthong (ɪə)

13. Meteorite
14. Real
15. Dear
16. Year

Diphtong (eə)

17. Air
18. Mayor
19. Vegetarian
20. Spare

Diphtong (uə)

21. Flower
22. During
23. Tour
24. Tournament

Diphtong (au)

25. Gown
26. Account
27. Out
28. House

Diphtong (əu)

29. Window
30. Clove
31. Globe
32. Flow

B. PENGAYAAN DAN REMEDIAL

1. Guru melakukan Analisa dari hasil pembahasan releksasi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.
2. Guru dapat meminta dan menunjukan peserta didik untuk melakukan *Independent remedial learning*

C. LAMPIRAN

LKPD 1



LKPD 2



LKPD 3



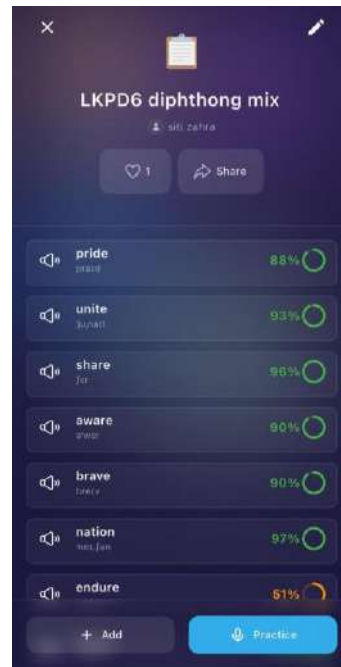
LKPD 4



LKPD 5



LKPD 6



H. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII
- Buku Panduan Siswa English for Nusantara untuk SMP/MTs Kelas VIII

J. DAFTAR PUSTAKA

Calabse, I., & Rampone, S. (2015). *Cross-curricular resources for young learners*. Oxford University Press

Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.

Pinter, A. (2017). *Teaching young language learners (Second ed.)*. Oxford University

Mengetahui :
Guru Bidang Studi

Palu, 10 Juli 2025
Mahasiswa

Zurriyati, S.Pd

Siti Zahra

Appendix : 2

TEACHING MODULE
CONTROL CLASS

1. Informasi Umum Modul Ajar	
Nama Penyusun	Siti Zahra
Kelas	VIII D
Alokasi Waktu	6 x 1,5 Jam pelajaran, 65 Menit
2. Tujuan Pertama	
Fase	Fase D
Tujuan Pembelajaran	1. Bicara tentang pengalaman pribadi di masa lalu 2. Mengidentifikasi informasi spesifik tentang pengalaman pribadi 3. Tuliskan peristiwa utama dari pengalaman pribadi.
Kompetensi Awal	Peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini.
Profil Pelajaran Pancasila	Beriman, bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, dan bernalar kritis secara kreatif.
Pemahaman Bermakna	Unit 1 The Champion of Panjat Pinang • Function: Talk about personal experiences in the past • Language features: Past tense, regular and irregular past verbs • Listening and Viewing: Listen to conversations of experiences of independence day celebration • Speaking Ask and give information about experiences of independence day celebration Unit 2 Going to a Parade

	• Function: Identify specific information about personal experiences • Language features: Past tense, the use of time connectives • Listening and Viewing: Listen to conversations of experiences of independence day celebration • Reading: Read recount texts for specific information Unit 3 Independence Day at SMP Merdeka • Function: Sequence main events of personal experiences Write a congratulation card for one's achievement • Language features: Formal and informal expressions to congratulate others • Reading: Read a dialogue and a congratulations card • Writing: Write a congratulations card
--	--

A. Pertanyaan Pemantik

Apa yang kamu lakukan untuk merayakan hari kemerdekaan?

B. Persiapan Pembelajaran

Memastikan semua sarana dan prasarana, alat dan bahan tersedia

Memastikan kondisi kelas kondusif

Mempersiapkan bahan ajar

C. Sarana dan Prasarana

1. Buku pelajaran
2. Papan tulis, spidol

D. Tahap-tahap Pembelajaran

PERTEMUAN 1		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Inti	• Guru mengarahkan melihat picture 1.1 • Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut. • Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan. Guru dapat mengajak peserta didik untuk mengingat pengalaman mereka. Namun jika mereka belum pernah melakukannya, maka guru dapat menanyakan perihal pendapat mereka. • Dalam kegiatan ini peserta didik dapat menjawab dengan Bahasa Inggris atau Bahasa Indonesia. Kemudian guru memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara bertahap.	45 menit
Penutup	• Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan • Memberi penguatan kepada siswa berupa motivasi dll. • Menutup kelas dengan berdoa dan salam	10 Menit
PERTEMUAN 2		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Inti	• Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang bisa di lombakan pada perayaan Hari Kemerdekaan Indonesia	45 menit

	• Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut • Guru mengajak peserta didik untuk membandingkan jawaban mereka dengan teman sekelasnya. • Guru memperdengarkan Audio 1.1 tentang percakapan Galang dengan ayahnya. Bila tidak tersedia alat pemutar audio, guru dapat membacakan transkripnya untuk peserta didik. • Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik, • Guru mengajak peserta didik untuk mendengarkan dan menyimak kembali Audio 1.1 • Guru membicarakan isi audio dan isi teks, Beberapa pertanyaan alternatif yang dapat ditanyakan kepada peserta didik adalah: a. "Who are the speakers in the dialog?" b. "What game did Galang win?" c. "What games did Galang's father ever join?" d. "What game did Galang's father join at that time?" e. "What game did he (Galang's father) win at that time?" • Guru menampilkan Worksheet 1.2 dan meminta peserta didik untuk mengerjakannya.	
Penutup	• Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan • Memberi penguatan kepada siswa berupa motivasi dll. • Menutup kelas dengan berdoa dan salam	10 Menit
PERTEMUAN 3		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit

Inti	• Guru memperdengarkan audio 1.2 tentang pengalaman ayah galang mengikuti lomba panjat pinang. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan langsung kepada peserta didik dengan membacakan langsung transkripnya. • Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak strategi ayah galang Ketika berhasil memenangkan lomba panjat pinang. • Guru menampilkan worksheet 1.3 dan worksheet 1.4. kemudian guru meminta peserta didik untuk mengerjakan kedua worksheet tersebut. • Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan guru menyampaikan hasilnya secara bergantian. Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya. • Guru dapat menjelaskan permainan panjat pinang di hari perayaan kemerdekaan Indonesia dalam Bahasa Indonesia. Guru juga dapat menyampaikan nilai-nilai yang terkandung dalam permainan ini. Salah satunya adalah gotong royong dan kerja sama tim.	45 menit
Penutup	• Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan • Memberi penguatan kepada siswa berupa motivasi dll. • Menutup kelas dengan berdoa dan salam	10 Menit
PERTEMUAN 4		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Inti	• Guru mengajak peserta didik untuk melihat kembali teks dialog pada Section 2 dan Section 3	45 menit

	• Guru meminta peserta didik untuk mengidentifikasi dan mengklasifikasi kata kerja pada dialog tersebut. Pada bagian ini, guru dapat meminta peserta didik untuk bekerja dalam kelompok yang terdiri atas 4 orang atau disesuaikan dengan konteks kelas. • Sebagai kegiatan lanjutan, guru dapat meminta peserta didik/kelompok mempresentasikan hasil temuannya. Kemudian, guru dapat memimpin diskusi kelas dan selanjutnya dapat mengukur tingkat ketercapaian pemahaman peserta didik.	
Penutup	• Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan • Memberi penguatan kepada siswa berupa motivasi dll. • Menutup kelas dengan berdoa dan salam	10 Menit

PERTEMUAN 5		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Inti	• Guru meminta peserta didik membuat kelompok yang terdiri atas 4 orang. Kemudian meminta masing-masing kelompok menyediakan 1 lembar kertas kemudian membuat 9 kotak pada selembar kertas yang sudah mereka siapkan. • Guru meminta masing-masing anggota kelompok untuk menyiapkan 1 kata kerja dalam bentuk lampau baik regular atau irregular. Kemudian, perwakilan kelompok diminta menuliskan kata kerja tersebut ke papan tulis. • Guru meminta masing-masing kelompok mengambil 9 kata kerja secara acak dan menuliskannya pada kotak yang sudah mereka buat sebelumnya.	45 menit

	• Guru meminta masing-masing perwakilan kelompok secara bergiliran menyebutkan 1 kata kerja di papan tulis dengan suara lantang. • Guru meminta kepada kelompok yang lain untuk menyimak kata kerja yang dibacakan dan memberikan tanda silang pada kata kerja yang mereka tuliskan di kertas jika kata tersebut disebutkan oleh kelompok yang lain. • Guru meminta kelompok yang lebih dulu mendapatkan hasil kata yang disilang membentuk garis lurus (horizontal, vertikal, diagonal) menyebutkan kata "BINGO". Kelompok yang lebih dulu berhasil dinobatkan sebagai juara. Jika memungkinkan, guru dapat mengadopsi permainan ini dan menyajikannya dalam format digital dan interaktif	
Penutup	• Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan • Memberi penguatan kepada siswa berupa motivasi dll. • Menutup kelas dengan berdoa dan salam	10 Menit
PERTEMUAN 6		
Pendahuluan	• Membuka kelas dengan salam dan berdoa • Mengecek kehadiran siswa • Memberi gambaran tentang materi yang akan dipelajari • Guru memberi motivasi kepada peserta didik	15 Menit
Inti	• Guru meminta peserta didik untuk membaca dan mempelajari ungkapan-ungkapan yang digunakan dalam menanyakan pengalaman seseorang. • Pada bagian ini, guru dapat mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatihnya dengan membaca nyaring. • Sebagai kegiatan lanjutan, guru juga dapat meminta peserta didiknya untuk berlatih secara berpasangan. • Guru meminta peserta didik untuk berlatih saling bertanya jawab menggunakan pola kalimat/pertanyaan pada Comic Strip I3.	45 menit

	Guru meminta peserta didik untuk menjawab pertanyaan yang diberikan berdasarkan pengalaman pribadi yang dialami.	
Penutup	- Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan - Memberi penguatan kepada siswa berupa motivasi dll. - Menutup kelas dengan berdoa dan salam	10 Menit

E. Assasment

Diphthong (aɪ)

17. Smile
18. Cry
19. Behind
20. Mine

Diphton (eə)

17. Air
18. Mayor
19. Vegetarian
20. Spare

Diphthong (eɪ)

21. Bike
22. Wait
23. Mail
24. Clay

Diphtong (uə)

21. Flower
22. During
23. Tour
24. Tournament

Diphthong (oɪ)

25. Join
26. Destroy
27. Boil
28. Toy

Diphtong (au)

25. Gown
26. Account
27. Out
28. House

Diphthong (ɪə)

29. Meteorite
30. Real
31. Dear
32. Year

Diphtong (əu)

29. Window
30. Clove
31. Globe
32. Flow

F. PENGAYAAN DAN REMEDIAL

3. Guru melakukan Analisa dari hasil pembahasan releksasi peserta didik dan daei hasil penilaian untuk menentukan remedial teaching.
4. Guru dapat meminta dan menunjukan peserta didik untuk melakukan *Independent remedial learning*

G. LKPD



Section 1 - Say What You Know

Unit 1: The Champion of Panjat Pinang

Look at Picture 1.1 and answer the questions.



Picture 1.1

1. Can you name the game?
2. When does the game usually happen?
3. What do you think about that game?
4. Have you ever participated in that game?



Section 2 - Listening

Unit 1: The Champion of Panjat Pinang

- a. Match the games and the pictures. Number one has been done for you.

Sack race	Panjat pinang
Tandem race	Tug of war
Kerupuk race	Marble in spoon race



Worksheet 1.1



Section 3 - Listening

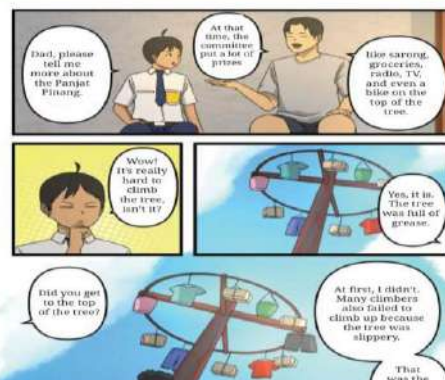
Unit 1: The Champion of Panjat Pinang

- a. Listen to Audio 1.2. Galang's father is talking about his past experience in participating in Panjat Pinang. See the Word Box.



Word Box

grab (base form) - grabbed (past form): meraih, mengambil
committee: panitia
grease: minyak gemuk, oli
groceries: bahan makanan
ladder: tangga
narrower: sempit
slippery: licin





Section 4 - Language Focus

Unit 1: The Champion of Panjat Pinang

Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.

To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following examples:

celebrate + d → **celebrated**
participate + d → **participated**
try + [change the 'y' to 'i'] + ed → **tried**

We call these **regular verbs**.

Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:

win → **won**
make → **made**
hold → **held**

Have a look at the following examples taken from the previous dialogues.

Table 1.1 Past tense verbs

Regular verbs	Irregular verbs
I participated in a tandem race, tug of war, Panjat Pinang, and sack race.	Today, our school held many games and competitions to celebrate Independence Day.
I jumped up onto my friends' shoulders	I won the marble in spoon race competition today.

57 dari 336



Section 5 - Fun Time: Bingo

Unit 1: The Champion of Panjat Pinang

Preparation

Make a group of four.
Each group prepares a blank paper.
Each group draws a grid with nine boxes on the paper.

Steps to play the game:

- Create a list of regular and irregular verbs on the board.
 - Each member of the group mentions a past form verb (regular or irregular)
 - One student from each group writes the words on the board.
- Complete the box with the verbs.
 - Every group chooses nine words from the board.
 - Every group writes the nine words in the grid.

3. Say BINGO

- Every group takes turns to say a verb to the class.
- Each group should check if they have the verb or not.
- If the verb is on the box, cross the verb.
- When the crosses make a line (vertical, horizontal, or diagonal), say BINGO!

win	studied	stayed
came	made	swam
took	visited	played

Section 6 - Speaking

Unit 1. The Champion of Puriat Pinang

- a. We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.



H. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII
- Buku Panduan Siswa English for Nusantara untuk SMP/MTs Kelas VIII

I. GLOSARIUM

acclaim	pengakuan (verb)
according to	menurut (adverb)
advertisement	iklan (noun)
a glance	melirik sekilas (noun)
agree	setuju (verb)
amazing	luar biasa
announce (base form)/announced (past form)	mengumumkan
annual	tiap tahun (adjective)
anti-littering	anti membuang sampah sembarangan (noun)
apparently	nyatanya (adverb)
approve (base form)/approved (past form)	menyetujui (verb)
arrogant	sombong
association	keterkaitan/hubungan (noun)
a solid minute	satu menit (noun)
at all	sama sekali (adverb)
at last	akhirnya
attached	melekat (verb)
attractive	menarik
awesome	luar biasa
back then	dahulu (adverb)
be choked (base form)/was/were choked (past form)	tersedak
beat (base form)/beat (past form)	mengalahkan
beauty	kecantikan (noun)
beauty care	perawatan kecantikan (noun)
begin (base form)/began (past form)	mulai
behavior change	perubahan perilaku (noun)
bleed (base form)/bleeding (present participle form)	berdarah (verb)
bookshelf	rak buku
brave	berani
brownish	kecoklatan (adjective)
by the way	ngomong-ngomong (adverb)
burrow	liang/ sarang
calm (base form)/calmed (past form)	menenangkan, tenang
campaigns	kampanye (noun)
care (base form)/cared (past form)	peduli
carefully	dengan hati-hati (adverb)
chance	peluang
celebrate (base form)/celebrated (past form)	merayakan
chance	peluang

J. DAFTAR PUSTAKA

Calabse, I., & Rampone, S. (2015). *Cross-curricular resources for young learners*. Oxford University Press

Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.

Pinter, A. (2017). *Teaching young language learners (Second ed.)*. Oxford University

Mengetahui :
Guru Bidang Studi

Palu, 10 Juli 2025
Mahasiswa

Zurriyati, S.Pd

Siti Zahra

Appendix : 3

Nama :

Kelas :

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (au)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (əu)

29. Hero
30. Glow
31. Freedom
32. Show

Appendix : 4

Nama :

Kelas :

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (ɔɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

Appendix : 5

t-test table											
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.90}$	$t_{.95}$	$t_{.98}$	$t_{.99}$	$t_{.995}$	$t_{.9975}$	$t_{.999}$	$t_{.9995}$	$t_{.9999}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.784	3.189	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.418
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.575	3.090	3.291
Confidence Level											
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%

Appendix : 6

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix : 7

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
hasil	pre-test control class	.141	19	.200 [*]	.913	19	.085
	post-test control class	.215	19	.021	.900	19	.050
	pre-test experimental class	.213	19	.023	.907	19	.067
	post-test experimental class	.203	19	.039	.917	19	.099

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix : 8

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	3.926	1	36	.055
	Based on Median	1.833	1	36	.184
	Based on Median and with adjusted df	1.833	1	33.131	.185
	Based on trimmed mean	3.613	1	36	.065

Appendix : 9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
nilai	Equal variances assumed	3.926	.055	-5.750	36	.000	-31.579	5.492	-42.717 -20.440
	Equal variances not assumed			-5.750	33.742	.000	-31.579	5.492	-42.743 -20.415

Appendix : 10

Paired Samples T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-41.316	10.520	2.413	-46.386	-36.245	-17.119	18	.000

Appendix : 11

Giving Pre-test In Experimental Class and Control Class



Giving Pre-test In Experimental Class and Control Class



Giving Treatment in Experimental Class Using ELSA Speak App



Giving Treatment in Experimental Class Using ELSA Speak App



Giving Treatment in Experimental Class Using ELSA Speak App



Giving Treatment in Experimental Class Using ELSA Speak App



Giving Post-test in Experimental Class and Control Class



Giving Post-test in Experimental Class and Control Class



Nama : Kiandra Anaisa Putri

Kelas : 8c

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas, dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan ✓	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Ichiandro. anaio. Purri

Kelas : 8c

A.
wo

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (Iə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphtong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphtong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphtong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphtong (əu)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami ✓
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan ✓
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan ✓
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan ✓

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : ARUNA KADRI KHUMAIRA

Kelas : 8C

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (oɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICLY

No	Cassification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama: ARKANA NADJMI KHUMAINO

Kelas: BC

A
85

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (aʊ)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami ✓
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan ✓	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan ✓	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan ✓	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Meyzia Keyzia Lorenzia Rendakasiang
Kelas : 8C

D
50

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (oɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Range Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

A_{wo}

Nama : Meyzia ~~K.L.R.~~ keyzia lorenzia rendakosining

Kelas : DC

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphtong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphtong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphtong (aʊ)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphtong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami ✓
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan ✓
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan ✓
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan ✓

CLASSIFICATION

No	Classification	Range Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Celly Marchella . N

Kelas : 8C

D
40

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami ✓	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Cemy marchello R

Kelas : VIII C

A
85

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (Iə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphtong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphtong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphtong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphtong (əu)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas, dan mudah di pahami ✓
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan ✓
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan ✓
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan ✓

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Najla uzia TS

Kelas : 8C.

D
40

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami ✓	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah, perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Nayia uezia Ts

Kelas : 8c

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (aʊ)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah di pahami ✓
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan ✓	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan ✓	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan ✓	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : *Kunnath Ray Agostinus*
Kelas : *Q1*

D
30

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami ✓	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, ✓ banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kealahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, ✓ banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sdikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak pebaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hanpir tidak ada kesalahan

CLASSIFICLY

No	Cassification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Kenneth ray Agustinus
Kelas : 8D

60c

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (Iə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphtong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphtong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphtong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphtong (əu)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan ✓	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan ✓	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Range Number
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : elica Yurlee A.

Kelas : BD Alexander Graham Bell

D₅

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphtong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphtong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphtong (au)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphtong (əu)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : el.6a yanlee A.

Kelas : 8C Alexander graham bell

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphton (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphtong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphtong (aʊ)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphtong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan ✓	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan ✓	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : ~~Yusuf~~ Muhammad Yusuf Subib

Kelas : 9D

D
so

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphtong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphtong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphtong (au)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphtong (əu)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : ~~Yusuf~~ Muhammad Yusuf Satrio

Kelas : 8D

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (Iə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əu)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ada beberapa kata yang sulit dipahami ✓	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ada beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Range Number
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Khalpani Fauzan M

Kelas : 8 D

D
35

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (oɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphthong (ə)

17. Declare
18. Fair
19. Share
20. Aware

Diphthong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphthong (au)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphthong (əu)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami ✓	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah dipahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan ✓	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan ✓	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan ✓	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Khalfani Fauzan Madauna

Kelas : VIII D

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (oɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (Iə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (au)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əu)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Annore cinta Salsabila crara

Kelas : 80 Alexander Graham Bell

PRE TEST

Pronounce the following words correctly!

Diphthong (aɪ)

1. Fight
2. Rights
3. Pride
4. Unite

Diphthong (eɪ)

5. Day
6. Parade
7. Brave
8. Nation

Diphthong (ɔɪ)

9. Joy
10. Rejoice
11. loyal
12. Voice

Diphthong (ɪə)

13. Cheer
14. Pioneer
15. Volunteer
16. Year

Diphtong (eə)

17. Declare
18. Fair
19. Share
20. Aware

Diphtong (uə)

21. Secure
22. Pure
23. Endure
24. Future

Diphtong (aʊ)

25. Proud
26. Crowd
27. Shout
28. Loud

Diphtong (əʊ)

29. Hero
30. Glow
31. Freedom
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami ✓	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas . . dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan ✓	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan ✓	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak pebaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan ✓	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hanpir tidak ada kesalahan

CLASSIFICLY

No	Cassification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55

Nama : Annora Cinta Salsabila

Kelas : 80

40

80

POST TEST

Diphthong (aɪ)

1. Rise
2. Prize
3. Tribe
4. Bright

Diphthong (eɪ)

5. Raise
6. Celebrate
7. Display
8. Tape

Diphthong (ɔɪ)

9. Choice
10. Join
11. Employ
12. Destroy

Diphthong (ɪə)

13. Idea
14. Frontier
15. Volunteer
16. Pioneer

Diphthong (eə)

17. Mayor
18. Care
19. Airborne
20. Proclaimer

Diphthong (uə)

21. Flower
22. Assure
23. Endure
24. Tournament

Diphthong (aʊ)

25. Scout
26. Countdown
27. Shouting
28. Proud

Diphthong (əʊ)

29. Patriot
30. Overflow
31. Logo
32. Show

RUBRIK PENILAIAN

NO	Aspek yang Dinilai	Skor 5	Skor 10	Skor 15	Skor 20	Skor 25
1.	Kejelasan pengucapan	Pengucapan kata sangat tidak jelas, sulit dipahami	Pengucapan kata sering tidak jelas, membutuhkan usaha ekstra untuk memahami	Pengucapan kata cukup jelas, meski ad beberapa kata yang sulit dipahami	Pengucapan kata umumnya jelas dengan sedikit kesalahan	Pengucapan kata sangat jelas dan mudah di pahami
2.	Pelafalan konsonan	Pelafalan konsonan sangat buruk, banyak kesalahan	Pelafalan konsonan sering salah, perlu banyak perbaikan	Pelafalan konsonan cukup baik, meski ad beberapa kesalahan	Pelafalan konsonan umumnya baik, hanya sedikit kesalahan	Pelafalan konsonan sangat baik, hampir tidak ada kesalahan
3.	Pelafalan vocal	Pelafalan vocal sangat buruk, banyak kesalahan	Pelafalan vocal sering salah perlu banyak perbaikan	Pelafalan vocal cukup baik meski ada beberapa kesalahan	Pelafalan vocal umumnya baik hanya sedikit kesalahan	Pelafalan vocal sangat baik hampir tidak ada kesalahan
4.	Keseluruhan pengucapan	Pengucapan keseluruhan sangat buruk, banyak kesalahan	Pengucapan keseluruhan sering salah, perlu banyak perbaikan	Pengucapan keseluruhan cukup baik meski ada beberapa kesalahan	Pengucapan keseluruhan umumnya baik hanya sedikit kesalahan	Pengucapan keseluruhan sangat baik hampir tidak ada kesalahan

CLASSIFICATION

No	Classification	Rentang Angka
1.	Sangat baik A	80-100
2.	Baik B	71-85
3.	Cukup C	56-70
4.	Kurang D	≤ 55



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokaramapalu.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1243 /Un. 24/F.I/PP.00.9/04/2025

Sigi, 30 April 2025

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala SMP Negeri 2 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 : Siti Zahra
NIM : 201160010
Tempat Tanggal Lahir : Kolonodale, 24 Mei 2002
Semester : X (Sepuluh)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Towua
Judul Skripsi : ELSA SPEAK APPLICATION TO ENHANCE STUDENTS' PRONUNCIATION AT THE EIGHTH GRADE OF SMP NEGERI 2 PALU
No. HP : 082244965637

Dosen Pembimbing :

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

2. Prisna Aswarita Putri, M. Hum

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

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan,



Prof. Dr. Saepudin Mashuri, S.Ag., M.Pd.I.

NIP. 197312312005011070



PEMERINTAH KOTA PALU SMP NEGERI 2 PALU

Alamat : Jl. Wolter Monginsidi No. 4 Lolu Utara, Kec. Palu Timur, Kota Palu
Sulawesi Tengah 94112 (0451) 421892 Website : <https://www.smp2palu.sch.id>



SURAT KETERANGAN PENELITIAN

Numor : KP.7 /297/ 421.3 / Dikbud.

Kepala SMP Negeri 2 Palu menerangkan bahwa :

N a m a : : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Observasi dan Penelitian di SMP Negeri 2 Palu berdasarkan permohonan izin melakukan penelitian dari Universitas Islam Negeri Datokarama Palu Fakultas Tarbiyah dan Ilmu Keguruan dalam rangka penyusunan Skripsi dengan judul "Elsa Speak Application to Enhance Students Pronunciation at The Eighth Grade of SMP Negeri 2 Palu"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palu, 21 Agustus 2025

Kepala Sekolah,




ERIK RUBEN, S.Pd., M.Pd
NIP. 197705172008011022



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

PENGAJUAN JUDUL SKRIPSI

Nama : SITI ZAHRA
TTL : kelondate 24 Mei 2002
Program Studi : Tadris bahasa Inggris
Alamat : Palu
Judul :

NIM : 201160010
Jenis Kelamin : Perempuan
Semester : 6
HP :

☒ Judul I

The ~~effective~~ Elsa Speak Application to enhance Students' Pronunciation Skill at the 8th grade of SMP 3 Palu
Figura

☐ Judul II

The implementation of application duolingo to improve the students' vocabulary in SMP 2 Palu

☐ Judul III

correlation between the use of duolingo application as a learning media and improving students' english vocabulary

Sigi, 29 Mei 2023
Mahasiswa,

Nama Siti Zahra
NIM 201160010

Telah disetujui penyusunan skripsi dengan catatan:

Pembimbing I : Dr. Ruslin, S.pd. M.Pd. M.Sc. Ph.D

Pembimbing II : Prihna Awanita Putri, M.Hum.

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



Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19670511072007011016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196902151992031013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية فالو

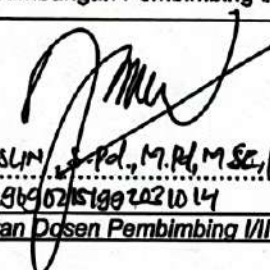
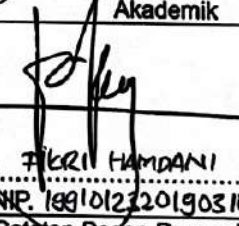
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

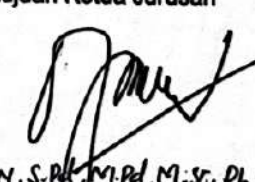
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

Nama : SITI ZAHRA
NIM : 201160010
SMT/Prodi/Kelas : Tadris Bahasa Inggris 1 semester 8
Alamat : Sanggar Jeni Al-Hasyimi
No. Tlp / HP : 0823 4904 5285
Pembimbing : I. RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
II. PRISNA ASWARITA PUTRI S.Pd., M.Hum
Judul : Elsa Speak Application To Enhance Students' Pronunciation
At The Eighth Grade of SMP 2 Palu

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan	✓		
2	Fotocopy tanda bukti pembayaran ujian	✓		
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII	✓		
4	Mempersiapkan Power Point untuk bahan presentasi	✓		
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau	✓		

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
 (RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.) NIP. 196902151992021014 Catatan Dosen Pembimbing I/II :	 (FIKRI HAMDANI M. Hum) NIP. 199101232019031010 Catatan Dosen Penasehat Akademik :	 (SITI ZAHRA) NIM. 201160010

Penguji : Prisna At Fatima, M.Pd	Persetujuan Ketua Jurusan
Hari/Tgl : Jum'at, 05/07/2024	
Waktu : 10.00 - 11.30	(RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.)
Tempat : R. FTK	NIP. 196902151992021014



UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

Pada hari ini Jumat, 05 Juli 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu
Tgl / Waktu Seminar : Jumat, 05 Juli 2024/10.30- 11.30

NO.	NAMA	NIM	SEM / PRODI	TTD	KET.
1.	Muraini	221230020	4 / TIPA		
2.	Nurul Ilmi	201160070	8 / TBI		
3.	Safirza Nurhaliza	201160002	8 / TBI		
4.	Nur Aisa Tobu	201160021	8 / TBI		
5.	Moh. Sofyan	201160009	8 / TBI		
6.	Nanda Amaliah	211160008	6 / TBI		
7.	Aulya Nurul Marfah	221010063	4 / PAI		
8.	Riris Dwi Lestari	221010102	4 / PAI		

Palu, Juli 2024

Pembimbing I,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing II,

Prisma Aswarita Putri, S.Pd., M.Hum.,
NIP. 199006012020122001

Penguji,

FATIMA, M.Pd.
NIP. 198911052020122003

Mengetahui
a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014



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.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 05 Juli 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Prisna Aswarita Putri, S.Pd., M.Hum.,
Penguji : FATIMA, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	
2.	BAHASA & TEKNIS PENULISAN	82	
3.	METODOLOGI	83	
4.	PENGUASAN	82	
	Jumlah	327	
	Nilai Rata-rata	81,75	

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan
Nilai Menggunakan Angka:

Nilai Angka
85-100
80-84
75-79

Nilai Huruf
A
A-
B+

Keterangan
Harap memberikan nilai dalam bentuk
angka

Palu, Juli 2024

Pembimbing II,

Prisna Aswarita Putri, S.Pd., M.Hum.,
NIP. 199006012020122001



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.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 05 Juli 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Prisna Aswarita Putri, S.Pd., M.Hum.,
Penguji : FATIMA, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	83	
4.	PENGUASAN	84	
	Jumlah		
	Nilai Rata-rata	84	A

Palu, Juli 2024

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing I,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan
Nilai Menggunakan Angka:

Nilai Angka
85-100
80-84
75-79

Nilai Huruf
A
A-
B+

Keterangan
Harap memberikan nilai dalam bentuk angka



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.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 05 Juli 2024 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris
Judul Proposal : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Prisna Aswarita Putri, S.Pd., M.Hum.,
Penguji : FATIMA, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	Fix the lesson plan Fix the scoring rubric Fix the instrument Add the validity and reliability in your research instrument
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAN	83	
	Jumlah	84,5	
	Nilai Rata-rata		

Palu, 05 Juli 2024

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Penguji,

FATIMA, M.Pd.
NIP. 19891052020122003

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+

Keterangan

Harap memberikan nilai dalam bentuk angka



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 : 1304/Un.24/F.I/PP.00.9/07/2024
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 04 Juli 2024

Kepada Yth.

1. RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Prisna Aswarita Putri, S.Pd., M.Hum., (Pembimbing II)
3. FATIMA, M.Pd. (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 : Siti Zahra
NIM : 201160010
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu

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

Hari/Tanggal : Jumat, 05 Juli 2024
Waktu : 10.30- 11.30
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu 'alaikum warahmatullahi wabarakatuh



a.n Dekan

Ketua Jurusan Tadris Bahasa Inggris

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.

NIP. 196902151992031014

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)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2105 TAHUN 2023

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 Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN 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. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
 2. Prisna Aswarita Putri, S.Pd., M.Hum
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Siti Zahra
NIM : 201160010
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : ELSA SPEAK APPLICATION TO ENHANCE STUDENTS' PRONUNCIATION AT THE EIGHTH GRADE OF SMP 5 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 2023
- 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 : Sigi
Pada Tanggal : / Agustus 2023
Dekan,


Dr. H. Askan M.Pd
NIP. 196705211993031005

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1321 TAHUN 2024**

**TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
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 tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- 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 Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU**
- KESATU** : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : FATIMA, M.Pd.
2. Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
3. Pembimbing II : Prisna Aswarita Putri, S.Pd., M.Hum.,
untuk menguji Proposal Skripsi Mahasiswa
- Nama : Siti Zahra
- NIM : 201160010
- Jurusan : Tadris Bahasa Inggris
- Judul Proposal : Elsa speak application to enhance students' pronunciation at the eighth grade of smp 5 palu
- KEDUA** : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

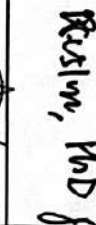
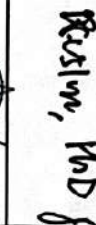
Ditetapkan di : Palu
Pada Tanggal : 04 Juli 2024
Dekan,


Dr. Saepudin Mashuri, S.Ag., M.Pd.
NIP. 19731231 200501 1 070

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

NAMA	: Siti Zahra
NIM	: 20160010
PROGRAM STUDI	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	18/ 01 / 2024	TRI YULIA SETIANI	The effect of bellinguapp in improving Students' reading comprehension at the eighth years of SMPN 2 Palu	1. Dr.Abd. Gafur Marzuki, S.Pd, M.Pd 2. Zulfikri, S.S, M.A	 
2	29/ 01 / 2024	NUR ANISA TAYY	Implementation of merdeka curriculum in teaching english at SMPN 2 Palu	1. Fitrianingtyh, S.S.S.Pd, M. Humn. 2. Zulfikri Zulfikri, M.A	 
3	25/03/2024	SAFURRI RAMADHAN	An analysis of shadowing technique in teaching pronunciation at eleven grade of sman 6 palu	1. Dzakwah, M.Pd 2. Fatima, M.Pd	 
4	15/03/2024	Devy Fithakudoni	The effectiveness of the party method to improve students' reading comprehension at the eight grade of SMPN 2 Palu	1. Dzulfin, S.Pd, M.Pd, M.Sc, Ph.D 2. Zulfikri, M.A	 
5	25/03/2024	Siti Nurailila	Improving Student Reading Comprehension Vocabulary mastery using TCR at the eight grade students of MTs A ulatan Parigi Moutong	1. Dr. Hj. Nur Azzahwati, S.Ag, M.Hum 2. Zul Aini Rengur, S.Pd, M.Pd	 
6	03/06/2007	Annisa	The effectiveness of using telephone camera to improve student's pronunciation at tenth grade of MA Al-Furqan Matan Donggala	1. Fawzan, V.Pd, M.Ed, M.Pd, M.Pd 2. Fatima, D.Pd, M.Pd	 
7	12/06/2024	Moh. Sofyan	STUDENT'S PERCEPTION OF THE USE OF CHARTPI IN TRANSLATING ENGLISH TEXTS ON THE TEI STUDENTS BATCH 2021 AND 2022 IN UIN DATOKARAMA PALU	1. Ruslin, S.Pd, M.Pd, M.Sc, Ph.D 2. Zul Aini Rengur, S.Pd, M.Pd	 
8	Pada, 12 Juni 2024	Nithu Aprilia Ningsih	Penerapan media sosial youtube dalam pembelajaran PA 8 SMP Negeri 1 Palu	1. Dr. Endang, S.Pd, M.Pd 2. Damsyanti, M.Pd	 
9	Senin, 01 Juli 2024	Rafira Nurhasbiya	The effect of mind mapping technique on students' reading comprehension at eighth grade of MTsN 2 Palu	1. M. H. Nuradin, S.Pd, S.S, M. Com, Ph.D 2. Mohammad Syafri, M.Pd	 
10	Pada, 3 Juli 24	Syaiful Ramadhani, S	The effect of Jua a minute course on the improvement of student's speaking skill at eight grade of SMPN 5 Palu	1. Ana Kaliahana, S.Pd, M.Pd 2. Piusna Aswanto Putri, S.Pd, M.Hum	 

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

CURRICULUM VITAE



Research Identify

Name : Siti Zahra
NIM : 201160010
Date of Birth : Kolonodale, 25 May 2002
Gender : Female
Department : English Tadris Study Program
Faculty : Faculty of Tarbiyah and Teacher Training
Email : zahrahsiti099@.com
Address : Jln. Towua, Kel. Tatura Selatan. Kec. Palu Selatan
Father's Name : Sarkono
Mother's Name : Masna
Educational : 1. SDN Dusun 2 Towi
2. MTs Alkhairaat Wosu
3. MA Alkhairaat Wosu