"FACILITATING STUDENTS' PRONUNCIATION THROUGH GOOGLE ASSISTANT SUPPORTED WITH INTUITIVE IMITATIVE APPROACH"

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor Degree in English Language Education

Arranged By:

ALFIATURROHMANIAH

NIM: 1903046061

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2023

THESIS STATEMENT

THESIS STATEMENT

Thesis, with the following, identify:

Thesis   : Facilitating Students' Pronunciation through Google Assistant supported with Intuitive

             Imitative Approach

Name   : Alfiaturrohmaniah

Student Number: 1903046061

Departement   : English Education Departement

I certify that this thesis is my work; I am completely responsible for this project. Other writers' opinion of findings included in this thesis is quoted in accordance with ethical standards.

Semarang, 23 June 2023

The Researcher,

Alfiaturrohmaniah

1903046061

RATIFICATION

RATIFICATION

Thesis with the following identify:

Title   : **Facilitating Student's Pronunciation Through Google Assistant Supported With An Intuitive Imitative Approach**

Name of Students   : Alfiaturrohmaniah

Department   : English Education Department

Had been approved by the board of the examiner of Education Teacher and Training Faculty of the Walisongo State Islamic University and can be accpeted as one of any requirements for the achieving the Bachelor's Degree in English Education.

Semarang, 3 Juli 2023

THE BOARD OF EXAMINER

Chairperson,

Dr. Hj. Siti Mariam, M. Pd
NIP. 19650727 199203 2 002

Secretary,

Dr. Hj. Siti Tarwiyah SS., M.Hum
NIP. 19721108 199903 2 001

Examiner I,

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2 010

Examiner II,

Dr. H. Muhammad Nafi Annury, M.Pd
NIP. 19780719 200501 1 007

Advisor,

Dr. Hj. Siti Tarwiyah SS., M.Hum
NIP. 19721108 199903 2 001

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia

Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University

Semarang

Assalamu'alaikum, wr. wb

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Facilitating Students' Pronunciation through Google Assistant supported with Intuitive Imitative Approach**

Name of student : Alfiaturrohmaniah

Student Number : 1903046061

Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb

Semarang, 21 June 2023

Siti Tarwiyah SS., M.Hum
NIP. 197211081999032001

MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan" (QS. Al-Insyirah: 5-6)

ABSTRACT

Alfiaturrohmaniah. 1903046061, 2023, *Facilitating Students' Pronunciation through Google Assistant supported with Intuitive Imitative Approach*, Thesis, English Education Department, Walisongo State Islamic University. Advisor: Dr. Siti Tarwiyah SS., M.Hum.

People communicate their thoughts and ideas to others through language. Pronunciation is one part of English to communicate with others. This research aims to explain the effectiveness of Google Assistant is supported by an intuitive imitative approach in teaching pronunciation. This study uses 34 students from class 10E to provide the experimental group in this quasi-experimental study, while the remaining 35 students from class 10B serve as the control group of MAN 2 Semarang in the academic year 2022/2023. The collected data are statistically analyzed using the SPSS software to determine the independent sample test (hypothesis test), and the size effect test. The Independent Samples Test (hypothesis test) results in a Sig. (2-tailed) value of 0.007 (< 0.05), indicating that Ha is accepted and Ho is rejected. The result of the effectiveness of the size level is medium effect size. In other words, significant effectiveness is taught by using the Google Assistant application supported by an intuitive imitative approach to improving students' pronunciation.

Keywords: *Google Assistant, intuitive imitative teaching, pronunciation*

DEDICATION

I would like to dedicate this thesis to:

1. My appreciated university, UIN Walisongo Semarang, notably the Education and Teacher Training Faculty and the English Education Department
2. My respected parents and brother never got weary of inspiring the researcher.

ACKNOWLEDGEMENT

Alhamdulillah, the praise for the completion of this thesis at the English Education Department of the Education and Teacher Training Faculty of Walisongo State Islamic University Semarang belongs to ALLAH SWT almighty, the lord of the universe, who rewards the researcher with time, energy, opportunities, health, and most importantly belief. Since our beloved prophet Muhammad SAW is the best teacher and educator of humankind, he has led us from darkness to light. We thank and honor him for this.

The researcher sought advice, direction, encouragement, and criticism from many people as she wrote this thesis. They served as inspiration for completing the thesis. Because of these, the researcher can complete the task they set out to do. Consequently, the researcher would like to sincerely thank and give thanks to:

1. Dr. KH. Ahmad Ismail, M.Ag. M.Hum., as the dean of Education and Teacher Training Faculty (FITK) of Walisongo State Islamic University Semarang.

2. Dra. Nuna Mustikawati Dewi, M.Pd., as the head of English Language Education Department of Education and Teacher Training Faculty (FITK) of Walisongo State Islamic University Semarang.

3. Lulut Widyaningrum, M.Pd., as secretary of English Language Education Department of Education and Teacher Training Faculty (FITK) of Walisongo State Islamic University Semarang.

4. Dr. Siti Tarwiyah, S.S, M.Hum., as advisor who has provided the

researcher with guidance, corrections, and overall support from the manuscript preparation stage up to the completion of the writing thesis.

5. All the lecturers and staff at the English Department for their guidance during the researcher's studies.

6. Drs. H. Junaedi, M.Pd., the headmaster of MAN 2 Semarang who has given permission and direction to researcher for conducting research.

7. Erni Wahyuni, S.Pd. as Englsih teacher class in MAN 2 Semarang and staffs who have shown kindness to the researcher as long as researcher took the data.

The researcher recognizes that the thesis isn't yet finished, thus any helpful critique or suggestions regarding this thesis project are welcome. The researcher hopes that this thesis will help future studies in some way

Semarang, 21 June 2023

The Reseacher,

Alfiaturrohmaniah
1903046061

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of The Research

People communicate our thoughts and ideas to others through language. There are thousands of language in the world, and every country has its national language. English language is one of the primary source of communication across the glob. Considering there are distinctions between the symbol and its sounds, pronunciation is one aspect of English that helps people interact with one another. For the people, pronunciation will be beneficial not only to their output but also to their understanding of spoken English, according to Harmer (2000:183). To effectively interact with others, it's important to have a strong vocabulary and clear pronunciation. As a result, pronunciation is a topic that needs to be learned.

According to Gilakjani (2011), the importance main skills of English for international communication are speaking, listening, reading, and writing. Pronounciation is one of basic competence of speaking.

Another aspect of speaking abilities is knowing how to pronounce words correctly. By paying attention to those around us, including our parents, friends, and instructors, we can learn how to pronounce words. The way words are spoken differs from nation to nation and even city to city. Phoneme recognition

accounts for a large portion of this. Understanding the linguistic sample units is necessary for this. Children's minds are trained to classify phonemes in their native language, which might be problematic because some phonemes may not be in the ESL student's original language

Developing this skill in English can be achieved by playing language games, singing songs, and poems to reinforce rhythm and repetition. In phonetics, students begin to undersatnd the relationship between the sound of spoken words and the letters and graphemes that represent the sound of written words. Students are more likely to misunderstand what they are saying if these words are not pronounced correctly.

An important part of using words to communicate and connect with others in English is pronunciation, which is the production of speech. Each word has letters and each letter has a specific sound. According to Boyer (2002), "each speaker has his or her own way to say words in his or her normal speech". Accoring to Gilakjani (2011, (p.74)), proper pronunciation is like "the musical tones when the speech flows out effortlessly. So, if there is any weakness in the rhythm, misunderstanding will occur. Pronunciation skills are related to musical skills".

Studies conducted by Brown (1992), Clawi (1993), Fraser (2000), and Yates (2001) reveal that many language teachers tend to avoid dealing with pronunciation for they lack confidence, skill, and knowledge.

According to Fraser (2001: 06) assumes pronunciation includes an essential ingredient of oral communication. Additionally, it has to do with grammar, vocabulary, and cultural factors. It should be viewed as an integral aspect of communication that is incorporated into classroom activities rather than being limited to the right utterances or production of the sounds and words of students. All the elements of speech that contribute to an easily understandable flow of speech, such as segmental articulation, rhythm, and intonation, are reffered to as pronunciation in ELT learning activities (Muhlisin & Widyanto, 2019). The accuracy of pronouncing English words determines the appropriate meaning that interlocutor perceives it. It is supported by Kelly (2000: 12) who states that pronunciation can affect the perceived tone or mood of an utterance.

When speaking, reading, or listening to English words, the student frequently encounters pronunciation issues. Gilakjani (2012) argues that pronunciation is an important aspect of learning a foreign language since it has a direct impact on both the performance and communication skills of learners. Limited pronunciation ability can make learners feel less confident, limit social interactions, and harm how well-received and competent a speaker is seen. Providing comprehensible pronunciation for language learners is one of the essential conditions for language competency.

According to Elliot (1995), educators typically disregard teaching pronunciation in favor of other language-related lessons because they believe it to be the least helpful of the basic speech abilities.

Considering that issue, the researcher wanted to make an experimental research by using application called Google Assistant. Google Assistant was the app provided by Google which can be use either on android smartphone device or Google home. This application using an English native speaker voice in operation, which means it could bring the advantage for English learnears' and could use in practicing pronunciation. Furthermore, while to see how the application use toward students' pronunciation. The researcher also to see how the application was applied in an intuitive-imitative approach.

The researcher did a study titled "Facilitating Student's Pronunciation through Google Assistant supported with An Intuitive Imitative Approach" based on the context mentioned above

B. Research Questions

How is the effective Google Assistant supported with Intuitive Imitative Approach in teaching pronunciation?

C. Research Objectives

To explain the effective of Google Assistant supported with Intuitive Imitative Approach in teaching pronunciation

D. Limitation of Study

This study is limited only on the implementation of using Google Assistant supported with intuitive imitative approach to enhance pronunciation proficiency from two classes of the tenth graders of MAN 2 Semarang on the academic year 2022/2023.

E. Pedagogical Significance

This study is important for three reasons. First, the researcher hoped that Google Assistant could make the students easier in practicing how to pronounce a word, phrase, or sentence. Second, the researcher want to explain how Google Assistant applied in an intuitive-imitative approach in pronunciation learning. Third, the researcher hoped that the application use not only in classroom, but also use in outside classroom to help students' to improve their pronunciation

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses previuos research, literature reviews, and hypothesis that are relevant to the present research

A. Previous Research

Howard Hao-Jan Chen , Christine Ting-Yu Yang & Kyle Kuo-Wei Lai (2020) have conducted a research entitled *"Investigating college EFL learners' perceptions toward the use of Google Assistant for foreign language learning"*. They surveyed Twenty-nine EFL learners (6 males and 23 females) were recruited from a university in northern Taiwan. Findings of our study indicate that language proficiency could affect how L2 learners perceive the potential of IPAs for L2 learning and how their utterances are comprehended by IPAs called Google Assistant. The researcher conduct a different study since it is focused on students perceptions toward the use of Google assistant in pronunciation learning.

A study entitled *"An Intuitive-Imitate Approach to Teaching Pronunciation of Inflection in English Words"* conducted by Lok Raj Shrma (2020). The result of the study is the teaching pronunciation in very common and easily applicable is the Intuitive-Imitate Approach. It requires a trained teacher and attentive students for effective teaching learning activities. This

study different with the researcher. The researcher want to explain the Intuitive-Imitative Approach with using Google Assistant to appropriate or not applying in pronunciation learning

"Employing Apple's Siri to Practice Pronunciation: A Preliminary Study on Arabic Speakers" is the title of a study by Martin Molden. The purpose of this study is to identify Siri, a virtual assistant, as having beneficial language-learning affordances in connection to its interpretation of speech and corrective feedback on two Arabic speakers of English as a second language while they practice English pronunciation. This study was conducted using a quantitative methodology, and the researcher's initial investigation served as the basis for the study's design.

The list of orders and inquiries included in the study was a variety of segmental, which was anticipated to be difficult for Arabic speakers to understand. To obtain the application's corrected feedback on the speaker's pronunciation problem, participants should practice asking inquiries and giving commands to Siri. The results of the data analysis showed that the two ESL speakers received different scores. An Arabian man who was fluent in upper-intermediate English and accustomed to using the application was the first participant. He was able to pronounce correctly 9 questions and use 21 of the instruments. The second respondent was an Arab woman who spoke English only at the low-intermediate level and had little experience with

the app, was only able to pronounce seven out of the 21 questions and orders properly.

From the information mentioned previously, it can be inferred that ESL speakers' English pronunciation can improve by utilizing Siri more frequently. There are discrepancies between this study and the current one. First, there were only two participants in this preliminary study, while this study is an experimental pre-study with increased population size. The pronunciation of ESL speakers was the subject of this research, whereas the pronouncing English language learners or listeners is the topic of the current study. Additionally, the study did not obtain the statistical method for data collection, although the current study does

Lina Fathi Sidig (2017) carried out the study entitled "The Usefulness of Automated Speech Recognition (ASR) Eyespeak Software in Enhancing Iraqi EFL Students' Pronunciation" This research sought to determine whether the use of ASR software can aid Iraqi EFL students in pronouncing English more correctly. Classroom action research was the research methodology used in this study. Twenty participants, chosen at random from first-year college students in the Department of English at Al-Turath University College in Baghdad, Iraq, provided the data. Throughout a two-month speech teaching session utilizing the ASR Eyespeak program, three data collection techniques were used for the students. Which included

tests, surveys, and interviews. Unfortunately, the article solely covered the questionnaire's data.

The findings of this study, the English Department at At-Turath University College's EFL students' pronunciation might be improved by using the automatic speech recognition software named Eyespeak. The research revealed that 65% of the students claimed that using the software had helped those spot incorrectly pronounced English words and had improved their pronunciation. The information presented above leads to the conclusion that the fundamental idea and technology behind virtual assistant applications that could enhance students' pronunciation was automatic voice recognition. Also, it could aid the pupils in identifying their pronunciation errors in English terms.

Regarding the distinction from the present study, classroom action research was used in its design. The current study, however, used a pre-experimental research approach. Also, the program employed in this study is Eyespeak automatic voice recognition, which represents the fundamental idea of a virtual assistant program. The virtual assistant program used in this study is Google Assistant. In order to recognize human voices and sounds more accurately, automatic speech recognition has been improved. While the current study was conducted on senior high school students in the tenth grade, the previous research involved college-level students

Speaking To Devices: Can We Use Google Assistant To

Foster Students' Speaking Skill? is the title of study by Muhamad Sofian Hadi and Raisya Syafira Junor (2022). Through the use of Google Assistant software on gadgets, this project seeks to improve pupils' speaking abilities. The program was used in this study to give students different speaking resources. This study was created as an experimental study to determine whether or not using Google Assistant aids students in improving their speaking abilities. Pre-experimental is the research design used in this study. 31 students in the eleventh grade from Tangerang Selatan's DUA MEI Senior High School participated in the study.

Pre-test and post-test results were used to gather the data. According to the findings of the t-test calculation, it can be deduced from this study that Google Assistant is a useful tool for helping students improve their speaking abilities.

The researcher employed a quasi-experimental method, which makes this study different from upcoming ones. The researchers' second area of emphasis was students' pronunciation abilities. Third, researchers use an intuitive imitation strategy in learning sessions in addition to using the Google Assistant application

B. Literature Review

This chapter presents some theories related to the study that has conducted by the researcher. There are studies and journals about pronunciation, Google Assistant application and intuitive imitative approach that have been conducted previuosly by another researcher

1. The Concept of Pronunciation

    For definitely, pronunciation merits a lot of consideration, along with other language abilities and components. It is "essential for developing oral proficiency in a second language'' (Hismanoglu & Hismanoglu, 2010, p. 983), and plays a principle role in getting meaning across transactional and interactional (Schmitt, 2002, p. 219). In spite of its profound importance, pronunciation is one of the woefully neglected areas in second language teaching. It is reffered as the Cinderella area of foreign language education by Kelly (1969). He claims that pronunciation has only recently been thoroughly researched, in contrast to grammar and vocabulary, which have long been the center of linguists' attention. Baker (1992) notes that advanced students can improve every element of their English competence, with the exception of their pronunciation (cited in Yazdani Moghadam & Kiaee). On may immediately tell from listening to language learners' speech that many of them are used to pronouncing words incorrectly. A basic for the requirement of addressing pronunciation in the classroom is a consciousness of how learners' pronunciation problems might obstruct effective communication, as Kelly (2000, p.11) noted.

 a. Students' Problem in English Prounciation

        A general lack of interest among second language acquisition researchers, second language teachers, and

second language learners may be the cause of the lack of emphasis on pronunciation improvement (Elliot, 1995).

There are some students problem of English pronuncaiton as follow:

1) Lack of Vocabulary

In the process of learning English, English vocabulary knowledge is quite crucial. If we understand the language, using the term we wish to convey will be simple. The proportion of students that struggle to use words and expressions when speaking English as a second language. Students can predict what they will say in the source language, but when they must transfer to the target language, such as English, they frequently struggle to combine and employ the appropriate vocabulary.

2) Lack of Confidence

The students claim that they have lack of confidence while speaking with others whose English is more advanced that theirs, such as instructors, native English speaker, etc. Most of students think that their English is bad when they do not sound like native speaker. They keep silent until they have to say is really correct and well pronounced as a native speaker.

3) Lack of Motivation

Without motivation, students won't be able to

learn and improve their skill in speaking English
language

b. Factor Affecting Pronunciation

Teaching pronunciation: Curriculum considerations.
According to Morley (1998), who makes this claim about
curriculum and syllabus designs, English language
programs should begin by "establishing long-range oral
communication goals and objectives" that help identify
pronunciation demands as well as speech functions and
the settings in which they might occur.

The evaluation of speech understanding comes next.
Third, changes in a group of phonological hierarchies
that alternates between segmental and suprasegmentals.
According to Bray (1995), beginning in the late 1970s,
some instructors and theorists took a position by arguing
that if communicative competence were the end objective
of language learning, then intelligible pronunciation
would be one of its fundamental components. The aim of
phonological education changed from the native-like
ability prized in conventional methods to intelligence.
Target pronunciation patterns by exposing pupils to a
variety of native and non-native speakers, for example.
The next step is to give kids realistic goals.

c. Features of Pronunciation

Segmentals are the fundamental arrangement of

13

recognizable sounds and how they come together to produce a spoken language, according to Florez (1998). She observes that segmental mastery through discrimination and target sound production through drills have been the main focuses of pronunciation education commonly. On the other hand, suprasegmentals go above the level of individual sound generation, and include segmental, and often created unintentionally by native speakers (Florez, 1998).

According to Wong (1993), the most important pronunciational characteristics—stress, rhythm, and intonation—play an increasing impact on English communication than the actual sounds do

d. Teacher's Role in Teaching Pronunciation

Language learners have a tendency to apply sounds of their mother tongue in learning a second language, leading to interlingual errors (Celce-Murica, Brinton, & Goodwin, 1996). According to Fraser (2000), for teachers to become more effective at teaching pronunciation, they must be given the proper training and resources. For pronunciation learners, there is a need for high-quality, useful materials, especially computer-based materials with audio demonstrations, for both self-access and for use in classes where the teacher needs this kind of help. As a result, the research in second language

education should focus on the pronunciation teaching approach rather than its importance.

2. The Concept of Google Assistant

One of the many artificial intelligence products created by Google is Google Assistant. As a result, it is important to first understand what artificial intelligence is to define Google Assistant clearly. Henry Winston and Patrick (1993) claims that Artificial. The study of computations that enable perception, reasoning, and action is known as intelligence. It implies that a computer could perform analysis and act following a program.

The personal intelligent assistant from Google, formerly known as Google Now and by numerous other names, was introduced on July 9, 2012. To respond to searches, offer suggestions, and carry out activities, Google Assistant uses a natural language user interface that routes requests to online services. Reliant on having Internet access. This means that the program could carry out various actions by listening to our voice during a command

The advantages of Google Assistant is a product of the largest search engine so the response from the user's commands to it can be much more accurate and detailed. For those of you who are used to making agendas on your cellpone, Google Assistant can help 'remaind' as an alarm. Another advabtages of Google Assiatnt can be connected to

several home appliances, such as TV remote controls, air conditioners, speakers, and house keys with certain system

Disadvantages of Google Assistant is requires a stable internet connection. If the internet network at your place is easily disconnected, the system is not functioning optimally. Not all languages are supported by Google Assistant. One of them is Hindi which is still not avaliable and their system is unable to respond. When activating Google Assistant the storage space in the cellphone must have a large capacity and be supported by the latest version.

3. The Concept of Intuitive Imitative Approach

There are three basic methods for teaching pronunciation, including "the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach," according to Celce-Murica et al. (1996, quoted in Lee, 2008). (p.2). Hismanoglu and Hismanoglu (2010) emphasize that the intuitive-imitative approach "will lead to the development of a sufficient level of pronunciation without the addition of any explicit information" (p. 984) by encouraging students to imitate the rhythms and sounds of the target language.

Today, certain technologies are employed for this strategy, including audio and video recordings, videos, computer applications, and websites

The success of this strategy rests on the learner's capacity to mimic the rhythms and sounds of the target language without

the aid of any explicit instruction. It assumes the availability, accuracy, and dependability of reliable models. In the classroom, pupils mimic. Students try their best to mimic the model by listening to and imitating an instructor or recording as a model

The segmental characteristics of pronunciation are the emphasis of the Google Assistant program, which is complemented by an intuitive imitative approach. This application and approach primarily focus on consonant sounds, vowel sounds, speech intonation, and stress

The Implementation of Google Assistant supported with Intuitive Imitative Approach in Teaching Pronunciation. There are steps to use Google Assistant in teaching English pronunciation as follow: On your Android Phone, open the Google Home application. At the top right, tap your profile pictures or initials. Look for the Assistant settings. Under "All setting", tap voice assistant. Select a sound. Start to conversation. On your device touch and hold the home button or say "Ok Google". If Google Assistant is deactivated, you will be asked to enable it. Ask a question or give an order. Start a conversation and ask a question or say a command.

Type "Pronounciation practice"
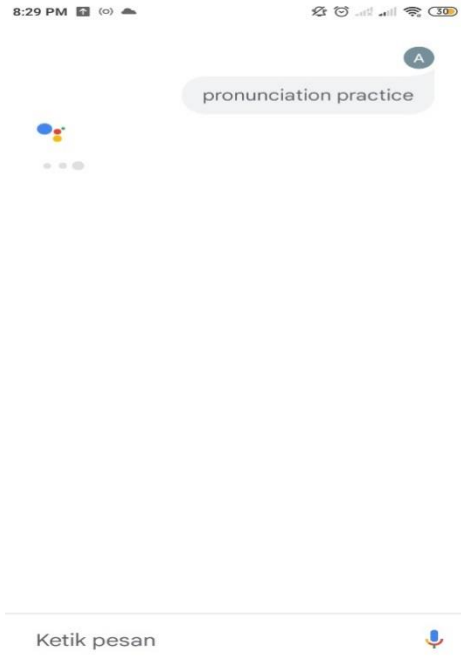
Listen to the answer. Ask a question in the form of sentences to be spoken

Sentences that have been typed will be pronounced in English to hear correctly

8:32 PM

Pronunciation practice ✕

Try saying 🔊

people

Feedback

people

✓ Good job!

More Phrases | Practice again

Furthermore, students can try to say the conversation

Google Assitant will detect the wrong part of speech by the learners. By saying a word or phrase, the student listens to Google Assistant's voice and mimics it.

In the software, students can listen to and imitate words or phrases that are repeated with the correct pronunciation. The software will then display which pronunciations are correct and incorrect. Students can learn and practice pronouncing words and phrases in English by repeating each one. According to studies,

using this kind of instruction makes it very beneficial for students to learn how correctly pronounce every word and phrase in the English language.

C. Theoretical Framework

Figure 2.1 Theoretical Framework

```
┌─────────────────┐   ┌─────────────────┐   ┌──────────────────────┐
│ The Concept of  │   │ The Concept of  │   │ The Concept of Intuitive │
│  Pronunciation  │   │ Google Assistant│   │   Imitative Approach  │
└─────────────────┘   └─────────────────┘   └──────────────────────┘
        │                     │                        │
        ▼                     ▼                        ▼
┌─────────────────┐   ┌─────────────────┐   ┌──────────────────────┐
│  Students' Low  │   │   Technology    │   │   Learning Method     │
│Pronunciation Ability│ │  Advancement   │   │                      │
└─────────────────┘   └─────────────────┘   └──────────────────────┘
        │                     │                        │
        │                     ▼                        │
        │           ┌─────────────────┐                │
        └──────────▶│ Quasi Experimental │◀────────────┘
                    │    Research      │
                    └─────────────────┘
                             │
                             ▼
             ┌──────────────────────────────────┐
             │ The Effective of Google Assistant │
             │ supported with Intuitive Imitative │
             │ Approach in Teaching Pronunciaton │
             └──────────────────────────────────┘
```
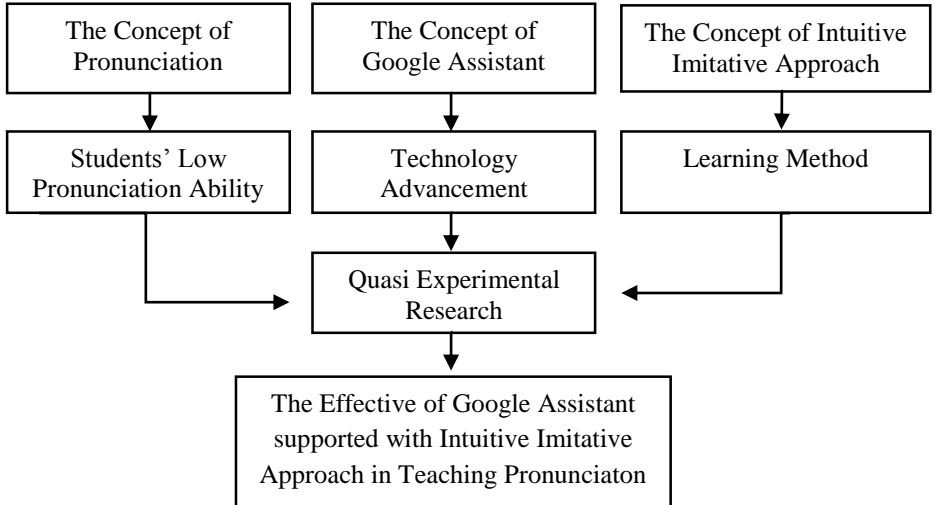
From figure 2.1, it can be seen that the development of technology has made it possible for students to access many kinds of learning media and applications from their personal computers and cellphones, supporting the demand for independent learing tools for students. The 'Google Assistant' application is one of the smartphone learning tools that facilitate students with pronunciation practice and is accessible from anywhere at any time. The teaching and learning processs must be made more effective by English teachers using an effective teaching method.

22

The 'Intuitive Imitative' approach is one of the techniques that can be encouraged learnes to improve their pronunciation.

D. Hypothesis

This study hypothesizes that it is effective in students' pronunciation being taught using Google Assistant supported by intuitive imitative approach

1. Null Hypothesis (H0)

   The hypothesis might be classified as the null hypothesis if the Google Assistant application and intuitive imitative method did not effectively improve students' pronunciation of first-grade high school speech.

2. Alternative Hypothesis

   If the Google Assistant application and intuitive imitative technique effectively improve first-grader high school pronunciation, the hypothesis might be classified as the alternative hypothesis.

CHAPTER III
RESEARCH METHOD

In this chapter reports all elements related to research methodology, such as the research design, variables, participant, research of limitations, method of collecting data, and method of analyzing data

A. Research Design

The researcher method in this study is quantitative. To determine the significance of utilizing Google Assistant on students' pronunciation, this study employed an experimental methodology. Quantitative research, according to C.R. Khotari (2013), is based on the evaluation of a certain amount or quantity. In other words, the goal of this study was to assess how much of the seen topic was being measured.

The experimental research was employed in this study. Experimental research can be interpreted as research methods used to find the effect of treatment on others under controlled conditions. Also, the researcher used a quasi-experimental design and types Nonequivalent Control Group Design for the study. the selection of the sample was not used randomly. In this design, both the experimental and control groups are compared even though the groups are slected and assigned without randomization. The two groups were given a pre-test, the given treatment, and finally given a post-test (James 1973)

The experimental class students will receive a treatment that involves having the Google assistant read them some words and sentences. The Google Assistant will display the appropriate words or sentences on students' smartphones. If the students successfully articulate the phrases or syllables, but if they do not, the words or sentences displayed on the smartphone will not correspond to what the students have spoken. On the other hand, the control class will receive a treatment that involves the text-based approach based on the lesson plan. Students in the control class read the dialogue text, students to do some exercise and do a role-play in pairs

In this study, an experimental method was used to determine the effect of using the Google Assistant application on the pronunciation of the 10th-grade senior high school students. This design was explained by Sugiono (2016). The design as followed:

Table 3.1
Research Design

Classes	Pre-Test	Treatment	Post-Test
Experimental group	O_1	**X**	O_2
Control group	O_1		O_2

O_1 = Pre-test

O_2 = Post-test

X = Treatment

B. Participants

According to Creswell (2012), a population is a group of individuals who have the same characteristic. In other words in conducting a reseacrh, it is not necessary to study all people or objects in one population using only some representative samples are suficient. Purposive sampling technique is employed as the sample method in this study. It is a sampling technique which takes into certain consideration factors. Consideration taken in this study is the need for two homogeneous groups whose abilities represent the population characteristics well (Sugiyono (2012)).

Researcher took participants from the two classes who had previously carried out the prerequisite test so that participants from the two classes could be used as samples in this study. The prerequisite test is as follows:

1. Normality Test

The probability or Shapiro-Wilk number for the entire sample of the two classes was 0,892 and 0,421. Ho is refused and Ha gets accepted because of the probability or Sig. number (Shapiro-Wilk), is higher than (0,05). It indicates that all of the acquired data has been distributed as thought possible. Because the data is normal distribution and is requirement for doing a parametric test

2. Homogeneity Test

   The data in the table could be used for determining the conclusion that the Sig. number, 0,074 is more than 0,05. Therefore, the Ho is refused while the Ha is accepted. It implies that the data were homogenous. The homogeneity test is used a pre-requiste for independent t-test

   Referring to the reason, samples taken in this study from two classes at the tenth-grade of MAN 2 Semarang in the academic year 2022/2023. X-E class used as the experimental group consisted of 34 students, and X-F class used as the control group consisted of 35 students.

C. **Research Limitations**

   1. There are 12 classes in class 10 at MAN 2 Semarang. Out of a total of 12 classes, researchers can only enroll participants in two of those classes.

   2. The sample taken in this study from two classes in the tenth grade of MAN 2 Semarang. Other classes could not be used for research samples because that time it was before the end-of-semester exams

   3. Based on interviews with English teachers at MAN 2 Semarang, she said that the two classes chosen to serve as research samples had similar abilities and learning values

D. **Variable**

   Whatever feature of the unit we are curious about and want to gather is a variable (for example, gender, maturity, or self-

esteem).

1. Independent variable

Variable of this research is applying the Google Assistant with Intuitive Imitative Approach. As it written before, Google Assistant ran by recognizing the user's voice.

2. The dependent variable

Variable of this research is students' pronunciation. The researcher measured pronunciation of the student by using a test.

E. Methods of Collecting Data

The process of collecting data for research is known as data collection. Data collection method on this research is test. The test is used to measure pronunciation between experimental class and control class.

The technique used for the test is to use pre-test and post-test. According to Effendy (2016) pre-test is a kind of test which is implemented to measure students' initial ability, it is aimed to prepare the researcher how far treatment will be caught by target students. While post-test is a test implemented to measure students' final ability after receiving certain treatment

The experimental group will receive treatment using the Google Assistant app after administering a pre-test to the two classes. While the control class will get a treatment based on the lesson plan (text based approach). The post-test is administered to determine whether there has been any improvement in both

the experimental class and the control class.

1. To gather data for the research, the author uses pre-test and post-tests. The preliminary examination is administered either before the students get treatment or at the beginning of the session.

2. To fully get to know the pupils, the pre-test will be given to both the students in the experimental group and the control group students.

3. Following the conducted pre-test for both classes, the experimental class will get instruction in pronunciation using the Google Assistant app and intuitive imitative method. The instruction given to the control group will be following the high school's curriculum plan (text based approach)

4. At the conclusion, a post-test is given to see if there has been any improvement or difference between the experimental class and the control class

F. Instrument

A series of oral tests were employed as the research equipment in this study. According to Daniel Muijs (2012), a pre-test (such as a test) is used to gauge the effectiveness of the experiment previous to the process is administered, and a post-test often on the same instrument is conducted after an approach has been administered. As a result, this study used a test as an evaluation tool, which included a preliminary test and a follow-

up assessment.

Neither the preliminary test nor the after-test included an oral exam for the experimental and control groups. As the research's main tool, the researcher set up a number of oral examinations of pronunciation. The oral exam tested the consonants, vowels, intonation, stress, and supra-segmental and segmental characteristics of pronunciation.

Vowel's oral test was the first component. The writer selected 5 vowels that were comparable to be assessed to the students, and these were the vowels /aɪ/, /ʌ/, /æ, /aʊ/, and /o/. The students were required to read monophthong and diphthong words that had similar vowels. Based on the vowels in the words, they determined which spelling was correct. This section included a total of 5 words.

The oral consonant test made up the second portion. In this section, the students were required to read a few minimal pairs with related consonant sounds. The writer evaluated the pupils on 5 consonants that were comparable to each other: /p/, /dʒ/, /w/, /m/, and /v/. The pupils were able to recognize a few words with similar consonant sounds. There were 5 minimal pair terms in all.

The third phase was an intonation exam, where the writer provided 5 sentences with rising and falling intonation in exclamatory, question, request, tag question, and response forms. On the basis of the rising and decreasing intonation, the

pupils had to read it correctly.

The oral word stress test came next. The students speak particular phrases in this segment, emphasizing the correct word component. Five-word stresses were provided in this section.

The final section of the test was rhythm. The pupils correctly interpreted the language using the Google Assistant app after the writer offered a conversation of congratulations and compliments. Five/5 sentences made up the entire sentence.

The test consisted of 15 words and 10 sentences in total, which the pupils were expected to read fluently and clearly. The evaluation would be based on how many of the students' words they could read and pronounce accurately

The researcher utilized the following scoring criteria as a reference for giving students preliminary and final test evaluations. Based on the aspect instrument pronunciation above it could be concluded that there was five-scale category of pronunciation explained by Rui Ma (2015) that could be a guide of diagnose students difficulties:

Table 3.2 Five-Scale Score of Pronunciation

Score	Vowel	Consonant	Intonation	Word Stress	Rhythm
4	Pronouncing vowel words correctly	Pronouncing consonant words correctly	Using ascending or descending intonation appropriately	Placing emphasize the right syllable	Using stress timed rhythm naturally
3	Making inconsistent vowel error	Making inconsistent consonant error	Using rising or falling intonation appropriately, but sometimes ineffectively	Placing stress on the right syllable, but misplace on certain word	Using stress timed rhythm
2	Pronouncing vowel words incorrectly consistently	Pronouncing consonant words incorrectly consistently	Using rising or falling intonation appropriately sometimes to express error	Placing stress on the right syllable, but loses it on an enormous piece of text	Rhythm is typically timed by syllables.
1	Vowel error are frequent	Consonant error are frequent	Using frequent improper intonation rises or falls	often place the wrong emphasis on phrases	There is no evidence of rhythm.

Try out Test

1. Validity

An instrument's accuracy is evaluated through a validation process that starts with data collection and analysis using a variety of statistical tests.

The following formula was employed by the writer:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X \Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Note:

$r^1 = $ *Average score results for each respondent (X and Y)*

$\Sigma X = score\ of\ the\ test\ instrument\ X$

$\Sigma Y = $ score off the test instrument Y

$\Sigma X^2 = quadric\ score\ instrument\ X$

$\Sigma Y^2 = quadric\ score\ instrument\ Y$

Each item's rcount is validated against its rtable equivalent. The sample question is valid if rcount > rtable or at relevance level = 0.05

The researcher tested the instruments' validity before conducting them on 34 students in order to determine if they were valid or not. If there are 34 students and the level of significance is more than 0.05, the instruments are valid to become the test's sample. The significance level is > 0,339

Table 3.3

No. Item	r_{xy}	r_{tabel}	Category
1	0,830	0,339	Valid
2	0.857	0,339	Valid
3	0,722	0,339	Valid
4	0,635	0,339	Valid
5	0,717	0,339	Valid

The outcome shows that each item's value is higher than 0.339 or > 0,339, indicating that the instruments in question are valid.

2. Reliability

Reliable equipment demonstrated that the test used to get the data was accurate or reliable. The following formula was employed in this study to determine the test's reliability:

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\Sigma \sigma_t^2}{\sigma_t^2}\right)$$

Note :

r_{11} = reliability grade

$\Sigma \sigma_t^2$ = the score for total variance

σ_t^2 = total difference

k = item value

Criteria for reliability:

Index	Category
0,800 - 1,000	Very high
0,600 - 0,799	High
0,400 - 0,500	Medium
0,200 - 0,399	Low
> 0,200	Very low

Table 3.6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	55,9706	91,120	,753	,710
item_2	57,0000	80,000	,762	,680
item_3	59,9412	81,996	,510	,765
item_4	59,6471	90,175	,403	,798
item_5	61,9118	83,537	,513	,762

Reliability Statistics

Cronbach's Alpha	N of Items
,784	5

Because the outcome is 0,784 = high, the reliability test fulfills its criteria and is determined to be highly reliable

3. Difficulty Level of Test

Calculating the level of difficulty involves dividing the percentage of test takers who can properly answer an item by the number of students who can do so. The index of difficulty is a number that represents a question's level of difficulty. The method by which the item difficulty index for the objective question form is determined

35

$$P = \frac{B}{Js}$$

Note :

P = Each item's capability index

B = the proportion of students who correctly responded to the question.

Js = the overall amount of learners who took the test.

The index of difficulty level computation is done for each number of questions. If a question has a difficulty level of = 0.00, it means that no students answered it correctly, and if it has a difficulty level of = 1.00, it implies that students answered it correctly. The following criteria are used to categorize the questions' degrees of difficulty:

Difficulty Index	Criteria
P 0,00-0,03	Hard
P 0,31-0,70	Medium
P 0,71-100	Easy

Table 3.4
Difficulty Level Data of Item Test

No	Item1	Item2	Item3	Iitem4	Item5
Score Average	17,64706	16,61765	13,67647	13,97059	11,70588
Maximal Score	20	20	20	20	20

36

Difficulty Level	0,882353	0,830882	0,683824	0,698529	0,585294
Criteria	Easy	Easy	Medium	Medium	Medium

The outcome shows that items 1 and 2 of the criteria have an easy item. And the criteria difficulty level of item 3, item 4, and item 5 are medium. It means all of item can be used for test

G. Methods of Analyzing Data

To get the data, this study employ a series of tests. The results of the test should reveal how well the pupils in the experimental clas and the control class pronounce words.

The researcher used Independent Sample T-Test with SPSS to analyze the data. Determining whether there was a significant correlation between using Google Assistant supported by intuitive imitative techniques and students' pronunciation

The author uses the statistical calculation of the T-test to assess the data from the pre-test and post-tests when the samples are unrelated to other

1. Independent Samples T-Test (Hypothesis Test)

To ascertain whether there was any significant difference between the preliminary and final test findings after the treatments were applied, the hypothesis was first put to the test. The researcher utilized SPSS as a program to test the hypothesis to know it. Additionally, the data were entered and calculated using the formulation of the mean scores for the experimental and control classes.

Following the formula, the significance value or alpha (α) was calculated as 5%, or 0.05. This study used Independent T-Test using SPSS. The criteria of the hypothesis then were shown as follows:

1) Ho (null assumption) is refused and Ha is acceptable if Sig. (2-tailed) < 0.05
2) Ho (null assumption) is considered valid and Ha rejected if Sig. (2-tailed) > 0.05.

2. Formulation of the Effect Size

In order to assure whether the effect size of the Google Assistant Application supported with intuitive imitative approach were strong, this study adopted Cohen's formulation as follows:

$$Pooled\ SD \ = \ \sqrt{\frac{(SD_1{}^2 + SD_2{}^2)}{2}}$$

$$Cohen's\ d \ = \ \frac{(M_2 - M_1)}{Pooled\ SD}$$

Note:

M1 indicates the group 1 (experimental class) mean.

M2 is the group 2 (control class) mean.

SD1 is part of the group 1 standard deviation.

SD2 is part of the group 2 standard deviation.

CHAPTER IV
FINDINGS AND DISCUSSION

The researcher outlines the data analysis process and provides the research findings in this chapter. The analysis information and discussions are presented below:

A. Findings

The Effective of Google Assistant supported with Intuitive Imitative Approach in teaching pronunciation

1. Data Description

Table 4.1
Descriptive Analysis of
Experimental Class and Control Class

	N	Min	Max	Sum	Mean	Std. Deviation
Experimental Pre-Test	34	52	96	2493	73,3	2,519
Experimental Post-Test	34	64	98	2633	77,4	2,374
Control Pre-Test	35	35	96	2434	68,9	1,924
Control Post-Test						
Valid N (listwise)	35	48	96	2376	69,8	1,612

2. Analysis Data

   a. **Independent Samples T-Test (Hypothesis Test)**

   The data were entered and calculated using the

formulation of the mean scores for the experimental and control classes.

Following the formula, the significance value or alpha (α) was calculated as 5%, or 0.05. This study used Independent T-Test using SPSS. The criteria of the hypothesis then were shown as follows:

a. Ho (null assumption) is refused and Ha is acceptable if Sig. (2-tailed) < 0.05.

b. Ho (null assumption) is considered valid and Ha rejected if Sig. (2-tailed) > 0.05

Table 4.3 Hypothesis Test (Independent Samples Statistics)

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	5,627	,021	2,767	67	,007	7,984	2,885	2,225	13,743
	Equal variances not assumed			2,783	59,538	,007	7,984	2,869	2,244	13,724

Table 4.4 Mean Score of Post-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental (X-E)	34	77,44	9,398	1,612
	Control (X-F)	35	69,46	14,043	2,374

The Sig. (2-tailed) value is 0,007 (< 0,05) based on the

findings of the Independent Samples T-Test mentioned above. It means that while Ho is refused, Ha gets admitted.

As a result, there was a significant effect of Google Assistant supported with intuitive imitative approach

b. Formulation of The Effect Size

To determine the level of the effect size, this study followed Cohen's formula, which was then applied as follows:

$$Pooled\ SD\ =\ \sqrt{\frac{(SD_1{}^2 + SD_2{}^2)}{2}}$$

$$Pooled\ SD = \sqrt{\left(\frac{9,938^2 + 14043^2}{2}\right)} = 11,91$$

$$Cohen's\ d\ =\ \frac{(M_2 - M_1)}{Pooled\ SD}$$

$$Cohen's\ d = \frac{(77,44 - 69,46)}{11,91} = \frac{7,98}{11,91} = 0,67$$

The criteria of size level:

$0,20 \geq d \leq 0,50$ = little impact size

$0,50 \geq d \leq 0,80$ = medium effect size

$d \geq 0,80$ = extensive effect size

Following an analysis of Cohen's d, the study's size level was determined to be 0,67, which by the standards of the effect size level, denoted a medium effect size.

The impact of Google Assistant's intuitive imitative technique on the pronunciations of learners was relatively

41

significant.

B. Discussion

This research differs from previous studies that emphasized the usage of the Google Assistant software along with intuitive imitative methods to enhance students' pronunciation.

According to a study by Howard Hao-Jan Chen, Christine Ting-Yu Yang, and Kyle Kuo-Wei Lai (2020), the use of Google Assistant for learning new languages is something that college students who are learning English as a second language (EFL) are interested in. Six men and 23 women who were EFL students at a university in Taiwan's northern part participated in the interviews. According to the findings of our study, language competency may have an impact on how L2 learners assess the potential of IPAs for L2 learning and how IPAs like Google Assistant interpret their utterances. Since it is focused on how students perceive the usage of Google Assistant in pronunciation learning

The researcher conduct a different study since it is focused on effectiveness of students' pronunciation being taught toward the use of Google assistant to facilitate their pronunciation

The items utilized in the previous and subsequent tests have been tried out by the researcher. There are discovered to be 5 reliable items for testing. Each student in the two groups is allowed to come up and express 5 items as part of the researcher's speech the preliminary test. The 5 items consisted 15 words and 10 sentences in total.

Based on the findings given in the preceding sub-chapter, it was assured that the experimental class's mean pre-test score was 73.32, and the control group's mean pre-test score was 68.91. The mean score for the experimental class was higher that the mean score for the control class. It shows that learners in the experimental group and those in the control group class responded differently on the pre-test. The mean pre-test score for the control class was 68.91, while the mean post-test score was 69.88. It shows that the final test score for the control sample significantly improved.

However, the group participating in the experiment improved, going from an average score of 73.32 on the preliminary test to a mean score of 77.44 on the final test. As a result, the experimental class outperformed the control class in terms of scores from both tests. According to the statistical analysis, the experimental class' growing point increased by 4, 12 points from 73, 32 to 77.44. The control group's score increased by 0.97 points, from 68.91 to 69.88. As a result, the experimental class outperformed the control group in terms of considerably rising points.

According to the results of the SPSS calculation's t-test, it can be demonstrated that p (Sig. (2-tailed)) 0,007 < 0.05 indicates that Ho was rejected and Ha was accepted.

A study entitled "An Intuitive-Imitate Approach to Teaching Pronunciation of Inflections in English Words" was conducted by Lok Raj Shrma (2020). The result of the study is that teaching pronunciation is very common and easily applicable in Intuitive-

Imitate approach. For educational experiences to be beneficial, there has to be a skilled teacher and interested students.

This study is different from the researcher's. The researcher wants to explain the effectiveness of Intuitive-Imitative Approach to using Google Assistant in teaching pronunciation

Due to this, there is a significant effect of Google Assistant supported with an intuitive imitative approach on students' pronunciation. According to calculations made with SPSS 26 Software, the strength of the effect of Google Assistant supported with an intuitive imitative approach on students' pronunciation was medium.

Additionally, the experimental class students' improved grades following the application and implementation of Google Assistant supported with an intuitive imitative method, serve as further empirical evidence. It may be concluded, from the results found students who got instruction and drills from the Assistant of Google facilitated by an intuitive imitative approach had significantly better pronunciation than those who did not.

The researcher considered that teaching pronunciation to students via Google Assistant could make it accessible for them to practice their pronunciation. While using this software, 15 words and 10 sentences in English were said by an authentic native speaker. As a result, they would find it less difficult to practice pronouncing words by immediately listening to a native speaker's voice.

Our accent received recognition by Google Assistant. To learn

how to pronounce English words, students would be able to communicate directly with the virtual assistant. Students' challenges with vocabulary or word pronunciation would have been solved as one of the treatments as a result.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

After conducting research, presenting, and analyzing the data, the researcher would like to present the conclusion and suggestion of the research

A. CONCLUSIONS

The researcher provides a results on the application of "Facilitating Students' Pronunciation through Google Assistant supported with Intuitive Imitative Approach" based on the research findings reported in the preceding chapter.

The Google Assistant is great at teaching pronunciation when combined with an intuitive imitative approach. According to the requirements for the impact size level, the size level's result indicates that the effect size is medium

B. SUGGESTION

Following are some suggestions made by the researcher based on this study:

1. For English Teachers
    a. English teachers are expected to be more creative when it comes to researching approaches, techniques, methods, and media in the course of classroom instruction.
    b. In order to make the teaching and learning process more

worthwhile and pleasurable for students, teachers should be more attentive to understanding students' needs.

c. To employ technology as a tool to instruct speech in the future, more technological advancements must be made; these technologies may be more efficient and user-friendly. So that teachers would be better prepared and literate to understand the advantages of employing technology in the classroom and how it will affect the pupils.

2. For Students

This study might inspire learners to practice their English during downtime at home. Additionally, students can benefit from technological advancements by looking for learning applications that meet their specific needs. It is intended that students will become active learners rather than relying solely on the teacher's explanations in class.

The researcher then expected that this study may be used as a reference for both teachers and students to learn more about instructional methods and pronunciation utilizing Google Assistant supported with an intuitive imitative technique and its advantages for learners

BIBLIOGRAPHY

Boyer, S. and Boyer, L. eds., 2002. *Understanding English pronunciation: An integrated practice course*. Boyer Educational Resources.

Caporaso, James A., and Leslie L. Roos, eds. *Quasi-experimental approaches: Testing theory and evaluating policy*. Evanston: Northwestern University Press, 1973.

Celce-Murcia, M., Brinton, D. M. & Goodwin, J. M. (1996). *Teaching Pronunciation*. Cambrifge University Press

Creswell, John W. "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research." *Educational Research*, 2012.

C.R, Khotari. *Research Methodology: Mehtods and Technique*. *Journal of Petrology*. Vol. 369, 2013.

Effendy, I, M Abi Hamid - VOLT: Jurnal Ilmiah Pendidikan Teknik, and undefined 2016, "Pengaruh Pemberian Pre-Test Dan Post-Test Terhadap Hasil Belajar Mata Diklat Hdw. Dev. 100.2. a Pada Siswa Smk Negeri 2 Lubuk Basung," *Jurnal.Untirta.Ac.Id*, 1.2 (2016), 81–88

ELLIOTT, A. RAYMOND, "Foreign Language Phonology: Field Independence, Attitude, and the Success of Formal Instruction in Spanish Pronunciation," *The Modern Language Journal*, 79.4 (1995), 530–42 <https://doi.org/10.1111/J.1540-4781.1995.TB05456.X>

Eric Bray, "Using Limericks To Help Japanese Students Improve Their Pronunciation.," 1995.

Florez, MaryAnn Cunningham, "Improving Adult ESL Learners'

Pronunciation Skills. ERIC Digest." (NCLE, 4646 40th Street, NW, Washington, DC 20016; Tel: 202-362-0700, ext. 200; e-mail: ncle@cal.org; Web site: http://www.cal.org/ncle, 1998)

Fraser, Helen, "Teaching Pronunciation: A Guide for Teachers of English as a Second Language" (University of New England, 2001)

Gilakjani, Abbas, Seyedeh Ahmadi, and Mohammad Ahmadi. "Why Is Pronunciation So Difficult to Learn?" *English Language Teaching* 4, no. 3 (2011): 74–83. https://doi.org/10.5539/elt.v4n3p74.

Harmer, J., 2000. *How to Teach Pronunciation.*

Hismanoglu, Murat, and Sibel Hismanoglu. "Language Teachers' Preferences of Pronunciation Teaching Techniques: Traditional or Modern?" *Procedia - Social and Behavioral Sciences* 2, no. 2 (January 1, 2010): 983–89. https://doi.org/10.1016/J.SBSPRO.2010.03.138.

Howard Hao Jan Chen, Christine Ting Yu Yang, and Kyle Kuo Wei Lai, "Investigating College EFL Learners' Perceptions toward the Use of Google Assistant for Foreign Language Learning," *Interactive Learning Environments*, 2020 <https://doi.org/10.1080/10494820.2020.1833043>.

Lina Fathi Sidig Sidgi and Ahmad Jelani Shaari, *The usefulness of Automatic Speech Recognition (ASR) Eyespeak Software in Improving Iraqi EL Student's Pronunciation*, Advances in Language and Literary Studies, 8 (1), 2017, p. 22-225

Lok Raj Sharma Associate Professor, "AN INTUITIVE-IMITATIVE APPROACH TO TEACHING PRONUNCIATION OF INFLECTION IN ENGLISH WORDS."

Martin Molden, *Employing Apple's Siri to practice pronunciation: A preliminary study on Arabic speakers*, Hawaii Pacific University TESOL Working Paper Series, 13, 2015, p.2-12

Muhamad Sofian Hadi and Raisya Syafira Junor, "Speaking to Devices: Can We Use Google Assistant to Foster Students' Speaking Skills?," *Journal of Languages and Language Teaching*, 10.4 (2022), 570–78 <https://doi.org/10.33394/JOLLT.V10I4.5808>.

Muhlisin, Muhammad, and Anugrah Widyanto. "AN ANALYSIS ON TEACHER'S COMMUNICATION STRATEGIES IN TEACHING SPEAKING AT MTS NW BONJERUK." *Journal of Languages and Language Teaching* 7, no. 2 (November 6, 2019): 154–65. https://doi.org/10.33394/JOLLT.V7I2.1963.

Muijs, Daniel. *Doing Quantitative Research in Education with SPSS*. *Doing Quantitative Research in Education with SPSS*, 2012. https://doi.org/10.4135/9781849209014.

Nitin Borge, "Artificial Intelligence to Improve Education / Learning Challenges," *International Journal Of Advanced Engineering & Innovative Technology*, 2.6 (2016), 10–13 .

P.D. Sugiono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif.Pdf," *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 2014.

Scholarsarchive, Byu, and Rui Ma, "The Role of Pronunciation in Speaking Test Ratings," 2015

Wong, R., 1993, October. Pronunciation myths and facts. In *English Teaching Forum* (Vol. 31, No. 4, pp. 45-46).

APPENDICES

Appendix 1

Students of Experimental Class (10E)

MAN 2 Semarang

PRESENSI SISWA
MADRASAH ALIYAH NEGERI 2 KOTA SEMARANG
TAHUN PELAJARAN 2022 / 2023

2023

| MATA PELAJARAN | : | | KELAS | : | X E |
| SEMESTER | : GENAP | | WALI KELAS | : | MAR'ATUS SHOLIHAH, S.Pd. |

NO	NAMA	NIS	JK	PERTEMUAN 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	JUMLAH S	I	A
1	AHMAD SAHAL	220141	L																		
2	ALISSYA ZAHRA SENDITYA	220142	P																		
3	ANITA FITRIA DWIWULANDARI	220143	P																		
4	ARYA ALYNSKIE ANGGER ROHADI	220144	L																		
5	AYU DIAH RAHMAWATI	220145	P																		
6	BUNGA ZAHRA AMELINDA	220146	P	A																	
7	DEVITA NEILA YAFFA	220147	P																		
8	DHANY RASHYA HERMAWAN	220148	L																		
9	DYAH NOVIANA PUTRI	220046	P																		
10	EMI WIDI LISTYANI	220149	P	.																	
11	FEBRIAN RAMDHANI	220150	L																		
12	FINA SOFYYA SEJATI	220151	P																		
13	ICHA RAHMA AULIA	220153	P																		
14	ISNAINI FADILAH NUR	220154	P																		
15	JINGGA FARADISA	220053	P																		
16	KAYLA PUTRI ARDIANTI	220155	P	(																	
17	KHAJIM ALIF AL AKRIM	220156	L																		
18	LUQMAN DZAKI	220157	L																		
19	MAASYA INDAH PUSPITA SARI	220158	P																		
20	MUHAMMAD BINA SATRIA SETIAWAN	220160	L																		
21	MUHAMMAD ZIDANE PRASETYA	220161	L																		
22	NABILA AMALIYYATUL	220162	P																		
23	NAILA BUNGA FELICITIA ZARKASI	220163	P																		
24	NAYLA ARDINA RASYA	220164	P																		
25	NURMAHMUDI	220165	L	⚡																	
26	PARENA COTAK KENYO UTAGI	220166	P																		
27	RAFA ANGGRAINI SA'ADAH	220167	P																		
28	REFLY HASYA MACHNUN	220168	L	.																	
29	SAFIRA LAILA MAULIDA	220169	P																		
30	SANDYA PRAWIRA AGUSTAF	220170	L																		
31	SITI NURUL KHOLIFAH	220172	P	.																	
32	ULI AJNIKHAH	220173	P		.																
33	YUNIA ZAHIRA CAHYA	220174	P																		
34	YUSTIA ULYA AZIZAH	220175	P																		
35	YUSUF KURNIAWAN	220176	L																		
36																					

12
1

Guru Mata Pelajaran

NIP

Student absent numer 25 is out

51

Students of Control Class (10F)

MAN 2 Semarang

PRESENSI SISWA

MADRASAH ALIYAH NEGERI 2 KOTA SEMARANG

TAHUN PELAJARAN 2022 / 2023

MATA PELAJARAN :   KELAS : X F

SEMESTER : GENAP   WALI KELAS : LAILATUL MUSTAQIMAH, M.Pd.

NO	NAMA	NIS	JK	PERTEMUAN															JUMLAH		
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	S	I	A
1	AHMAD ANFASANI AMMAULANA	220107	L																		
2	ALFIN FADHILA	220177	L																		
3	ALVINA KHULSUM	220178	P																		
4	ARIVA NUR ISTIQOMAH	220179	P																		
5	ATHAR ABYAN HAFUZA JATI	220180	L																		
6	AZILA NURUL LAILI	220181	P																		
7	CHELSEA DIAS KINANTI	220182	P																		
8	DIKA KHOIRUL UMAM	220184	L																		
9	ENDAH TRI SETIANI	220185	P																		
10	FIRMAN ARDIANSYAH	220186	L																		
11	FIRYAL WULAN RAMADHANI	220187	P																		
12	GITA ANINDYA PUTRI	220049	P																		
13	IBNU ARDIAN MAULANA	220188	L																		
14	IKA FITRI NURKHASANAH	220189	P																		
15	INDRA DWI KURNIAWAN	220052	L																		
16	KAYRA TALITHA SALSABILA WARDANI	220190	P	⌐																	
17	M DIODA RIZKI P	220192	L																		
18	MAHARANI NASYWA HANIF	220193	P																		
19	MELANI PUSPITASARI	220055	P																		
20	MUCHAMMAD QHASS'AH SYAH	220194	L																		
21	MUHAMAD ILHAM YUDHIANA PUTRA	220195	L																		
22	MUHAMMAD EDDY KURNIAWAN	220196	L																		
23	MUHAMMAD ZIDANU RIZKY	220197	L																		
24	NAILA SALMA FAUZIYAH	220199	P																		
25	NAYLA FAUZIA KHOIRUNNISA	220200	P																		
26	PUJI KUSUMA NUGRAHENI	220202	P																		
27	RAHMA KHOIRUN NISA	220203	P																		
28	RENJIRO SHAKA WIBOWO	220204	L																		
29	RISKY ULIL ALBAB FEBRIANSYAH	220066	L																		
30	SALMA NUR AZIIZAH	220205	P																		
31	SHELLA NUR AFRILIA	220206	P																		
32	SINTA	220068	P																		
33	SITI RUKHOYAH	220207	P																		
34	VANIA KHANSA MAULA RIZQI	220209	P																		
35	ZAHRA NUR EKA PUTRI	220210	P																		
36	ZIDA SYUKRIL ADHIM	220211	L																		

$\frac{16}{2}$

Guru Mata Pelajaran

NIP.

student number 21 is out

Appendix 3 **Data of Pre-requisite Test**

Student number	Experimental Class XE	Control Class XF
1	56,00	60,00
2	84,00	96,00
3	64,00	64,00
4	79,00	52,00
5	76,00	80,00
6	88,00	64,00
7	60,00	72,00
8	66,00	80,00
9	72,00	72,00
10	92,00	48,00
11	72,00	80,00
12	92,00	56,00
13	80,00	68,00
14	72,00	72,00
15	76,00	68,00
16	80,00	72,00
17	72,00	48,00
18	84,00	84,00
19	72,00	48,00
20	52,00	96,00
21	76,00	80,00
22	68,00	68,00
23	68,00	72,00
24	64,00	56,00
25	64,00	48,00
26	68,00	52,00
27	84,00	72,00
28	76,00	84,00
29	72,00	56,00
30	64,00	76,00
31	48,00	60,00
32	96,00	32,00
33	84,00	96,00
34	82,00	76,00
35		52,00

Appendix 4 **Instrument of Pre-test and Post-test**

A. Read the words below correctly!
(*Vowel Test*)

1. Monopthongs

a. Short		b. Long
/æ/	/ʌ/	/o/
Happy	Wonder	Woke
(ˈhæpi)	(ˈwʌndər)	(wook)

2. Diphthongs

/aɪ/	/ao/
Nice	Proud
(naɪs)	(praod)

Total score : 20 point

C. Read the sentences below with right falling or risisng intonation!
(*Intonation Test*)

1. *Exclamatory (falling)*
   It's \interesting
   (ɪts ˈɪntrəstɪŋ)
2. How are you \doing ?
   (hao ɑr ju ˈduɪŋ?)
3. *Request (falling-raising)*
   Tell me, your \name/ please
   (tɛl mi, joər neɪm pliz)
4. *Tag question (falling-raising)*
   It's beautiful town, \isnt ?
   (ɪts ɪz ˈbjutəfəl taon, ˈɪzənt?)
5. *Response (falling)*
   Thank you very \much
   (θæŋk ju ˈvɛri mʌʧ)

Total score : 20 point

B. Read the words below correctly!
(*Consonant Test*)

1. /P/
   People (ˈpipəl)
2. /dʒ/
   Gergous (ˈgərdʒəs)
3. /w/
   Way (weɪ)
4. /v/
   Very (ˈvɛri)
5. /m/
   Must (mʌst)

Total score : 20 point

D. Read the word stress below correcly!
(*Words Stress Test*)

1. *First syllable*
   Interesting (ˈɪntrəstɪŋ) Ooo
   Kindness (ˈkaɪndnəs) Oo
2. *Two syllable*
   Surprising (sərˈpraɪzɪŋ) oOo
   Successful (səkˈsɛsfəl) oOo
3. *Third syllable*
   Information (ɪnfərˈmeɪʃən) ooOo

Total score : 20 point

E. Read the dialogue below!
(*Ryhthm Test*)

Expression of Complementing

1. Amy : Wow, this is a beautiful necklace.
   (wao, ðɪs ɪz ə ˈbjutəfəl ˈnɛkləs.)
2. Susan : Thanks, Amy. I'm glad you love it.
   (θæŋks, ˈeɪmi. aɪm glæd ju lʌv ɪt.)

Expression of Congratulating

1. Asri : Hi Novi, you got the highest score of English test in the class ?
   (haɪ ˈnoovi, ju gɑt ðə ˈhaɪəst skər ʌv ˈɪŋglɪʃ tɛst ɪn ðə klæs?)
2. Novi : Really? I'm so happy to hear that
   (ˈrɪli? aɪm soo ˈhæpi tu hir ðæt)
3. Asri : Congratulations! I'm proud of you
   (kənˌgræʧəˈleɪʃənz! aɪm praod ʌv ju)

*Appendix 5 **validity of try out result***

Correlations

		item_1	item_2	item_3	item_4	item_5	total_score
item_1	Pearson Correlation	1	,761**	,498**	,527**	,459**	,830**
	Sig. (2-tailed)		,000	,003	,001	,006	,000
	N	34	34	34	34	34	34
item_2	Pearson Correlation	,761**	1	,514**	,393*	,617**	,857**
	Sig. (2-tailed)	,000		,002	,022	,000	,000
	N	34	34	34	34	34	34
item_3	Pearson Correlation	,498**	,514**	1	,258	,370*	,722**
	Sig. (2-tailed)	,003	,002		,141	,031	,000
	N	34	34	34	34	34	34
item_4	Pearson Correlation	,527**	,393*	,258	1	,202	,635**
	Sig. (2-tailed)	,001	,022	,141		,251	,000
	N	34	34	34	34	34	34
item_5	Pearson Correlation	,459**	,617**	,370*	,202	1	,717**
	Sig. (2-tailed)	,006	,000	,031	,251		,000
	N	34	34	34	34	34	34
total_score	Pearson Correlation	,830**	,857**	,722**	,635**	,717**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

No	Item1					Σ	Item2					Σ	Item3					Σ	Item4					Σ	Item5					Σ	Total score
1	4	4	2	3	1	14	4	3	2	2	2	13	3	2	1	2	2	9	3	3	3	2	0	11	3	2	1	2	2	9	56
2	4	4	4	4	4	20	4	4	4	4	4	20	4	2	2	3	3	14	4	4	4	4	4	20	3	1	2	2	2	10	84
3	3	4	2	4	3	16	3	2	3	3	2	13	2	1	4	1	4	12	2	2	4	1	3	12	2	3	3	2	1	11	64
4	3	4	4	4	4	19	3	4	3	4	2	16	4	3	4	4	4	19	2	3	3	2	4	14	2	2	3	3	1	11	79
5	4	4	4	4	4	20	4	4	4	3	3	18	3	2	3	2	1	11	3	3	3	2	4	15	2	1	4	2	3	12	76
6	4	4	4	4	4	20	4	4	4	4	4	20	4	0	4	3	4	15	4	4	4	4	4	20	3	2	3	2	3	13	88
7	2	3	3	3	4	15	4	2	4	1	1	12	4	3	3	1	1	12	3	3	3	3	3	15	2	2	1	1	0	6	60
8	4	4	4	2	2	16	3	3	4	4	3	17	4	3	3	3	1	14	3	1	3	1	4	12	2	1	1	2	1	7	66
9	3	3	4	3	4	17	4	4	4	3	4	19	3	3	2	3	4	15	3	2	3	2	2	12	3	2	2	2	0	9	72
10	4	4	4	4	4	20	4	4	4	4	4	20	4	4	4	4	4	20	4	3	3	3	2	15	4	3	3	4	3	17	92
11	4	4	3	3	3	17	4	3	4	4	4	19	3	3	2	2	0	10	3	3	2	3	0	11	1	4	3	3	4	15	72
12	4	3	4	4	4	19	4	3	4	4	4	19	4	4	3	3	4	18	4	3	4	4	3	19	3	2	4	4	4	17	92
13	4	4	4	4	4	20	3	3	4	4	4	18	4	4	3	3	4	18	2	2	2	2	2	10	4	3	4	0	3	14	80
14	3	4	4	2	4	17	4	3	2	3	2	14	4	2	3	1	3	13	4	3	4	4	4	19	3	3	0	2	1	9	72
15	3	4	3	4	4	18	3	4	4	3	4	18	4	4	0	3	3	14	4	2	2	0	3	11	4	3	3	3	2	15	76
16	4	4	4	4	4	20	4	4	4	4	4	20	4	4	4	4	4	20	2	0	2	3	3	10	2	1	2	2	3	10	80
17	3	4	4	4	4	19	3	4	2	2	2	15	2	2	3	3	2	12	3	4	3	3	3	16	2	0	2	3	3	10	72
18	4	4	4	4	4	20	4	4	4	4	3	19	2	3	3	3	4	15	4	1	3	3	4	15	4	3	3	2	3	15	84
19	3	4	4	4	2	17	4	2	4	4	4	18	2	2	2	2	1	9	3	4	2	3	4	16	2	2	3	3	2	12	72
20	3	2	4	0	3	12	2	3	2	2	2	11	3	4	3	0	4	14	0	3	3	2	1	9	2	2	0	1	1	6	52
21	4	2	4	4	4	18	4	4	4	4	0	16	2	3	4	2	4	15	4	2	1	3	3	13	4	2	4	4	0	14	76
22	4	4	4	4	4	20	3	4	1	4	4	16	2	2	2	3	2	11	4	3	3	2	2	14	2	1	2	1	1	7	68
23	4	3	4	4	2	17	3	4	3	4	2	16	1	2	2	2	2	9	4	2	3	3	3	15	3	2	2	2	2	11	68
24	3	4	2	3	4	16	3	2	4	1	3	13	3	2	3	2	3	13	4	2	3	2	2	13	2	2	2	2	1	9	64
25	3	4	3	3	4	17	4	2	2	3	3	14	4	1	1	2	2	10	2	0	3	2	2	9	3	4	3	2	2	14	64
26	4	4	2	4	4	18	4	3	3	4	2	16	2	2	3	2	2	11	4	4	4	3	0	15	2	1	3	1	1	8	68
27	4	4	4	4	4	20	4	4	4	4	4	20	3	2	2	3	2	12	3	3	4	3	4	17	3	3	1	4	4	15	84
28	3	4	2	4	3	16	4	4	4	4	4	20	4	4	2	2	2	14	3	2	1	2	2	10	4	3	3	3	3	16	76
29	2	3	3	4	3	15	2	3	4	3	3	15	3	4	2	1	4	14	4	3	4	1	2	14	4	2	3	3	2	14	72
30	3	4	1	4	4	16	3	2	2	4	3	14	3	0	2	2	2	9	3	2	2	1	3	11	2	4	3	2	3	14	64
31	4	2	1	3	4	14	3	2	3	2	1	11	2	3	1	1	1	8	1	3	2	2	1	9	2	0	1	1	2	6	48
32	4	4	4	4	4	20	4	4	4	4	4	20	4	4	4	4	4	20	4	4	3	4	4	19	4	4	4	3	2	17	96
33	4	3	3	4	4	18	4	3	2	4	4	17	2	3	4	4	4	17	3	4	4	3	4	18	2	2	4	4	2	14	84
34	4	4	4	4	3	19	4	3	4	4	3	18	3	4	3	4	4	18	4	4	0	4	4	16	2	3	1	3	2	11	82

Appendix 7 **Result of Difficulty Item Data**

No	Item1	Item2	Item3	Iitem4	Item5	Total score
1	14	13	9	11	9	**56**
2	20	20	14	20	10	**84**
3	16	13	12	12	11	**64**
4	19	16	19	14	11	**79**
5	20	18	11	15	12	**76**
6	20	20	15	20	13	**88**
7	15	12	12	15	6	**60**
8	16	17	14	12	7	**66**
9	17	19	15	12	9	**72**
10	20	20	20	15	17	**92**
11	17	19	10	11	15	**72**
12	19	19	18	19	17	**92**
13	20	18	18	10	14	**80**
14	17	14	13	19	9	**72**
15	18	18	14	11	15	**76**
16	20	20	20	10	10	**80**
17	19	15	12	16	10	**72**
18	20	19	15	15	15	**84**
19	17	18	9	16	12	**72**
20	12	11	14	9	6	**52**
21	18	16	15	13	14	**76**
22	20	16	11	14	7	**68**
23	17	16	9	15	11	**68**
24	16	13	13	13	9	**64**
25	17	14	10	9	14	**64**
26	18	16	11	15	8	**68**
27	20	20	12	17	15	**84**
28	16	20	14	10	16	**76**
29	15	15	14	14	14	**72**
30	16	14	9	11	14	**64**

31	14	11	8	9	6	**48**
32	20	20	20	19	17	**96**
33	18	17	17	18	14	**84**
34	19	18	18	16	11	**82**
Score Average	**17,64706**	**16,61765**	**13,67647**	**13,97059**	**11,70588**	
Maximal Score	**20**	**20**	**20**	**20**	**20**	
Difficulty Level	**0,882353**	**0,830882**	**0,683824**	**0,698529**	**0,585294**	
Criteria	**Easy**	**Easy**	**Medium**	**Medium**	**Medium**	

Appendix 8

Experimental Class

Subject	: English
Class/ Semester	: XE/2
Subject Matter	: Congratulating and Complimenting
Time Allocation	: 4 x 45 minutes (2 meetings)

A. Core Competence

KI 1 : Appreciating and living up to the teachings of the religion he adheres to
KI 2 : Demonstrating honest, disciplined, responsible, caring (cooperative, tolerant, peaceful) behavior, polite, responsive, and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning oneself as a reflection of the nation in world associations
KI 3 : Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of study specific according to their talents and interests to solve problems.
KI 4 : Exploring, associating, and communicating in the realm of concrete and abstract realm related to the development of what one learns at school independently and can use methods according to scientific principles

B. Basic Competence and Indicators of Competence Achievement

Basic Competence	Indicators of Competence Achievement
3.2 Applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve the action of giving congratulations (extended) praise and responding to them, according to the context of their use	3.2.1 Identifying the expressions of congratulating and compliment 3.2.2 Analyzing the structure of the dialogue text expressions that give congratulations and compliment 3.2.3 Analyzing the linguistic elements of the expression of congratulating and compliment
4.2 Composing simple oral and written interpersonal interaction texts that involve giving extended congratulations and praise,	4.2.1 Composing simple written interpersonal interaction texts, containing congratulations

59

Responding to them by paying attention to social functions, text structure, and linguistic elements that are correct and in context	And compliment about social functions, structure, and linguistic elements correctly 4.2.2 Composing simple interpersonal interaction texts with oral, containing congratulations and compliment about social functions, structure, and linguistic elements correctly.

C. Learning Objectives

a. Students can identify expressions of congratulating and complimenting according to the dialogue text

b. Students can ably give an example sentence of how to express congratulating and complimenting

c. Students can write the dialogue text about expressions of congratulating and complimenting

d. Students can ably role-play according to the dialogue text about expressions of congratulating and complimenting

D. Learning Materials

Expression of Complimenting is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

When to express compliment:

- On general occasion,
- When someone has done his/her best,
- When you visit someone's house for the first time,
- If you notice something new about someone's appearance.

Complimenting	Responding to Compliment
• What a wonderful performance! • I must express my admiration to you! • What a nice dress! • You looks so gorgeous! • Great job! / Good job! • What a beautiful skirt you are wearing! • You really did a good job! • I'm proud of you!	• Thank you • Thanks • I am glad you like it • It is very kind of you to say that • Thanks a lot • Thanks a lot for your appreciation • I am so grateful to you

60

1. A: You look really nice today.

   B: Thank you. I just got this outfit the other day.

   A: Really, where did you get it?

   B: I got it from Macy's.

   A: It's really nice.

   B: Thanks again. You look nice today, too.

   A: Thank you. I just got these shoes today.

   B: Really? What kind of shoes are they?

   A: These are called All Star Chuck Taylors.

   B: I really like those. How much did they cost?

   A: They were about forty dollars.

   B: I think I'm going to go buy myself a pair.

Expression of Congratulations is an expression that we use give the congratulation utterance when he or she be succeed in doing someone.

To express our pleasure or happiness toward others' success or when something good happens to other.

Dialogue 1

Irma   : Mr. John said that you've just got the first place for running match. Was it true Donny?

Donny : Thank God. It's true

Irma   : Congratulation, Donny. You did very well

Donny : Thanks, Ima

Dialogue 2

Reyhan : Congratulations on becoming the new manager of the human development department.
          You really deserve it

Bondan : Thank you, Reyhan. I'm nothing without your support

Lala   : Your hard work has been paid off, Bondan. Congratulations!

Bondan : Thanks, Lala

Congratulating	Responding to Congratulation
• I'd be the first to congratulate you on. • I'd like to congratulate you on … • Please accept my warmest congratulations. • May I congratulate you on …? • I must congratulate you. • It was great to hear about … • Congratulations. • Congratulations on … • That's great. Congratulations!	• Thank you for the congratulations. • Thank you so much for recognizing my efforts. • It's good to hear that from you. • Thank you very much for your kind and encouraging email. • It was nice to receive such good luck wishes. • Thank you so much for your message. • I was really surprised (pleased)! • Thanks. We all had a part in the results. • Thanks a lot for such a kind gesture... • Your blessings are a source of a great inspiration for me.

E. **Learning Method**
    a. Approach   : Intuitive Imitative Approach
    b. Model   : Genre Based Instruction
    c. Method   : Discussion, question answer

F. **Learning Media**
    a. Media   : Worksheet, Power Point
    b. Tools   : Whiteboard, marker, Laptop, LCD
    c. Multi Learning Resources   : 2013 Curriculum Support Book for Class X English Subjects, Ministry of Education and Culture, 2016 Revision, English Dictionary

G. **Learning Steps**
    a. **First Meeting**

Activity	Time

Opening
   1. Preparing students to follow the learning process such as praying, attendance, preparing textbooks
   2. Motivating students contextually according to the benefits of learning regarding expressions of congratulating and complimenting
   3. Asking questions related to the material to be studied
   4. Explaining the basics competencies and learning objectives to be achieved and the scope of the material
	15 Minutes

Main Activities • **Building Knowledge of Text (BKOF)** 1. Students pay attention to the teacher explain the material of	65 Minutes

Activity	Time

expressions in congratulating and complimenting
2. The teacher asks students how to express congratulating and complimenting
• **Modelling of Text (MOT)**
  1. Students are given an example sentence of how to express congratulation and compliment, also how to respond to it
  2. Students identify or underline expressions congratulating and complimenting in the dialogue text
• **Joint Construction of Text (JCOT)**
  1. Teacher divide students into pairs
  2. The teacher instructs students to read the dialogue text in pairs
  3. Teacher instructs students to open their smartphones and search for the Google Assistant application
  4. Teacher introduces students to the Google Assistant
  5. Teacher practice pronouncing some words or sentences in the dialogue text using Google Assistant to check it
  6. Students imitate the teacher to pronounce some words or sentences in the dialogue text using Google Assistant to check it
• **Independent Construction of Text (ICOT)**
  1. Students ask to write simple dialogue text about expressions congratulating and complimenting individually
  2. After writing the assignment, students collect from the teacher	

Closing 1. Providing feedback on the learning process 2. Summarizing what was learned today 3. Submitting a lesson plan for the next meeting	10 Minutes

b. **Second Meeting**

Activity	Time
Opening 1. Preparing students to follow the learning process such as praying, attendance, preparing textbooks 2. Motivating students contextually according to the benefits of learning regarding expressions of congratulating and praising 3. Asking questions related to the material to be studied 4. Explaining the learning objectives and basics competencies to be achieved and the scope of the material	15 Minutes
Main Activities • **Building Knowledge of Text (BKOF)** 1. Students pay attention to the teacher explaining or reviewing the previous material	65 minutes

63

• **Modelling of Text (MOT)**
   1. The teacher appoints some students to give an example sentence of expressions congratulating and compliment
• **Joint Construction of Text (JCOT)**
   1. The teacher divides students into pairs
   2. Students write the dialogue text in pairs
   3. Each group comes to the front of the class to do a role-play from the dialogue text that their made
• **Independent Construction of Text (ICOT)**
   1. Students give advice and suggestion to groups that perform in front of the class	

Closing 1. Providing feedback on the learning process 2. Summarizing what was learned today 3. Submitting a lesson plan for the next meeting	10 Minutes

H. Assessment Rubric
    a. Assessment of Attitude

➤ *Assessment Spiritual Attitude*

No.	Statements	Very good	Good	Enough	Less
1.	Praying before and after doing activities				
2.	Greeting before and after when expressing opinion				

➤ *Scoring rubric of Spiritual Assessment*

Score	Predicate	Descriptions
4	Very good	Accustoming to pray before and after doing activities and Greeting before and after when expressing opinion
3	Good	Having a good praying doing activities and Greeting before and after when expressing opinion
2	Enough	Not consistent to pray before and after doing activities and Greeting before and after when expressing opinion
1	Less	Not appear do to pray before and after doing activities and Greeting before and after when expressing opinion

➤ Students grade calculation formula

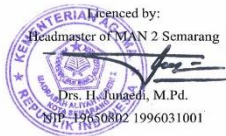$$\frac{\text{The number of scores obtained by students} \times 100}{\text{Maximal score}}$$

b. **Assessment of Skill**

   1) **Speaking Test**

Variable	Indicator	Items of Instrument
Interpersonal interaction texts, containing expression of congratulations and compliment	Composing simple interpersonal interaction texts with oral, containing Congratulations and compliment about social functions, structure, and linguistic elements correctly.	**Speaking Test:** students perform from the task of writing a conversational dialogue text that contains expressions in congratulating and praising

➤ Scoring Rubric

Criteria	Score (4)	Score (3)	Score (2)	Score (1)
Pronouncing	Pronouncing can be understood even with a certain accent	There is a problem with pronunciation so it make listeners have to focus	Difficult to understand because lack of pronunciation	Almost comes out in pronunciation
Fluency	Dialog is fluent and a little	Not very fluent	Often hesitate and stop	Often stop and be silent

➤ Students grade calculation formula

$$\frac{\text{The number of scores obtained by students} \times 100}{\text{Maximal score}}$$

65

Semarang, May 24, 2023

Approved by,
Guiding Teacher

Researcher

Erny Wahyuni S.Pd.
NIP. 197806022007102001

Alfiaturrohmaniah
NIM. 1903046061

Licenced by:
Headmaster of MAN 2 Semarang

Drs. H. Junaedi, M.Pd.
NIP. 19650802 1996031001

66

Appendix 9

Subject	: English
Class/ Semester	: XF/2
Subject Matter	: Congratulating and Complimenting
Time Allocation	: 4 x 45 minutes (2 meetings)

A. Core Competence

KI 1 : Appreciating and living up to the teachings of the religion he adheres to
KI 2 : Demonstrating honest, disciplined, responsible, caring (cooperative, tolerant, peaceful) behavior, polite, responsive, and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning oneself as a reflection of the nation in world associations
KI 3 : Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of study specific according to their talents and interests to solve problems.
KI 4 : Exploring, associating, and communicating in the realm of concrete and abstract realm related to the development of what one learns at school independently and can use methods according to scientific principles

B. Basic Competence and Indicators of Competence Achievement

Basic Competence	Indicators of Competence Achievement
3.2 Applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve the action of giving congratulations (extended) praise and responding to them, according to the context of their use	3.2.1 Identifying the expressions of congratulating and compliment 3.2.2 Analyzing the structure of the dialogue text expressions that give congratulations and compliment 3.2.3 Analyzing the linguistic elements of the expression of congratulating and compliment
4.2 Composing simple oral and written interpersonal interaction texts that involve giving extended congratulations and praise,	4.2.1 Composing simple written interpersonal interaction texts, containing congratulations

67

Responding to them by paying attention to social functions, text structure, and linguistic elements that are correct and in context	And compliment about social functions, structure, and linguistic elements correctly
	4.2.2 Composing simple interpersonal interaction texts with oral, containing congratulations and compliment about social functions, structure, and linguistic elements correctly.

C. **Learning Objectives**

    a. Students can identify expressions of congratulating and complimenting according to the dialogue text

    b. Students can ably give an example sentence of how to express congratulating and complimenting

    c. Students can write the dialogue text about expressions of congratulating and complimenting

    d. Students can ably role-play according to the dialogue text about expressions of congratulating and complimenting

D. **Learning Materials**

Expression of Complimenting is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.

When to express compliment:

- On general occasion,
- When someone has done his/her best,
- When you visit someone's house for the first time,
- If you notice something new about someone's appearance.

Complimenting	Responding to Compliment
• What a wonderful performance! • I must express my admiration to you! • What a nice dress! • You looks so gorgeous! • Great job! / Good job! • What a beautiful skirt you are wearing! • You really did a good job! • I'm proud of you!	• Thank you • Thanks • I am glad you like it • It is very kind of you to say that • Thanks a lot • Thanks a lot for your appreciation • I am so grateful to you

68

1. A: You look really nice today.

   B: Thank you. I just got this outfit the other day.

   A: Really, where did you get it?

   B: I got it from Macy's.

   A: It's really nice.

   B: Thanks again. You look nice today, too.

   A: Thank you. I just got these shoes today.

   B: Really? What kind of shoes are they?

   A: These are called All Star Chuck Taylors.

   B: I really like those. How much did they cost?

   A: They were about forty dollars.

   B: I think I'm going to go buy myself a pair.

Expression of Congratulations is an expression that we use give the congratulation utterance when he or she be succeed in doing someone.

To express our pleasure or happiness toward others' success or when something good happens to other.

Dialogue 1

Irma   : Mr. John said that you've just got the first place for running match. Was it true Donny?

Donny : Thank God. It's true

Irma   : Congratulation, Donny. You did very well

Donny : Thanks, Ima

Dialogue 2

Reyhan : Congratulations on becoming the new manager of the human development department.

            You really deserve it

Bondan : Thank you, Reyhan. I'm nothing without your support

Lala   : Your hard work has been paid off, Bondan. Congratulations!

Bondan : Thanks, Lala

Congratulating	Responding to Congratulation
• I'd be the first to congratulate you on. • I'd like to congratulate you on … • Please accept my warmest congratulations. • May I congratulate you on …? • I must congratulate you. • It was great to hear about … • Congratulations. • Congratulations on … • That's great. Congratulations!	• Thank you for the congratulations. • Thank you so much for recognizing my efforts. • It's good to hear that from you. • Thank you very much for your kind and encouraging email. • It was nice to receive such good luck wishes. • Thank you so much for your message. • I was really surprised (pleased)! • Thanks. We all had a part in the results. • Thanks a lot for such a kind gesture... • Your blessings are a source of a great inspiration for me.

E. **Learning Method**

    a. Approach   : Text Based Approach

    b. Model   : Genre Based Instruction

    c. Method   : Discussion, question answer

F. **Learning Media**

    a. Media   : Worksheet, Power Point

    b. Tools   : Whiteboard, marker, Laptop, LCD

    c. Multi Learning Resources   : 2013 Curriculum Support Book for Class X English Subjects, Ministry of Education and Culture, 2016 Revision, English Dictionary

G. **Learning Steps**

    a. **First Meeting**

Activity	Time
Opening	15 Minutes
1. Preparing students to follow the learning process such as praying, attendance, preparing textbooks 2. Motivating students contextually according to the benefits of learning regarding expressions of congratulating and complimenting 3. Asking questions related to the material to be studied 4. Explaining the basics competencies and learning objectives to be achieved and the scope of the material	
Main Activities	65 Minutes
• **Building Knowledge of Text (BKOF)** 1. Students pay attention to the teacher explain the material of	

expressions in congratulating and complimenting
2. The teacher asks students how to express congratulating and complimenting
• **Modelling of Text (MOT)**
   1. Students are given an example sentence of how to express congratulation and compliment, also how to respond to it
   2. Students identify or underline expressions congratulating and complimenting in the dialogue text
• **Joint Construction of Text (JCOT)**
   1. Teacher divide students into pairs
   2. The teacher instructs students to read the dialogue text in pairs
• **Independent Construction of Text (ICOT)**
   1. Students ask to write simple dialogue text about expressions congratulating and complimenting individually
   2. After writing the assignment, students collect from the teacher	

Closing 1. Providing feedback on the learning process 2. Summarizing what was learned today 3. Submitting a lesson plan for the next meeting	10 Minutes

b. **Second Meeting**

Activity	Time
Opening 1. Preparing students to follow the learning process such as praying, attendance, preparing textbooks 2. Motivating students contextually according to the benefits of learning regarding expressions of congratulating and praising 3. Asking questions related to the material to be studied 4. Explaining the learning objectives and basics competencies to be achieved and the scope of the material	15 Minutes
Main Activities • **Building Knowledge of Text (BKOF)** 1. Students pay attention to the teacher explaining or reviewing the previous material	65 minutes

71

• **Modelling of Text (MOT)**
    1. The teacher appoints some students to give an example sentence of expressions congratulating and compliment
• **Joint Construction of Text (JCOT)**
    1. The teacher divides students into pairs
    2. Students write the dialogue text in pairs
    3. Each group comes to the front of the class to do a role-play from the dialogue text that their made
• **Independent Construction of Text (ICOT)**
    1. Students give advice and suggestion to groups that perform in front of the class	

Closing 1. Providing feedback on the learning process 2. Summarizing what was learned today 3. Submitting a lesson plan for the next meeting	10 Minutes

H. Assessment Rubric
    a. Assessment of Attitude

➤ *Assessment Spiritual Attitude*

No.	Statements	Very good	Good	Enough	Less
1.	Praying before and after doing activities				
2.	Greeting before and after when expressing opinion				

➤ *Scoring rubric of Spiritual Assessment*

Score	Predicate	Descriptions
4	Very good	Accustoming to pray before and after doing activities and Greeting before and after when expressing opinion
3	Good	Having a good praying doing activities and Greeting before and after when expressing opinion
2	Enough	Not consistent to pray before and after doing activities and Greeting before and after when expressing opinion
1	Less	Not appear do to pray before and after doing activities and Greeting before and after when expressing opinion

➤ Students grade calculation formula

$$\frac{\text{The number of scores obtained by students} \times 100}{\text{Maximal score}}$$

72

b. **Assessment of Skill**

1) **Speaking Test**

Variable	Indicator	Items of Instrument
Interpersonal interaction texts, containing expression of congratulations and compliment	Composing simple interpersonal interaction texts with oral, containing Congratulations and compliment about social functions, structure, and linguistic elements correctly.	**Speaking Test:** students perform from the task of writing a conversational dialogue text that contains expressions in congratulating and praising

➤ Scoring Rubric

Criteria	Score (4)	Score (3)	Score (2)	Score (1)
Pronouncing	Pronouncing can be understood even with a certain accent	There is a problem with pronunciation so it make listeners have to focus	Difficult to understand because lack of pronunciation	Almost comes out in pronunciation
Fluency	Dialog is fluent and a little	Not very fluent	Often hesitate and stop	Often stop and be silent

➤ Students grade calculation formula

$$\frac{\text{The number of scores obtained by students} \times 100}{\text{Maximal score}}$$

73

Semarang, May 24, 2023

Approved by,
Guiding Teacher

Researcher

Erny Wahyuni S.Pd.
NIP. 197806022007102001

Alfiaturrohmaniah
NIM. 1903046061

Licenced by:
Headmaster of MAN 2 Semarang

Drs. H. Junaedi, M.Pd.
NIP. 19650802 1996031001

Experimental Class Score

No	Students' Code	Pre-Test	Post-Test
1	E-1	56	64
2	E-2	84	84
3	E-3	64	68
4	E-4	80	84
5	E-5	72	72
6	E-6	84	84
7	E-7	60	68
8	E-8	64	70
9	E-9	72	72
10	E-10	92	96
11	E-11	68	72
12	E-12	92	96
13	E-13	80	80
14	E-14	72	80
15	E-15	76	76
16	E-16	80	80
17	E-17	72	76
18	E-18	84	84
19	E-19	72	76
20	E-20	52	64
21	E-21	76	80
22	E-22	63	68
23	E-23	68	72
24	E-24	61	74

25	E-25	64	72
26	E-26	68	68
27	E-27	84	88
28	E-28	76	84
29	E-29	77	82
30	E-30	64	64
31	E-31	52	65
32	E-32	96	98
33	E-33	84	84
34	E-34	84	88
Total score		**2493**	**2633**
Mean		**73,32352941**	**77,44117647**

Appendix 11

Control Class Score

No	Students' Code	Pre-Test	Post-Test
1	F-1	64	66
2	F-2	96	96
3	F-3	67	68
4	F-4	52	52
5	F-5	84	86
6	F-6	64	64
7	F-7	74	76
8	F-8	80	80
9	F-9	72	76
10	F-10	63	64
11	F-11	83	83
12	F-12	57	57
13	F-13	68	68
14	F-14	72	72
15	F-15	68	68
16	F-16	72	74
17	F-17	48	54
18	F-18	85	84
19	F-19	48	48
20	F-20	96	96
21	F-21	80	80
22	F-22	68	68
23	F-23	72	76
24	F-24	56	56
25	F-25	48	48
26	F-26	52	52

27	F-27	74	74
28	F-28	84	84
29	F-29	54	52
30	F-30	75	74
31	F-31	60	60
32	F-32	35	48
33	F-33	96	96
34	F-34	76	76
35	F-35	52	55
Total score		**2343**	**2376**
Mean		**68,91176471**	**69,88235294**

Appendix 12 Normality Test

Table 4.2 Normality Test

Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation_Score	Pre-Test Experimental (X-E)	,094	34	,200[*]	,975	34	,601
	Post-Test Experimental (X-E)	,130	34	,153	,945	34	,086
	Pre-Test Control (X-F)	,080	35	,200[*]	,976	35	,618
	Post-Test Control (X-F)	,098	35	,200[*]	,954	35	,147

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

a. Lilliefors Significance Correction

a. Experimental class

The preliminary and final Shapiro-Wilk test experimental group significance values ('Sig.') are 0,601 and 0,086 significantly. It can be determined that the group of experimental data follows a normal distribution because both values are more than 0.05.

b. Control Group

The Shapiro-Wilk test's control class value for significance (also referred to as "Sig.") is 0,618 for the pre-test and 0,147 for the post-test. Since both of the values are higher than 0.05, it can be said that the control group's data is normally distributed.

Appendix 13

Documentation

PROFIL OF MAN 2 SEMARANG, VISION AND MISSION

1. **Name and Address of School**

   a. Name : MAN 2 Kota Semarang

   b. NPSN : 20363038

   c. School Identity : State

   d. Accreditation : A

   e. Address : Jl. Bangetayu Raya 1 RT.003 / RW.002

   f. Headmaster : Drs. H. Junaedi, M.Pd.

   g. Students : 1941 students

2. **Vision and Mission**

   a. Vision : Religious, Achievement, Life Skills

   b. Mission : Mastering Religious Knowledge.

   Mastering Science and Technology

Appendix 15 **Research Letter**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor : 2392/Un.10.3/D1/TA.00.01/05/2023   Semarang, 10 Mei 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Alfiaturrohmaniah
NIM   : 1903046061

Yth.
Kepala Sekolah MAN 2 Semarang
di tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Alfiaturrohmaniah
NIM   : 1903046061
Alamat   : Perum BPI Blok M8, Desa Purwoyoso, Kec. Ngaliyan, Semarang
Judul skripsi : Facilitating Students' Pronunciation through Google Assisant
Supported with Intuitive Imitative Approach

Pembimbing   :
1. Dr. Hj. Siti Tarwiyah SS., M.Hum

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama
2-3 minggu, mulai tanggal 15 Mei 2023 sampai dengan tanggal 31 Mei 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)

82

SURAT KETERANGAN

Nomor : 914/ Ma.11.33.02/TL.00/05/2023

Berdasarkan surat permohonan izin riset dari UIN Walisongo Semarang, Nomor : B.2392/Un.10.3/D1/TA.00.01/05/2023, Tanggal : 10 Mei 2023, Kepala MAN 2 Kota Semarang :

Nama	:	Drs. H. Junaedi,M.Pd
Jabatan	:	Kepala Madrasah
Pangkat / Golongan	:	Pembina Tingkat I / IV b
Unit Kerja	:	MAN 2 Kota Semarang

Menerangkan bahwa mahasiswa atas :

Nama	:	Alfiaturrohmaniah
NIM	:	1903046061
Universitas	:	UIN Walisongo Semarang
Prodi	:	S1 Pendidikan Bahasa Inggris

Telah melaksanakan penelitian sesuai dengan prosedur untuk keperluan penulisan skrispi di MAN 2 Kota Semarang pada tanggal 15 - 31 Mei 2023 dengan judul :

"FACILITATING STUDENTS' PRONUNCIATION THROUGH GOOGLE ASSISTANT SUPPORTED WITH INTUITIVE IMITATIVE APPROACH"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 25 Mei 2023
Kepala,

Drs. H. Junaedi,M.Pd
NIP.196508021996031001

83

CURRICULUM VITAE

Personal Data

Name	: Alfiaturrohmaniah
Students Number	: 1903046061
Place of Birth	: Pati
Date of Birth	: June, 18th 1999
Address	: Sambiroto, Tayu, Pati
Religion	: Islam
Gender	: Female

Formal Education

MI Miftahul Huda Tayu

MTs Miftahul Huda Tayu

SMA Negeri 1 Tayu

Semarang, 21 June 2023

The Reseacher,

Alfiaturrohmaniah

1903046061