

**THE EFFECTIVENESS OF ROSETTA STONE SOFTWARE
USAGE ON STUDENTS' PRONUNCIATION DEVELOPMENT
AT THE EIGHTH GRADE OF SMP IT PAPB SEMARANG**

THESIS

Submitted in Partial Fulfillment of the Requirements for gaining the
Degree of Bachelor of Education in English Education



By:

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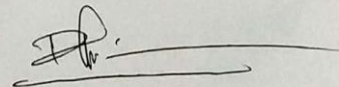
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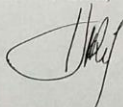
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RATIFICATION

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Title : THE EFFECTIVENESS OF ROSETTA STONE SOFTWARE USAGE ON
STUDENTS' PRONUNCIATION DEVELOPMENT AT THE EIGHTH
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MOTTO

“Be diligent, don't be lazy and don't let your guard down.
Actually, regret is only possessed by people who are lazy.”
(Mahfudhat)

Fighting is ordained for you, though it is repugnant to you; but it may be that you dislike a thing while it is good for you, and it may be that you like a thing while it is bad for you. Allah knows all things, and you do not know.
(Al-Baqarah : 217)

DEDICATION

I dedicate this thesis for:

1. My beloved parents; My beloved father and My lovely mother who never give up to support me.
2. My beautiful siblings and all my families.
3. My dearest boy and his family.
4. My best friends; Bejo family.

Thank you for always advising me to do the right thing.

ABSTRACT

Firdaus, Fatmawati Latifah. 1503046085. 2019. The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang. Thesis, English Education Study Program, Education and Teacher Training Faculty, Walisongo State Islamic University, Semarang. Advisors: Daviq Rizal, M.Pd. and Ma'rifatul Fadhilah, M.Ed.

Technology is very important for human activities, especially in teaching and learning. Every people knew that technology based-learning is very useful in this era. The objectives of study were to explain the effectiveness of Rosetta stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang and to find out its pedagogical implications. This research is quantitative research. The researcher used Quasi-Experimental design to measure the effectiveness of Rosetta Stone software on student's pronunciation development. For this research, the researcher invited the students of class 8C as the control class and class 8E as the experimental class. The researcher used a pre-test, a post-test, and questionnaires as the data collection technique. After collecting the data, the researcher analyzed the result by normality, homogeneity, and hypothesis test. The study showed that: The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2.300, and the value of t-table on $\alpha = 5\%$ is 2.002 ($2.300 < 2.002$). Then the hypothesis is accepted and H_0 was rejected. The results of this research showed that most of students like English because English is fun lesson, although it is difficult for them. After using Rosetta Stone software, students felt easier and happier to understand and to practice pronunciation. Teacher realized that Rosetta Stone can help students' learning and the teacher will use this software for future teaching and learning. Therefore, using Rosetta Stone software as learning media is effective.

Keywords : *Pronunciation, Rosetta Stone, Teaching media.*

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Alhamdulillah Rabbi 'Aalamin

I do thanks to Allah who has given me insight and strength to finish this research completely. Peace be upon to Prophet Muhammad SAW, his families, his relatives and his faithful followers who brings us from the darkness to the brightness.

I am so thankful because I could finish the study entitled: The Effectiveness of Rosetta Stone Software Use on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang. This study was a partial requirement in accomplishing for degree of Bachelor of Education at English Education of Education and Teacher training Faculty in Walisongo Islamic State University, Semarang.

The writer realized that there are many people who already helped the writer in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express her gratitude for:

1. Dr. H. Raharjo, M.Ed., St, as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.

2. Dr. H. Ikhrom, M.A., as the head of English Language Department of Education and Teacher Training Faculty of UIN Walisongo Semarang
3. Daviq Rizal M. Pd., and Ma'rifatul Fadhilah M.Ed., as the advisors in giving great motivation, helpful corrections and suggestion to improve this thesis during the consultation.
4. All lecturers in Education and Teacher Training Faculty, especially all English Language Department lecturers, who have given the knowledge and insight, and also taught the students patiently.
5. My beloved family, my lovely parents, my sisters, and my dearest boy, who always love and keep my spirit to finish this study.
6. All of members at English Language Education Department 2015, we had done our effort to get success.
7. The big family of SMP IT PAPB, who had given the chance to me to do the research there.

Finally, the writer realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone. Aamiin.

Semarang, 19 Juli 2019

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CHAPTER 1

INTRODUCTION

This chapter presents the background of research, research question, reasons for choosing the topic, research question, the objective of the research, the significance of the research, and limitation of the research.

A. The Background of Research

Nowadays, Technology is very important for human activities, especially in teaching and learning. Many learning platforms provide facilitation of technology-based learning environment. The providers of learning technology as a learning medium that was previously done physically has been transformed into a virtual tool that is easier to use by teachers and students. It makes easier and better relations between teachers and students.¹

The usage of technology is very helpful for teachers and students in their learning process in this 21st-century. These technologies include digital media, for example, video. Videos really help students to improve their speaking skills. They get

¹ Wenty Dwi Yuniarti, 'UTILIZING LEARNING PLATFORM FOR PAPERLESS CLASSROOM', *Vision: Journal for Language and Foreign Language Learning*, 2017 <<https://doi.org/10.21580/vjv3i2295>>. p. 105-124

examples of good and correct ways in their speaking skill, so they can imitate the video.²

Meanwhile, electrical devices and communication devices have become a tool for people to communicate with others more easily too. People become more confident with communication devices, such as gadgets. The use of media in this era has influenced the way people actually live. This can be proof that media use is inseparable from our daily lives. The examples of technology media that make it easier for us and already around us are the internet, computers, and cell phones.³

English is a foreign language and an international language, which used by more than half of a population in the world. To learn English, the students are separated logically and psychologically from the target culture, providing continuous motivation is one of the important roles from teachers to students. Motivation is given by the teacher to students is defined as a kind of internal encouragement that encourages someone to do something to achieve something and to achieve success,

² Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, and Khoirunnisa Khoirunnisa, 'A TEACHER'S BELIEFS AND PRACTICES OF USING VIDEO TO TEACH SPEAKING: A CASE STUDY AT SMA AS-SALAM SURAKARTA', *Vision: Journal for Language and Foreign Language Learning*, 2018 <<https://doi.org/10.21580/vjv7i12398>>. p. 11-22

³ Muhammad Nafi Annury, 'Childhood and Literacy (A Critical Study of Media Education As Contemporary Culture)', *Vision: Journal for Language and Foreign Language Learning*, 4.1, 73–124.

especially in mastering a foreign language, someone needs to be motivated.⁴

Speaking also needs an ability too, because speaking is a conveying message from speaker to listener. Every people want to be a good speaker, so he should master all the problems he tells about and he should speak clearly and appropriately. Allah SWT has said in Holy Qur'an, in Al-Ahzab 71:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

“Oh! You are who believe (Allah)! Fear Allah and say the right word.”⁵

Pronunciation leads to communication power. Therefore, it is important to avoid the bad pronunciation and to learn the correct pronunciation however; it is complex and difficult to produce good speaking. Speech recognition tool is the example of technology in language learning for the new learners. It is an interesting way to learn English. The study, which described in this paper, is such a new study, which concentrates on using a speech recognition engine in an intelligent mobile or desktop

⁴ Lalu Thohir, ‘Motivation in a Foreign Language Teaching and Learning’, *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 33 <<https://doi.org/10.21580/vjv6i11580>>. p. 20-29

⁵ Mawlani Sher Ali, ‘The Holy Quran, Arabic Text and English Translation’, *Holy Quran*, 2004. p. 497

application in order to teach the English language words to new learners of English as a foreign language.⁶

Technologies such as the use of computers are increasingly being used in teaching English pronunciation to improve their quality and make it easier for students to practice it. Understanding the superiority of computers is an important step in the success of computer use in teaching English in general and pronunciation instructions in particular. The findings from empirical research, the role of teachers in using computers, and implications for teachers and language students were also discussed.⁷

While there is also another source of interesting material about pronunciation instructions is the World Wide Web. Many sites that focus on pronunciation are available online and are easy to access. These sites target various levels and age groups to be able to take part in the learning which they have provided. Like: Sunburst Media (n / d), this is a very interesting site that includes links to various pronunciation sites for example with pages dedicated to web pronunciation resources. This site deals with sites that practice pronunciation using Shockwave, Fast Time,

⁶ Nadire Cavus, 'Development of an Intellegent Mobile Application for Teaching English Pronunciation', in *Procedia Computer Science*, 2016 <<https://doi.org/10.1016/j.procs.2016.09.413>>. p. 365–369

⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, '*Advantages of Using Computer in Teaching English Pronunciation*', 2006, 2017, 78–85.

RealAudio, sound files, text files as well as academic resources, phonetic laboratories, and professional organizations.⁸

Rosetta stone is learning software for English vocabulary, through many learning methods, including test and game, the hard memorization will be much easier and more efficient, especially lots of fun. Rosetta Stone provides dictation, spoken and written lessons, with speaking practice for more advanced users. The experimental group had taught using this multimedia software. This software has many features and parts. In this software, vocabulary learning based on pictures, voice, and correct pronunciation of words.⁹

After reading some sources above, we can conclude that language is as a tool of communication among people. We use language for communicating and interacting with each other, even with a community or individually, and cooperative in the various different form. Language is an arbitrary system of articulated sound, which made by a group of human carrying on the affair of their society.

One major of language learning is speaking, and speaking by good pronunciation is a goal for every learner. To be a teacher

⁸ Marianna Kyprianou, *Teaching Pronunciation & CAP (Computer-Aided Pronunciation)*. Cyprus University of Technology: Cyprus. p. 13 www.etpe.gr/custom/pdf/etpe1283.pdf

⁹ Marzieh Sharifi and others, 'The Effect of Rosetta Stone Computer Software on Vocabulary Learning of Iranian Elementary EFL Learners', *Procedia - Social and Behavioral Sciences*, 2015 <<https://doi.org/10.1016/j.sbspro.2015.06.037>>. p. 260–266

of pronunciation, both theoretical knowledge and practical skills of the subject area are required. Drilling and other repetition exercises may be important to develop new motoric skills, particularly regarding the articulation of new sounds. To solve these problems, the way of teaching pronunciation should be paid attention. The good strategy to teach pronunciation in English lesson is required to get good students with good pronunciation.

In this research, the writer wants to try one of the strategies to teach pronunciation in English. The students are able to pronounce English sounds well, they also are able to get many new vocabularies that they do not know before and they can not find it in their lesson. The strategy is showing an interesting learning media. One of the media that we can use to attract students' attention and increase the spirit of students in learning is by using Rosetta Stone software.

The researcher chooses Rosetta Stone because it has a significant advantage. The advantage of using the Rosetta Stone is that students can use it by the computer or mobile phone that has provided from the school, but when they were in the home they are able to use the app using a mobile phone or laptop too. Rosetta Stone is a premium language-learning platform that includes a language-learning software and mobile application, as well as a digital language assessment exam.

With this research, we will know how the effect of using Rosetta Stone software for students' pronunciation development.

Students will be easier to practice and submit the taught material or they will feel more difficult to practice some pronunciations after using the Rosetta Stone software. The use of Rosetta Stone gives a positive effect on the process and student learning outcomes, and then the class and even other schools can use Rosetta Stone as a fun and interesting media learning.

In this research, the researcher will conduct the research at SMP IT PAPB (Pengajian Ahad Pagi Bersama) as the object of research. This school is located on Panda West Street 44th Semarang. To support education and training facilities, like computer laboratory and perfect classroom facilities. Finally, the researcher chooses this school as the object of research because this school provided good facilities but not all teachers were able to utilize the facilities.

Based on the explanation above, the researcher conducted the research by the title: **The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang.**

B. Reasons for Choosing the Topic

The researcher chose this topic because of some reasons they are as follow:

1. Speaking with good pronunciation is an important thing that should realized by the students for their future needs.

2. It is very important for teachers to teach using learning media.
3. Rosetta Stone is an interesting learning media, which expected that students could be more enjoyable and happier during the learning process.

C. Research Question

The problem to discuss in this thesis can be formulated by the researcher as: How effective is Rosetta stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang?

D. Objective of the Research

The objective of this research is to explain the effectiveness of Rosetta stone software usage on students' pronunciation development at the Eighth Grade of SMP IT PAPB Semarang.

E. Significances of the Research

- a. For the researcher: The result of this research will help the researcher to get some knowledge about her study and it is useful for future research.
- b. For the teacher: To know students' pronunciation at the eight grade of SMP IT PAPB Semarang before and after using language-learning software Rosetta Stone.

- c. For the students: To know students' pronunciation achievement after using language learning software Rosetta Stone and to assist students' institution and the environment in maintaining the fun way of learning, that can influence students' understanding.
- d. For the school: To know the significant differences between the students' language learning normally and the students' language learning after using Rosetta Stone, so the institution can use the software as a fun learning media for students for the future.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is quantitative research. In addition, this research's principle is by answering the problems. The research is objectively focused to look for the improvement of students' pronunciation development after using software Rosetta Stone of every student.

At this research, the researcher used experimental design to measure the effectiveness of Rosetta Stone software on student's pronunciation development. The researcher used two different classes to conduct this research. At this research, the researcher used the kind of Quasi-Experimental design (Non Equivalent Pre-test and Post-test Control Group Design). This design is a popular method to quasi-experiments, the experimental class and the control class selected without random assignment. Both groups took a pre-test and a post-test, only the experimental group received the treatment.¹

The first class is the control class, where the students had taught the material without using Rosetta Stone learning software. In applying this design, the experimental class is the class to get the treatments by giving a piece of paper, which

¹ John W. Creswell, 'Research Design Qualitative, Quantitative, and Mixed Methods Approaches', Fourth Edi (California: SAGE Publications Ltd., 2014), p. 220.

contained some exercises about pronunciation. After that, the researcher asked the students to pronounce the sentences by themselves while the researcher gave a mark based on student pronunciation achievement.

At the next meeting, teacher directed and instructed the students to study in computer labs. They should work on the stages of the exercises on Rosetta Stone and if they have reached all the sentences of pronunciation exercise with their good mark, they declared successful.

In the post-test, teacher gave students some questions that are the same shape with the pre-test. Pre-experimental research involved administering a pre-test to the dependent variable, applying the experimental treatment to the experimental class, and administering post-test. At the last, the researcher gave the students a paper, which contained students' reflection about their feeling and their impression after using language-learning media Rosetta Stone.

B. Place and Time of the Research

The researcher had conducted this research at SMP IT PAPB Semarang. It was located at Palebon - Pedurungan Semarang, Central Java. The researcher had conducted the research at this school about 3-4 meetings at least in the academic year 2018/2019, at month April 2019.

C. Population and Sample of the Research

For this research, the researcher invited the students of eighth grade in the academic year of 2018/2019 as the population in this research. The students of eighth grade at SMP IT PAPB Semarang consisted of five classes and each class consisted of at least 30 students. However, for this research, the researcher only used two classes as a control class and an experimental class.

A sample is a part of the population, which has the same characteristic as the population. The sampling technique in this study had been conducted by cluster random sampling. Cluster sampling technique used when the population or sample of the research is a unit of a group; this technique is usually used because of limitation in randomly selecting.

In the Cluster random sampling technique, the sampling path is the same way as the simple random sampling technique, now only need to make a lottery, and then choose it randomly. Another requirement in selecting techniques with cluster random sampling is that it has a very high probability of obtaining high normality results.

In this research, the researcher had used two different classes, they are:

- Class 8C as the control class, which learned pronunciation without treatment using Rosetta Stone software but they only listened the audio from Rosetta stone as the example

- Class 8E as the experimental class, which learned pronunciation by using Rosetta Stone software

D. Variable of the Research

Variable is an issued indication. An indication has some characteristics to compare one element with another element of the population. Because of that, the variable must have various value. In an experimental study, we can find two variables; they are the independent and dependent variable.

Independent variable

Independent variable is a variable that caused the change and gives the influence to the dependent variable in some research. Independent variable are those (probably) cause, effect, or affect out comes. They also called by treatment, operated, or predictor variables.² The indicators of the independent variable were:

- Students practiced pronouncing the available sentences based on Rosetta Stone software to measure their basic pronunciation ability loudly
- Students were allowed to explore Rosetta Stone software by themselves
- Students did some exercises on Rosetta Stone software correctly to raise their pronunciation ability

² Creswell. p. 84

- Students practiced pronouncing the available sentences based on Rosetta Stone software to measure their pronunciation development

Dependent variable

The dependent variable is a variable that got the influence of the independent variable. The indicator of the variable is students' capability to pronounce English sounds.

The indicators of the dependent variable were:

- Recognizing the right pronunciation from Rosetta Stone audio
- Practicing the right pronunciation from Rosetta Stone audio

E. Data Collection

This research has two groups, the first group is treated Rosetta Stone software and the other group is not treated Rosetta Stone software. The treated group is called the experimental group and the untreated group is called the control group. This research used one group pretest-posttest design and the static-group comparison. For the one group pretest-posttest design, there was a pretest before being given treatment, the treatment results could be known more accurately because they could compare with the conditions before being treated. In addition, this design had used for the experimental class.

The form of the design chart is like this:

O1	X	O2
----	---	----

Pre-test	Treatment	Post-test
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This design has several disadvantages because it produced several comparison measures. These weaknesses caused by historical factors (not resulting in differences in O1 and O2), researches subjects can feel fatigued bored, or hungry and sometimes were reluctant to answer if it seemed not in accordance with the applicable values, and making research instruments. The fatal impact was when students did not produce anything. While the static-group comparison had used to compare two groups, one group got an experimental stimulus (which is treated Rosetta Stone software) and the other did not get any stimulus as a control device. The problem that appeared in this design is to carry out the risk of selecting the subject to study. Therefore, the group must be choose randomly.

1. Test

a. Pre-Test

At the first meeting, in this step, the researcher gave pre-test to the students. It was conducted to know the students score in grammar, and to know how far the student ability in their pronunciation.

b. Post-Test

After conducting pre-test, observation, and now the researcher conducted post-test. The researcher conducted post-test in the experimental class. The purpose of post-test

is the students' pronunciation development after having Rosetta Stone stages, it can inform the researcher about their feeling and their impression after using language learning Rosetta Stone.

2. Questionnaire

This research used a questionnaire as an instrument to gain the data of student's perception of Rosetta Stone software usage in their learning. A questionnaire was a tool of collecting written data, which consisted of questions or statements, and it arranged especially and used to get information to analyze. In this research, the researcher gave the questionnaire to students of SMP IT PAPB Semarang at eighth grade especially of experimental class after getting treatment. The questionnaire helped the researcher to collect the data in the form of code. It also made the researcher collecting data effectively. Meanwhile, the questionnaire was counted through 4 points of scale survey.

F. Data Analysis

Method of data analysis was the way the proposer analyzed the data. In this research, the data was be analyzed by using quantitative data analysis and using the statistical technique. It was find out the significant difference in the students' pronunciation development before and after taught by using Rosetta Stone. Type of statistical data is an ordinal data or data

that refers to the level or extent of a situation. The t-test was used in this research, to find out the differences in students' pronunciation test score.

In addition, for measuring the instrument of the test, it used four steps of tests: validity of a test, reliability of a test, degree of test difficulty, and the discriminating power.

1. Validity of test

Validity was a measurement to show the degree validity of an instrument. The valid instrument has high validity. On the contrary, an invalid instrument has low validity. Furthermore, an instrument called to be valid when it could show the data variable accurately. High and low of instrument's validity shows, how far the collected data do not deviate from the validity of the variable itself. To measure the validity of the instrument, the researcher used R-Product moment formula.

The formula to measure the validity of the test below:

$$r_{XY} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

r_{XY} = the validity of variable

N = Amount of students

X = Score of items

Y = Total score of the right answer

To find out whether the question was valid or not, then r that has been obtained (r_{xy}) was consulted with the price of the critical product moment with (r_{tabel}) with the provisions of $r_{xy} > r_{tabel}$ then the question was valid with a significant level of 5%. After getting the r_{xy} price, then interpreted the magnitude of the correlation coefficient below:

- Between 0.800 until 1.00 : very high
- Between 0.600 until 0.800 : high
- Between 0.400 until 0.600 : enough
- Between 0.200 until 0.400 : low
- Between 0.00 until 0.200 : very low

2. Reliability of test

Reliability was used to show that the instrument is believable enough to use as a tool for collecting data because the instrument is good.³ The reliable instrument has produced good data for the research. To measure whether the instrument is reliable or not, the researcher used Spearman-Brown formula, but before she measured by Spearman-Brown, she ought to measure by R-Product moment formula.

The formula of R-Product Moment was below:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

r_{XY} = The correlation between X and Y variable

³ Suharsimi Arikunto, 'Prosedur Penelitian Suatu Pendekatan Praktik', Fifth Edit (Jakarta: Rineka Cipta, 2006), p. 154.

N = Amount of students

X = Total a right answer in an odd number of the question

Y = Total a right answer in even number of the question

After the measurement by using R-Product moment was done, and then it continued by Spearman Brown Formula, the formula was below:

$$r^i = \frac{2r_b}{1+r_b}$$

r^i = The reliability of the instrument

r_b = The correlation of product moment between X and Y variable

The criteria for interpreting the level of reliability were:

- Between 0.00 until 0.199 : very low
- Between 0.20 until 0.399 : low
- Between 0.40 until 0.599 : enough
- Between 0.60 until 0.799 : high
- Between 0.80 until 1.00 : very high

By obtaining a correlation coefficient, r_{11} then consulted with r product table with a significant level of 5%. If the price is $r_{11} > r_{tabel}$, then the instrument was declared reliable.

3. Degree of test difficulty

A good question was a question which not too easy or not too difficult. The degrees of questions that were too easy did not stimulate students to enhance their efforts to solve them. Conversely, the degrees of questions that were too difficult caused students to become discouraged and not have the enthusiasm to try again because it is out of reach.

The level of difficulty of the question is the opportunity to answer a question correctly at a certain level of ability expressed by an index. The index expressed in a proportion between 0.00 and 1.00. The greater the index of difficulty meant that the question is easier.

To know whether the question of the test is difficult or too easy, the researcher ought to measure each of the questions. Then the researcher measured the degree of the difficulty of each question, the formula was below:

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

P: Degree of difficulty

B: Amount of students who have the right answer

JS: Amount of the students

The criteria were:

- 0.00 – 0.30 = difficult
- 0.31 – 0.70 = medium
- 0.71 – 1.00 = easy

4. The Discriminating Power

The discriminating power of a problem was the ability of a question to distinguish between students who were clever (master the material) with students who were less clever (lack of mastery of the material). The distinguishing index expressed in proportion. The higher the proportion, the better the question distinguishes between smart students and less intelligent students.

Discriminating power was used to know whether the question was suitable or not for all of the components of students. As we know, that the students contained of lower group and upper group. Then, from this measurement, we could know that the instrument was suitable to use in all the group of students.

To measure the discriminating power of the instrument, the researcher used the formula below:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

D = Discrimination index

B_A = The number of students of the upper group who answered correctly

B_B = The number of students of the lower group who answered correctly

J_A = The number of students in the upper group

J_B = The number of students in the lower group

The next step was to compare discriminating power with the following criteria:

- 0.40 and above : very good
- 0.30 – 0.39 : good
- 0.20 – 0.29 : enough
- 0.19 and below : not good, the question must be discarded

Statistical test: T-Test

Technique data analysis: Descriptive Quantitative Analysis

- The characteristics of quantitative analysis were always related to numbers
- The data that has been obtained from the research is further processed and presented in a form that more easily understood by the user of the data, for example, numbers and graphic image.

Pre-test

1) Normality test

Test of normality was a test, which has the purpose to measure the data in a group of a sample or a variable, whether it was normal, or not. Test of normality was used to determine the collected data. Based on the expert of statistic, they stated that the amount of the sample more than 30 assumed a normal distribution. Nevertheless, the normality test should be done to make the data was more

valid. To measure this normality of the sample research, the formula was below:

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

χ^2 : chi square

f_o : frequency from sample

f_h : frequency which hoped from sample

2) Homogeneity test

Test of the homogeneity the test to prove whether the variant of the distribution was the same or not. To measure it, the researcher used F formula.

The formula is below:

$$F = \frac{FB}{FS}$$

F = the homogeneity of the test

FB = Biggest variants

FS = Smallest variants

– Post Test

And the last, post-test will be held in the class after all treatments are conducted. This test was be used to measure students' achievement after they are given treatments. The formula has defined as above. This aim is to compare the pre-test and post-test. Then, the overall result is counted by using

the *t-test* formula in order to know the significances of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Many types of research told about teaching English pronunciation by their own method and different media, either national researches or international researches. In addition, here some previous researches related to this thesis:

1. Dwi Astuti Wahyu Nurhayati. 2015. *Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game*. State Islamic Institute of Tulungagung.

There are some issues in English learning for young learners, especially kindergarten students. The primary students' problem is pronunciation because English is a foreign language in order that they get some difficulties to pronounce English words. They usually read the words based on the (alphabets) letters. It concluded that most young learners can read the English language at five to seven years old but they read the alphabets by imitating their teachers.

Based on the result of the analysis, after implementing in two cycles, the researcher has recorded each some strength and a few weaknesses in terms of conducting many varied games, applying varied fascinating activities, arranging interesting tasks, and using interesting media. The

analysis was successful to enhance the students' English pronunciation ability. They were some changes as the result of the actions.

Furthermore, a game will facilitate people to develop their inner self, facilitate them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more confident, and finally bring them and help them nearer, which eventually facilitate to lower the stress and anxiety that prevent students from acquiring the language

The researcher found quantitative data by doing tests. The instrument of tests based on the blueprint. The data were found from administering pre-test, regular tests after some teaching-learning processes and post-test. In finding the qualitative data, the researcher did direct observation in the classroom, interviewed the teachers, gave an interview to the students regarding their activities studying their English, and held a meeting with colleagues to find out the students' improvement. The researcher used an interview, tape recorder, portfolios, photos, and field notes.¹

The changes were either within the approach of thinking or in the behavior of the concerned members. The changes were associated with the subsequent. Throughout

¹ Dwi Astuti Wahyu Nurhayati, 'Improving Students ' English Pronunciation Ability through Go Fish Game and Maze Game', *Dinamika Ilmu*, 15.2 (2015), 215–34.

the implementation of the actions, the students became interested and active in English learning. They involved in improving their English pronunciation ability actively. The students seemed to be happily involved in the activities and participated enthusiastically. By conducting go fish game, and maze game, the students were able to improve their English pronunciation ability. They got more good pronunciation after participating in games.

The weaknesses of this research are the limited time in the learning activity. The students' ability and motivation, and the condition of the teacher who paid more attention to the administrative tasks, which should be considered able to a better teaching-learning process apply the better and creative techniques in order to get the perfect result especially in improving the students' English pronunciation ability.

To make the research better, the researcher should take more time for observation and applying the research technique considering the available time for learning English for kindergarten is very limited while the applying of learning administration is also not to be miss.

The writer of this study stated that the more frequency of conducting various games could make the students more enjoyable to study English especially reducing their burden to join activities. Therefore, she concluded that using various

interesting activities through games could improve the students' English pronunciation ability. The students were terribly energetic and that they required some activities that would make them move. It implies that academics or researchers have to be artistic in making the activities for the students, in order that the students should not get bored.

2. Ahmad Alsuheim. 2017. *Teaching Pronunciation via Computer Technology: Principles and Best Practices*. The University of Wisconsin-River Falls.

In language learning, students come to the classroom with various cultural, linguistic, and content. In that sense, what teachers think is obvious, may seem vague for second language learners. Second language learners need to create a phoneme category for every sound in the target language. However, they cannot do this until they become aware of the existence of this phoneme.

The researcher observes the use of computer technology as English learning media. He told that many studies comparing CAPT (Computer Assisted Pronunciation Teaching) instruction to traditional pronunciation instruction came in favor of the former. This suggests that the integration of computer software assists teachers build a successful classroom and help Arab learners, as well as other EFL learners, improve their pronunciation.

Teachers ought to choose pronunciation laptop programs that give economical perception and production coaching. There are two types of CAPT software, namely, ASR (Automatic Speech Recognition)-based software and non-ASR. Non-ASR programs are best to utilize to raise learners' attention towards target sounds because they mainly focus on perception training. Teachers should integrate a program like Pronunciation Power, which applies plenty of best practices for teaching sound perception including sentence and word minimal pairs listening contrast, animated visuals that show how sounds and IPA are articulated symbols to avoid English opaque orthography.

In fact, what makes computer pronunciation software very important in Saudi Arabia is a large number of students in each class. Language classes in Saudi Arabia usually have 20 or more students, which make it difficult for the teacher to provide enough practice and feedback. Therefore, by applying CAPT software, they can help learners have more time on task and receive individual feedback. However, some teachers might lose these two features when they ask learners to work collaboratively on these programs.²

² Ahmad Alsuheim, 'Teaching Pronunciation via Computer Technology: Principles and Best Practices', *Running Head: CAPT INSTRUCTION*, 2017, 1-64 <<https://minds.wisconsin.edu/bitstream/handle/1793/77778/AhmadAlsuheim.pdf?sequence=1>>.

Concerning ASR-based software, teachers should select a program such as My ET, which provides various levels of holistic, and specific feedback as well as it integrates the sounds in authentic speech using real-life-like situations. A final thought, these technologies are important to implement in classrooms that has a large number of learners as in most educational institutions in Saudi Arabia because these programs guarantee enough private training and sufficient feedback for all learners.

The weakness of this research is the researcher did not provide detailed information, what level he observed. It made the reader to be confused when reading his finding. To support the results of better research, he should inform the specific level of what he has observed.

The writer of this study stated that many studies comparing CAPT instruction to traditional pronunciation instruction came in favor of the former. This suggests that the integration of computer software assists teachers build a successful classroom and help Arab learners, as well as other EFL learners, improve their pronunciation. However, this should not imply that teachers could integrate any program and expect learners to improve. Teachers before choosing any program ought to set affordable course objectives like increasing learners' pronunciation comprehensibility.

3. Marzieh Sharif, Akbar Azizifar. 2014. *The Effect of Rosetta Stone Computer Software on Vocabulary Learning of Iranian Elementary EFL Learners*. Islamic Azad University.

Language teachers generally recognize the importance of vocabulary learning and exploring the more effective ways to promote it. As a result, it is important enough for researchers to explore the ways to develop direct instruction of teaching foreign language vocabulary. Therefore, how to show vocabulary and use it in a gainful manner have removed the fundamental worries of students.

Many researchers believe that every educational software can produce a significant contribution to learning languages. The past years have seen a great boost in the number of teachers using the internet and computer in their classrooms. The appearance of CALL (Computer Assisted Language Learning) provides a new perspective for language teaching and learning, as well as vocabulary learning. Computer-Assisted language learning (CALL) provides the students with easy connection to learning environments regardless of place and time and increases students motivation and effectiveness of learning with multimedia content.

The researchers argued that most teachers in Iran use traditional methods like ‘Chalk or marker and Board’ when they teach vocabularies to their students, and they are

unaware of the effect of educational software in this regard. This study gives teachers a broader perspective on vocabulary teaching. The researchers will investigate; does Rosetta stone educational software have any effect on Iranian elementary EFL learners' vocabulary learning?

The researchers used two kinds of statistic to find out the research result. The research results based on descriptive statistic; the mean scores of the experimental group are higher than the mean scores of the Control group. While based on inferential statistic the research hypotheses are considered. To recognize the effect of Rosetta Stone English language software on student vocabulary learning, the independent T-test had used to compare the score of both control and experimental groups.

Every research that had conducted by people had definite strengths and weaknesses. In this research, proposer thinks that researchers took unspecified learning topic; they did not tell which vocabulary topic that used in students learning during the research, so it could make students feel confused to apply the new vocabulary in their daily conversation. To make the research better, the researchers should tell and explain the vocabulary topic to the whole students during the research. It should make the students be more understanding about the vocabulary and they should

feel easier to apply all new vocabulary in their daily conversation.

The writer of this study stated that the results of the study are the experimental group did better than the control group. This reveals that the experimental group has learned and remembered more vocabulary than the control group. There are some factors to support this result: First, students had control over their learning process and learned at their own pace during the implementations. Second, one to one communication between a student and the computer might have facilitated students' vocabulary development. Thus, Rosetta Stone Language Learning software is an efficient learner-centered method. Additionally, Rosetta Stone software has some tutorial modes, which help the students to explore the correct answers and learn from the errors they have made. Rosetta Stone software programs provide good information requested in a very short time, almost instantaneously.

B. Literature Review

1. Pronunciation

a. Definition of Pronunciation

Speaking is an important skill in English. One of aspect of speaking skill is pronunciation. Pronunciation is the way in which a word or letter is said, or said correctly

or the way in which a language is spoken. Pronunciation is about how we say the words. Most people speak the standard dialect of English with an accent that belongs to the part of the country they come from or live in.³

People can express their thoughts and feelings by spoken English and written English. They are clearly very different things. Speaking was organized by sound, taken in by the ear and writing consists of marks on paper, which make no noise and are taken in by the eye⁴

Every foreign language students will meet with difficulties in his learning process. Since childhood, they have been speaking his mother tongue, which had been implanted in them as part of their habits. The movements of their speech organs have been set to produce the speech sounds of their own language; it will be difficult for them to change the habit of moving their speech organs in such a way as to produce the foreign sounds.⁵

Good pronunciation skills do not only bring speakers confidence to communicate but it also improves their listening comprehension, the basis of an accomplished conversation. Pronunciation is the production of significant

³<https://dictionary.cambridge.org/us/dictionary/english/pronunciation>
seen at 4th of February 2019, 11.00 a.m.

⁴ J.D. O' Connor, '*Better English Pronunciation*', Second Edition (Cambridge: Cambridge University Press), p. 108.

⁵ Ramelan, '*English Phonetics*' (Semarang: UPT Unnes Press, 2003), p. 8.

sound used by a particular language as part of the code of the language and used to achieve meaning in content. This means that pronunciation is the speech production that creates meaning. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciations take much time and effort to improve understanding of how to pronounce correctly.⁶

Pronunciation included by Syllables. In addition, there is two-term that related to the pronunciation, they are Phonology and Phonetic. Phonology is about the description of the sound system of a language, the link between speech and its meaning. While Phonetics is the science, which studies speech sounds as sounds.⁷

Based on those sources we can conclude that all words, which produced from the mouth of the people, have the rule for each of them. Which its rule can make the word or words produced correctly. To get good pronunciation, the learners also need good teaching from a professional teacher. Although to learn pronunciation required patience and carefulness, students were expected to practice their English pronunciation frequently.

⁶ M Wildan Habibi, 'ENGLISH PRONUNCIATION PROBLEMS ENCOUNTERED BY INDONESIAN ADVANCED STUDENTS' (Malang.: Maulana Malik Ibrahim State Islamic University, 2016), p. 11.

⁷ Charles W Kreidler, '*The Pronunciation of English*' (Blackwell Publishing, 2004), p. 26. p. 11

b. The Features of Pronunciation

After we have conversed about pronunciation above, we have to know about the features of pronunciation. Because of pronunciation is not only about producing sounds from people's mouth, but it is also has some features that makes the voice is correct. Phonology concerned to describe pronunciations. However, it more important than the accounting for what is relevant in pronunciations, what made it possible to communicate, what made one utterance different from another Furthermore, pronunciation has a various thing that must be explain.⁸

Every language learning was depended on pronunciation, vocabulary and grammar, or on the more communicative topic, situation, notion, and function. There are three concepts of pronunciation, such as the sounds of the language , stress and rhythm, and also intonation. These concepts will discussed below:⁹

a) The Sound of the Language

All the sounds we have made when we are speaking are the effect of muscles contracting. The muscle is in the chest that we used for breathing made the flow of the air that is needed for all speech sounds. Muscles in the

⁸ Kreidler. p. 5

⁹ Penny Ur, *A Course in Language Teaching Trainee Book, A Course in Language Teaching Trainee Book*, 2010 <<https://doi.org/10.1017/cbo9780511732928>>. p. 47

larynx produce many modifications in the flow of air from the chest to the mouth.

Sound is the result of strong vibrations and near enough to affect our ear. Almost all of our daily experience is the vibrations, which transmitted through air (the medium), either because a moving body, the initiator, displaces particles of air or because air is in motion and displaced by matter in its path or channeled into some container.¹⁰

Another definition of sound also has been explained by Connor, he stated that a sound is made by definite movements of the organs of speech, and if those movements are exactly repeated the result will always be the same sound.¹¹

The set of sounds of language (phonemes) consists of two categories: vowel sounds and consonant sounds. The words vowel and consonant are familiar for us, but when we learn the sounds of speech scientifically, we find that it is difficult enough to define exactly what they mean.¹²

The first category about the sounds of language is vowel. The voice of vowel was produced through different mouth shapes. The differences in the shape of

¹⁰ Kreidler. 26

¹¹ J.D. O' Connor. p. 9

¹² Peter Roach,

'Cambridge_p_roach_english_phonetics_and_phonology_nopw.Pdf'
(Cambridge: Cambridge University Press, 1991), p. 8. p. 10

the mouth were caused by different positions of the tongue and of the lips. It is easy enough to see and to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well.¹³

There are some analyses of English vowel, which linguists have made. The different analyses distinguish different numbers of vowels, they used different combinations and symbols to represent them, and they use different terms to describe them. It is important for us, to keep in mind, which makes a phoneme valid as a unit for analysis, the differences between phonemes hold, in that they are units, which differentiate between word meanings.¹⁴

There are two types of vowel: simple vowel (monophthong) and diphthong. Monophthong contains of one or single sound, while diphthong is the result of a glide from one vowel to another within a single syllable. The list of vowel and diphthong is below:¹⁵

¹³ J.D. O' Connor. p. 79

¹⁴ Kreidler. p. 45

¹⁵ Gerald Kelly, *'How to Teach Pronunciation'* (England: Pearson Educational Limited, 2001), p. 2.

Table 2.1
Vowels and diphthongs

VOWELS		DIPHTHONGS	
i:	Bead	eɪ	Cake
ɪ	Hit	ɔɪ	Toy
ʊ	Book	aɪ	High
u:	Food	ɪə	Beer
ɛ	Left	ʊə	Fewer
ə	About	eə	Where
ɜ:	Shirt	əʊ	Go
ɔ:	Call	aʊ	House
æ	Hat		
ʌ	Run		
ɑ:	Far		
ɒ	Dog		

The second category about the sounds of language is consonant. There are three steps of describing the consonant sounds: The manner of articulation, the place of articulation, and the force of articulation. The manner of articulation shows the interaction between the airstream and the various articulators. The place of articulation gives more information about what the various articulators actually do. While the force of articulation used to define fortis or strong, and lenis or weak the sound. Fortis happens to unvoiced sounds, and lenis happens to voiced sounds.¹⁶ The consonant list is below:¹⁷

¹⁶ Kelly. p. 47

¹⁷ Marla Yoshida, 'The Consonants of American English'. University of British Columbia. p. 1

Table 2.2
List of Consonant

Consonants of American English			
Example	Symbol	Example	Symbol
<i>pot</i>	/p/	<i>shop</i>	/ʃ/ or /ʒ/
<i>book</i>	/b/	<i>beige</i>	/ʒ/ or /ʒ/
<i>take</i>	/t/	<i>house</i>	/h/
<i>dog</i>	/d/	<i>chip</i>	/tʃ/ or /tʃ/
<i>cat</i>	/k/	<i>jump</i>	/dʒ/ or /ʒ/
<i>good</i>	/g/	<i>man</i>	/m/
<i>fun</i>	/f/	<i>now</i>	/n/
<i>very</i>	/v/	<i>sing</i>	/ŋ/
<i>thick</i>	/θ/	<i>lamp</i>	/l/
<i>then</i>	/ð/	<i>road</i>	/r/
<i>sun</i>	/s/	<i>win</i>	/w/
<i>zoo</i>	/z/	<i>you</i>	/y/ or /j/
(<i>why</i>)	(/hw/)	Most speakers of English don't use /hw/ as a separate phoneme. They use /w/ instead.	

For all those definitions above, we can conclude that sound is about speech organ of human life, every human life can produce sounds from their organ of the speech. Not only people who were able to practice vowel and consonant, but animal can make a sound too. By changing the shape of parts of the vocal tract, we create different sound, so that the sounds we produce from our organ of speech often strong and weak.

b) Stress and Rhythm

Word stress is this term used to explain the accent or emphasis given to a specific syllable of a word. Words of more than one syllable include both stressed and unstressed syllables. Learners' dictionaries specify the stressed syllable(s) for every multi-syllable word as if it

were being spoken in separation. The stress symbol that used by most dictionaries is / /. The position of this stress is as much of the pronunciation part of a word as are the phonemes themselves. Sounds and stress both provide to the acoustic identity of a word, so both need to be studied at the same time.¹⁸

English is a lexical stress language, which means that in English word with more than one syllable, the syllables will be different in their relative salience. Word stress in English is variable-any syllable of a polysyllabic word can carry the main stress.¹⁹

There are several other problems related to the production of foreign sounds by the speech organ. That is the ability of humans to hear and identify the acoustic qualities of foreign sounds that had heard is a prerequisite for their ability to produce. Without having heard the quality of a given sound before, the student cannot be expect to pronounce it, when he has heard the sound produced by someone else, he may be able to practice and to produce it himself by imitating the speaker. This is a matter of training to move the speech organs, or also called mouth-gymnastics, which should practice

¹⁸ Adrian Underhill and Macmillan Sound Foundations, *Macmillan Books for Teachers Learning and Teaching Pronunciation*, 2009, 51.

¹⁹ Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman, Inc), 1998, p. 59.

repeatedly. Knowledge about the phonetic theory and the ways of moving the speech organs for the production of the foreign sounds, combined with much practice based on that theory would be of great help to the foreign learner.²⁰

Students realize that English words have a stress pattern, they can also be pronounced in a different way from the original words, that tone of voice or intonation can be used to convey the meaning, then they will know what they should pay attention to and it will build student awareness. Students also need to develop a concern for pronunciation when they are talking to each other.

c) Intonation

The third feature of English language is intonation. The going up and down of pitch over different syllables in an utterance is called by “intonation”. Intonation may also be called by the melody of speech. The intonation contour of a sentence refers to the pitch levels used in that sentence, together with the clause terminal at the end.²¹

In addition, each syllable had said with some degree of lowness or highness of tone that had called “pitch”. The highest pitch that usually coincides with the strongest

²⁰ Ramelan. p. 8

²¹ J.D. O’ Connor. p. 108

syllable in the sentence had called the head or center of the intonation contour. Intonation contours of sentences in normal speaking divided into three kinds, they are: The first is high-low falling intonation, the examples are: Hey, Charlie!; How beautiful!; Come here!. The second is rising intonation, the examples are: Shall I open the door?; May we come in?; Would you like to drink?. The last is high normal sustained intonation, the examples are: Yesterday I bought chocolate, sugar, and milk; Are you eating, mother? ²²

Speaking is like singing. It means that every speaker's voice goes up and down in tone at different syllables. The proper use of intonation is very important since it makes speech more lively and interesting to the listener. It can be easily imagined how dull and boring someone's speech will be if he speaks monotonously without any variation of the pitch in his utterance.

c. Factors that influence students pronunciation development

Every child born to his mother only can cry and cannot speak. When babies are under 1 year old, they can only say some sounds. After entering the second year, they begin to learn to say a few words and sentences, although sometimes it was unclear. Stepping on the third age, children begin to

²² Ramelan. p . 33

be able showing their speaking abilities. Although there are some children who are able to speak well, there are also children who cannot speak by good quality at the same age as their friends. Including students' speaking abilities at school. It's not something strange. Because there are several factors that influence the development of talking to children that we need to know.

a) Environment

Children need attention and affection in all societies. The present of baby is a key to the hearts of strangers anywhere on the world. It is no surprise, then the ability of children to pick up their mother tongue so quickly. Therefore, the presence of family and environment is very influential in the development of children's speech.²³

There are two major types of language transfer which occur are: positive transfer, it is when an L1 structure or rule is used in an L2 utterance and that use is appropriate or “correct” in the L2. The second is negative transfer (or interference), when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an “error.”²⁴

²³ Thomas Scovel, *Psycholinguistics*_(Oxford_Introduc(BookFi.Org).Pdf (New York: Oxford University Press, 1998), p. 7.

²⁴ Muriel Saville-Troike and Muriel Saville-Troike, ‘Introducing Second Language Acquisition’, in *Introducing Second Language Acquisition*, 2012 <<https://doi.org/10.1017/cbo9780511888830.002>>. p. 19

If parents teach language and how to speak well, children will also practice it in their daily lives. However, if parents teach bad language and bad speaking, children will practice it on to their daily lives too. There are parents who teach good things but the neighbors and friends in their school teach bad things, then the child will be carried away by a bad current. Therefore, the presence of family is very important in controlling and regulating the lives of children.

b) Personality

Personality is such a necessary aspect of psychology that every main division of psychological research has struggled to contribute to the current knowledge in this area. The scope of theorizing can be as general as the differences among the various paradigms in psychology.²⁵

There are three principals' personality dimensions, they are extraversion with introversion, neuroticism and emotionality with emotional stability, and also psychoticism and tough mindedness with tender-mindedness.

c) Language Aptitude

²⁵ Zoltán Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition Monographs, International Journal of Bilingual Education and Bilingualism*, 2005 <<https://doi.org/10.2167/bebb140.0>>. p. 12

The perception of language aptitude is related to the broader concept of human abilities, covering a variety of cognitively-based learner differences. In the domain of L2 learning, aptitude has traditionally been seen as a key factor in mastering the language, especially in speaking.²⁶

Every children have their own aptitude. Children, who have talent in language, will tend to be easier to understand and practice a language. But it does not mean that children who do not have language aptitude cannot master a language, but children who do not have any aptitude in the field of language will usually feel difficult in mastering a language. However, it will be defeated if the child wants to practice diligently to master a language.

d) Self -Motivation

L2 motivation research has been a prosperous area within L2 studies with several books and literally hundreds of articles published on the topic since the 1960s. To provide a concise overview of the field, it is useful to divide its history into three phases: The social psychological period (1959–1990), the cognitive-situated period (during the 1990), and the process-oriented period (the past five years).²⁷

²⁶ Dörnyei. p. 31

²⁷ Dörnyei. p. 66

Motivating our self is the most important thing in learning, especially in learning pronunciation. Without motivation, humans have no direction or purpose in life. By having a great motivation, we become more enthusiastic in realizing a goal. Students who are less motivated to master the pronunciation, they will be lazy to practice and will not develop their ability. As a good teacher, every teacher must motivate his students to be able to reach all the intended targets.

2. Technologies in the Classroom

a. Technology Usage

The language teaching learning process has conveyed the technology for many years. Television and cassette players were traditional technological tools, which they used in language classes as pedagogical supports. When we think about technology, the first teaching support that appears in our vision is the computer. In English language teaching, computer is a good teaching support, especially since it has complemented with to the Internet connection.²⁸

Technology is very beneficial for learning. Teachers must understand that computer technology is a very useful instrument for improving students' skills, especially in

²⁸ Maryam Tayebinik and Marlia Puteh, 'Mobile Learning to Support Teaching English as a Second Language', *Journal of Education and Practice*, 3.7 (2012), 56–63.

pronunciation instructions. Teachers should not think negatively, that the use of computers would threaten their authority in the classroom. In addition, the teacher must motivate their students to increase their knowledge of computer usage. With the development of Internet, multimedia information such as computer, image and video is widely used. Therefore, how to find the necessary multimedia data quickly in a large number of resource has become a research focus in information process.²⁹

Computer has changed our world, both inside and outside the classroom. It is not just the computer itself with all of its capabilities that has caused this change. Because of the advances in a personal computer, many other digital devices have evolved. These devices can serve to teach and learning in dramatic and innovative ways. With computers, student learning can be very helpful. Computer offers learners with many individualized instruction, some practices through listening, and automatic visual support that indicate them how their own pronunciation.³⁰

²⁹ J Vis Commun Image R and others, 'Internet Cross-Media Retrieval Based on Deep Learning Q', *Journal of Visual Communication and Image Representation*, 48 (2017), 356–66 <<https://doi.org/10.1016/j.jvcir.2017.02.011>>.

³⁰ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'Advantages of Using Computer in Teaching English Pronunciation', 2006, 2017, 78–85. p. 79

The implementation of these technologies, such as computer usage, has changed people's lifestyles and habits, and it will always be continue to have an impact on human life, study and work. The multimedia usage as a new kind of technology based learning has attracted people's attention in primary and secondary education at the middle of 1990s. It caused by using multimedia technology, students' to be more interest in their learning and they can be improve. By using these useful and auxiliary teaching tools, teaching and learning tasks become much easier³¹

The explanations above explain that technology has changed the development of human life. In the past, everyone carried out their activities with difficulty and inefficient, and nowadays people can do their various activities more easily and faster. Technological developments exist in many ways. Such as Information Technology, Learning Technology, Food Technology, etc.

In this era, learning technologies are very many kinds. We knew there are many kinds of learning applications for children that are very fun in the Play Store by Google. From various subjects are available in the play store. In addition, many software created by the provider had purchased or downloaded and used by students throughout the world.

³¹ Nan Guan, Jianxi Song, and Dongmei Li, 'On the Advantages of Computer Multimedia-Aided English Teaching', *Procedia Computer Science*, 131 (2018), 727–32 <<https://doi.org/10.1016/j.procs.2018.04.317>>.

b. Computer Based Learning

Computer based learning is about to use the computer as a tool for facilitating and improving students' learning. CBL programs provide some tutorials, drillings and practices, and simulations to present the topics and to test the student's understanding. CBL uses a combination of multimedia element which is combination of sound, text, graphics, and video in students' learning process. It is very useful in distance learning condition. It is also integrated the use of Internet in the process of teaching and learning.³²

There are five categories of teacher rules, they are manager planner, facilitator, guide, and participant in the use of computer technology. The teacher must realize that they have become regulators in a learning program, which plans all agenda and leads students to help each other and work together. As a good manager, the teacher must ensure that students have good and equal access to the computer, students must use computer programs that are appropriate to the abilities and needs of students in relation to the material which was being taught. As a good facilitator, the teacher must help students to develop their knowledge, and help them to determine and realize their learning goals. As a good

³² Ong Boon Han and others, 'Computer Based Courseware in Learning Mathematics: Potentials and Constrains', *Procedia - Social and Behavioral Sciences*, 103 (2013), 238-44
<<https://doi.org/10.1016/j.sbspro.2013.10.331>>.

guide, the teacher must be able to motivate students to participate in each of the given tasks to improve their thinking skills. And as participants in good learning, teachers also work well together with students to carry out cognitive learning assignments. These categories of all teacher roles show that using computers as learning media into the classroom changes the role of traditional teacher to modern information giver.³³

Student-to-teacher and student-to-student communication is an important aspect of learning. It can be enhanced via a website as well as possible. As we know, not all students have good self-confidence. In addition, with technology, students can ask their teacher even if they are at home. They can consult on assignments or chat with their teacher directly through electronic media such as mobile phones and the internet. In addition, for students who cannot collect their assignments in hard copy from one location to another, students can attach their assignments via e-mail messages to the teacher. It can be a very effective tool to ensure that all tasks can be submitted on time even though students cannot attend that day. The use of electronic media also supports and improves communication between teachers

³³ Gilakjani and Sabouri. p. 80

and students about an activity or content. Using these web tools can improve student-to-teacher communication.³⁴

There are many advantages of computer usage in learning English. For students with visual impairments who need to use computer software, email, or the internet, adaptive software programs called screen readers to use speech synthesizers to read aloud the text and names of icons. Learners can navigate using the keyboard, hitting the tab button to move from icon to icon. Non-text items, such as graphics and photos, had labeled with an alternative textual description, called alt-tags, which allow learners with visual impairments to hear descriptions of these items. These software programs are available on both PC and Mac operating systems in a section of the operating software called "universal access".³⁵

Learning by using computer technology cannot fully help students progress. The success of each student depends on himself or herself. However, students must know that using computers can give them a lot of knowledge about pronunciation and they can use it for pronunciation learning. Therefore, every student must have the awareness to spend

³⁴ Jean B McDonald Dufy, Judy Lever., McDonald, *Teaching and Learning with Technology*, Fourth (Pearson: International Education), p. 271.

³⁵ James D. Smaldino , Sharon E., Lowther , Deborah L., Russell, *Instructional Technology and Media for Learning*, Teenth (Pearson: International Education), p. 101.

more time and more effort to improve his or her pronunciation with computers. Students must know what they want to find, what they learn, how they learn, and where they find the knowledge of pronunciation when using a computer. The teacher must encourage students to learn pronunciation using computer technology.

3. Rosetta Stone Software

E-learning is interesting learning. It is a new media of study. It is very different from traditional face-to-face learning, is defined as an innovative way of conducting learning activity at flexible times and places through the Internet with a pleasant impression because it will introduce students a nowadays technology.³⁶

Rosetta Stone is the best language learning software with 8,000 companies, 9,000 public and non-profit agencies, 20,000 educational institutes and millions of users worldwide (Rosetta Stone), it has been gaining more popularity in this recent years. Approaches to teaching and learning languages have changed over the past decades, moving away from separate point grammar practice, memorization, translation and explicit grammar explanations towards focusing on

³⁶ Jing Liu, 'E-Learning in English Classroom: Investigating Factors Impacting on ESL (English as Second Language) College Students' Acceptance and Use of the Modular Object-Oriented Dynamic Learning Environment (Moodle)' (Lowa State University: Lowa, 2013) <<https://doi.org/10.31274/etd-180810-3334>>. p. 10

meaningful communication, language ability, target language use, and inductive learning.³⁷

While the definition of Rosetta Stone is proprietary Computer-Assisted Language Learning (CALL) software published by Rosetta Stone Inc. This software provides many media, such as images, text, and sound to teach words and grammar by spaced repetition, without translation. Rosetta Stone calls its approach to Dynamic Immersion. The software's name and logo allude to an ancient stone slab of the same name on which the Decree of Memphis had inscribed in three writing systems. This software is compatible with Windows and Mac-based computers with everywhere access on any web enabled Windows or Mac device or with mobile apps on Android devices iPhone, and iPad.³⁸

Rosetta Stone has many features that are very interesting for further students learning. In the Rosetta Stone software that uses English (UK), there are four chapters of discussion. They are Home and Health, Life and World, Everyday Things, and also Places and Events.

The influence of Rosetta Stone Software on improving student pronunciation is that students will feel more energetic and happy. The speech recognition tool will provide examples of good pronunciation and will make it easier for students to

³⁷ Nicola Work, 'Rosetta Stone: Compatible with Proficiency-Oriented Language Instruction and Blended Learning', 10 (2014), 35–51.

³⁸ Work. 39

practice it with the correct intonation and pronunciation. Most of students realized Rosetta Stone Software is a good software, which made them to be more aware of their mistakes in saying some sentences in English.

Each chapter has exercises for reading, adding vocabulary, grammar mastery, listening and reading, writing, speaking, and a pronunciation specialist. The most important thing in Rosetta Stone is there are many reviews of the answers to these exercises. With these reviews, students are able to distinguish how the correct answers from their wrong answers.

In addition, the main attraction in using Rosetta Stone is that the curriculum used can change as good as we want. We can use a full-year curriculum or only speaking and listening focus, or only reading and writing focus, and some other curriculum. Besides that, in Rosetta Stone, there is also a progress report for each curriculum. The more students often practice the exercises and feel the entire curriculum, their progress report will fill with the result that they have done.

4. Hypothesis

The hypothesis is a temporary answer to the research question, which reputed as the most impossible level of the truth. Based on the definition above, there are two hypotheses of this research:

1. Alternative hypothesis (Ha):

Students' pronunciation development in learning English by using Rosetta Stone Software is effective.

2. Null hypothesis (Ho):

Students' pronunciation development in learning English by using Rosetta Stone Software is not effective.

The researcher of this research decided alternative hypothesis (Ha) as the hypothesis of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented two main points. Those were the conclusion of the research and suggestion.

A. Conclusion

Based on the finding of discussion on chapter IV, it could be conclude that Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang is effective.

The result calculation by using T-test showed that that t count (2.30) was higher than t table (2.002). Therefore, H_0 was be rejected and H_a was accepted. As mentioned in the previous chapter that H_a meant Rosetta Stone Software usage on students' pronunciation development effective and H_0 meant Rosetta Stone Software usage on students' pronunciation development was not effective.

The conclusion of the research decided by the result of data that the researcher had mentioned in the previous chapter. Overall, the researcher concluded that Rosetta Stone Software usage, as the media on students' pronunciation development is effective especially for Eighth grade.

B. Suggestion

This is the last chapter about suggestions. Based on the result of data analysis, this research is suggested to all English teachers and all students especially in learning pronunciation. The creative and interesting learning media will increase students' interest in their learning. As a good teacher, to prepare a learning media is one important thing to do.

The suggestion for the other researchers who will make a research about Rosetta Stone software in the future, they should improve their research in order to get better research than before.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

This chapter presented the data that had collected during the experimental research. The researcher counted the score of pre-test and post-test to find out the normality, the homogeneity, and hypothesis test. It was done both in the experimental and control group. The researcher also made a descriptive of the result of the questionnaire to know students' perception related learning by Rosetta Stone software.

A. Description of the Research

This chapter discussed the result of the study based on data, which the researcher got from students. To explain "The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PAPB Semarang", the researcher did an analysis of quantitative data. The research was finished on 3 May 2019.

To find out the result of Students' Pronunciation Development, some results had identified, the researcher got a score of pre-test and a score of post-test too from students. The subject of the research was the students of VIII C and VIII E, which they had divided into two groups, one as an experimental group and other as a control group. Here, VIII E as an experimental group was implemented Rosetta Stone software as

learning English pronunciation medium, and VIII C as a control group given an audio, which was recorded, from Rosetta Stone as the medium on learning English pronunciation.

Before all activities had conducted in the class, the researcher determined the materials, which composed in a lesson plan. A try out was also given to students of class VIII in English Club at SMP IT PAPB Semarang. Try out was aimed to analyze all of the validity, reliability, difficulty level and discriminating power of each item of questions which would be used in pretest and posttest at experimental class and control class.

The researcher prepared 20 questions for try out, After those questions had been analyzed, it had been known the questions which could be used for the next step were 15 questions, so the researcher divided it into 2 part of the test, one as an instrument of pre-test and other as an instrument of post-test. Then, the instrument of pre-test and post-test were given to both of class (experimental and control class). At last, both of class conducted post-test, and then the result had analyzed to prove the research hypothesis, which had formulated, in the previous chapter.

B. Data Analysis

1. Instrument Analysis

Instrumental analysis was to measure the validity, reliability, degree of test difficulty, and discriminating power.

a. Validity Test

As mentioned in the previous chapter, a validity test referred to computation on each item of questions. Analysis of validity is to be used to know valid and invalid item test. Invalid item will be deleted, whereas, valid item will be used to final evaluation on experiment and control class. In measuring this validity, the researcher used R Product Moment Formula.

After all of the questions had been measured, it would be decided the validity of each item. If R-Value was higher than R-Table, means a question was valid and if R-value was lower than R-Table, means a question was not valid. Then, the following was the table of validity:

Table 4.1
Result of Validity Test

Criteria	Item	Total
Valid question	1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 16, 18, 19, 20	15

Invalid question	6, 10, 12, 15, 17	5
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b. Reliability Test

After the validity test has been measured above, the instrument was moved to be measured its reliability, whether it could be trusted or not. For this computation, the researcher used spearman brown formula as she has mentioned in the previous chapter.

After she measured, she found the result as below. For the questions, R-value was 0.6624 with R table 0.3081, which meant this instrument was reliable because R-value was bigger than R table.

c. Degree of the Test Difficulty

After validity and reliability tests have done, the researcher did test the degree of the test difficulty. The following was a result of the difficulty level of each question. It had measured by the formula, which had mentioned in the previous chapter. From computation, we knew that some questions were at an easy level, while other was at a medium and difficult level. The table of difficulty level was:

**Table 4.2
Degree of the Test Difficulty**

Criteria	Item	Total
----------	------	-------

Easy	3, 5, 8, 9, 10, 14, 16, 19	8
Medium	1, 2, 4, 6, 7, 11, 13, 18, 20	9
Difficult	12, 15, 17	3

d. Discriminating Power

The following was the result of the computation of discriminating power from question number 1. While for other, questions had measured in the same way. There were steps must be done in this computation. First, all of the members of trying out subjects were be divided into two groups; there were upper group and lower group. The upper group was they who got a score more than mean score, while; the lower group was they who got a score less than mean score. After mean score had been measured, it had been known upper group and the lower group from a member of trying out subjects. The list of the upper and lower group as below:

Table 4.3
The List of Upper and Lower Group

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T - 03	1	1	T - 18	1
2	T - 05	1	2	T - 25	1
3	T - 08	1	3	T - 33	0

4	T - 01	1	4	T - 37	1
5	T - 14	1	5	T - 11	0
6	T - 19	1	6	T - 20	0
7	T - 27	1	7	T - 21	1
8	T - 02	1	8	T - 24	1
9	T - 04	1	9	T - 28	1
10	T - 06	1	10	T - 35	1
11	T - 12	1	11	T - 26	0
12	T - 15	1	12	T - 36	0
13	T - 07	1	13	T - 22	1
14	T - 09	1	14	T - 39	1
15	T - 10	0	15	T - 29	0
16	T - 13	1	16	T - 34	0
17	T - 23	0	17	T - 30	1
18	T - 17	1	18	T - 38	0
19	T - 32	1	19	T - 31	0
20	T - 16	0	Total		10
Total		17			

There was an analysis of discriminating power question number 1:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$\begin{aligned}
 D &= \frac{17}{20} - \frac{10}{19} \\
 &= 0.32368
 \end{aligned}$$

According to criteria that had been mentioned before, the item number 1 above was enough, because question number 1

was in the interval more than 0.30 which was mentioned before that it belonged to “Enough” criteria.

Table 4.4
Discriminating Power

Criteria	Item	Total
Good	2, 3, 7, 8, 11, 18	6
Enough	1, 4, 5, 9, 13, 14, 16, 19, 20	9
Bad	12	1
Very Bad	6, 10, 15, 17	4

Based on analyses of validity, reliability, difficulty level and also discriminating power of all items of questions, 15 questions were accepted to be an instrument of pre-test and post-test, while 5 questions were rejected. Then, the researcher divided the questions into two parts, 10 questions as an instrument of pre-test, and 10 other as an instrument of post-test.

2. Analysis Scores of Experimental and Control class

a. Normality Test

Test of normality was be used to find out whether data of controlled and experimental was in the normal distribution or not. For this test, each score was be measured; it concludes the score of pre-test and post-test from the control group and the score of pre-test and post-

test from the experimental group. All items of pre-test and post-test were be measured by the formula as below:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

1) Normality test of pre-test in the control class

Hypothesis:

Ho : Data distributed normally

Ha : Data didn't distribute normally

Ho accepted if χ^2 table was higher than χ^2 count

Computation of normality test

Length of the class : 7

Number of class : 6

Minimum score : 44

Maximum score : 83

Range : 40

Table 4.5
Normality Test of Pre-Test in Control Class

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			43.5	- 1.7	0.4508				
44	-	50				0.1038	6	3.6314	1.5449
			50.5	- 1.0	0.3470				
51	-	57				0.1934	5	6.7685	0.4621
			57.5	- 0.4	0.1536				
58	-	64				0.2459	8	8.6069	0.0428
			64.5	0.2	-0.0923				
65	-	71				0.2134	2	7.4677	4.0033
			71.5	0.9	-0.3057				
72	-	78				0.1137	7	3.9795	2.2927
			77.5	1.4	-0.4194				
79	-	85				0.0636	2	2.226	0.0229
			85.5	2.1	-0.4830				
Jumlah							30		8.3688

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, the result is 11.0705

Because $X^2 < X^2$ table = 8.36 < 11.07

It has a meaning that the data are normal distribution

2) Normality test of post-test in control class

Hypothesis:

Ho : Data distributed normally

Ha : Data didn't distribute normally

Ho accepted if χ^2 table was higher than χ^2 count

Computation of normality test

Length of the class : 8

Number of class : 6

Minimum score : 46

Maximum score : 90

Range : 45

Table 4.6
Normality Test of Post-Test in the Control Class

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			45,5	- 1,8	0,4608				
46	-	53				0,0983	4	3,4411	0,0908
			53,5	- 1,1	0,3624				
54	-	61				0,1985	7	6,9483	0,0004
			61,5	- 0,4	0,1639				
62	-	69				0,2607	8	9,1239	0,1384
			69,5	0,2	-0,0968				
70	-	77				0,2226	5	7,7927	1,0009
			77,5	0,9	-0,3194				
78	-	85				0,1135	3	3,9721	0,2379
			84,5	1,5	-0,4329				
86	-	93				0,0549	3	1,920	0,6077
			93,5	2,2	-0,4878				
Jumlah							30		2,0761

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, the result is 11.0705

Because $X^2 < X^2 \text{ table} = 2.08 < 11.07$

It has a meaning that the data are normal distribution

3) Normality test of pre-test in the experimental class

Hypothesis:

H_0 : Data distributed normally

H_a : Data didn't distribute normally

H_0 accepted if $\chi^2 \text{ table}$ was higher than $\chi^2 \text{ count}$

Computation of normality test

Length of the class : 6

Number of class : 6

Minimum score : 50

Maximum score : 85

Range : 36

Table 4.7
Normality Test of Pre-Test in Experimental Class

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			49.5	- 1.8	0.4649				
50	-	55				0.0871	3	3.0502	0.0008
			55.5	- 1.2	0.3777				
56	-	61				0.1802	11	6.3081	3.4899
			61.5	- 0.5	0.1975				
62	-	67				0.2489	4	8.7118	2.5484
			67.5	0.1	-0.0514				
68	-	73				0.2296	4	8.0363	2.0273
			73.5	0.8	-0.2810				
74	-	79				0.1415	6	4.9513	0.2221
			79.5	1.4	-0.4225				
80	-	85				0.0582	2	2.037	0.0007
			85.5	2.1	-0.4807				
Jumlah							30		8.2892

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, the result is 11.0705

Because $X^2 < X^2 \text{ table} = 8.30 < 11.07$

It has a meaning that the data are normal distribution

4) Normality test of post-test in the experimental class

Hypothesis:

H_0 : Data distributed normally

H_a : Data didn't distribute normally

H_0 accepted if $\chi^2 \text{ table}$ was higher than $\chi^2 \text{ count}$

Computation of normality test

Length of the class : 7

Number of class : 6

Minimum score : 56

Maximum score : 94

Range : 39

Table 4.8
Normality Test of Post-Test in the Experimental Class

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			55.5	- 1.8	0.4613				
56	-	62				0.1051	5	3.6771	0.4759
			62.5	- 1.1	0.3562				
63	-	69				0.2152	6	7.5322	0.3117
			69.5	- 0.4	0.1410				
70	-	76				0.2745	7	9.6084	0.7081
			76.5	0.3	-0.1335				
77	-	83				0.2181	8	7.6348	0.0175
			83.5	1.0	-0.3516				
84	-	90				0.0984	2	3.4450	0.6061
			89.5	1.6	-0.4501				
91	-	97				0.0428	2	1.496	0.1694
			97.5	2.4	-0.4928				
Jumlah							30		2.1193

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$, the result is 11.0705

Because $X^2 < X^2 \text{ table} = 2.11 < 11.07$

It has a meaning that the data are normal distribution

b. Homogeneity Test

The homogeneity test was be used to know whether the result data of the control and experimental group was homogeneous or not. In this research, the result of data measured by F formula.

H_0 = Homogen Variance

H_a = Non-Homogen Variance

H_0 was accepted if $F \text{ count} < F \text{ table}$

- 1) Homogeneity test on pre-test of the experimental and control class

Table 4.9
Homogeneity Test on Pre-Test of Control and Experimental Class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Control	124.02	30	1.439	1.860	Homogen
2	Experimental	86.15	30			

Based on the formula:

$$F_{count} = \frac{\text{Maximum Variance}}{\text{Minimum Variance}}$$

Based on the result of the table above it was obtained that F_{count} was lower than F_{table} , so H_0 is accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogeneous.

- 2) Homogeneity test on post-test of the experimental and control class

Table 4.10
Homogeneity Test on Post-Test of Control and Experimental Class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Control	143.36	30	1.443	1.860	Homogen
2	Experimental	99.33	30			

Based on the result of the table above it obtained that F_{count} was lower than F_{table} , so H_0 is accepted. It can be

concluded that the data of pretest from experimental and control class have the same variance or homogeneous.

3. Test of Hypothesis

For this test, the researcher used a t-test to measure the result. This test was used to know the similarity of the test from both groups, experimental and control class.

1) Hypothesis test on pre-test of an experimental and control class

The hypothesis was as had been mentioned in the previous chapter, that H_0 was accepted if $t_{table} > t_{count}$, and H_a was accepted if $t_{table} < t_{count}$. The formula mentioned below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Table 4.11
Hypothesis Test on Pre-Test of the Experimental and Control Class

Source of Variance	VIII E	VIII C
Sum	1989	1857
N	30	30
Average	66.3	61.9
Variance (S^2)	86.15	124.02
Standard Deviation (S)	9.28	11.14

$$\begin{aligned}
 S &= \frac{(30-1) \cdot 86.1483 + (30-1) \cdot 124.024}{30 + 30 - 2} \\
 S^2 &= 105.0862 \\
 S &= 10.25
 \end{aligned}$$

Therefore, the result of t-test was below:

$$t = \frac{66.3 - 62}{10.25 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 1.66$$

By $\alpha = 5\%$ with $df = 30 + 30 - 2 = 58$ is obtained
 $t_{1-(0,05)(58)} = 2.00172$

The calculation above showed us that t_{count} is 1.66 and t_{table} is 2. H_0 is accepted if $t_{count} < t_{table}$. Therefore, it can be concluded that there was no significant difference in the average pretest between experimental and control class because of t_{count} at the reception area of H_0 .

2) Hypothesis test on post-test of an experimental and control class

The hypothesis was: As had been mentioned in the previous chapter, that H_0 was accepted if $t_{table} > t_{count}$, and H_a was accepted if $t_{table} < t_{count}$. The formula mentioned below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Table 4.12
Hypothesis Test on Post-Test of the Experimental and Control Class

Source of Variance	VIII E	VIII C
Sum	2193	1997
N	30	30
Average	73.1	66.57
Variance (S ²)	99.33	143.36
Standard Deviation (S)	9.97	11.97

$$S^2 = \frac{(30-1) \cdot 99,3345 + (30-1) \cdot 143,36}{30 + 30 - 2}$$

$$S^2 = 121,3473$$

$$S = 11,02$$

Therefore, the result of t-test was below:

$$t = \frac{73,1 - 67}{11,02 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 2,30$$

By $\alpha = 5\%$ with $dk = 30 + 30 - 2 = 58$ is obtained

$$t_{1-(0,05)(58)} = 2,002$$

Ha was accepted if $t_{count} > t_{(1-a)(n_1+n_2-2)}$. Based on the computation above, obtained $t_{table} = 2.002$ from the result of

calculation t-test, and $t_{count} = 2.30$. It means that t_{count} is higher than t_{table} . So H_0 is rejected and H_a is accepted.

Because $t_{count} > t_{table}$, it can be concluded that there is a significant difference between experimental and control class on the post-test, the score of the experimental class was higher than the control class.

C. Analysis of Questionnaire

The questionnaire was a tool of collecting data, which consisted of questions or statements, and it arranged especially used to get information to analyze. In this research, questionnaire was taken after treatment. The result of questionnaire would be describe as follow:

a. English lesson is easy and fun

The result after treatment showed that those who answered strongly agreed there were 7 people, with a percentage of 23.3%, who answered agreed there were 17 people with a percentage of 56.7%, and those who answered did not agree there were 6 people with a percentage of 20%. Based on the results above, it can be conclude that most of students like English lesson. So they felt happy in learning English.

b. English lesson is very beneficial for my future

The result after treatment showed that those who answered strongly agreed there were 11 people, with a

percentage of 36.7%, who answered agreed there were 17 people with a percentage of 56.7%, and those who answered did not agree there were 2 people with a percentage of 6.7%. Based on the results above, it can be conclude that most of students realized if English lesson is very beneficial for their future. English is an international language which always to be used in this era.

- c. Pronunciation is one of the aspects that should be note into speaking using English

The result after treatment showed that those who answered strongly agreed there were 7 people, with a percentage of 23.3%, who answered agreed there were 18 people with a percentage of 60%, and those who answered did not agree there were 5 people with a percentage of 16.7%. Based on the results above, it can be conclude that most of students knew that pronunciation is an important aspect, which must be master by students in English speaking.

- d. Rosetta Stone Software was able to improve my pronunciation skills

The result after treatment showed that those who answered strongly agreed there are 13 people, with a percentage of 43.3%, who answered agreed there were 14 people with a percentage of 46.7%, and those who

answered did not agree there were 3 people with a percentage of 10%. Based on the results above, it can be concluded that many students realized the features of Rosetta Stone software could improve their pronunciation skills.

- e. Rosetta Stone Software was made me aware of my mistakes in saying some sentences in English

The result after treatment showed that those who answered strongly agreed there are 11 people, with a percentage of 36.7%, who answered agreed there were 18 people with a percentage of 60%, and those who answered did not agree there were 1 people with a percentage of 3.3%. Based on the results above, it can be concluded that most of students realized Rosetta Stone Software is a good software, which can made them to be more aware of their mistakes in saying some sentences in English

- f. Rosetta Stone Software was able to raise my consciousness to practice diligently in speaking using English

The result after treatment showed that those who answered strongly agreed there was 13 people, with a percentage of 43.3%, who answered agreed there were 15 people with a percentage of 50%, and those who answered did not agree there were 2 people with a

percentage of 6.7%. Based on the results above, it can be conclude that most of students have been aware to practice diligently in speaking using English.

- g. Rosetta Stone Software was able to provide me with an accurate example to speak using the right pronunciation

The result after treatment showed that those who answered strongly agreed there were 15 people, with a percentage of 50%, and who answered agreed there were 15 people with a percentage of 50%. Based on the results above, it can be conclude. All of students assessed Rosetta Stone software is a good learning media because it can give an accurate example especially in speaking skill.

- h. Rosetta Stone Software was able to increase my interest in learning using technology-based media

The result after treatment showed that those who answered strongly agreed there were 8 people, with a percentage of 26.7%, who answered agreed there were 19 people with a percentage of 63.3%, and those who answered did not agree there were 3 people with a percentage of 10%. Based on the results above, it can be conclude that most of students felt more interest to use technology as learning media.

- i. After learning used the Rosetta Stone Software, My Learning motivation was increased

The result after treatment showed that those who answered strongly agreed there were 5 people, with a percentage of 16.7%, who answered agreed there were 20 people with a percentage of 66.7%, and those who answered did not agree there were 5 people with a percentage of 16.7%. Based on the results above, it can be conclude that most of students felt be more motivated in learning English especially in speaking after learning used Rosetta Stone Software.

- j. After learning using Rosetta Stone Software, I felt more confident when speaking in English

The result after treatment showed that those who answered strongly agreed there were 9 people, with a percentage of 30%, who answered agreed there were 17 people with a percentage of 56.7%, and those who answered did not agree there were 4 people with a percentage of 13.3%. Based on the results above, it can be conclude that most of the students felt more confident when speaking in English after learning English using Rosetta Stone Software.

- k. I felt difficult to learn pronunciation using the Rosetta Stone Software as the learning media

The result after treatment showed that those who answered agreed there were 6 people with a percentage of 20%, and those who answered did not agree there were 17 people with a percentage of 56.7%, and those who answered strongly did not agree there were 7 people with a percentage of 23.3%. Based on the results above, it can be conclude that most of students did not agree if they felt difficult when learning English using Rosetta Stone software. They felt more enjoy and easier in their learning using Rosetta Stone software.

1. Rosetta Stone Software was difficult to capture and record what I said

The result after giving the treatment showed that there were 2 people who answered strongly agreed, with the percentage of 6.7%, and who answered agreed there were 9 people with a percentage of 30%. Those who answered did not agree there were 16 people with a percentage of 53.3%, and those who answered strongly did not agree there were 3 people with a percentage of 10%. Based on the results above, it can be conclude that some students feel difficult to operate Rosetta Stone software especially in recognizing student's voices. However, many students felt easy too in operating Rosetta Stone software because it can recognize their voice easily.

- m. Rosetta Stone Software is a technology-based media is less profitable for students

The result after treatment showed that those who answered agreed there were 4 people with a percentage of 13.3%, and those who answered did not agree there were 18 people with a percentage of 60%, and those who answered strongly did not agree there were 8 people with a percentage of 26.7%. Based on the results above, it can be conclude that most of students did not agree if technology-based media is less profitable for students. The students felt technology-based media has many benefits for their learning.

- n. Students did not need to learn using technology-based media

The result after treatment showed that those who answered did not agree there were 13 people with a percentage of 43.3%, and those who answered strongly did not agree there were 17 people with a percentage of 56.7%. Based on the results above, it can be conclude that most of students did not agree if students did not need to learn using technology-based media. Students very need technology-based media in their learning, because technology can made them easier to understand the material.

- o. Learning the development of technology in education aspect is the obligation of every teacher and student

The result after treatment showed that those who answered strongly agreed there were 11 people, with a percentage of 36.7%, who answered agreed there were 18 people with a percentage of 60%, and those who answered did not agree there were 1 people with a percentage of 3.3%. Based on the results above, it can be conclude that most of students realized that learning the development of technology in education aspect is the obligation of every teacher and student. Technology is very important, especially in this era.

D. Rosetta Stone Software Usage

- a. For the Students

The results of this research showed that most of students like English because English was a fun lesson, although it felt difficult for them. They also realized that mastering English especially practicing the good pronunciation was an important goal for their futures.

The result of Rosetta Stone software as a learning media was very satisfying. By using Rosetta Stone software, students felt easier to understand and to practice pronunciation. They felt helped by the process on the features of Rosetta Stone software. Although some of

students found a trouble to follow the working way of Rosetta Stone because Rosetta stone difficult to recognize their voice, they seemed happy in their learning using this media.

They also realized that technology is very useful for their daily and futures then they like to learn using technology as the media. The questionnaire obtained the result of the effectiveness of Rosetta Stone software usage on students' pronunciation development at the eighth grade of SMP IT PAPB Semarang.

b. For the Teacher

It was recommended for English teachers to use Rosetta Stone software as an interesting and interactive media in teaching pronunciation. It was because Rosetta Stone software could help students to pronounce the sentences or conversation correctly. This software has made students to be known an accurate sample of right pronunciation, which hopefully can change student' pronunciation ability to be good and better than before.

Based on the English teacher opinion, actually, students have the ability to master the material well but they were difficult to practice it. Students are able to obtain good grades during exams, but when students were command to practice a dialogue, many of them were

looked feel difficult to speak in English. The teacher seemed pleased when researchers introduced technology-based learning media such as Rosetta Stone software.

The teacher realized that using classical methods or bored media, which only limited to an audio or an image, would make students bored in future learning. By using Rosetta Stone, the teacher could give a variety of learning media by inviting students to study in the computer lab and to implement Rosetta Stone. The teacher could increase students' insight into technology easily because the learning used the computer directly.

E. Limitation of the Study

The researcher realized that this research had not optimally enough. There were some obstacles that had faced by the researcher during doing this research, some of the limitations of this research were:

1. The research was limited at SMP IT PAPB and only used 2 classes as sample, so it is possible that different result will be gained when similar research is conducted in other schools.
2. There were so many agenda of school at the same time she would do the research, so she might manage the time well in order to get a good research on time.

3. This research had implemented in short time. It makes this research could not be done maximally. However, it was enough to fulfill all the requirements for research.
4. The class situation, which was quite crowded, made it difficult for Rosetta Stone to recognize the recorded students' voices, so students had to repeat the practice until they declared success. However, it actually gave a benefit for students, because each student can more master the material, which should practiced by the students.

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APPENDICES

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN RPP (Kelas Kontrol)

Sekolah	: SMP IT PAPB Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II
Materi Pokok	: Recount text (pronunciation)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian yang tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Menemukan informasi umum dari percakapan yang terdapat dalam gambar dan audio Rosetta Stone 3.11.2 Menemukan suatu informasi spesifik tersurat dari percakapan yang terdapat dalam gambar dan audio Rosetta Stone 3.11.3 Menyebutkan kalimat yang menggunakan pola recount text yang terdapat dalam gambar dan audio Rosetta Stone
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Mempraktekkan percakapan sederhana dalam Rosetta Stone terkait struktur kebahasaan dalam recount text dengan baik dan benar

C. TUJUAN PEMBELAJARAN

Selama dan setelah mengikuti pembelajaran dengan metode ceramah dan praktek ini siswa di harapkan:

1. Menemukan informasi umum dari teks percakapan terkait struktur kebahasaan dalam recount text dengan baik dan benar

2. Mampu mendengarkan dan menirukan audio berdasarkan yang telah dipraktekkan guru dengan baik dan benar

D. MATERI PEMBELAJARAN

1. Regular

a. Recount Text

Recount text is a text which telling the reader about one story, an action or an activity. Its goal is to entertain or to inform the reader. Recount text is a text, which retells event or experiences in the past. Recount text uses the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Some expressions related recount text:

- When was this book written?
- Who wrote it?
- Jane taylor wrote it
- I voted for Steve Dodd
- I didn't vote for him
- Yes, we won again!
- I forgot it again
- She forgot to bring an umbrella
- She forgot her book
- Yes. I have. I liked it very much

b. Pronunciation

Speaking is an important skill in English. One of aspect of speaking skill is pronunciation. Pronunciation is the way in which a word or letter is said, or said correctly or the way in which a language is spoken. Pronunciation is about how we say the words. Most people speak the standard dialect of English with an accent that belongs to the part of the country they come from or live in

Speaking is like singing. It means that every speaker's voice is goes up and down in tone at different syllables. And each syllable is said with some degree of lowness or highness of tone which is called "pitch". While the going up and down of pitch over different syllables in an utterance is called by "intonation". Intonation may also called by melody of speech. The proper use of intonation is very important since it makes speech more lively and interesting to the listener. It can be easily imagined how dull and boring someone's speech will be if he speaks monotonously without any variation of pitch in his utterance.

The intonation contour of a sentence refers to the pitch levels used in that sentence, together with the clause terminal at the end. The highest pitch which usually coincides with the strongest syllable in the sentence is called the head or center of the intonation contour. Intonation contours of sentences in normal speaking can be grouped into this following:

1. High-low falling intonation
 - When was this book written?
(wɛn wəz ðɪs bʊk 'rɪtɪn?)
 - Who wrote it?
(hu: rəʊt ɪt?)
 - Yes, we won again!

(jɛs, wi wʌn ə'gɛn!)

2. Rising intonation

- She forgot to bring an umbrella

(ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə)

- May we come in?

(meɪ wi kʌm ɪn?)

- Would you like to drink?

(wəd ju laɪk tə drɪŋk?)

3. High normal sustained intonation

- I didn't vote for him

(aɪ dɪdnt vəʊt fə hɪm)

- Are you eating, mother?

(ɑ: ju 'i:tɪŋ, 'mʌðə?)

- Count from one to five: one, two, three, four, and five

(kaʊnt frəm wʌn tə faɪv: wʌn, tu:, θri:, fɔ:, ənd faɪv)

2. Remidi

Some expressions related recount text:

- In English this is called a sock
- In English this is called a spoon
- When was this book written?
- It was written in 1998
- Jane Taylor wrote it
- I voted for Steve Dodd
- I didn't vote for him
- Yes, we won again!
- I forgot it again

3. Pengayaan

Some expressions related recount text:

- What's this called in English?
- I disagree of what he said on television last week.
- This church was built in 1250
- Have you ever eaten Indian food?
- No, I never have
- Yes, I have, I liked it very much
- Did you win?
- Yes, We won again!
- You forgot your lunch!
- She forgot her book

E. METODE PEMBELAJARAN

Pedekatan : Scientific Approach
 Metode : Demonstrasi dan praktek

F. SUMBER BELAJAR

When English Rings the Bell untuk SMP/MTS kelas VIII
 Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017
 Azar, Betty Schramper and Hagen, Stacy A. 2009.
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G. MEDIA PEMBELAJARAN

Media : Gambar dan teks tertulis

H. KEGIATAN PEMBELAJARAN

Pertemuan I:

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
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Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk kelas dan mengucapkan salam Guru menyapa menggunakan Bahasa Inggris ▪ Guru memimpin kelas untuk membaca doa bersama ▪ Guru menanyakan pelajaran apa yang telah di terima sebelumnya ▪ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru ▪ Guru menjelaskan tujuan pembelajaran yang akan dicapai oleh siswa 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ▪ Guru membagikan media berupa kertas yang berisi beberapa gambar dan kalimat yang menerangkan gambar-gambar tersebut ▪ Siswa di minta untuk memperhatikan media tersebut ▪ Guru menjelaskan materi yang ada pada media dan siswa diminta untuk memperhatikan <p>Menanya</p> <ul style="list-style-type: none"> ▪ Siswa diberi kesempatan untuk bertanya kepada guru terkait materi yang ada dalam media tempel 	60 menit

	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ▪ Guru memberikan contoh cara membaca materi dengan baik dan benar melalui audio yang berisi materi dari Rosetta Stone ▪ Siswa menirukan apa yang disampaikan oleh audio <p>Mengasosiasi</p> <ul style="list-style-type: none"> ▪ Siswa mengambil kesimpulan dari media yang telah diberikan oleh guru dan berlatih mempraktekkan apa yang telah diajarkan oleh guru <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ▪ Siswa berupaya membaca media yang telah diberikan oleh guru secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan guru menilai apa yang diucapkan siswa ▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang materi dan latihan yang telah diberikan 	
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Penutup	<ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ▪ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Guru memberikan penghargaan bagi siswa yang telah aktif mengikuti pembelajaran ▪ Kegiatan pembelajaran ditutup dengan doa dan salam 	10 menit
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Pertemuan II:

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk kelas dan mengucapkan salam Guru menyapa menggunakan Bahasa Inggris ▪ Guru memimpin kelas untuk membaca doa bersama ▪ Guru menanyakan pelajaran apa yang telah di terima sebelumnya ▪ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru 	10 menit

	<ul style="list-style-type: none"> ▪ Guru menjelaskan tujuan pembelajaran yang akan dicapai oleh siswa 	
Inti	<ul style="list-style-type: none"> ▪ Guru membagikan media berupa kertas yang berisi beberapa gambar dan kalimat yang menerangkan gambar-gambar tersebut ▪ Siswa di minta untuk memperhatikan media tersebut ▪ Satu per satu siswa akan dites kemampuan pengucapan mereka terhadap media yang telah disediakan ▪ Siswa mengucapkan kalimat-kalimat yang tersedia yang lancar, tepat dan disertai intonasi yang baik dengan ekspresi yang sesuai ▪ Guru menilai apa yang dipraktekkan siswa ▪ Setelah tes berakhir, siswa diberi kesempatan untuk bertanya kepada guru terkait materi yang telah dipelajari sebelumnya ▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang materi dan latihan yang telah diberikan 	60 menit

Penutup	<ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ▪ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Guru memberikan penghargaan bagi siswa yang telah aktif mengikuti pembelajaran ▪ Kegiatan pembelajaran ditutup dengan doa dan salam 	10 menit
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Kegiatan Remidi:

- Siswa diminta untuk memperhatikan guru
- Siswa mendapatkan lembar kerja yang berisi materi dari Rosetta Stone Software
- Guru memberikan contoh kepada siswa menggunakan audio yang berisi materi dari Rosetta Stone
- Siswa mempraktekkan materi yang telah diberikan bersama teman pasangannya
- Siswa mempraktekkan materi didepan guru dan guru menilai apa yang diucapkan oleh siswa

Kegiatan Pengayaan:

- Siswa diminta untuk memperhatikan guru
- Siswa mendapatkan lembar kerja yang berisi materi dari Rosetta Stone Software
- Siswa mempraktekkan materi yang telah diberikan bersama teman pasangannya

- Siswa mempraktekkan materi didepan guru dan guru menilai apa yang diucapkan oleh siswa

I. PENILAIAN

Penilaian Keterampilan:

Instrumen Penilaian

Criteria	Score	Level
Pronunciation	100	All of words are pronounced correctly
	80	80% of words are pronounced correctly
	60	60% of words are pronounced correctly
	40	40% of words are pronounced correctly
	20	20% of words are pronounced correctly

Score Criteria:

- 100 = pronunciation is perfect
- 80 = pronunciation is good
- 60 = pronunciation is enough
- 40 = pronunciation is less
- 20 = pronunciation is bad

Semarang, 3 Mei 2019

Mengetahui

Guru Pengampu

Peneliti

Sekar Arum Astuti, S.Pd.

Fatmawati Laaatifah Firdaus

Appendix 2:

RENCANA PELAKSANAAN PEMBELAJARAN

RPP (Kelas Eksperimental)

Sekolah	: SMP IT PAPB Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II
Materi Pokok	: Recount text (pronunciation)
Alokasi Waktu	: 6 x 40 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian yang tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah

dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Menemukan informasi umum dari percakapan yang terdapat dalam gambar dan audio Rosetta Stone 3.11.2 Menemukan suatu informasi spesifik tersurat dari percakapan yang terdapat dalam gambar dan audio Rosetta Stone 3.11.3 Menyebutkan kalimat yang menggunakan pola recount text yang terdapat dalam gambar dan audio Rosetta Stone
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Mempraktekkan percakapan sederhana dalam Rosetta Stone terkait struktur kebahasaan dalam recount text dengan baik dan benar

C. TUJUAN PEMBELAJARAN

Selama dan setelah mengikuti pembelajaran dengan metode ceramah dan praktek ini siswa di harapkan:

1. Menemukan informasi umum dari teks percakapan terkait struktur kebahasaan dalam recount text dengan baik dan benar
2. Mampu mendengarkan dan menirukan audio berdasarkan gambar yang telah disediakan dengan baik dan benar

D. MATERI PEMBELAJARAN

1. Reguler
 - a. Recount Text

Recount text is a text which telling the reader about one story, an action or an activity. Its goal is to entertain or to inform the reader. Recount text is a text, which retells event or experiences in the past. Recount text uses the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Some expressions related recount text:

- When was this book written?
- Who wrote it?
- Jane taylor wrote it
- I voted for Steve Dodd
- I didn't vote for him

- Yes, we won again!
- I forgot it again
- She forgot to bring an umbrella
- She forgot her book
- Yes. I have. I liked it very much

b. Pronunciation

Speaking is an important skill in English. One of aspect of speaking skill is pronunciation. Pronunciation is the way in which a word or letter is said, or said correctly or the way in which a language is spoken. Pronunciation is about how we say the words. Most people speak the standard dialect of English with an accent that belongs to the part of the country they come from or live in

Speaking is like singing. It means that every speaker's voice is goes up and down in tone at different syllables. And each syllable is said with some degree of lowness or highness of tone which is called "pitch". While the going up and down of pitch over different syllables in an utterance is called by "intonation". Intonation may also called by melody of speech. The proper use of intonation is very important since it makes speech more lively and interesting to the listener. It can be easily imagined how dull and boring someone's speech will be if he speaks monotonously without any variation of pitch in his utterance.

The intonation contour of a sentence refers to the pitch levels used in that sentence, together with the clause terminal at the end. The highest pitch which usually coincides with the strongest syllable in the sentence is

called the head or center of the intonation contour. Intonation contours of sentences in normal speaking can be grouped into this following:

1. High-low falling intonation

- When was this book written?
(wɛn wəz ðɪs bʊk 'rɪtn?)
- Who wrote it?
(hu: rəʊt ɪt?)
- Yes, we won again!
(jɛs, wi wʌn ə'gɛn!)

2. Rising intonation

- She forgot to bring an umbrella
(ʃɪ fə'gɒt tə brɪŋ ən ʌm'brɛlə)
- May we come in?
(meɪ wi kʌm ɪn?)
- Would you like to drink?
(wəd jʊ laɪk tə drɪŋk?)

3. High normal sustained intonation

- I didn't vote for him
(aɪ dɪdnt vəʊt fə hɪm)
- Are you eating, mother?
(ɑ: jʊ 'i:tɪŋ, 'mʌðə?)
- Count from one to five: one, two, three, four, and five
(kaʊnt frəm wʌn tə faɪv: wʌn, tu:, θri:, fɔ:, ənd faɪv)

2. Remidi

Some expressions related recount text:

- In English this is called a sock

- In English this is called a spoon
- When was this book written?
- It was written in 1998
- Jane Taylor wrote it
- I voted for Steve Dodd
- I didn't vote for him
- Yes, we won again!
- I forgot it again

3. Pengayaan

Some expressions related recount text:

- What's this called in English?
- I disagree of what he said on television last week.
- This church was built in 1250
- Have you ever eaten Indian food?
- No, I never have
- Yes, I have, I liked it very much
- Did you win?
- Yes, We won again!
- You forgot your lunch!
- She forgot her book

E. METODE PEMBELAJARAN

Pedekatan : Scientific Approach

Metode : Demonstrasi dan praktek

F. SUMBER BELAJAR

When English Rings the Bell untuk SMP/MTS kelas VIII
Kementerian Pendidikan dan Kebudayaan Republik Indonesia
2017

Azar, Betty Schramper and Hagen, Stacy A. 2009. Understanding and Using English Grammar. United States of America: Prentice Hall Regents Prentice-Hall, Inc.

G. MEDIA PEMBELAJARAN

Media : Gambar dan Audio yang tersedia dalam software Rosetta Stone

H. KEGIATAN PEMBELAJARAN

Pertemuan I:

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk kelas dan mengucapkan salam ▪ Guru menyapa menggunakan Bahasa Inggris ▪ Guru memimpin kelas untuk membaca doa bersama ▪ Guru menanyakan pelajaran apa yang telah di terima sebelumnya ▪ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru ▪ Guru menjelaskan tujuan pembelajaran yang akan dicapai oleh siswa 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ▪ Guru membagikan media berupa kertas yang berisi beberapa gambar dan kalimat yang 	60 menit

	<p>menerangkan gambar-gambar tersebut</p> <ul style="list-style-type: none"> ▪ Siswa di minta untuk memperhatikan media tersebut ▪ Guru menjelaskan materi yang ada pada media dan siswa diminta untuk memperhatikan <p>Menanya</p> <ul style="list-style-type: none"> ▪ Siswa diberi kesempatan untuk bertanya kepada guru terkait materi yang ada dalam media <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ▪ Guru memberikan contoh cara membaca materi dengan baik dan benar ▪ Siswa menirukan apa yang disampaikan oleh guru <p>Mengasosiasi</p> <ul style="list-style-type: none"> ▪ Siswa mengambil kesimpulan dari media yang telah diberikan oleh guru dan berlatih mempraktekkan apa yang telah diajarkan oleh guru <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> ▪ Siswa berupaya membaca media yang telah diberikan oleh guru secara lancar dengan ucapan, tekanan kata, intonasi yang benar 	
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	<p>dan guru menilai apa yang diucapkan siswa</p> <ul style="list-style-type: none"> ▪ Guru menilai kemampuan berbicara siswa sesuai format penilaian ▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang materi dan latihan yang telah diberikan 	
Penutup	<ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Guru memberikan penghargaan bagi siswa yang telah aktif mengikuti pembelajaran ▪ Kegiatan pembelajaran ditutup dengan doa dan salam 	10 menit

Pertemuan II:

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk kelas dan mengucapkan salam ▪ Guru menyapa menggunakan Bahasa Inggris 	10 menit

	<ul style="list-style-type: none"> ▪ Guru memimpin kelas untuk membaca doa bersama ▪ Guru menanyakan pelajaran apa yang telah di terima sebelumnya ▪ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru ▪ Guru menjelaskan tujuan pembelajaran yang akan dicapai oleh siswa 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ▪ Guru memerintahkan siswa untuk menyalakan komputer di laboratorium yang telah disediakan ▪ Siswa di minta untuk memperhatikan media Rosetta Stone pada komputer ▪ Guru menjelaskan materi yang ada pada media dan siswa diminta untuk memperhatikan <p>Menanya</p> <ul style="list-style-type: none"> ▪ Siswa diberi kesempatan untuk bertanya kepada guru terkait materi yang ada dalam Rosetta Stone <p>Mengumpulkan Informasi</p>	60 menit

	<ul style="list-style-type: none">▪ Siswa mendengarkan audio yang telah disediakan oleh Rosetta Stone dan mempraktekkan dengan mengulangnya sampai benar▪ Siswa mengucapkan ulang apa yang mereka dengar sampai batas materi yang telah ditentukan <p>Mengasosiasi</p> <ul style="list-style-type: none">▪ Siswa mengambil kesimpulan dari media yang telah diberikan oleh guru dan berlatih mempraktekkan apa yang telah mereka ucapkan sampai mereka terbiasa <p>Mengkomunikasikan</p> <ul style="list-style-type: none">▪ Siswa berupaya menyebutkan beberapa kalimat yang telah mereka dapatkan dari Rosetta Stone secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan guru menilai apa yang diucapkan siswa▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang materi dan latihan yang telah diberikan	
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Penutup	<ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ▪ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Guru memberikan penghargaan bagi siswa yang telah aktif mengikuti pembelajaran ▪ Kegiatan pembelajaran ditutup dengan doa dan salam 	10 menit
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Pertemuan III:

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk kelas dan mengucapkan salam ▪ Guru menyapa menggunakan Bahasa Inggris ▪ Guru memimpin kelas untuk membaca doa bersama ▪ Guru menanyakan pelajaran apa yang telah di terima sebelumnya ▪ Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru 	10 menit

	<ul style="list-style-type: none"> ▪ Guru menjelaskan tujuan pembelajaran yang akan dicapai oleh siswa 	
Inti	<ul style="list-style-type: none"> • Guru membagikan media berupa kertas yang berisi beberapa gambar dan kalimat yang menerangkan gambar-gambar tersebut • Siswa di minta untuk memperhatikan media tersebut • Satu per satu siswa akan dites kemampuan pengucapan mereka terhadap media yang telah disediakan • Siswa mengucapkan kalimat-kalimat yang tersedia yang lancar, tepat dan disertai intonasi yang baik dengan ekspresi yang sesuai • Guru menilai apa yang dipraktekkan siswa • Setelah tes berakhir, siswa diberi kesempatan untuk bertanya kepada guru terkait materi yang telah dipelajari sebelumnya • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang materi dan latihan yang telah diberikan 	60 menit

Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. • Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. • Guru memberikan penghargaan bagi siswa yang telah aktif mengikuti pembelajaran • Kegiatan pembelajaran ditutup dengan doa dan salam 	10 menit
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Kegiatan Remidi:

- Siswa diminta untuk memperhatikan guru
- Siswa mendapatkan lembar kerja yang berisi materi dari Rosetta Stone Software
- Siswa mempraktekkan materi yang telah diberikan bersama teman pasangannya
- Siswa mempraktekkan materi didepan guru dan guru menilai apa yang diucapkan oleh siswa

Kegiatan Pengayaan:

- Siswa diminta untuk memperhatikan guru
- Siswa mendapatkan lembar kerja yang berisi materi dari Rosetta Stone Software
- Siswa mempraktekkan materi didepan guru dan guru menilai apa yang diucapkan oleh siswa

I. PENILAIAN

Penilaian Keterampilan:
Instrumen Penilaian

Criteria	Score	Level
Pronunciation	100	All of words are pronounced correctly
	80	80% of words are pronounced correctly
	60	60% of words are pronounced correctly
	40	40% of words are pronounced correctly
	20	20% of words are pronounced correctly

Score Criteria:

100 = pronunciation is perfect

80 = pronunciation is good

60 = pronunciation is enough

40 = pronunciation is less

20 = pronunciation is bad

Semarang, 3 Mei 2019

Mengetahui
Guru Pengampu

Peneliti

Sekar Arum Astuti, S.Pd.



Fatmawati Latifah Firdaus

Appendix 3: List of Member of Try Out Class



No	Name	Code
1	Ackmal Tsany Fauzan	T-1
2	Aisyah Nur Azizah	T-2
3	Alvan Bayu Saputra	T-3
4	Alvin Syauqi Muhammad	T-4
5	Amanda Aditya Maharani	T-5
6	Amelia Addisti Viskasari	T-6
7	Ananda Cielo Widiyanto	T-7
8	Ariel Putra Pratama	T-8
9	Aziizah Nur Adawiyyah	T-9
10	Callysta Salsabila Maritza Putri	T-10
11	Celine Alifia Susanto	T-11
12	Charismawan Habibullah Renel	T-12
13	Dhillan Fadli Mustofa	T-13
14	Faiz Bachtiar Rayhananto	T-14
15	Hielwa Melia Andani	T-15
16	Indah Latifa Amalia	T-16
17	Indra Fata Iryanto	T-17
18	Irfan Abdul Zaki	T-18
19	Ita Nurhaliza	T-19
20	Kevin Icasia Althaf	T-20
21	Kukuh Imam Pratama	T-21
22	Lailani Golda Rizqita	T-22
23	Mahadhika Hanania Said	T-23
24	Meyra Mituna Jesta	T-24
25	Moch. Akbar Putra Choirudin	T-25
26	Muhammad Abdillah Setyo Aji	T-26
27	Muhammad Anargya Fikri	T-27
28	Muhammad Farhan Mafazi	T-28
29	Nabil Afif Fauzy	T-29
30	Nashwa Nurul Azizah	T-30

31	Radhitya Dzaki Firmansyah	T-31
32	Sahrul Wahyu Hidayat	T-32
33	Sekar Maheswari	T-33
34	Shaulanisa Nayaputri	T-34
35	Shifa Maleeka Hibatullah	T-35
36	Sintia Dewi Laksitawati	T-36
37	Wahyu Dwi Putra	T-37
38	Yola Amelia Putri Halim, Tan	T-38
39	Zalfa Hayya Pradipa	T-39

Appendix 4: **Instrument of Try Out**

1.  What's this called in English?  In English this is called a sock.

3.  What 's this called in English?  In English this is called a spoon.

5.  When was this book written?  It was written in 1998.

Who wrote it?



7.

Jane Taylor wrote it.



8.

I voted for Steve Dodd.



9.

I didn't vote for him.



10.

I disagree with what he said on television last week.



11.

This photo was taken in 1961.



12.

This church was
built in 1250.



13.

She was born in
Beijing in 1950.



14.

Yes, we won again!



15.

I forgot it again.



16.

She forgot to bring an umbrella.



17.

She forgot her book.



18.

Have you ever eaten Indian food?



19.

Yes, I have. I liked it very much.



20.

Appendix 5: Validity Test Result

No.	Kode	Nomor PPH/Soal																				Y	Y ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	T-01	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256
2	T-02	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
3	T-03	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289
4	T-04	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
5	T-05	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289
6	T-06	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
7	T-07	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
8	T-08	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289
9	T-09	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
10	T-10	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
11	T-11	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
12	T-12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
13	T-13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
14	T-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256
15	T-15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
16	T-16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144
17	T-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	169
18	T-18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144
19	T-19	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256
20	T-20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
21	T-21	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
22	T-22	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	81
23	T-23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
24	T-24	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
25	T-25	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	144
26	T-26	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100
27	T-27	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256
28	T-28	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
29	T-29	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	64
30	T-30	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	49
31	T-31	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	16
32	T-32	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	169
33	T-33	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
34	T-34	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	64
35	T-35	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	121
36	T-36	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	100
37	T-37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	196
38	T-38	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	25
39	T-39	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	81
Jumlah		27	24	29	23	34	27	27	29	33	28	25	1	13	30	11	32	6	23	33	27	482	23224
ΣX		27	24	29	23	34	27	27	29	33	28	25	1	13	30	11	32	6	23	33	27	482	23224
ΣXY		366	325	384	316	443	342	308	383	431	341	322	17	186	396	130	423	318	318	432	354	354	354
ΣX ²		0.3081	0.4591	0.46748	0.51478	0.51388	0.14338	0.39294	0.44921	0.51219	-0.09954	0.38399	0.234216	0.42867	0.47769	-0.10561	0.57188	-0.00551	0.54722	0.53011	0.35098	0.35098	0.35098
KRITERIA		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Perhitungan

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

NO	Kode	Butir soal no. 1 (X)	Skor Total (Y)	Y ²	XY
1	T - 01	1	16	256	16
2	T - 02	1	15	225	15
3	T - 03	1	17	289	17
4	T - 04	1	15	225	15
5	T - 05	1	17	289	17
6	T - 06	1	15	225	15
7	T - 07	1	14	196	14
8	T - 08	1	17	289	17
9	T - 09	1	14	196	14
10	T - 10	0	14	196	0
11	T - 11	0	11	121	0
12	T - 12	1	15	225	15
13	T - 13	1	14	196	14
14	T - 14	1	16	256	16
15	T - 15	1	15	225	15
16	T - 16	1	12	144	12
17	T - 17	1	13	169	13
18	T - 18	1	12	144	12
19	T - 19	1	16	256	16
20	T - 20	0	11	121	0
21	T - 21	1	11	121	11
22	T - 22	1	9	81	9
23	T - 23	0	14	196	0
24	T - 24	1	11	121	11
25	T - 25	1	12	144	12
26	T - 26	0	10	100	0
27	T - 27	1	16	256	16
28	T - 28	1	11	121	11
29	T - 29	0	8	64	0
30	T - 30	1	7	49	7
31	T - 31	0	4	16	0
32	T - 32	1	13	169	13
33	T - 33	0	12	144	0
34	T - 34	0	8	64	0
35	T - 35	1	11	121	11
36	T - 36	0	10	100	0
37	T - 37	1	12	144	12
38	T - 38	0	5	25	0
39	T - 39	0	9	81	0
Jumlah		27	482	6360	

Rumus

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Keterangan:

- M_p = Rata-rata skor total yang menjawab benar pada butir soal
 M_t = Rata-rata skor total
 SD_t = Standart deviasi skor total
 p = Proporsi siswa yang menjawab benar pada setiap butir soal
 q = Proporsi siswa yang menjawab salah pada setiap butir soal

Kriteria

Apabila $r_{hitung} > r_{tabel}$, maka butir soal valid.

$$\begin{aligned}
 M_p &= \frac{\text{Jumlah skor total yang menjawab benar pada no 1}}{\text{Banyaknya siswa yang menjawab benar pada no 1}} \\
 &= \frac{366}{27} \\
 &= 13.56
 \end{aligned}$$

$$\begin{aligned}
 M_t &= \frac{\text{Jumlah skor total}}{\text{Banyaknya siswa}} \\
 &= \frac{482}{39} \\
 &= 12.36
 \end{aligned}$$

$$\begin{aligned}
 p &= \frac{\text{jumlah skor yang menjawab benar pada no 1}}{\text{Banyaknya siswa}} \\
 &= \frac{27}{39} \\
 &= 0.69
 \end{aligned}$$

$$\begin{aligned}
 q &= 1 - p = 0.31 \\
 SD_t &= \sqrt{\frac{6360 - \left(\frac{482}{39}\right)^2}{39}} = 8.6606
 \end{aligned}$$

$$\begin{aligned}
 r_{pbi} &= \frac{13.56 - 12.36}{8.66} \sqrt{\frac{0.69}{0.31}} \\
 &= 0.37
 \end{aligned}$$

Dengan taraf signifikan 5% dan N=40 di peroleh $r_{tabel} = 0,3081$

Karena $r_{hitung} > r_{tabel}$, maka dapat disimpulkan bahwa butir item tersebut valid.

Appendix 6: **Reliability Test Result**

1 2 3 4 5 6 7 8 9 10

RELIABILITAS	p	0.69231	0.61538	0.74359	0.58974	0.87179	0.69231	0.69231	0.74359	0.84615	0.71795
	q	0.30769	0.38462	0.25641	0.41026	0.12821	0.30769	0.30769	0.25641	0.15385	0.28205
	pq	0.21302	0.23669	0.19066	0.24195	0.11177	0.21302	0.21302	0.19066	0.13018	0.2025
	Σpq	3.66338									
	S^2	10.3327									
	n	39									
	r11	0.66244									

11 12 13 14 15 16 17 18 19 20

0.64103	0.02564	0.33333	0.76923	0.28205	0.82051	0.15385	0.58974	0.84615	0.69231
0.35897	0.97436	0.66667	0.23077	0.71795	0.17949	0.84615	0.41026	0.15385	0.30769
0.23011	0.02498	0.22222	0.17751	0.2025	0.14727	0.13018	0.24195	0.13018	0.21302

Rumus:
$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Keterangan:

r_{11} : reliabilitas yang dicari

n : jumlah soal

p : proporsi peserta tes menjawab benar

q : proporsi peserta tes menjawab salah

S_t^2 : varians
$$= \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$\sum X^2$: jumlah deviasi dari rerata kuadrat

N : jumlah peserta tes

= 1 - p

Kriteria

Interval	Kriteria
$r_{11} \leq 0,2$	Sangat rendah
$0,2 < r_{11} \leq 0,4$	Rendah
$0,4 < r_{11} \leq 0,6$	Sedang
$0,6 < r_{11} \leq 0,8$	Tinggi
$0,8 < r_{11} \leq 1,0$	Sangat tinggi

Berdasarkan tabel pada analisis uji coba diperoleh:

$$n = 39$$

$$\sum pq = 366$$

$$S_d^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} = \frac{232324 - \left(\frac{482}{39} \right)^2}{39} = \frac{596}{39}$$

$$r_{11} = \left[\frac{39 - 1}{39 - 1} \right] \left[\frac{5,96 - \frac{366}{39}}{5,96} \right] = 0,395$$

Nilai koefisien korelasi tersebut pada interval 0,4-0,6 dalam kategori reliabel sedang

Appendix 7: **Difficulty Level Result**

		1	2	3	4	5	6	7	8	9	10	
TINGKAT KESUKARAN	B	27	24	29	23	34	27	27	29	33	28	
	JS	39	39	39	39	39	39	39	39	39	39	
	P	0.69231	0.61538	0.74359	0.58974	0.87179	0.69231	0.69231	0.74359	0.84615	0.71795	
	Kriteria	Sedang	Sedang	Mudah	Sedang	Mudah	Sedang	Sedang	Mudah	Mudah	Mudah	
	Σ Mudah	8										
	Σ Sedang	9										
	Σ Sukar	3										

		11	12	13	14	15	16	17	18	19	20
	25	1	13	30	11	32	6	23	33	27	
	39	39	39	39	39	39	39	39	39	39	39
	0.64103	0.025641	0.33333	0.76923	0.28205	0.82051	0.15385	0.58974	0.84615	0.69231	
	Sedang	Sukar	Sedang	Mudah	Sukar	Mudah	Sukar	Sedang	Mudah	Sedang	

Contoh Perhitungan Tingkat Kesukaran Soal Pilihan Ganda

Rumus

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

Keterangan:

- P : Tingkat kesukaran
 B : Jumlah skor yang diperoleh testee
 JS : Total skor ideal/maksimum testee

Kriteria

Interval IK	Kriteria
P < 0,3	Sukar
0,3 - 0,7	Sedang
P > 0,7	Mudah

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

Kelompok Atas		
No	Kode	Skor
3	T - 03	1
5	T - 05	1
8	T - 08	1
1	T - 01	1
14	T - 14	1
19	T - 19	1
27	T - 27	1
2	T - 02	1
4	T - 04	1
6	T - 06	1
12	T - 12	1
15	T - 15	1
7	T - 07	1
9	T - 09	1
10	T - 10	0
13	T - 13	1
23	T - 23	0
17	T - 17	1
32	T - 32	1
16	T - 16	0
Jumlah		17

Kelompok Bawah		
No	Kode	Skor
18	T - 18	1
25	T - 25	1
33	T - 33	0
37	T - 37	1
11	T - 11	0
20	T - 20	0
21	T - 21	1
24	T - 24	1
28	T - 28	1
35	T - 35	1
26	T - 26	0
36	T - 36	0
22	T - 22	1
39	T - 39	1
29	T - 29	0
34	T - 34	0
30	T - 30	1
38	T - 38	0
31	T - 31	0
Jumlah		10

$$\begin{array}{r}
 B \quad 27 \\
 JS \quad 39 \\
 P \quad \underline{27} \\
 \quad 39
 \end{array}
 = 0.69231$$

Berdasarkan kriteria yang telah ditentukan, maka soal nomor 1 termasuk dalam kriteria soal sedang.

Appendix 8: Discriminating Power Result

		1	2	3	4	5	6	7	8	9	10
DAYA PEMBEDA	BA	17	17	19	15	20	13	18	19	19	11
	BB	10	7	10	8	14	14	9	10	14	17
	JA	20	20	20	20	20	20	20	20	20	20
	JB	19	19	19	19	19	19	19	19	19	19
	DP	0.32368	0.48158	0.42368	0.32895	0.26316	-0.08684	0.42632	0.42368	0.21316	-0.34474
	KRITERIA	Cukup	Baik	Baik	Cukup	Cukup	Sangat Jelek	Baik	Baik	Cukup	Sangat Jelek
	Σ Sangat Jelek	4									
	Σ Jelek	1									
	Σ Cukup	9									
	Σ Baik	6									

	11	12	13	14	15	16	17	18	19	20
17	1	9	18	3	19	3	16	19	16	
8	0	4	12	8	13	3	7	14	11	
20	20	20	20	20	20	20	20	20	20	
19	19	19	19	19	19	19	19	19	19	
0.42895	0.05	0.23947	0.26842	-0.27105	0.26579	-0.00789	0.43158	0.21316	0.22105	
Baik	Jelek	Cukup	Cukup	Sangat Jelek	Cukup	Sangat Jelek	Baik	Cukup	Cukup	

Rumus

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Keterangan:

D : Daya pembeda

B_A : Banyaknya peserta kelompok atas yang menjawab soal dengan benar

B_B : Banyaknya peserta kelompok bawah yang menjawab soal dengan benar

J_A : Banyaknya peserta kelompok atas

J_B : Banyaknya peserta kelompok bawah

Kriteria

Interval DP	Kriteria
0.00 - 0.20	Jelek
0.20 - 0.40	Cukup
0.40 - 0.70	Baik
0.70 - 1.00	Sangat Baik

Perhitungan

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

Kelompok Atas			Kelompok Bawah		
No	Kode	Skor	No	Kode	Skor
1	T - 03	1	1	T - 18	1
2	T - 05	1	2	T - 25	1
3	T - 08	1	3	T - 33	0
4	T - 01	1	4	T - 37	1
5	T - 14	1	5	T - 11	0
6	T - 19	1	6	T - 20	0
7	T - 27	1	7	T - 21	1
8	T - 02	1	8	T - 24	1
9	T - 04	1	9	T - 28	1
10	T - 06	1	10	T - 35	1
11	T - 12	1	11	T - 26	0
12	T - 15	1	12	T - 36	0
13	T - 07	1	13	T - 22	1
14	T - 09	1	14	T - 39	1
15	T - 10	0	15	T - 29	0
16	T - 13	1	16	T - 34	0
17	T - 23	0	17	T - 30	1
18	T - 17	1	18	T - 38	0
19	T - 32	1	19	T - 31	0
20	T - 16	0	Jumlah		10
Jumlah		17			

$$DP = \frac{17}{20} - \frac{10}{19}$$

0.32368

Berdasarkan kriteria, maka soal no 1 mempunyai daya pembeda cukup

Appendix 9 : **Instrument of Pre-Test**

Read these sentences below by correct pronunciation and good intonation!

When was this book written?



1.

Who wrote it?



2.

Jane Taylor wrote it.



3.

I voted for Steve Dodd.



4.

I didn't vote for him.



5.

Yes, we won again!



6.

I forgot it again.



7.

She forgot to bring an umbrella.



8.

She forgot her book.



9.

Yes, I have. I liked it very much.



10.

Appendix 10: **Instrument of Post-Test**

Read these sentences below by correct pronunciation and good intonation!

In English this is called a sock.



1.

In English this is called a spoon.



2.

When was this book written?



3.

It was written in 1998.



4.

Jane Taylor wrote it.



3.

This photo was taken in 1961.



6.

She was born in Beijing in 1950.



7.

Yes, we won again!



8.

I forgot it again.



9.

She forgot her book.



10.

Appendix 11: **List of Members of Control Class**

No	Name	Code
1	Adinda Rizqi Putri Zara	C-1
2	Adrean Feryanda	C-2
3	Agista Anindya Cahyaning Tyas	C-3
4	Aisyah Nur Hidayah	C-4
5	Akika Feyza Zaman	C-5
6	Alifatul Tadkhiroh	C-6
7	Amelly Fadhila Safitra	C-7
8	Aretha Asmaradana	C-8
9	Aufa Alzaky Maulandra	C-9
10	Brian Al Ghifari	C-10
11	Burhan Rizqullah Ghosani Putra	C-11
12	Chairunisa Faizh Lutfi	C-12
13	Dava Duta Nur Samudera	C-13
14	Fachriza Avrel Triasmara	C-14
15	Fadillah Al Hadiid	C-15
16	Fatimah Zahra	C-16
17	Halaningtyas Ramadhani A.B	C-17
18	Iva Nafisa Azizah	C-18
19	Khansa Nuria Elysia	C-19
20	Maulana Husni Dudayev	C-20
21	Muhammad Adhwa Putra	C-21
22	Muhammad Zaki Aries Putra	C-22
23	Ovien Arito Rahmandika	C-23
24	Pradika Farrel Fernando	C-24
25	Radithya Rafi Alfattah	C-25
26	Randy Burhanuddin Anwar	C-26
27	Reyhan Satya Bagaskoro	C-27
28	Stevano Abi Poetra Bakti	C-28
29	Syahrul Purnama Arifin	C-29
30	Tristan Eka Wiranata	C-30

Appendix 12: **List of Members of Experimental Class**

No	Name	Code
1	Achmad Satria Nugraha	E-1
2	Alifianda Nadhif 'Atha'illah	E-2
3	Aniella Belva Chandra Dhevi	E-3
4	Arielza Faiz Rizky	E-4
5	Ath-Thaariq Zaliv Altair Putra	E-5
6	Aulia Margani Safitri	E-6
7	Dafa Pranaja Sarwahita Sudibya	E-7
8	Fallys Octo Ramadhan	E-8
9	Farah Dila Safitri	E-9
10	Fatahillah Rayhan Muhammad	E-10
11	Hafizh Iman Wicaksono	E-11
12	Ichsan Aryaputra Seif	E-12
13	Insyirah Suma Praya	E-13
14	Kalya Salma	E-14
15	Maheda Stheven Wiratama	E-15
16	Mohammad Novaldo Dwi	E-16
17	Muhammad Alvin Ananto	E-17
18	Muhammad Faiq Malik Al Hakim	E-18
19	Muhammad Ferdian Syahputra	E-19
20	Muhammad Gilbran Fadlillah	E-20
21	Muhammad Muadz Munfiq	E-21
22	Nathasya Putri Sanita Ramadanti	E-22
23	Nurul Izza Soleiluna	E-23
24	Raditya Rafa Ghiffari	E-24
25	Sabrina Nurrahma Anargya	E-25
26	Shafa Anisalira Puti Dirgantoro	E-26
27	Sorayya Maila Azka	E-27
28	Syahrul Rizqi Januar	E-28
29	Yafi Rizky Kurniawan	E-29
30	Yulio Caessar	E-30

Appendix 13: **Score of Pre-Test and Post-Test of Control Class**

No	Nama Siswa		Pre Test	Post Test
1	Adinda Rizqi Putri Zara	C-1	47	50
2	Adrean Feryanda	C-2	44	46
3	Agista Anindya Cahyaning Tyas	C-3	56	64
4	Aisyah Nur Hidayah	C-4	49	55
5	Akika Feyza Zaman	C-5	55	61
6	Alifatul Tadkiroh	C-6	63	65
7	Amelly Fadhila Safitra	C-7	72	77
8	Aretha Asmaradana	C-8	82	90
9	Aufa Alzaky Maulandra	C-9	78	73
10	Brian Al Ghifari	C-10	58	70
11	Burhan Rizqullah Ghosani Putra	C-11	65	60
12	Chairunisa Faizh Lutfi	C-12	56	50
13	Dava Duta Nur Samudera	C-13	59	62
14	Fachriza Avrel Triasmara	C-14	65	70
15	Fadillah Al Hadiid	C-15	51	56
16	Fatimah Zahra	C-16	60	68
17	Halaningtyas Ramadhani A.B	C-17	83	89
18	Iva Nafisa Azizah	C-18	76	88
19	Khansa Nuria Elysia	C-19	48	50
20	Maulana Husni Dudayev	C-20	50	64
21	Muhammad Adhwa Putra	C-21	52	56
22	Muhammad Zaki Aries Putra	C-22	60	63
23	Ovien Arito Rahmandika	C-23	62	60
24	Pradika Farrel Fernando	C-24	72	80
25	Radithya Rafi Alfattah	C-25	72	74
26	Randy Burhanuddin Anwar	C-26	60	68
27	Reyhan Satya Bagaskoro	C-27	78	82
28	Stevano Abi Poetra Bakti	C-28	60	66
29	Syahrul Purnama Arifin	C-29	50	60
30	Tristan Eka Wiranata	C-30	74	80

Appendix 14: Score of Pre-Test and Post-Test of Experimental Class

No	Nama Siswa		Pre Test	Post Test
1	Achmad Satria Nugraha	E-1	75	80
2	Alifianda Nadhif 'Atha'illah	E-2	65	72
3	Aniella Belva Chandra Dhevi	E-3	85	93
4	Arielza Faiz Rizky	E-4	60	65
5	Ath-Thaariq Zaliv Altair Putra	E-5	75	86
6	Aulia Margani Safitri	E-6	65	70
7	Dafa Pranaja Sarwahita Sudibya	E-7	56	60
8	Fallys Octo Ramadhan	E-8	58	68
9	Farah Dila Safitri	E-9	82	94
10	Fatahillah Rayhan Muhammad	E-10	55	59
11	Hafizh Iman Wicaksono	E-11	65	58
12	Ichsan Aryaputra Seif	E-12	60	70
13	Insyirah Suma Praya	E-13	70	69
14	Kalya Salma	E-14	75	80
15	Maheda Stheven Wiratama	E-15	58	70
16	Mohammad Novaldo Dwi	E-16	70	72
17	Muhammad Alvin Ananto	E-17	76	80
18	Muhammad Faiq Malik A H	E-18	58	64
19	Muhammad Ferdian Syahputra	E-19	60	62
20	Muhammad Gilbran Fadlillah	E-20	78	85
21	Muhammad Muadz Munfiq	E-21	60	78
22	Nathasya Putri Sanita Ramadanti	E-22	69	76
23	Nurul Izza Soleiluna	E-23	57	73
24	Raditya Rafa Ghiffari	E-24	78	82
25	Sabrina Nurrahma Anargya	E-25	65	80
26	Shafa Anisalira Puti Dirgantoro	E-26	72	79
27	Sorayya Maila Azka	E-27	60	63
28	Syahrul Rizqi Januar	E-28	55	56
29	Yafi Rizky Kurniawan	E-29	77	80
30	Yulio Caessar	E-30	50	69

The highest score of pre-test is E3 with the score 85

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪləɹ rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dod
5	I didn't vote for him	aɪ dɪdn't vəʊt fəɹ hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃɪ fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃɪ fə'gɒt hɜ bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

The lowest score of pre-test is E30 with the score 50

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪləɹ rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dod
5	I didn't vote for him	aɪ dɪdn't vəʊt fəɹ hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃɪ fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃɪ fə'gɒt hɜ bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

The highest score of post-test is E9 with the score 94

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə sɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk w'ɪrɪtn?
4	It was written in 1998	ɪt wəz w'ɪrɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləɹ wrəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃɪ wəz bɔ:n ɪn beɪ'jɪŋ ɪn 1950

8	Yes, we won again!	jɛs, wi wʌn ə'ɡeɪn!
9	I forgot it again	aɪ fə'ɡɒt ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə'ɡɒt hɜː bʊk

The lowest score of post-test is E28 with the score 56

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə spuːn
3	When was this book written?	wɛn wəz ðɪs bʊk w'rɪtn?
4	It was written in 1998	ɪt wəz w'rɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wraʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔːn ɪn bei'jɪŋ ɪn 1950
8	Yes, we won again!	jɛs, wi wɒn ə'ɡeɪn!
9	I forgot it again	aɪ fə'ɡɒt ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə'ɡɒt hɜː bʊk

Appendix 15: Transcript of Students' Pronunciation

Pre Test of Control Class

Name: Adrean Feryanda

No.	Sentence	Utterance
1	When was this book written?	wɛn wi:z ðis bʊk wrɪtɪn
2	Who wrote it?	hu: wer ɪt
3	Jane taylor wrote it	ja ne 'teɪlə wrot ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stev Dod
5	I didn't vote for him	aɪ dɪns ɒf fər hɪm
6	Yes, we won again!	jɛs, wi wʌn ə'geɪn!
7	I forgot it again	aɪ fə' ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə' tə brɪŋ ən um'brɛ
9	She forgot her book	ʃi fə'gɒt hə bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'vɛri mʌʃ

Name: Agista Anindya Cahyaning Tyas

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðis bʊk wrɪtɪn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stev Dod
5	I didn't vote for him	aɪ dɪdnt vəʊt fər hɪm
6	Yes, we won again!	jɛs, wi wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hə bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'vɛri mʌʃ

Name: Alifatul Tadkhiroh

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðis bʊk wrɪtɪn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə sti:v Dud

5	I didn't vote for him	aɪ dɪdnt vəʊt fər hɪm
6	Yes, we won again!	jɛs, wi wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Amelly Fadhila Safitra

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə sti:v Dod
5	I didn't vote for him	aɪ dɪdnt vəʊt fər hɪm
6	Yes, we won again!	jɛs, wi wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Fachriza Avrel Triasmara

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wɜ:θ ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə wɜ:θ ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stev Dod
5	I didn't vote for him	aɪ dɪdnt vəʊt fər hɪm
6	Yes, we won again!	jɛs, wi wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Post Test of Control Class

Name: Adrean Feryanda

No.	Sentence	Utterance
1	In English this is called a sock	in ɪŋɡlɪs θɪ z kəʊld ə sɒk
2	In English this is called a spoon	in ɪŋɡlɪs θɪ z kəʊld ə spʊn
3	When was this book written?	wɛn wəz ðɪs bʊk w rəʊt?
4	It was written in 1998	θɪ ɪs wəz ɪn sɛvən
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ w rəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn
7	She was born in Beijing in 1950	ʃi wəz brɒn ɪn bei'jɪŋ ɪn 1950
8	Yes, we won again!	jɛs, wi wɒn ə'ɡeɪn!
9	I forgot it again	aɪ fə' ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə' hə bʊk

Name: Agista Anindya Cahyaning Tyas

No.	Sentence	Utterance
1	In English this is called a sock	aɪ 'ɪŋɡlɪʃ ðɪs ɪz kə:led ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kə:led ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk w' rɪtɪn?
4	It was written in 1998	ɪt wəz w' rɪtɪn ɪn 1998
5	Jane Taylor wrote it	dʒæn 'teɪləʊ w rəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔ:n ɪn bei'jɪŋ ɪn 1950
8	Yes, we won again!	jɛs, wi wɒn ə'ɡeɪn!
9	I forgot it again	aɪ fə'ɡɒt ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə'ɡɒt hə bʊk

Name: Alifatul Tadkhiroh

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ɪt kə:ld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kə:ld ə spu:n
3	When was this book written?	wɪn wəz ðɪs bʊk w' rɪtɪn?
4	It was written in 1998	ɪt wəz w' rɪtɪn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ w rəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961

7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'gen!
9	I forgot it again	aɪ fə'gɒt ɪt ə'gen
10	She forgot her book	ʃi fə'gɒt hɪə bʊk

Name: Amelly Fadhila Safitra

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs kɔ:ld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk w'rɪtn?
4	It was written in 1998	ɪt wəz w'rɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wraʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'gen!
9	I forgot it again	aɪ fə'gɒt ɪt ə'gen
10	She forgot her book	ʃi fə'gɒt hɪə bʊk

Name: Fachriza Avrel Triasmara

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ə kɔ:ld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk w'rɪtn?
4	It was written in 1998	ɪt wəz w'rɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wraʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪk ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'gen!
9	I forgot it again	aɪ fə'gɒt ɪt ə'gen
10	She forgot her book	ʃi fə'gɒt hɪə bʊk

Pre test of Experimental Class

Name: Alifianda Nadhif 'Atha'illah

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wɜ:θ ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪləɹ wrəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dɒd
5	I didn't vote for him	aɪ dɪnt vəʊt fəɹ hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Aniella Belva Chandra Dhevi

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪləɹ rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dɒd
5	I didn't vote for him	aɪ dɪdnt vəʊt fəɹ hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Farah Dila Safitri

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪləɹ rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dɒd
5	I didn't vote for him	aɪ dɪdnt vəʊt fəɹ hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!

7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Mohammad Novaldo Dwi

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd fə stɪ:v Dod
5	I didn't vote for him	aɪ dɪnt vəʊt fɜ:hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Name: Kalya Salma

No.	Sentence	Utterance
1	When was this book written?	wɛn wəz ðɪs bʊk wrɪtn?
2	Who wrote it?	whu: wrəʊt ɪt?
3	Jane taylor wrote it	dʒeɪn 'teɪlə rəʊt ɪt
4	I voted for Steve Dodd	aɪ 'vəʊtɪd tu stɪ:v Dod
5	I didn't vote for him	aɪ dɪdnt vəʊt fɜ:hɪm
6	Yes, we won again!	jɛs, wɪ wʌn ə'geɪn!
7	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
8	She forgot to bring an umbrella	ʃi fə'gɒt tə brɪŋ ən ʌm'brɛlə
9	She forgot her book	ʃi fə'gɒt hɜ:bʊk
10	Yes. I have. I liked it very much	jɛs. aɪ hæv. aɪ laɪkt ɪt 'veri mʌʃ

Post test of Experimental Class

Name: Alifianda Nadhif 'Atha'illah

No.	Sentence	Utterance
1	In English this is called a sock	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə shɒk
2	In English this is called a spoon	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə spuːn
3	When was this book written?	wen waz ðɪs bʊk w'ɪrɪn?
4	It was written in 1998	ɪt wəz w'ɪrɪn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wɹəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪk ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔːn ɪn bei'jɪŋ ɪn 1950
8	Yes, we won again!	jɛs, wi wɒn ə'ɡeɪn!
9	I forgot it again	aɪ fə'ɡɒt ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə'ɡɒt hə bʊk

Name: Aniella Belva Chandra Dhevi

No.	Sentence	Utterance
1	In English this is called a sock	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə shɒk
2	In English this is called a spoon	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə spuːn
3	When was this book written?	wen waz ðɪs bʊk w'ɪrɪn?
4	It was written in 1998	ɪt wəz w'ɪrɪn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wɹəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔːn ɪn bei'jɪŋ ɪn 1950
8	Yes, we won again!	jɛs, wi wɒn ə'ɡeɪn!
9	I forgot it again	aɪ fə'ɡɒt ɪt ə'ɡeɪn
10	She forgot her book	ʃi fə'ɡɒt hə bʊk

Name: Farah Dila Safitri

No.	Sentence	Utterance
1	In English this is called a sock	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə shɒk
2	In English this is called a spoon	in 'ɪŋɡlɪʃ ðɪs ɪz kɔːld ə spuːn
3	When was this book written?	wen waz ðɪs bʊk 'ɪrɪn?
4	It was written in 1998	ɪt wəz 'ɪrɪn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wɹəʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961

7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'geɪn!
9	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
10	She forgot her book	ʃi fə'gɒt hɜ:bʊk

Name: Mohammad Novaldo Dwi

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk 'rɪtn?
4	It was written in 1998	ɪt wəz 'rɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wraʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'geɪn!
9	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
10	She forgot her book	ʃi fə'gɒt hɜ:bʊk

Name: Kalya Salma

No.	Sentence	Utterance
1	In English this is called a sock	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə shɒk
2	In English this is called a spoon	ɪn 'ɪŋɡlɪʃ ðɪs ɪz kɔ:ld ə spu:n
3	When was this book written?	wɛn wəz ðɪs bʊk w'rɪtn?
4	It was written in 1998	ɪt wəz w'rɪtn ɪn 1998
5	Jane Taylor wrote it	dʒeɪn 'teɪləʊ wraʊt ɪt
6	This photo was taken in 1961	ðɪs 'fəʊtəʊ wəz 'teɪkən ɪn 1961
7	She was born in Beijing in 1950	ʃi wəz bɔ:n in bei'jiŋ in 1950
8	Yes, we won again!	jɛs, wi wɒn ə'geɪn!
9	I forgot it again	aɪ fə'gɒt ɪt ə'geɪn
10	She forgot her book	ʃi fə'gɒt hɜ:bʊk

Appendix 16a: Normality Result of Pre-Test of Control Class

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	83	
Nilai minimum	:	44	
Rentang nilai (R)	:	$83-44+1$	$= 40$
Banyaknya kelas (k)	:	$1+3.3 \log 30$	$= 5.875 \approx 6$ kelas
Panjang kelas (P)	:	$\frac{40}{6}$	$= 6.667 \approx 7$

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	47	-15	225
2	44	-18	324
3	56	-6	36
4	49	-13	169
5	55	-7	49
6	63	1	1
7	72	10	100
8	82	20	400
9	78	16	256
10	58	-4	16
11	65	3	9
12	56	-6	36
13	59	-3	9
14	65	3	9
15	51	-11	121
16	60	-2	4
17	83	21	441
18	76	14	196
19	48	-14	196
20	50	-12	144
21	52	-10	100
22	60	-2	4
23	62	0	0
24	72	10	100
25	72	10	100
26	60	-2	4
27	78	16	256
28	60	-2	4
29	50	-12	144
30	74	12	144
Jumlah	1857		3597

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1857}{30} = 61.90$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{4053}{30 - 1}}$$

$$S^2 = 124.0241$$

$$S = 11.14$$

Daftar nilai frekuensi kelas VIII C

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			43.5	- 1.7	0.4508				
44	-	50				0.1038	6	3.6314	1.5449
			50.5	- 1.0	0.3470				
51	-	57				0.1934	5	6.7685	0.4621
			57.5	- 0.4	0.1536				
58	-	64				0.2459	8	8.6069	0.0428
			64.5	0.2	-0.0923				
65	-	71				0.2134	2	7.4677	4.0033
			71.5	0.9	-0.3057				
72	-	78				0.1137	7	3.9795	2.2927
			77.5	1.4	-0.4194				
79	-	85				0.0636	2	2.226	0.0229
			85.5	2.1	-0.4830				
Jumlah							30		8.3688

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$Z_i = \frac{Bk - \bar{X}}{S}$

$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah = $P(Z_1) - P(Z_2)$

E_i = Luas daerah \times N

O_i = f_i

Untuk $\alpha = 5\%$ dengan dk = 6 - 1 = 5, diperoleh $\chi^2_{tabel} = 11.0705$

Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

Appendix 16b: Normality Result of Post-Test of Control Class

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	90		
Nilai minimum	:	46		
Rentang nilai (R)	:	90-46+1	=	45
Banyaknya kelas (k)	:	$1+3,3 \log 30$	=	5.875 \approx 6 kelas
Panjang kelas (P)	:	$\frac{45}{6}$	=	7.500 \approx 8

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	50	-17	289
2	46	-21	441
3	64	-3	9
4	55	-12	144
5	61	-6	36
6	65	-2	4
7	77	10	100
8	90	23	529
9	73	6	36
10	70	3	9
11	60	-7	49
12	50	-17	289
13	62	-5	25
14	70	3	9
15	56	-11	121
16	68	1	1
17	89	22	484
18	88	21	441
19	50	-17	289
20	64	-3	9
21	56	-11	121
22	63	-4	16
23	60	-7	49
24	80	13	169
25	74	7	49
26	68	1	1
27	82	15	225
28	66	-1	1
29	60	-7	49
30	80	13	169
Jumlah	1997		4163

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1997}{30} = 66.57$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{6425}{30 - 1}}$$

$$S^2 = 143.3575$$

$$S = 11.97$$

Daftar nilai frekuensi kelas VIII C

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			45.5	- 1.8	0.4608				
46	-	53				0.0983	4	3.4411	0.0908
			53.5	- 1.1	0.3624				
54	-	61				0.1985	7	6.9483	0.0004
			61.5	- 0.4	0.1639				
62	-	69				0.2607	8	9.1239	0.1384
			69.5	0.2	-0.0968				
70	-	77				0.2226	5	7.7927	1.0009
			77.5	0.9	-0.3194				
78	-	85				0.1135	3	3.9721	0.2379
			84.5	1.5	-0.4329				
86	-	93				0.0549	3	1.920	0.6077
			93.5	2.2	-0.4878				
Jumlah							30		2.0761

Keterangan :

- Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
- $Z_i = \frac{Bk - \bar{X}}{S}$
- $P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
- Luas daerah = $P(Z_1) - P(Z_2)$
- E_i = Luas daerah $\times N$
- O_i = f_i

Untuk $\alpha = 5\%$ dengan $dk = 6 - 1 = 5$, diperoleh $\chi^2_{tabel} = 11.0705$
 Karena X^2 hitung $< X^2$ tabel, maka data tersebut berdistribusi normal

Appendix 17a: Normality Result of Pre-Test of Experimental Class

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	85	
Nilai minimum	:	50	
Rentang nilai (R)	:	$85-50+1$	$= 36$
Banyaknya kelas (k)	:	$1+3,3 \log 30$	$= 5.875 \approx 6$ kelas
Panjang kelas (P)	:	$\frac{36}{6}$	$= 6.000 \approx 6$

Tabel perhitungan Rata-rata dan Simpangan

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	75	9.00	81
2	65	-1.00	1
3	85	19.00	361
4	60	-6.00	36
5	75	9.00	81
6	65	-1.00	1
7	56	-10.00	100
8	58	-8.00	64
9	82	16.00	256
10	55	-11.00	121
11	65	-1.00	1
12	60	-6.00	36
13	70	4.00	16
14	75	9.00	81
15	58	-8.00	64
16	70	4.00	16
17	76	10.00	100
18	58	-8.00	64
19	60	-6.00	36
20	78	12.00	144
21	60	-6.00	36
22	69	3.00	9
23	57	-9.00	81
24	78	12.00	144
25	65	-1.00	1
26	72	6.00	36
27	60	-6.00	36
28	55	-11.00	121
29	77	11.00	121
30	50	-16.00	256
Jumlah	1989		2501

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{1989}{30} = 66.30$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{2501}{30 - 1}}$$

$$S^2 = 86.1483$$

$$S = 9.28$$

Daftar nilai frekuensi kelas VIII E

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			49.5	- 1.8	0.4649				
50	-	55				0.0871	3	3.0502	0.0008
			55.5	- 1.2	0.3777				
56	-	61				0.1802	11	6.3081	3.4899
			61.5	- 0.5	0.1975				
62	-	67				0.2489	4	8.7118	2.5484
			67.5	0.1	-0.0514				
68	-	73				0.2296	4	8.0363	2.0273
			73.5	0.8	-0.2810				
74	-	79				0.1415	6	4.9513	0.2221
			79.5	1.4	-0.4225				
80	-	85				0.0582	2	2.037	0.0007
			85.5	2.1	-0.4807				
Jumlah							30		8.2892

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah = $P(Z_1) - P(Z_2)$

E_i = Luas daerah \times N

O_i = f_i

Untuk $\alpha = 5\%$ dengan dk = 6- 1 = 5, diperoleh $x^2_{tabel} = 11.0705$

Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal

Appendix 17b: Normality Result of Post-Test of Experimental Class

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	94	
Nilai minimum	:	56	
Rentang nilai (R)	:	$94-56+1$	$= 39$
Banyaknya kelas (k)	:	$1+3,3 \log 30$	$= 5.875 \approx 6$ kelas
Panjang kelas (P)	:	$\frac{39}{6}$	$= 6.500 \approx 7$

Tabel perhitungan Rata-rata dan Simpangan b

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	80	7.00	49.00
2	72	-1.00	1.00
3	93	20.00	400.00
4	65	-8.00	64.00
5	86	13.00	169.00
6	70	-3.00	9.00
7	60	-13.00	169.00
8	68	-5.00	25.00
9	94	21.00	441.00
10	59	-14.00	196.00
11	58	-15.00	225.00
12	70	-3.00	9.00
13	69	-4.00	16.00
14	80	7.00	49.00
15	70	-3.00	9.00
16	72	-1.00	1.00
17	80	7.00	49.00
18	64	-9.00	81.00
19	62	-11.00	121.00
20	85	12.00	144.00
21	78	5.00	25.00
22	76	3.00	9.00
23	73	0.00	0.00
24	82	9.00	81.00
25	80	7.00	49.00
26	79	6.00	36.00
27	63	-10.00	100.00
28	56	-17.00	289.00
29	80	7.00	49.00
30	69	-4.00	16.00
Jumlah	2193		2881

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{2193}{30} = 73.10$$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n-1}} = \sqrt{\frac{4005}{30-1}}$$

$$S^2 = 99.3345$$

$$S = 9.97$$

Daftar nilai frekuensi kelas VIII E

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			55.5	- 1.8	0.4613				
56	-	62				0.1051	5	3.6771	0.4759
			62.5	- 1.1	0.3562				
63	-	69				0.2152	6	7.5322	0.3117
			69.5	- 0.4	0.1410				
70	-	76				0.2745	7	9.6084	0.7081
			76.5	0.3	-0.1335				
77	-	83				0.2181	8	7.6348	0.0175
			83.5	1.0	-0.3516				
84	-	90				0.0984	2	3.4450	0.6061
			89.5	1.6	-0.4501				
91	-	97				0.0428	2	1.496	0.1694
			97.5	2.4	-0.4928				
Jumlah							30		2.1193

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$$Z_i = \frac{Bk - \bar{X}}{S}$$

$P(Z_i)$ = Nilai pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah = $P(Z_1) - P(Z_2)$

E_i = Luas daerah \times N

O_i = f_i

Untuk $\alpha = 5\%$ dengan dk = 6- 1 = 5, diperoleh $\chi^2_{tabel} = 11.0705$
 Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

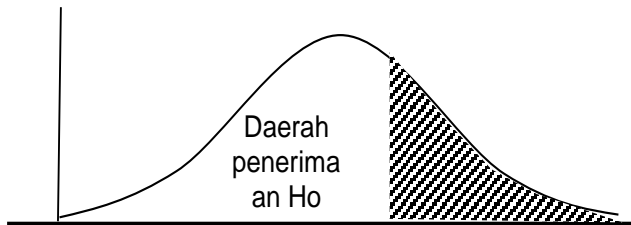
Appendix 18a: **Homogeneity Result of Pre-Test**

**Uji Homogenitas
(Pretest)**

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{\alpha}{2}}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	VIII C	VIII E
1	47	75
2	44	65
3	56	85
4	49	60
5	55	75
6	63	65
7	72	56
8	82	58
9	78	82
10	58	55
11	65	65
12	56	60
13	59	70
14	65	75
15	51	58
16	60	70
17	83	76
18	76	58
19	48	60
20	50	78
21	52	60
22	60	69
23	62	57
24	72	78
25	72	65
26	60	72
27	78	60
28	60	55
29	50	77
30	74	50
Σ	1857	1989
N	30	30
\bar{X}	61.90	66.30
S^2	124.02	86.15
S	11.14	9.28

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{124.02}{86.15}$$

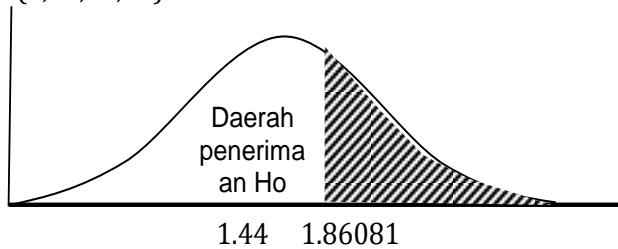
$$F_{hitung} = 1.44$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 30-1 = 29$

dk penyebut = $n-1 = 30-1 = 29$

$$F_{tabel} (0,05,29,29) = 1.86081$$



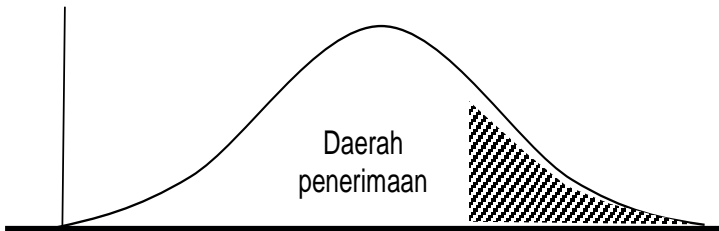
Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

Uji Homogenitas Posttest

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{1}{2}a}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	VIII C	VIII E
1	50	80
2	46	72
3	64	93
4	55	65
5	61	86
6	65	70
7	77	60
8	90	68
9	73	94
10	70	59
11	60	58
12	50	70
13	62	69
14	70	80
15	56	70
16	68	72
17	89	80
18	88	64
19	50	62
20	64	85
21	56	78
22	63	76
23	60	73
24	80	82
25	74	80
26	68	79
27	82	63
28	66	56
29	60	80
30	80	69
Σ	1997	2193
N	30	30
\bar{X}	66.57	73.10
S^2	143.36	99.33
S	11.97	9.97

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{143.36}{99.33}$$

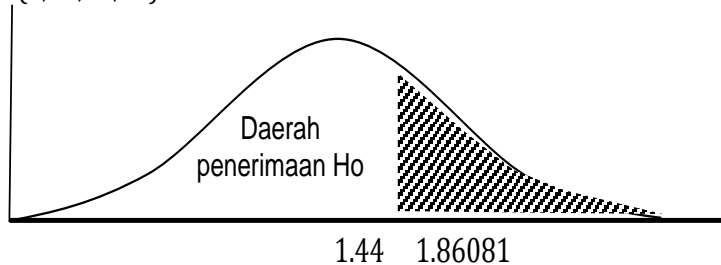
$$F_{hitung} = 1.44$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 30-1 = 29$

dk penyebut = $n-1 = 30-1 = 29$

$$F_{tabel} (0,05,29,29) = 1.86081$$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

Appendix 19a: Hypothesis Result of Pre-Test

Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

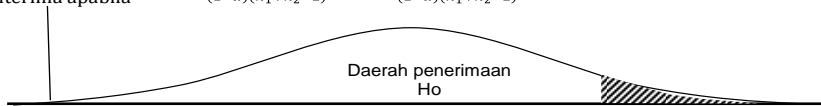
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	VIII E	VIII C
Jumlah	1989	1857
n	30	30
\bar{x}	66.3	61.9
s^2	86.1483	124.024
S	9.281611	11.13660631

Berdasarkan rumus diatas diperoleh

$$S = \frac{(30-1) \cdot 86.1483 + (30-1) \cdot 124.024}{30 + 30 - 2}$$

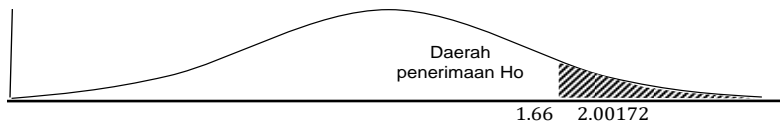
$$S^2 = 105.0862$$

$$S = 10.25$$

$$t = \frac{66.3 - 62}{10.25 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 1.66$$

By α = 5% with df = 30 + 30 - 2 = 58 is obtained

$$t_{1-(0,05)(58)} = 2.00172$$



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas

Appendix 19b: Hypothesis Result of Post-Test

Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

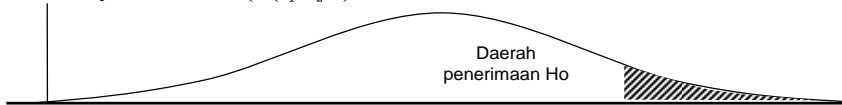
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ha diterima apabila $t > t_{(1-(n_1+n_2-2))}$



Sumber	VIII E	VIII C
Jumlah	2193	1997
n	30	30
\bar{x}	73.1	66.57
S^2	99.3345	143.36
S	9.966669	11.97330364

Berdasarkan rumus diatas diperoleh

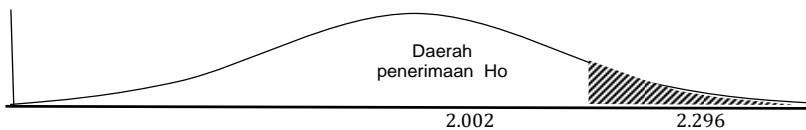
$$S^2 = \frac{(30-1) \frac{99.3345}{30} + (30-1) \frac{143.36}{30}}{-2}$$

$$S^2 = 121.3473$$

$$S = 11.02$$

$$t = \frac{73.1 - 67}{11.02 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 2.30$$

Pada $\alpha = 5\%$ dengan dk = 30 + 30 - 2 = 58 diperoleh $t_{1-(0,05)(58)} = 2.002$



Karena t berada pada daerah penolakan Ho, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

Appendix 20: SPSS Test of Questionnaire (Experimental Class)

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	23.3	23.3	23.3
	2.00	17	56.7	56.7	80.0
	3.00	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	36.7	36.7	36.7
	2.00	17	56.7	56.7	93.3
	3.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	23.3	23.3	23.3
	2.00	18	60.0	60.0	83.3
	3.00	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	43.3	43.3	43.3
	2.00	14	46.7	46.7	90.0
	3.00	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	36.7	36.7
	2.00	18	60.0	96.7
	3.00	1	3.3	100.0
Total		30	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	43.3	43.3
	2.00	15	50.0	93.3
	3.00	2	6.7	100.0
Total		30	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	50.0	50.0
	2.00	15	50.0	100.0
Total		30	100.0	

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	26.7	26.7
	2.00	19	63.3	90.0
	3.00	3	10.0	100.0
Total		30	100.0	

VAR00009

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	16.7	16.7
	2.00	20	66.7	83.3
	3.00	5	16.7	100.0
Total	30	100.0	100.0	

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	30.0	30.0
	2.00	17	56.7	86.7
	3.00	4	13.3	100.0
Total	30	100.0	100.0	

VAR00011

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	20.0	20.0
	3.00	17	56.7	76.7
	4.00	7	23.3	100.0
Total	30	100.0	100.0	

VAR00012

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	6.7	6.7
	2.00	9	30.0	36.7
	3.00	16	53.3	90.0
	4.00	3	10.0	100.0
Total	30	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	13.3	13.3	13.3
	3.00	18	60.0	60.0	73.3
	4.00	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	13	43.3	43.3	43.3
	4.00	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	36.7	36.7	36.7
	2.00	18	60.0	60.0	96.7
	3.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Appendix 21: Students' Questionnaires

Kuesioner Pembelajaran Bahasa Inggris

Nama : Alfiana Nadia Athalia
 Kelas : VIII E

Berikut ini adalah kuesioner untuk memberikan tanggapan, bagaimana pembelajaran Bahasa Inggris menggunakan Software Rosetta Stone. Berilah tanda check list (✓) pada kolom berikut berdasarkan pendapat anda, dengan rincian tanggapan sebagai berikut:

SS : Sangat Setuju
 S : Setuju

TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Butir Kuesioner	Pendapat			
		SS	S	TS	STS
1.	Pelajaran Bahasa Inggris itu mudah dan menyenangkan			✓	
2.	Pelajaran Bahasa Inggris sangat bermanfaat bagi masa depan saya		✓		
3.	Pronunciation adalah salah satu aspek yang harus saya perhatikan dalam berbicara menggunakan Bahasa Inggris		✓		
4.	Software Rosetta Stone mampu meningkatkan kemampuan pronunciation saya		✓		
5.	Software Rosetta Stone mampu menyadari saya akan kesalahan saya dalam mengucapkan beberapa kalimat dalam Bahasa Inggris		✓		
6.	Software Rosetta Stone mampu meningkatkan kesadaran saya untuk rajin berlatih dalam berbicara menggunakan Bahasa Inggris		✓		
7.	Software Rosetta Stone mampu memberikan saya contoh yang akurat untuk berbicara menggunakan pronunciation yang benar		✓		
8.	Software Rosetta Stone mampu menambah minat saya untuk belajar menggunakan media berbasis teknologi		✓		
9.	Setelah belajar menggunakan Software Rosetta Stone, motivasi belajar saya meningkat		✓		
10.	Setelah belajar menggunakan Software Rosetta Stone, saya merasa lebih percaya diri saat berbicara menggunakan Bahasa Inggris		✓		
11.	Saya merasa kesulitan saat belajar pronunciation menggunakan media Software Rosetta Stone			✓	
12.	Software Rosetta Stone sulit menangkap dan merekam apa yang saya ucapkan			✓	
13.	Software Rosetta Stone merupakan media berbasis teknologi yang kurang menguntungkan bagi siswa			✓	
14.	Siswa tidak perlu belajar menggunakan media berbasis teknologi				✓
15.	Mempelajari perkembangan teknologi dalam bidang pendidikan merupakan kewajiban setiap guru dan siswa	✓			

Kuesioner Pembelajaran Bahasa Inggris

Nama : Aniella Belva Chandra Devi
Kelas : 8e

Berikut ini adalah kuesioner untuk memberikan tanggapan, bagaimana pembelajaran Bahasa Inggris menggunakan Software Rosetta Stone. Berilah tanda check list (✓) pada kolom berikut berdasarkan pendapat anda, dengan rincian tanggapan sebagai berikut:

SS : Sangat Setuju
S : Setuju

TS : Tidak Setuju
STS : Sangat Tidak Setuju

No	Butir Kuesioner	Pendapat			
		SS	S	TS	STS
1.	Pelajaran Bahasa Inggris itu mudah dan menyenangkan	✓			
2.	Pelajaran Bahasa Inggris sangat bermanfaat bagi masa depan saya	✓			
3.	Pronunciation adalah salah satu aspek yang harus saya perhatikan dalam berbicara menggunakan Bahasa Inggris		✓		
4.	Software Rosetta Stone mampu meningkatkan kemampuan pronunciation saya	✓			
5.	Software Rosetta Stone mampu menyadarkan saya akan kesalahan saya dalam mengucapkan beberapa kalimat dalam Bahasa Inggris	✓			
6.	Software Rosetta Stone mampu meningkatkan kesadaran saya untuk rajin berlatih dalam berbicara menggunakan Bahasa Inggris	✓			
7.	Software Rosetta Stone mampu memberikan saya contoh yang akurat untuk berbicara menggunakan pronunciation yang benar	✓			
8.	Software Rosetta Stone mampu menambah minat saya untuk belajar menggunakan media berbasis teknologi		✓		
9.	Setelah belajar menggunakan Software Rosetta Stone, motivasi belajar saya meningkat		✓		
10.	Setelah belajar menggunakan Software Rosetta Stone, saya merasa lebih percaya diri saat berbicara menggunakan Bahasa Inggris	✓			
11.	Saya merasa kesulitan saat belajar pronunciation menggunakan media Software Rosetta Stone			✓	
12.	Software Rosetta Stone sulit menangkap dan merekam apa yang saya ucapkan			✓	
13.	Software Rosetta Stone merupakan media berbasis teknologi yang kurang menguntungkan bagi siswa				✓
14.	Siswa tidak perlu belajar menggunakan media berbasis teknologi				✓
15.	Mempelajari perkembangan teknologi dalam bidang pendidikan merupakan kewajiban setiap guru dan siswa	✓			

Kuesioner Pembelajaran Bahasa Inggris

Nama : ARIELLA
 Kelas : 8E

Berikut ini adalah kuesioner untuk memberikan tanggapan, bagaimana pembelajaran Bahasa Inggris menggunakan Software Rosetta Stone. Berilah tanda check list (✓) pada kolom berikut berdasarkan pendapat anda, dengan rincian tanggapan sebagai berikut:

SS : Sangat Setuju
 S : Setuju

TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Butir Kuesioner	Pendapat			
		SS	S	TS	STS
1.	Pelajaran Bahasa Inggris itu mudah dan menyenangkan			✓	
2.	Pelajaran Bahasa Inggris sangat bermanfaat bagi masa depan saya		✓		
3.	Pronunciation adalah salah satu aspek yang harus saya perhatikan dalam berbicara menggunakan Bahasa Inggris		✓		
4.	Software Rosetta Stone mampu meningkatkan kemampuan pronunciation saya		✓		
5.	Software Rosetta Stone mampu menyadarkan saya akan kesalahan saya dalam mengucapkan beberapa kalimat dalam Bahasa Inggris		✓		
6.	Software Rosetta Stone mampu meningkatkan kesadaran saya untuk rajin berlatih dalam berbicara menggunakan Bahasa Inggris		✓		
7.	Software Rosetta Stone mampu memberikan saya contoh yang akurat untuk berbicara menggunakan pronunciation yang benar		✓		
8.	Software Rosetta Stone mampu menambah minat saya untuk belajar menggunakan media berbasis teknologi		✓		
9.	Setelah belajar menggunakan Software Rosetta Stone, motivasi belajar saya meningkat		✓		
10.	Setelah belajar menggunakan Software Rosetta Stone, saya merasa lebih percaya diri saat berbicara menggunakan Bahasa Inggris			✓	
11.	Saya merasa kesulitan saat belajar pronunciation menggunakan media Software Rosetta Stone			✓	
12.	Software Rosetta Stone sulit menangkap dan merekam apa yang saya ucapkan			✓	
13.	Software Rosetta Stone merupakan media berbasis teknologi yang kurang menguntungkan bagi siswa			✓	
14.	Siswa tidak perlu belajar menggunakan media berbasis teknologi			✓	
15.	Mempelajari perkembangan teknologi dalam bidang pendidikan merupakan kewajiban setiap guru dan siswa		✓		

Kuesioner Pembelajaran Bahasa Inggris

Nama : Ath-Tharig Zalfi Apm
 Kelas : VIIIe

Berikut ini adalah kuesioner untuk memberikan tanggapan, bagaimana pembelajaran Bahasa Inggris menggunakan Software Rosetta Stone. Berilah tanda check list (✓) pada kolom berikut berdasarkan pendapat anda, dengan rincian tanggapan sebagai berikut:

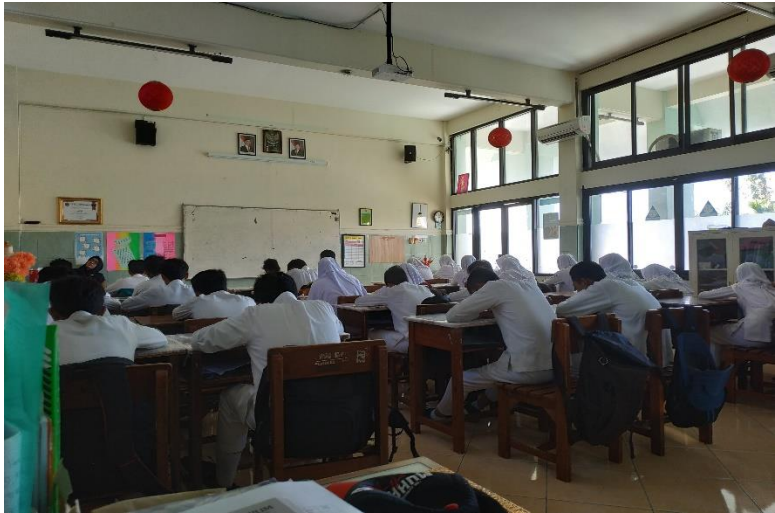
SS : Sangat Setuju
 S : Setuju

TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Butir Kuesioner	Pendapat			
		SS	S	TS	STS
1.	Pelajaran Bahasa Inggris itu mudah dan menyenangkan	✓			
2.	Pelajaran Bahasa Inggris sangat bermanfaat bagi masa depan saya	✓			
3.	Pronunciation adalah salah satu aspek yang harus saya perhatikan dalam berbicara menggunakan Bahasa Inggris		✓	✗	
4.	Software Rosetta Stone mampu meningkatkan kemampuan pronunciation saya		✓		
5.	Software Rosetta Stone mampu menyadarkan saya akan kesalahan saya dalam mengucapkan beberapa kalimat dalam Bahasa Inggris		✓		
6.	Software Rosetta Stone mampu meningkatkan kesadaran saya untuk rajin berlatih dalam berbicara menggunakan Bahasa Inggris		✓		
7.	Software Rosetta Stone mampu memberikan saya contoh yang akurat untuk berbicara menggunakan pronunciation yang benar	✓			
8.	Software Rosetta Stone mampu menambah minat saya untuk belajar menggunakan media berbasis teknologi	✓			
9.	Setelah belajar menggunakan Software Rosetta Stone, motivasi belajar saya meningkat	✓			
10.	Setelah belajar menggunakan Software Rosetta Stone, saya merasa lebih percaya diri saat berbicara menggunakan Bahasa Inggris		✓		
11.	Saya merasa kesulitan saat belajar pronunciation menggunakan media Software Rosetta Stone			✓	
12.	Software Rosetta Stone sulit menangkap dan merekam apa yang saya ucapkan		✓		
13.	Software Rosetta Stone merupakan media berbasis teknologi yang kurang menguntungkan bagi siswa				✓
14.	Siswa tidak perlu belajar menggunakan media berbasis teknologi				✓
15.	Mempelajari perkembangan teknologi dalam bidang pendidikan merupakan kewajiban setiap guru dan siswa		✓		

Appendix 22: Documentation

Control Class:



Experimental Class:



Appendix 23: RESEARCH LETTERS



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngallan km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Fatmawati Latifah Firdaus
NIM : 1503046085
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF ROSETTA STONE SOFTWARE USAGE ON STUDENTS' PRONUNCIATION DEVELOPMENT AT THE EIGHTH GRADE OF SMP IT PABP SEMARANG

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

HASIL DAN ANALISIS DATA

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>Control</i>	<i>Experimental</i>
Mean	61.9	66.3
Variance	124.0241379	86.14827586
Observations	30	30
df	29	29
F	1.439658968	
P(F<=f) one-tail	0.165991979	
F Critical one-tail	1.860811435	

Keterangan:

Sig. = 0.165 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	<i>Control</i>	<i>Experimental</i>
Mean	66.56666667	73.1
Variance	143.3574713	99.33448276
Observations	30	30
df	29	29
F	1.44317932	
P(F<=f) one-tail	0.164385653	
F Critical one-tail	1.860811435	

Keterangan:

Sig. = 0.164 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	<i>Experimental</i>	<i>Control</i>
Mean	66.3	61.9
Variance	86.14827586	124.0241379
Observations	30	30
Pooled Variance	105.0862069	
Hypothesized Mean Difference	0	
df	58	
t Stat	1.662361407	
P(T<=t) one-tail	0.050918058	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.101836116	
t Critical two-tail	2.001717484	

Keterangan:

Sig. = 0.101 > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017
Jl. Prof DR Hamka (Ngallan km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id


Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experimental	control
Mean	73.1	66.56666667
Variance	99.33448276	143.3574713
Observations	30	30
Pooled Variance	121.345977	
Hypothesized Mean Difference	0	
df	58	
t Stat	2.297035752	
P(T<=t) one-tail	0.01262271	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.025245421	
t Critical two-tail	2.001717484	

Keterangan:

Sig. = 0.025 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 09 Juli 2019
Kepala Laboratorium

Deden Istiwani, S.Si.,M.Kom



**YAYASAN AMAL PENGAJIAN AHAD PAGI BERSAMA (YAPAB)
SMP ISLAM TERPADU PABP SEMARANG
TERAKREDITASI "A"**

Jalan Panda Barat No. 44 Telp. (024) 6731280 Fax (024) 6731281 Semarang Kode Pos 50199
NPSN : 20328810 Website : www.smpislampabp.sch.id
NSS : 202036308146 E-mail : smpitpabp@ymail.com

SURAT KETERANGAN

Nomor : 423.6/017/VII/2019

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini:

Nama : Drs. Ramelan, S.H., M.H.
NUPTK : 3134742644200053
Jabatan : Kepala Sekolah
Unit Kerja : SMP Islam Terpadu PABP Semarang
Alamat : Jalan Panda Barat No. 44 Semarang

menerangkan bahwa :

Nama : Fatmawati Latifah Firdaus
NIM : 1503046085
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Benar – benar telah mengadakan Penelitian di SMP Islam Terpadu PABP Semarang dalam rangka penyusunan Skripsi dengan judul **"The Effectiveness of Rosetta Stone Software Usage on Students' Pronunciation Development at the Eighth Grade of SMP IT PABP Semarang"** terhitung mulai tanggal 22 Maret s.d 22 Mei 2019.

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Semarang, 12 Juli 2019

Kepala SMP Islam Terpadu PABP



Drs. Ramelan, S.H., M.H.

CURRICULUM VITAE

Name : Fatmawati Latifah Firdaus
Place and date of birth : Semarang, 9 Mei 1996
Adress : Jl. Tunjung Biru II / 10 Palebon-Pedurangan
Semarang
Mobile Phone : 081392754321
Email : Fatmawati15901@gmail.com
Formal education :

1. SD Islam Supriyadi
2. Darussalam Gontor Putri 3
3. UIN Walisongo Semarang