THE EFFECT OF VIRTUAL ASSISTANT APPLICATION ON STUDENTS’ PRONUNCIATION SKILL

(A Quasi-Experimental Study at the Eighth Grade of MTs Nur Asy-syafi’iyah Rempoa in the Academic Year 2017/2018)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1) in the Department of English Education

By:
Rizqi Ahmad Budiman
1113014000023

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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ENDORSEMENT SHEET

The examination committee of Faculty of Educational Sciences certifies that the “Skripsi” (Scientific Paper) Entitle “THE EFFECT OF VIRTUAL ASSISTANT APPLICATION ON STUDENTS’ PRONUNCIATION SKILL” (A Quasi-experimental Study at Eighth-Grade of MTs Nur Asy-Syaif’iyah Rempoa in the Academic Year 2017/2018), written by Rizqi Ahmad Budiman, Students’ Registration Number 1113014000023, was examined by the committee on October, 6th 2017. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in the Department of English Education.

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Dosen Pembimbing : 1. Dr. Ratna Sari Dewi, M.Pd.
2. Zaharil Anasy, M.Hum.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 02 Oktober 2017
Mahasiswa Ybs.

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ABSTRACT


Advisor I: Dr. Ratna Sari Dewi, M.Pd.
Advisor II: Zaharil Anasy, M.Hum.

Keywords: Virtual Assistant, Application, Pronunciation, Skill

This research is intended to obtain the empirical evidence about the effect of virtual assistant application on students’ pronunciation skill at the eighth-grade of MTs Nur Asy-syafi’iyah Rempoa. The method of this study was a quasi-experimental research which classified as a quantitative research. The population of the research was 52 students from two classes. Purposive sampling technique was chosen by the researcher to determine the experimental class and the control class of the research. Each class consisted 26 students. Moreover, the researcher used a set of oral tests as the instrument of the research. The oral tests were conducted on the pre-test and the post-test. In the experimental class, the pronunciation teaching and learning were conducted by implementing the virtual assistant application, meanwhile, in the control class, the pronunciation teaching and learning were conducted by implementing the conventional teaching technique based on the lesson plan. Before doing the treatment, the researcher conducted the pre-test to the students of the experimental class. After the pre-test was conducted, the students were taught by using the virtual assistant application. At the end of the treatment, the researcher conducted a post-test. A t-test was used to analyze the data. Based on the output, it was obtained that Sig. (2-tailed) The score was 0.039 which was smaller than the determined significance value 0.05. Therefore, it can be seen that $p < \alpha$; ($0.039 < 0.05$) which meant that ($H_0$) was rejected and ($H_a$) was accepted. In other words, there was a significant effect of the virtual assistant application on students’ pronunciation skill with the scale of medium significant. So that the hypothesis alternative of the research: “The virtual assistant application gave the significant effect on the pronunciation skill of eighth-grade students of MTs Nur Asy-syafi’iyah Rempoa” is accepted.
ABSTRAK


Dosen Pembimbing I : Dr. Ratna Sari Dewi, M.Pd.
Dosen Pembimbing II: Zaharil Anasy, M.Hum.

Kata kunci: Asisten Virtual, Aplikasi, Pengucapan, Keterampilan

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The researcher would like to thank and express the highest honor and gratitude to his beloved parents, H. Ahmad Budiman and Cucu Indrayani (Alm.), who have always been the greatest supporters of the researcher and for all the endless love and prayers until finally he can finish this research. The biggest thanks are also to his brother and sister, Gilang Maulana Dzulhijjah and Regina Nurul Maulidiyah, who have been always motivating and inspiring the researcher to finish this research. The researcher realizes that this research would never be done and finished without the help and the support of some people around him. Therefore, he would like to express his gratitude to the advisors, Dr. Ratna Sari Dewi, M.Pd. and Zaharil Anasy, M.Hum. for the lessons to learn, the advice to listen to, and the guidance to be applied in finishing this research.

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Finally, the researcher realizes that this research is still far away from perfection, it still has weaknesses and mistakes. Therefore, any constructive critique and suggestion would be highly appreciated to make this research better.

Jakarta, October 5th, 2017

Rizqi Ahmad Budiman
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CHAPTER I
INTRODUCTION

A. Background of the Study

Communication is the most basic activity for a human being to understand each other. Having a good pronunciation makes the communication understandable for both speaker and listener because a good pronunciation can make every word that is said clear and meaningful. Moreover, pronunciation is one of the most important sub-skill to speaking skill, because the clarity of a speech is determined by a good pronunciation skill. By having a good pronunciation, a person can sound every word right and express the meaning of every word without making any misheard or misunderstanding to the listener.

One of the purposes to learn a foreign language is being able to speak the language. To achieve the purpose, the learners need to master pronunciation skill to make the spoken language meaningful and easy to understand. Fraser stated, “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas”.¹ This statement proves that with a good pronunciation, a speaker will be easily understood even though the speaker makes some error. Meanwhile, even a speaker speak accurately, with a less good pronunciation the speech will be hard to be understood. Therefore, it can be stated that the essence of making the speaker and the listener understand each other is by having a good pronunciation skill.

However, it is difficult to learn English pronunciation especially for foreign language learners like Indonesian students. Some of the Indonesian students find it is difficult to pronounce some English words. It is common because English is not used as a daily language, the first language or mother tongue influences the

¹Helen Fraser, Coordinating improvements in pronunciation teaching for adult learners
English as a second language, (Department of Education, Training and Youth Affairs, Canberra, 2000)
students’ pronunciation and it is the common problem for the most Indonesian students’ pronunciation skill. According to Avery and Ehrlich “many pronunciation problems varies according to the native language of the learners”.\textsuperscript{2} It can be stated that the native language contributes to the problem of learners’ English pronunciation, it affects the learners in learning pronunciation because it is the original language or the mother tongue of the learners that can be the foundation in learning pronunciation.

Furthermore, those problems occur when the students unknowingly transfer the first language to the target language which is English. Some students that have a strong influence from the mother tongue may a little bit hard to pronounce some sounds. For example, some students may find it is difficult in pronouncing some consonants like /v:/ in Virus because the students often pronounce it as /p:/ . Some Indonesian students also pronounce the word as same as it is written for example Sugar as /sugar/ or Water as /wat3r/.

Moreover, the problem does not only come from the mother tongue of the students, teachers’ contribution to teaching the pronunciation also can be the problem to the students’ pronunciation skill. Most of the teachers do not really concern about pronunciation in teaching speaking even though it is the micro skill of the speaking skill which is important. Some teachers still think that teaching pronunciation is difficult. The hardship that is felt by the teachers in teaching pronunciation is caused by the lack of phonetics or linguistics training and the experience in teaching pronunciation,\textsuperscript{3} it makes the pronunciation teaching neglected by some of teachers. Therefore, the teachers need to be more creative and innovative to find the effective and easiest media to use to teach English pronunciation to the students so that the pronunciation skill can be drilled efficiently.


In addition, the students and the English teacher of MTs Nur Asy-syafi’iyah Rempoa also faced the similar problem. Based on the observation in MTs Nur Asy-Syafiyyah, the researcher found out that most of the students had good English skills, especially on vocabulary. The students could easily name every Indonesian word that the researcher said into English as well as it is reversed. However, some problems in pronouncing the vocabularies are faced by the students, the students could hardly pronounce the vocabularies with the correct pronunciation. Furthermore, the students could not pronounce the vocabularies clearly. The students practically could say the words but they pronounced it as same as it is written, for example, Year is incorrectly pronounced as /yɛər:/ or League is incorrectly pronounced as /lɛəʊɡwe:/ it was a common mistake that the students did in pronouncing English word.

According to the interview with some students, it is said that the teacher did not offer opportunities to learn pronunciation. It can be said that the pronunciation skill of the students was less concerned by the teacher. However, it had been a genuine problem for the teacher because she was the only English teacher at MTs Nur Asy-syafi’iyah, and she should teach totally nine classes without any effective media nor application, that was why the teacher less concerned about the pronunciation of the students. After the observation, the researcher realizes that the teacher needs an effective media in order to drill students’ pronunciation skill to make sure the students can pronounce all English vocabularies correctly. For solving this problem, teachers are suggested to use good and effective media to be applied in pronunciation teaching and learning.

The researcher then finds the virtual assistant application that can solve the teacher and student’s problems and be a media to teach and learn pronunciation. The virtual assistant application is one of the automatic speech recognitions that can recognize human’s voice and sound. it is automatically installed on smartphones with a function to help people in using the smartphones efficiently. Joseph Keshet and Sammy Bengio stated that the function of the virtual assistant application is to transcribe a
recorded speech utterance into its corresponding sequence of words.\textsuperscript{4} It means that the application can recognize the user’s voice and sound and transcribes the order on the screen then respond it. However, it requires a good and correct pronunciation to make the application transcribe and respond the orders.

The application transcribes the words as it is pronounced by the user. So that, as an example, if the user wants to say ‘snake’ but incorrectly pronouncing ‘snack’ instead of through the application, the application then will transcribe the word ‘snack’ instead of ‘snake’. The user then needs to say the word over and over until the pronunciation of the word is correct. From the illustration, it can be stated that virtual assistant application is one of the media which can help the students in practicing and improving the pronunciation skill easily. In teaching pronunciation, the virtual assistant can help the students more active in the learning process in the classroom. The students can practice the pronunciation by themselves with the guide from the teachers. Therefore, the teacher can use any kinds of virtual assistant application such as Apple Siri, Google Now, and Microsoft Cortana. So, it is hoped that by using this application the process of teaching and learning can be achieved as well as possible.

Based on the background of the study mentioned above, it is argued that one of the most important things to make effective teaching and learning pronunciation in the classroom is by using a virtual assistant application. It can be said because of the advantages of the virtual assistant application to give a feedback such as correcting students’ pronunciation in pronouncing English words or sentences so that the students will be more aware of mispronouncing the word and sentences and the pronunciation skill can be improved. Moreover, the advantages of the virtual assistant application are that virtual assistant can recognize the students’ voices and sounds as well as recognizing the mistake of the pronunciation. Even more, the application is easy to use and it can make the students feel like having a conversation with a native speaker as the application responds to the orders or questions that the students give.

\textsuperscript{4} Joseph Keshet and Sammy Bangio, \textit{Automatic Speech and Speaker Recognition Large Margin and Kernel Methods}, (West Sussex: Wiley & Son Ltd., 2009) p. 3.
Then, it can be stated that virtual assistant application is one of the most dominant technologies that can help students aware of the importance of pronunciation in communication and it also can help the students to improve the pronunciation skill easily as well.

Therefore, it is an interesting study to have a research in order to find whether the virtual assistant application can give a significant effect on the improvement of students’ pronunciation skill or not. It is expected that this study can support teaching and learning process in order to improve the quality of pronunciation skill.

B. Identification of the Problem

Based on the background, some problems can be identified:
1. Most of the students at MTs Nur Asy-syafi’iyah find it is hard to pronounce some English words.
2. Mothertongue has a big contribution to MTs Nur Asy-syafi’iyah students’ English pronunciation problem.
3. There is an only English teacher at MTs Nur Asy-syafi’iyah with fewer media to teach English pronunciation, it makes the teacher less concern about students’ pronunciation skill.
4. The English teacher and the students at MTs Nur Asy-syafi’iyah need an effective and easy to use media to teach and learn English pronunciation so that the students’ English pronunciation skill can be improved.

C. Limitation of the Study

The scope of this study is to describe the effectiveness of virtual assistant application on students’ pronunciation skill at the eighth-grade students of MTs Nur Asy-syafi’iyah Rempoa. The study is focused on the effectiveness of the virtual assistant application. To make clear the problem and to avoid the large discussion, the limitation of the study is as follows.
1. This study focuses on pronunciation skill of students who are taught by using the virtual assistant application (experiment class) and without using it (control class).
2. This study focuses on the result of students’ pronunciation skill before teaching by using the virtual assistant application and after using the virtual assistant application (experiment class).
3. This study focuses on the result of students’ pronunciation skill without using the virtual assistant application (control class).

D. Formulation of the Problem

After identifying the problems, it can be formulated into a research question “Is there any significant effect of virtual assistant application on students’ English pronunciation skill?”

E. Objective of the Study

The objective of the study is to find out the empirical evidence of virtual assistant application on students’ English pronunciation skill which will be conducted at eighth-grade students of MTs Nur Asy-syafi’iyah, Tangerang Selatan.

F. Significance of the Study

The researcher expects that the result of the study can give some significances both theoretically and practically contributions for the teachers, students, and researchers.

1. For Teachers

The study is expected to give some information to facilitate an effective and efficient media for the teacher in teaching pronunciation by using virtual assistant application.
2. For students

The study is expected to motivate the students to improve their skill in English, especially pronunciation skill. This study can introduce virtual assistant application as a medium to learn and practice pronunciation. The result of the study can be used as the students’ learning outcome. Furthermore, the students will know their pronunciation skill improvement before learning pronunciation by using the virtual assistant application and after using the virtual assistant application (experiment class) and also for students who learn pronunciation without using virtual assistant application (control class).

3. Further researchers

Researchers can conduct a further study about teaching and learning pronunciation through the virtual assistant application. The finding of this research is expected to be a reference and information to support the future research. Further researchers can use this finding to enrich the theories in improving pronunciation skill through the technique of applying virtual assistant application.
CHAPTER II
THEORETICAL FRAMEWORK

A. Pronunciation

1. Definition of Pronunciation

Pronunciation is one of the sub-skills of speaking skill; it is one of the most important sub-skills to make sure that the person speaks all the words clearly. There are many definitions about pronunciation that can be found to know the meaning of pronunciation. Moreover, people can also have the conclusion what they have understood about the meaning of pronunciation. Nevertheless, pronunciation can be defined as the way in which a language or a particular word is pronounced.

Moreover, there are many definitions of pronunciation according to some experts. Penny Ur stated, “Pronunciation is to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable”.

It means pronunciation is used to make the words that are said sounds right and the meaning of the words can be delivered and sound acceptable to the listener. Another definition comes from Hewings as he asserted “pronunciation is components of speech that range from the individual sound that makes up speech, to the way in which pitch (the rise and fall of the voice) is used to convey meaning.”

From this definitions, it can be stated that pronunciation is the speech’s components where the pitch of rising and falling of the voice determine the meaning of the speech.

Furthermore, Susan Boyer defined pronunciation as “a necessary part of speaking (oral communication). It involves making the correct sounds of a particular language as well as how the sounds are put together in the flow of

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speech.” From the definitions above, it can be concluded that the definition of pronunciation is a necessary part of speaking skill that is intended to clarify the words, the sounds, the pitch, and the meaning of a speech that will not make any misheard or misunderstanding of the words’ meaning to the listener or the hearer.

2. Features of Pronunciation

Pronunciation has some features that can avoid the misunderstanding and misheard in learning pronunciation. Learners, especially foreign language learners are likely misunderstood when having a conversation in English, it is caused by incorrectly pronouncing some words. Therefore, these features in pronunciation can avoid that problem as the learners know all of them. There is a figure of the features of pronunciation below that was adapted from Gerald Kelly:

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In the figure above it is explained that pronunciation has two features, phonemes, and suprasegmental features. Phonemes are divided into two parts, consonants with voiced and unvoiced as the contents and vowels with single vowels (consist short and long single vowels) and diphthongs as the contents. Meanwhile, suprasegmental features are also divided into two parts, intonation and stress that consists word stress and sentence stress.

a. Phonemes

Phonemes are the different sound within a language. Even though some people articulate sounds differently, yet those can still be described how accurately the sounds are produced. McMahone illustrated “as adults, we have no difficulty in recognizing that lemons and limes are different but both citrus fruits or that misery and happiness are different but both emotions. This sort of hierarchical classification is exactly what is at issue when we turn to the notion of the phoneme.” Therefore, it is illustrated that two sounds which phoneticians can equally tell apart easily will be reputed as the same by the speakers. Phonemes then categorized into two parts, consonants, and vowels.

a) Consonants

A consonant is the phonemes which are not vocal, in other words, the sound is produced by obstructing the flow of the airstream in the mouth. Avery and Ehrlich stated, “consonants involve a narrowing in the mouth which in turn causes some obstruction of the airstream.” It means that to produce consonants sounds, the mouth is narrowed which can obstruct the airstream from the lungs, therefore the consonants can be sounded and articulated from the mouth. Consonants involve the organ that produces the vocal, it is called vocal tracts, and that voice or the sound can be voiced or unvoiced.

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5 Ibid
In order to know the exact position of the vocal tract, the figure below describes the position of the vocal tract that is adapted from Kelly:\(^8\)

**Figure 2.2 Vocal Tract**

![Vocal Tract Diagram](image)

Furthermore, consonants are divided into two categories they are voiced and voiceless consonant. A voiced consonant is produced in the mouth which the sound is accompanied by a vibration. McMahone stated, “If you put your fingers on your ‘Adam’s apple’ or ‘voicebox’ (technically the larynx), and produce a very long [zzzzzzz], you should feel vibration; this shows that [z] is a voiced sound.”\(^9\) It means that when a consonant is sounded while touching Adam’s apple and there is a vibration appeared in the larynx, that is how to know the voiced consonants.

In the other hands, the production of voiceless consonants is not followed by any vibration. To know a voiceless consonant is by saying a long ‘s’ [sssssss]. While saying the consonant there will be no same feeling as the voiced activity, there is no vibration when the ‘s’ is articulated because ‘s’ is voiceless.\(^10\)

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\(^10\) *Ibid*
b) Vowels

Vowels are articulated as a tongue and lips are shaping the voiced airstream so that the overall shape of the mouth can be modified.\textsuperscript{11} Compared with consonants, vowels have a little obstruction of the airstream.\textsuperscript{12} In other words, the sounds are almost completely voiced. The vowels of English are categorized into two categories, and those are based on the sounds. The first is the single vowels or the pure vowels and the second is diphthongs.

<table>
<thead>
<tr>
<th>Table 2.1 Vowels and Diphthongs Differences\textsuperscript{13}</th>
</tr>
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<tbody>
<tr>
<td><strong>Vowels</strong></td>
</tr>
<tr>
<td>i: Bead</td>
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<td>I Hit</td>
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<td>o Book</td>
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<td>u: Food</td>
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<td>E Left</td>
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<td>o About</td>
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<td>ə: Shirt</td>
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<td>ω: Call</td>
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<td>æ: Hat</td>
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<tr>
<td>θ: Run</td>
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<tr>
<td>α: Far</td>
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<td>0 Dog</td>
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</tbody>
</table>

\textsuperscript{13} Kelly, *loc. cit*, p.2.
b. Supra Segmental Features

Suprasegmental is the features of pronunciation that are invisible. The features can be hardly recognized if the speaker cannot distinguish where to place it. Ladefoged and Johnson stated that the features are the variation of stress, pitch, and length that can affect single segments as same as whole syllables. It means that the suprasegmental features like stress, pitch, and intonation affect another feature of pronunciation. In another word, without proper suprasegmental features, the conversation will likely be more absurd because there will be a misunderstanding to the native English speaking listener.

It is important to know how to use and place the features on the right word so that there will not be a misunderstanding between the speaker and the listener. Murcia, Brinton, and Goodwin illustrated “Learners who use incorrect rhythm patterns or who do not connect words together are at best frustrating to the native-speaking listener, more seriously, if these learners use improper intonation contours, they can be perceived abrupt, or even rude; and if the stress and rhythm patterns are too non-native-like, the speakers who produce them may not be understood at all.” From the illustration, it can be stated that with incorrect suprasegmental features like stress and intonation can make misunderstanding to the listener especially the native listener. The learner will sound rude to the listener because the incorrect features will make the learners too non-native-like.

Moreover, these features contain two important parts that can affect to a clear pronunciation, the first is stress and the second is intonation.

a) Stress

This part of pronunciation takes an important role in the clarity of speaking. If a person says even a word, but the stress is incorrect, that word can have a different meaning to another person who listens to him. Harmer stated, “Stress is the term that we use to describe the point in a word or phrase where pitch changes vowels lengthen and

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volume increases”. It means that the use of stress in pronunciation is to point out the word that is really meant to be said. That word or phrase will be increased whether the volume, pitch or length to make sure the listener understand and pay any attention to the stressed word or phrase.

b) Intonation

As well as stress, intonation also affects the way a person says a word. In saying a word, the person has to know where the voice should be raised or lowered. To be clear, Ladefoged and Johnson illustrated “In English, it is even possible to change the meaning of a sentence such as That’s a cat from a statement to a question without altering the order of the words. If you substitute a mainly rising for a mainly falling intonation, you will produce a question spoken with an air of astonishment: That’s a cat?” It can be stated that the intonation can change the phrases that are said. A question is usually ended with the falling intonation. If the intonation is changed into rising, the question will be considered as a statement not a question anymore. Therefore, the intonation can change the perspective of the utterance and it is important to know it so there will not be a misunderstanding of the phrase that is said.

3. Factors That Affect Pronunciation Learning

In learning pronunciation, there are some factors that affect the success of the learning. Those factors can be affected from the students or from the environment where the students learn the pronunciation. Adapted from Zhang and Pengpen, there are some factors that can give some impacts to the success of the students in learning pronunciation. Moreover, the lists of the factors that positively affect the pronunciation are written below:

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a. Students’ Attitude

In learning, the attitude has been always giving an effect toward the object that is learned, so does with pronunciation. Monica Schmid stated, “it is generally accepted nowadays that the success of the second or the foreign language learning process is to a large part determined by the speaker’s attitude towards this language”. It means that the attitudes of the students in the language that is learned give an impact on the success of the other aspects of the language includes pronunciation. It is likely if a student likes the people or the culture of English language, it will affect and motivate the student in willingness to learn the language and its varieties, including pronunciation.

b. Motivation

In learning pronunciation, it is important for the learners to have the motivation to learn the subject. Motivation affects the students in learning pronunciation, with a good motivation the students will know exactly what is the purpose and the goal of learning pronunciation. However, it is common when some students are concerned about it and some are not. Saville-Troike stated that individual motivation is another factor that is used to explain why some students are more successful than others. The more motivated students are, the easier they will learn a new language. It means that in learning a new language, as well as the features of the language includes pronunciation, motivation can be a factor on the successfulness of the students. The more motivated the students, the easier they learn the pronunciation.

So that in teaching pronunciation, the learners have to have their own motivation to learn pronunciation rather than getting forced to do it because it will be easier and more successful when the learners love to learn it and have the aim to master it.

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c. Exposure

Exposure in learning English means the place where the learners daily learning English and it affects to their learning process. If the learners are accustomed to learning in the environment that supports the lesson, it will be easier for them to master the language. According to Jhonson “Good teacher do their job well but know their own limits, they make a very clear distinction between professional and personal time and treat their student with respect.” Moreover, Murcia, Brinton, and Goodwin asserted “the teacher should try to maximize students’ exposure to the target, and to encourage them to expand their own domains of linguistic competence, stressing the importance of language exposure in the process of acquiring all aspects of language: pronunciation, grammar, and vocabulary”. Those statements can be stated that the exposure to the target language requires the role of the good teachers. If the teachers respect the students and treat them well by maximizing the exposure to the target language, it can develop their language competencies include pronunciation, grammar, and vocabulary.

Therefore, when the learners learning pronunciation while the environment and the people around the learners do not support the learning process, the skill will not be improved. On the other hands, when the learners are learning pronunciation in the environment that supports the learning, as well as the people around the learners, support it, including the teachers by maximizing the potential of the students, the skill in pronunciation will be developed.

4. The Problems of Pronunciation

Although it may look simple to pronounce a word, in fact, pronunciation is not an easy skill to master. Some people may find it is hard to pronounce some words or maybe some vowels. Moreover, The problem also comes from the native language. When a person did not use to speak English, the native language will

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21 Lou Ann Jhonson, Teaching Outside the Box “How to grab their students by their Brains” (A Wiley Imprint, San Francisco: 2015) p.9.
affect the English speaking, whether the effect is from the accent or the difficulties in pronouncing some sounds. Avery and Ehrlich stated that it is true that many pronunciation problems vary according to the native language of the learners.\(^\text{23}\) It means that the first language that is used as the daily language can affect the pronunciation of the target language, the effect varies based on the first language of the learners.

Moreover, the problems that are faced by students are not just the mother tongue, it also comes from the features of pronunciation itself. Adapted from Avery and Ehrlich, there are some common problems of pronunciation that are faced by the learners based on its features:\(^\text{24}\)

\textbf{a. English Vowels}

Some learners have difficulties in producing some vowels, it happens because the vowels in English are not just three or five. There are a lot of vowels in English compared to the other languages. Below are some problems that are usually found in English Vowels:

- **Tense vs. Lax Vowels**
  
  /iy/ vs. /i/ as in ‘beat’ and ‘bit’
  
  /ey/ vs. /E/ as in ‘bait’ and ‘bet’
  
  /uw/ vs. /ɒ/ as in ‘boot’ and ‘book’

  There will be always problems about tense and lax vowel pair of English distinction. The two vowels of each pair are often identically produced by the learners, using neither the tense nor the lax vowel, but a vowel between two. Failure to make these distinctions can lead to misunderstanding.\(^\text{25}\)

- **/E/ vs. /æ/ vs. /ʌ/ vs. /a/ as in ‘bet’, ‘bat’, ‘but’, and ‘pot’**

  For some learners, especially foreign learners, they will find a confusion in distinguishing the vowels /E/, /æ/, /ʌ/, and the vowel /a/ of ‘bet’, ‘bat’, ‘but’, and


\(^{24}\) Ibid

\(^{25}\) Ibid. at 96.
‘pot’. Avery and Ehrlich stated “Some learners produce all four vowel sounds in a similar manner. More commonly they produce two or perhaps three vowel sounds instead of four”.\(^{26}\) It means that some learners cannot distinguish how to produce the vowel sounds because usually all four vowel sounds are produced in a similar manner by the learners. Instead of being able to produce all the vowel sounds, they commonly can correctly produce only two or even three vowel sounds.

b. English Consonants

Not only do the learners have a problem with English vowel, they also have the problems in sounding some English consonants. Learners usually have difficulty with a set of sounds that share these articulatory features rather than with isolated sounds.\(^{27}\) Adapted from Avery and Ehrlich, there are some problems in English consonants that usually faced by learners:

- **Aspiration: /p/, /t/, and /k/**
  According to Gussmann “English voiceless plosive consonants – the initial sounds in words like peace, tease, keen – are pronounced with a puff of air called aspiration”.\(^ {28}\) It means that the aspiration consonants involve the puff of air when those are sounded. The consonant /p/, /t/, and /k/ are voiceless stops if those are placed in the beginning of a word, and some learners are likely failing to aspirate them. The word ‘plot’, ‘tot’, and ‘cot’ can probably sound like ‘blot’, ‘dot’, or ‘got’.\(^ {29}\)

- **Voicing of Fricatives**
  /v/ as in ‘vote’ or ‘love’
  /ð/ as in ‘then’ or ‘breathe’
  /z/ as in ‘zoo’ or ‘rose’
  /ʒ/ as in ‘beige’ or ‘measure’

\(^{26}\) Ibid. at 98.
\(^{27}\) Ibid. at 101.
\(^{29}\) Avery, Ehrlich, op.cit, p.101.
There are two kinds of fricatives, voiced and voiceless. However, it is a common thing for learners unable to distinguish them.\textsuperscript{30} For example /z/ may be substituted for /s/ that can change the pronunciation of ‘pizza’ to be ‘Pisa’.

- \textbf{Initial Consonant Clusters}

There is a difficulty of producing the initial consonant clusters of English to the most of the learners. The difficulty comes when stops /p/, /t/, /k/, /b/, /d/, and /g/ are followed by /l/ or /r/.\textsuperscript{31} For example ‘bleach’ will sound ‘bəleach’ or ‘trampoline’ into ‘tərampolin’.

c. \textbf{Stress and Intonation}

Stress, rhythm, and intonation are the important elements of English pronunciation because with the wrong stress, rhythm, or intonation a conversation can lead the speaker and the listener to a misunderstanding and miscommunication. That is why the learners should be able to master the stress and the intonation to increase the comprehensibility of the speech.\textsuperscript{32} However, most of the learners are not be able to use it properly, and the reasons are written below.

- \textbf{Stress}

Most of the learners still have difficulties in stressing some parts of words or sentences. As we all know, in English if we incorrectly stress a word, the meaning will be different. Even more, the learners are sometimes incorrectly stressing the length, pitch, and loudness, for example, if someone says the sentence ‘\textbf{The cat is here!}’ means the thing that is stressed or the person would like to show is ‘the cat’. Now it will be different if the stress is in ‘The cat is \textbf{here!}’ it means that the person wants to let you know where the cat is exactly staying.

\textsuperscript{30} Ibid
\textsuperscript{31} Ibid at. 103.
\textsuperscript{32} Ibid at. 106.
• Intonation

It is as same as the stress, the learners also have a difficulty in intonation. Sometimes it is hard to place the rise and the fall of the pitch level on the learners’ voice, neither does it rise far enough nor does it fall far enough. When a sentence or word is said even it is the same sentence yet it is said with different intonation, it will give a different meaning or impression to the listener. For example, if someone asks a question, that person will find the different impression when the response uses incorrect intonation. The rising intonation means excitement or positive response, while the falling intonation means unexcitement.

B. Skill

1. The Definition of Skill

Skill in Cambridge Advanced Learner’s Dictionary is defined as “an ability to do an activity or job well, especially because you have practiced it” 33 people usually describe the word as the ability to do a specific knowledge well. For an example, when an English language learner can perform the language well means that student has an English skill. Seidel, Perencevich, and Ket stated: “the term skill is usually used to denote the act or the task that is performed or the level of proficiency attained in the performance of a motor task.” 34 It means that the terms of skill define the proficiency level of people in performing something. Moreover, Michael Argyle asserted “The definition of skill demands the specification of goals, procedures, and criteria for success”. 35 So that from the explanations above the writer concludes that skill is an ability that lies in every human being to do a specific activity or performance well that require the specification of goal, procedures, and criteria for success.

2. English Language Skills

In the English language, the skill is divided into macro skill and micro skill. Macro skill is the basic skills in the English language, According to Tony Dudley-

35 Michael Argyle, Social Skills and Health, (New York: Routledge, 2013) p. 82
Evans and Maggie Jo St. John “Macro skills refer to the major skills.” Moreover, listening skill, speaking skill, writing skill, and reading skill are the four major or macro skills of English language. The macro skills of English language can be broken down into the micro skills, which is the lower level skills that constitute macro skills. The micro skills of English language are depended on the macro skills, for example, the micro skill of speaking skill is pronunciation skill while the micro skills of reading skill are skimming, scanning, and prediction.

C. Pronunciation Skill

Pronunciation skill is a subskill of speaking skill, this micro skill is an important skill to be mastered because it determines the clarity of a speech to make the utterance is easily understood, Levy, Blin, Siskin, and Takeuchi stated “pronunciation skill in any target language is a crucial part of communication and language learners should be provided with pronunciation practice that is well incorporated into the classroom materials or activity.” It can be stated that the pronunciation skill has an important role in communication that the practice should be provided in the lesson of the classroom. Therefore the pronunciation is important to be mastered and learned because it is a crucial part of communication to build an understanding between the speaker and the listener.

However, the definition of pronunciation skill comes from Pschirrer and Bally as cited in Mosseley and Bally they stated that pronunciation skill is “knowledge of the rules for sound/symbol or phoneme/grapheme relationship and the ability to apply them to the pronunciation of the unfamiliar vocabulary.” It means that the pronunciation skill is the knowledge of the sound and phoneme to be able to apply

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them in pronouncing the vocabulary, in this case, a set of words to make sentences.

Moreover, not only is the pronunciation skill associated with speaking skill, but it is also associated with listening skill, it is because the way a person pronouncing the sentences or the words will affect the listener’s interpretation of what he or she says. Even more, Amy Benjamin and John T. Crow stated that the skill is nevertheless an essential part of the scaffolding of the necessity to master the articulated speaking and listening skills. The explanation stated that pronunciation skill is an essential and necessary part of the speaking and listening skills to erect the both of the skills since the both of the skills are related to each other.

As a conclusion, the definition of pronunciation skill is the essential and necessary ability of a human being to apply the knowledge of the sound system of a language in pronouncing the words or sentences that build the connection between speaking and listening skills’.

D. Virtual Assistant Application

1. The Definition of Virtual Assistant Application

A virtual assistant application is an Automatic Speech Recognition which is able to recognize the speech and voice of a human. According to Joseph Keshet and Sammy Bengio, the goal of automatic speech recognition is “to transcribe a recorded speech utterance into its corresponding sequence of words” it means that the function of virtual assistant is as same as the function of automatic speech recognition which is to recall or record the speech that has spoken into a sequence of words.

A virtual assistant application is automatically installed in a mobile device to help the user in using media or other applications in the smartphone. Hauswald et. al., stated that the virtual assistant is known as intelligent personal assistants that

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use the user’s voice as an input to find or to search vision (images) and contextual information by providing assistance to answer questions and command in natural language, making recommendations, and performing actions.\textsuperscript{41} From the statement above it can be concluded that the function of the virtual assistant application is to help the user find an information by following the command of the user in natural language.

A virtual assistant application is intended to assist the users in using their device or smartphone so that will be more easier to operate it. There are a lot of services that are offered by the virtual assistant, it can help the user in arranging schedules, searching for images or videos, or maybe playing some music. The best thing in the services is the users do not even need to touch the screen, all they just need is speaking directly to the phone and it will be understanding the users’ natural voice without forcing the user to type a specific order.

2. The Most Used Virtual Assistants

Some kinds of virtual assistants had been developed by some of the developers; the purpose of developing this application is to make the use of the smartphone effective. However not all of those virtual assistants have a good capability and applicable, some of those may still need some developments. Henning stated that Google Now, Microsoft’s Cortana and Apple’s Siri are the leading smart virtual assistants.\textsuperscript{42} It means that the leading virtual assistant is Google Now, Microsoft’s Cortana, and Apple’s Siri that is popularly used by today's people.

a. Apple’s Siri

Siri is a virtual assistant that was made and developed by Apple. It is automatically installed on Apple devices especially iPhone. According to Harshita Phatnani, Jyotiprakash Patra and Ankit Sharma, the function of Siri are “to facilitate user interaction with a device and to help the user more effectively

\begin{footnotesize}
\textsuperscript{41} Johann Hauswald et al., Sirius: An Open End-to-End Voice and Vision Personal Assistant and Its Implications for Future Warehouse Scale Computers, International Conference on Architectural Support for Programming Languages and Operating Systems, 2015, p.14

\textsuperscript{42} Nicole Hennig, Mobile Learning Trends: Accessibility, Ecosystems, Content Creation, (Chicago: ALA TechSource, 2016) p.12
\end{footnotesize}
engage with local and/or remote services.”

It means that the function of Apple’s Siri is to be a media of interaction that can help the user operate the phone more efficiently. Moreover, Siri has a function that allows your iPhone and iPod to be used without any manual operation by connecting your device to the unit. Siri is using Voice Recognition System Operation which function is to recognize and respond user voice in giving an order. From the three virtual assistants, Siri is known as the most responsive and accurate in giving the information.

b. Google Now

Another virtual assistant that is popularly used by smart phone’s users is Google Now. According to Qiu, Xu, Yung, and Zhang “Google Now is an application provided by Google which comes preinstalled with the vast majority of Android device”

The developer of this virtual assistant is different with Siri, this application was developed by Google for Android. Rather than just for Android, this virtual assistant also can be applied in both iOS and Microsoft Windows. Not only is this application applicable for a smartphone, it is also for the computer through Google Chrome. Google Now was first included in Android 4.1 (Jellybean), which was launched on July 9, 2014. Compared with Siri, the capability of Google Now is still under Siri, but it does not mean that Google Now is worse than Siri. It quite effective but sometimes it gives the information that is not connected to the order. It is a common problem because the accuracy of its results is depended on our articulation and clarity in pronouncing the order.

c. Microsoft’s Cortana

There is nothing different about the function of Cortana with Siri and Google Now, it has the same function with those two. The only difference between them is the developer, the virtual assistant is developed by Microsoft and it is intended to be applied in Microsoft’s device. Parsons, Oja, and Ruffolo stated: “Cortana is

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an electronic personal assistant to help you find files, search the web, keep track of the information, and answering your questions”.

It means that Cortana can interact with the user in helping something that is needed on the phone and tracking some information. Moreover, Cortana can be categorized as a new virtual assistant but yet the features are developed so significantly. The features now can be placed on the same level with Siri and Google Now. Therefore, Cortana’s function is as good as Google Now and Siri.

The virtual assistant application is by far the most used application to assist human’s work. Its capability of assisting human’s work cannot be denied making the work easier. The user just needs to give a command to do something then the virtual assistant will respond it. However, since it responds to human’s voice, hence the language that is used should be clear. There should be no language mistakes in giving the command or the application will not respond. The pronunciation of the words should be correct so that the application will not mistake it to other words.

Those three virtual assistant applications above are by far the most used virtual assistant application because of its accuracy in responding the words that the user pronounce. Therefore, the use of these applications can be helpful to the students that have problems in pronunciation, because the students can practice the pronunciation through the application anytime as long as they bring their smartphones as the device.

3. The Advantages of Virtual Assistant Application in Teaching Pronunciation

The use of the virtual assistant application in teaching pronunciation gives some advantages to the teacher. Adapted from Elimat and Seileek, the advantages of the virtual assistant application in teaching pronunciation are:

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a. Providing interactive speech-based games and role-play with the computer. Such activities make learning pronunciation a more realistic, rewarding, and fun experience.

b. The programs can reduce foreign language classroom anxiety.

c. Students can also study and improve pronunciation independently.

Using virtual assistant application in teaching pronunciation can give the students a chance to do a self-assessment because they learn pronunciation independently then they will know what their weaknesses and strength are.

The writer then gives the point of view of the advantages of virtual assistant application in teaching pronunciation,

a. The application can reduce the anxiety of the learners, they can learn and practice pronouncing some words or sentences by themselves and realize the mistakes they make when they are learning and practicing pronunciation through the application.

b. The application is widely used, it is automatically installed on the smartphones. It can be a friendly medium for the teachers and the students to teach and learn pronunciation.

c. Students who cannot distinguish some words that have similar sounds can take the advantages from this application. The application can help the students in distinguishing homonym, homographs, and homophones.

4. Teaching Pronunciation Through Virtual Assistant Application

The virtual assistant application is getting more popular to be used as a medium of teaching English, especially pronunciation. The capability of the application to deliver students’ pronunciation problem makes it easier for the teachers to assess and improve students’ pronunciation skill. Ambra Neri, Catia Cucchiarini, and Helmer Strik stated: “The reasons for this popularity lie in the opportunities this technology offers for practicing oral skills and addressing pronunciation problems, two areas that are hard to improve within traditional
class-based settings"\textsuperscript{47}. From the statement, it proves that virtual assistant application is recently used popularly for practicing an oral skill like speaking skill because it is able to show the pronunciation problems of the students.

The virtual assistant application focuses on the segmental features of pronunciation. Consonants, vowels, intonation, and stress are the main focuses of this application. A student who says a word or a sentence without the correct consonant or vowel sounds even the improper intonation and stress will know their mistake as the application discover the pronunciation mistakes that the student makes. This application will detect the words and transcribe the words on the phone screen, the application then will respond by showing what the student has said according to its analysis, Ambra Neri, Catia Cucchiarini, and Helmer Strik stated that the Systems can provide an interaction, making it possible to detect individual errors and provide immediate feedback\textsuperscript{48} so if the student means to pronounce 'Snake' but the student pronounce it incorrectly, the virtual assistant application then will respond and give a feedback by showing 'Snack' instead of 'Snake'.

Teaching pronunciation itself has a lot of technique to be applied alongside the virtual assistant application, teachers can choose any technique to be applied in the teaching and learning activity. Adapted from Celce-Murcia, Brinton, and Goodwin, there are frameworks of pronunciation teaching technique that had been traditionally used.:\textsuperscript{49}

\textbf{a. Listen and Imitate}

This direct method technique acquires a listen and repeat activity by teachers and students, the students listen to a teacher and then repeat or imitate a teacher. The technique has been improved by using some technology like a tape recorder, language labs, and video recorder.


\textsuperscript{48} Ibid. at 44

\textsuperscript{49} Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, \textit{Teaching Pronunciation a Reference for Teachers of English to Speakers of Other Languages}, (Cambridge: Cambridge University Press, 2007) p.8
b. Phonetic Training

This training involves the use of the phonetic alphabet, articulatory descriptions, articulatory diagrams.

c. Minimal Pair Drill

This audio-lingual technique helps students to differentiate similar sounds in the target language by listening discrimination and spoken practice.

Based on those techniques above, minimal pair drill technique and listen and imitate technique are the most suitable techniques to be applied alongside the virtual assistant or automatic speech recognition in teaching pronunciation. However, minimal pair drill is the most effective one to be applied, because this technique is focusing on drilling the students to pronounce words, it is as related as the virtual assistant application is. When a student pronounces a pair of words that have the similar sounds incorrectly, the virtual assistant will analyze the words and transcribe them as same as it is pronounced by the students. So that if the student wants to say “sheep” and “Ship” but the student pronounces them incorrectly, the virtual assistant application will transcribe the wrong words, even more, it can be reversed.

E. Previous Study

In order to make the research relevant, it is important to give some previous study. There are three relevant previous studies which are focused on the pronunciation and the virtual assistant application (or the same application which can be considered as the automatic speech recognition that is the basic concept of virtual assistant application) as the media to learn pronunciation, they are as below.

The first study was conducted by Amal Khalil Elimat and Ali Farhan Abu Seileek, the title of the study was “Automatic Speech Recognition Technology As an Effective Means for Teaching Pronunciation”. The aim of this study is to explore the effect of using automatic speech recognition technology, which is the basic technology of the virtual assistant application, on the third grade of EFL
students’ performance in pronunciation on the sixty-four 3rd grade students in the second semester of the scholastic year 2012/2013 at Al-Abrar Basic Mixed School.

The researchers used experimental research by conducting pronunciation tests (oral, listening, and written tests) to collect the data on the pre-test and post-test. The treatment was obtained individual work, pair work, and group work of pronunciation learning activity by conducting automatic speech recognition (the basic concept of the virtual assistant application) called Tell Me More Performance English. Based on the data analysis, the findings revealed that there was a statistically significant difference in the mean scores between experimental class and control. The mean score of the experimental class that was taught by using automatic speech recognition on the post-test was 25.30 while the control class’ mean score that was taught without the application was 20.09.

From the data above, it can be concluded that teaching pronunciation by using automatic speech recognition (the basic concept of the virtual assistant application) based on individual work, pair work, and group work method can give significant effect on students’ pronunciation performance. As for the difference with the present study, the application that is used in this study is more basic. The present study uses virtual assistant application which is Google Now and Microsoft Cortana, the automatic speech recognition which has been developed to be more effective in recognizing human voice and sound.

The second previous study was conducted by Martin Molden with the study titled “Employing Apple’s Siri to practice pronunciation: A preliminary study on Arabic speakers”. The aim of this study is to uncover Siri virtual assistant’s positive affordances for language learning in relation to its corrective feedback and interpretation of speech on two Arabic learners of English as a second language in practicing English pronunciation. The method of this study is

quantitative, and the researcher used preliminary research as the design of the research.

The instruments of the research were the list of questions and commands which consisted a set of segmentals that Arabic speakers were likely to find challenging. The participants should practice the questions and commands to the Siri virtual assistant in order to obtain the corrective feedback of the application on the speaker's pronunciation’s error. Based on the data analysis, the findings revealed that there were different scores between the two ESL speakers. The first participant was an Arabian man with an upper-intermediate command of English and was accustomed to using the application could correctly pronounce 9 questions and command out of 21 from the instruments. While the second participant who was an Arabian woman with a low intermediate command of English and was not really accustomed to using the application could correctly pronounce 7 questions and commands out of 21 from the instruments. From the findings above, it can be concluded that by using Siri virtual assistant more often can make the English pronunciation of ESL speaker better.51

The differences of this study with the present study are, first, this study was only a preliminary study with only two participants while the present study is a quasi-experimental study with the larger participants. Second, the focus of this research was the pronunciation of ESL speakers while the present study is focused on the pronunciation of EFL speakers or students. The last differences are the study used Siri virtual assistant while the present study uses Google Now and Microsoft Cortana virtual assistant, moreover the study did not obtain statistical procedure in collecting the data while the present study obtains it.

The third previous study was conducted by Lina Fathi Sidig Sidgi. The title of the study was “The Usefulness of Automatic Speech Recognition (ASR) Eyespeak Software in Improving Iraqi EFL Students’ Pronunciation”. The aim of this study was to determine whether automatic speech recognition (ASR) technology is reliable for improving English pronunciation to Iraqi EFL students.

The method used in this research is Classroom Action Research. The data were obtained from twenty participants that were randomly chosen from first-year college students at Al-Turath University College from the Department of English in Baghdad-Iraq. The students had participated in a two-month pronunciation instruction course using ASR Eyespeak software by conducting three data collection techniques which were testing, questionnaire, and interview. However, on the article, it is only the discussed the data from the questionnaire.

The result of this research showed that the use of the automatic speech recognition called Eyespeak could improve the EFL students’ pronunciation at the Department of English in At-Turath University College. The findings showed that 65% of the students reported that using the software improved their pronunciation and helped them recognize mispronounced English words. From the data above, it can be concluded that using the automatic speech recognition which was the basic concept and technology of virtual assistant application, could improve students’ pronunciation, it also could help the students recognize the mistake in pronouncing English words.52

As for the difference with the present study, the design of the study was Class Action Research while the present study uses Quasi-experimental research design. Moreover, the application that is used in this study is Eyespeak automatic speech recognition which is the basic concept of virtual assistant application. The present study uses virtual assistant application which is Google Now and Microsoft Cortana, the automatic speech recognition which has been developed to be more effective in recognizing human voice and sound. The last, this research was conducted to students on the college level while the present study is conducted to the eighth-grade students of the junior high school.

52 Lina Fathi Sidig Sidgi and Ahmad Jelani Shaari, The Usefulness of Automatic Speech Recognition (ASR) Eyespeak Software in Improving Iraqi EFL Students’ Pronunciation, Advances in Language and Literary Studies, 8 (1), 2017, p.221-225.
F. Thinking Framework

There are many methods used to teach pronunciation to the students. Therefore, it is necessary for the English teachers to teach with the compatible and effective method to make the teaching and learning process more effective. On the other word, students would enjoy the learning activities in the classroom if the teacher designed an effective method to teach pronunciation without making anxiety on the students. Introducing a good technology that can drill the pronunciation skill of the students can make the students interested in learning the pronunciation. By using these strategies the students would be active at the activities in the classroom and it would boost the confidence; so, the situation of the classroom would be effective.

Therefore, one way to make pronunciation teaching and learning more effective is by using interesting media as the virtual assistant application that can help the students recognize the error in pronunciation and it can be a media of practicing speaking and pronunciation skill through the interaction with the virtual assistant application. It can be proved from the pre-research at the eighth-grade students of MTs Nur Asy-syafi’iyah that the students motivated in learning English by using the virtual assistant application like Google Now and Microsoft’s Cortana that can respond to the speech of the students and correct the mistake in pronunciation. However, it can be used based on the compatibility of the material given by the teachers. Then, it is hoped that teaching pronunciation by using virtual assistant application can make students motivated in learning pronunciation and can improve the pronunciation skill more effectively.

G. Theoretical Hypothesis

Based on the theoretical and the thinking framework above, the researcher formulated the hypothesis that the virtual assistant application can give a significant effect on students’ pronunciation skill.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and the Time of the Research

The research is conducted at the eighth grade of MTs Nur Asy-syafi’iyah, which is located on Pahlawan Street 01/07 No. 9, Rempoa, Tangerang Selatan. The research was started on September 4th, 2017, until September 13th, 2017.

B. Method and Design of the Research

The method of this research is a quantitative method that the usage is purposed to find out the cause and the significant effect between the variables. This method, according to Creswell is “testing objective theories by examining the relationship among variables. These variables, in turn, can be measured. typically on instruments, so that numbered data can be analyzed using statistical procedures”\(^1\) so the variables of the research can be measured and analyzed to show the result.

Moreover, the design that the researcher use to do the research is a quasi-experimental, this design involves two classes which are classified into the experimental class and the control class. To see the result, the both of the classes will be given a pretest and a post-test, the purpose of the tests are to know and to compare the significant effect that the students of the both of classes get before and after the treatment.

The students in the experimental class will have a treatment which is pronouncing some words and sentences through the virtual assistant. If the students pronounce the words or the sentences correctly, the virtual assistant will show the right words or sentences on the screen, on the contrary, if it is incorrect, the words or the sentences that are shown on the screen will not be matched to what the students have said. On the other hand, there is no special treatment to be applied in the control class. The

---

pronunciation teaching and learning will be taught based on the researcher’s lesson and plan.

Table 3.1
Research Design

<table>
<thead>
<tr>
<th>Class</th>
<th>Measurement</th>
<th>Media</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Pre-test</td>
<td>Treatment using Virtual Assistant Application</td>
<td>Post test</td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Class</td>
<td>Pre-test</td>
<td>No treatment</td>
<td>Post test</td>
</tr>
</tbody>
</table>

C. Population and the Sample of the Research

The population of the study is the eighth-grade students of MTs Nur Asy-syafii’yah Rempoa. There are totally three classes of the eighth grade of MTs Nur Asy-syafii’yah which consist 26 students in each class. Purposive sampling technique is used by the writer to determine the sample of the research so that two out of three classes are chosen as the samples for experimental and control groups. The English teacher recommend class 8-1 and class 8-3 to be chosen as the samples of the research because the both of the class have equal English proficiency level.

Then, class 8-1 that consists 26 students is chosen as the sample of the experimental group, while class 8-3 that consists 26 students is chosen the sample of the control group. Based on the observation, the both of the classes have the equal English ability and English proficiency. However, from the activities in the class, most of the students in class 8-1 are active and give positive feedback and attention to the writer rather than the students in class 8-3, that is why class 8-1 is chosen as the experimental class and will be given a treatment while class 8-3 is the control class and will not have any treatment.
D. Instrument of The Research

The researcher arranged a set of oral tests of pronunciation as the instrument of the research. The oral test was about the segmental and suprasegmental features of pronunciation, it was testing the consonants, the vowels, intonation, and stress. The tests were given in the pre-test and the post-test, the both of the tests were aimed to measure the pronunciation skill of the students, it was also to show any improvement in students’ pronunciation skill during the research by using the virtual assistant application. The content of the tests was divided into five parts.

The first part was vowels oral test. In this test the students had to read homophones words that had similar vowels, the writer chose 10 vowels which had similarity to be tested to the students, the vowels were /ɪ/, /iː/, /ɛ/, /æ/, /a/, /uː/, /ʊ/, /O/, and /ɔː/. They distinguished the correct spelling of the words based on the vowels of the words. The total of the words in this part was 20 words.

The second part was a consonant oral test. In this part, the students had to read some minimal pairs that had the similar consonant sound. The writer chose 10 consonants which had similarity to be tested to the students, the consonants were /p/, /b/, /l/, /tʃ/, /ʤ/, /k/, /g/, /f/, and /v/. The students distinguished some similar words that had similarity in consonants sounds. The total of the words was 20 minimal pair words.

The third part was intonation test, in this part, the writer gave 20 sentences in a question form which had the rising and the falling intonation. The students had to read it correctly based on the rising and the falling intonation. The next part was word stresses oral test. In this part, the students pronounced some country names, the students stressed the word in the right part. In this part, there were 20-word stresses that were given.

The last part was rhythm test, in this part, the writer gave a dialogue of transactional and interpersonal conversation, the students read the dialogue and distinguished where the stressed word and where the distressed word in the dialogue
to build the rhythm of the dialogue. The total of the word in the dialogue that should be stressed and distressed was 20 words.

The total of the words from the test that the students should read clearly and naturally was 100 words. The measurement would depend on how many words that the students could read correctly, so if a student could only read and pronounce 70 words correctly from the set of the test, that number would be the score that the student has.

**E. Technique of Data Collection**

The researcher uses pre-test and post-test to collect the data of the research. The pre-test is conducted at the first meeting or before the students get a treatment. The pre-test will be tested to the both experimental class and control class in order to know the pronunciation skills of the students naturally before the research begins. After conducting the pre-test to the both of the classes, the experimental class will receive a treatment of pronunciation learning through virtual assistant application, while the control class will receive the pronunciation teaching and learning based on the lesson plan, there is no treatment to be applied in the control class. In the end, the post-test is conducted in order to know any improvement and difference in both experimental class and control class during the pronunciation learning.

**F. Validity**

In a quantitative research, an instrument takes an important role of the research, because from a research instrument the data of the research can be collected and measured. However, a good instrument must have a validity and reliability, even though there will be impossible for an instrument to be 100% valid, still, it is needed to make sure the instrument can be applied.
Arthur Hughes stated “a test is seen to be valid if it measures accurately what it is intended to measure”\(^2\) it means that a valid test should be created based on what to be measured. To assess the accuracy of an instrument, a validation is proceeded by collecting and analyzing the data by using a numerous of statistical tests. In order to measure the validity of the instrument, the writer used Pearson Product formula:

\[
\rho_{xy} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

Note: \(\rho_{1} = \) time score result X and Y for each respondent
\(\sum X = \) score of the test instrument X
\(\sum Y = \) score of the test instrument Y
\(\sum X^2 = \) quadratic score instrument X
\(\sum Y^2 = \) quadratic score instrument Y

The validity of each item \(r_{count}\) is compared with \(r_{table}\). If \(r_{count} > r_{table}\) then the test item is valid or with the significance level \(\alpha = 0.05\).

**G. Reliability**

Reliability is the consistency of the measurement result. If the scores of a student remain consistent from the result of the same test even though the student do the test more than once, it means the test instrument is reliable. To determine the reliability of the interval between the studied variables and instruments, the writer used Cronbach Alpha Method:

\[
r_{11} = \left( \frac{k}{(k-1)} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2_f} \right)
\]

Note: \(r_{11} = \) reliability score
\(\Sigma \sigma_i^2 = \) total variance score
\(\sigma^2_f = \) total variance
\(k = \) item score

H. The Technique of Data Analysis

The writer uses a set of tests in order to collect the data. The data from the tests are expected to find out the result of students’ pronunciation skills from both experimental class and control class. The virtual assistant application is applied as a medium to teach pronunciation in experimental class, while the repetition drill technique is applied in the control class. The statistical calculation of the T-test is used by the writer in order to analyze the data from pre-test and post-test in which the sample is not related each other.

1. Test of Normality

In this study, the normality test was utilized to see and check whether the population of variables X and Y were distributed normally. The formula of the test is described as follows:

\[ \chi^2 = \sum \frac{(fo-fh)^2}{fh} \]

- \( \chi^2 \) = The Value of Kai-Kuadrat
- \( fo \) = Observation Frequency
- \( fh \) = The Number of frequency that distributed normally

However, this test of normality was conducted by using SPSS 20. Data were considered normal if \( p \geq \alpha \) and \( \alpha \) as the significance level was 0.05.

2. Test of Homogeneity

The homogeneity test in this study was measured in order to check and see the variance homogeneity between Y variable score that was categorized based on the similarity of X variable score. The formula of this test is written as follows:

\[ F_{\text{max}} = \frac{\text{Largest Variant}}{\text{Smallest Variant}} \]
Homogeneity test was conducted by using SPSS 20. The variance of the two variables is considered same if the significance level or the probability score is bigger than 0.05.

3. T-test

The researcher uses a t-test to find out the effect of virtual assistant application on students’ pronunciation skills. The formula used as follows:

\[ t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

Where:
- \( t_0 \): The value of t-count
- \( M_1 \): Mean variable of experiment Class
- \( M_2 \): Mean variable of control Class
- \( SE_{M_1} \): Standard Error of Experiment Class
- \( SE_{M_2} \): Standard Error of Control Class

The Procedure of calculation as follows:

a. The formula to determine Variable X:

\[ M_1 = \frac{\Sigma X}{N_1} \]

b. The Formula to determine Variable Y:

\[ M_2 = \frac{\Sigma Y}{N_2} \]

c. The formula to determine Standard of Deviation Score of Variable X:

\[ SD_1 = \sqrt{\frac{\Sigma X^2}{N_1}} \]
d. The formula to determine Standard of Deviation Score of Variable Y:

\[ SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \]

e. The formula to determine Standard Error of Mean of Variable X:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

f. The formula to determine Standard Error of Mean of Variable Y:

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

h. The formula to determine Standard Error of Mean of Variable X and Variable Y:

\[ SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

i. Determining t-table at significance level 5% (0.05) with a degree of freedom (df):

\[ df = (N_1 + N_2 - 2) \]

Note:

Variable X : Teaching pronunciation by using Virtual Assistant application
Variable Y : Teaching pronunciation without using Virtual Assistant application

N_1 : The total number of experimental class
N_2 : The total number of controlled class
SD_1 : Standard deviation of experimental class
SD_2 : Standard deviation of controlled class
Criteria:

- If $t_o \geq t_{table}$, means there is significance, $H_a$ is then accepted and $H_0$ is rejected.
- If $t_o \leq t_{table}$, means there is no significance, $H_a$ is then rejected and $H_0$ is accepted.

4. Formulation of the Effect Size

In order to assure whether the effect size of the media or the technique were strong, therefore, the writer adopted Cohen’s formulation as follows:

$$Cohen's \, d = \frac{(Mean \, of \, group \, A - Mean \, of \, group \, B)}{Pooled \, Standard \, Deviation}$$

where:

$$SD_{pooled} = \sqrt{\frac{(Standard \, Deviation_1^2 + Standard \, Deviation_2^2)}{2}}$$

After obtaining the results, then they can be interpreted based on the criteria:

- 0.2 = small effect size;
- 0.5 = medium effect size; and
- 0.8 = large effect size.

I. Statistical Hypothesis

This research was aimed to obtain the empirical evidence about the effect of virtual assistant application on eighth-grade students’ pronunciation skill of MTs Nur Asy-syafi’iyah Tangerang Selatan. The writer identified the statistical hypothesis that can be seen as follows:

1. Null Hypothesis ($H_0$)

The hypothesis could be identified as the null hypothesis if the virtual assistant application did not give the significant effect on the pronunciation of eighth-grade students of MTs Nur Asy-syafi’iyah Tangerang Selatan.
2. Alternative Hypothesis (Hₐ)

The hypothesis could be identified as the alternative hypothesis if the virtual assistant application gave the significant effect on the pronunciation of eighth-grade students of MTs Nur Asy-syafi’iyah Tangerang Selatan.

The criteria of the hypothesis then were shown as follows:

- If t-test (t₀) < t-table (tₐ) in the significant degree of 0.05, H₀ (null hypothesis) was rejected. It meant that the rates of the mean score of the experimental class are higher than the controlled class. The virtual assistant application gave the effect on the students’ pronunciation skills.

- If t-test (t₀) > t-table (tₐ) in the significant degree of 0.05, H₀ (null hypothesis) was accepted. It could be said that the rates of the mean score of the experimental class were same as or lower than the controlled class. The virtual assistant application did not give the effect on the students’ pronunciation skill.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. The Description of Data

This chapter is intended to interpret the findings and the data of the research. The scores of the students from the oral tests that were conducted in pre-test and post-test were collected. The writer then will discuss the research findings of the students’ achievements from the experimental class which was given a treatment by using virtual assistant application and the control class which was not given any treatment.

1. The Data of Experimental Group

The experimental group of the study was the students from class 8-1 that consisted of 26 students. The pronunciation teaching was conducted by using the virtual assistant application as the treatment for the group. Before the treatment was applied, the students were given an oral test which the contents were saying and reading a set of words to check their comprehension in similar vowels and consonant sound, reading and saying set of questions to check their comprehension in using intonation, reading and saying a set of word stresses to check their comprehension in stressing a word, and the last was reading transactional and interpersonal dialogue to check their comprehension in using stress and destress combination of English language rhythm.

After having the oral test on the pre-test, the researcher implemented the treatment three times in three meetings to gain their pronunciation skill by using virtual assistant application. In post-test, the students were given the oral test with the same contents but different material to see the effect of virtual assistant application on students’ pronunciation skill.
Table 4.1
The Score of The Pre-test and The Post-test of Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>68</td>
<td>82</td>
<td>14</td>
</tr>
<tr>
<td>Student 2</td>
<td>82</td>
<td>90</td>
<td>8</td>
</tr>
<tr>
<td>Student 3</td>
<td>66</td>
<td>75</td>
<td>9</td>
</tr>
<tr>
<td>Student 4</td>
<td>56</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>Student 5</td>
<td>68</td>
<td>77</td>
<td>9</td>
</tr>
<tr>
<td>Student 6</td>
<td>84</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>Student 7</td>
<td>74</td>
<td>82</td>
<td>8</td>
</tr>
<tr>
<td>Student 8</td>
<td>63</td>
<td>87</td>
<td>24</td>
</tr>
<tr>
<td>Student 9</td>
<td>62</td>
<td>80</td>
<td>18</td>
</tr>
<tr>
<td>Student 10</td>
<td>82</td>
<td>89</td>
<td>7</td>
</tr>
<tr>
<td>Student 11</td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>Student 12</td>
<td>57</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>Student 13</td>
<td>58</td>
<td>67</td>
<td>9</td>
</tr>
<tr>
<td>Student 14</td>
<td>66</td>
<td>85</td>
<td>19</td>
</tr>
<tr>
<td>Student 15</td>
<td>62</td>
<td>77</td>
<td>15</td>
</tr>
<tr>
<td>Student 16</td>
<td>66</td>
<td>82</td>
<td>16</td>
</tr>
<tr>
<td>Student 17</td>
<td>61</td>
<td>76</td>
<td>15</td>
</tr>
<tr>
<td>Student 18</td>
<td>79</td>
<td>87</td>
<td>8</td>
</tr>
<tr>
<td>Student 19</td>
<td>88</td>
<td>95</td>
<td>7</td>
</tr>
<tr>
<td>Student 20</td>
<td>54</td>
<td>73</td>
<td>19</td>
</tr>
<tr>
<td>-----------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Student 21</td>
<td>67</td>
<td>80</td>
<td>13</td>
</tr>
<tr>
<td>Student 22</td>
<td>70</td>
<td>89</td>
<td>19</td>
</tr>
<tr>
<td>Student 23</td>
<td>52</td>
<td>66</td>
<td>14</td>
</tr>
<tr>
<td>Student 24</td>
<td>62</td>
<td>81</td>
<td>19</td>
</tr>
<tr>
<td>Student 25</td>
<td>83</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>Student 26</td>
<td>63</td>
<td>86</td>
<td>23</td>
</tr>
</tbody>
</table>

**Table 4.2**  
Histogram of The Experimental Class’ Pre-test Score

Histogram for Code: Experimental

- Mean = 69.04
- Std Dev. = 10.07
- N = 28
From the data that are shown in Table 4.1 and Table 4.2, it can be clarified that the highest score of the experimental class on the pre-test was 88, while the lowest score was 52 with the mean of the whole score was 68.04. In the post-test, the highest score of the experimental class was 95 while the lowest was 66 with the mean of the whole
score was 80.88. Therefore, the significant difference can be found from the post-test and the pre-test.

2. The Data of Control Group

The population of the control group of the study was the students from class 8-3 that consisted 26 students. There is no treatment or media that were implemented in control class to teach the pronunciation. Before the teaching and learning activity was conducted, the students were given an oral test which the contents were saying and reading a set of words to check their comprehension in similar vowels and consonant sound, reading and saying set of questions to check their comprehension in using intonation, reading and saying a set of word stresses to check their comprehension in stressing a word, and the last was reading transactional and interpersonal dialogue to check their comprehension in using stress and destress combination of English language rhythm.

After having the oral test on the pre-test, the researcher taught the students in the control class based on the lesson plan that he made. In post-test, the students were given the oral test with the same contents but different material to see how much the students have improved.

Table 4.5
The Score of The Pre-test and The Post-test of Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>80</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>Student 2</td>
<td>60</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>Student 3</td>
<td>67</td>
<td>80</td>
<td>13</td>
</tr>
<tr>
<td>Student 4</td>
<td>58</td>
<td>74</td>
<td>16</td>
</tr>
<tr>
<td>Student 5</td>
<td>76</td>
<td>71</td>
<td>-5</td>
</tr>
<tr>
<td>Student</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Student 6</td>
<td>58</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td>Student 7</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>Student 8</td>
<td>80</td>
<td>91</td>
<td>11</td>
</tr>
<tr>
<td>Student 9</td>
<td>83</td>
<td>92</td>
<td>9</td>
</tr>
<tr>
<td>Student 10</td>
<td>60</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>Student 11</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>Student 12</td>
<td>54</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>Student 13</td>
<td>66</td>
<td>65</td>
<td>-1</td>
</tr>
<tr>
<td>Student 14</td>
<td>66</td>
<td>82</td>
<td>16</td>
</tr>
<tr>
<td>Student 15</td>
<td>58</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>Student 16</td>
<td>74</td>
<td>82</td>
<td>8</td>
</tr>
<tr>
<td>Student 17</td>
<td>69</td>
<td>65</td>
<td>-4</td>
</tr>
<tr>
<td>Student 18</td>
<td>65</td>
<td>74</td>
<td>9</td>
</tr>
<tr>
<td>Student 19</td>
<td>67</td>
<td>78</td>
<td>11</td>
</tr>
<tr>
<td>Student 20</td>
<td>81</td>
<td>89</td>
<td>8</td>
</tr>
<tr>
<td>Student 21</td>
<td>74</td>
<td>84</td>
<td>10</td>
</tr>
<tr>
<td>Student 22</td>
<td>70</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>Student 23</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>Student 24</td>
<td>58</td>
<td>73</td>
<td>15</td>
</tr>
<tr>
<td>Student 25</td>
<td>73</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>Student 26</td>
<td>63</td>
<td>60</td>
<td>-3</td>
</tr>
</tbody>
</table>
Table 4.6
Histogram of The Control Class’ Pre-test Score

Table 4.7
Histogram of The Control Class’ Post-test Score
Table 4.8
The Mean of The Pre-test and The Post-test Score of
Control Class

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>26</td>
<td>50</td>
<td>83</td>
<td>1730</td>
<td>66.54</td>
<td>1.815</td>
</tr>
<tr>
<td>Post</td>
<td>26</td>
<td>60</td>
<td>92</td>
<td>1969</td>
<td>75.73</td>
<td>1.873</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data that are shown in Table 4.5 and Table 4.8, it can be clarified that the maximum score of the control class on the pre-test was 83, while the minimum score was 50 with the mean of the whole score was 66.54. In the post-test, the maximum score of the control class was 92 while the minimum was 60 with the mean of the whole score was 75.73.

From those tables above, the conclusion was found that the scores achieved by the students in the experimental class are higher than the scores achieved by the students in control class. In analyzing the data of the pre-test and the post-tests result, the writer then used a statistic calculation of the t-test formula with the degree of significance 5%.
B. The Analysis of The Data

1. Test of Normality
   a. Pre-test

   Table 4.9
   Test of Normality of The Pre-test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>.165</td>
<td>26</td>
</tr>
<tr>
<td>Control</td>
<td>.106</td>
<td>26</td>
</tr>
</tbody>
</table>

   *: This is a lower bound of the true significance.
   a. Lilliefors Significance Correction

   From the table 4.9, it can be seen that the value of normality in pre-test of the experimental class is 0.170 with significant 0.05. It means that the data of the pre-test in the experimental class is normal. Because, the value of the pre-test of the experimental class is bigger than the significant 0.05 (0.170 > 0.05). Meanwhile, the value of normality in pre-test of the control class is 0.573 with significant 0.05. It indicates that the data of pre-test in the control class is normal since the value of the pre-test of the control class is bigger than the significant 0.05 (0.573 >0.05).

   b. Post-test

   Table 4.10
   Test of Normality of The Post-test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>1.169</td>
<td>26</td>
</tr>
<tr>
<td>Control</td>
<td>110</td>
<td>26</td>
</tr>
</tbody>
</table>

   *: This is a lower bound of the true significance.
   a. Lilliefors Significance Correction

   From the table 4.10, it can be seen that the value of normality in post-test of the experimental class is 0.338 with significant 0.05. It means that the data of the post-
test in the experimental class is normal. Because, the value of the post-test of the experimental class is bigger than the significant 0.05 (0.338 > 0.05). While the value of normality in post-test of the control class is 0.282 with significant 0.05. It indicates that the data of the post-test in the control class is normal since the value of the post-test of the control class is bigger than the significant 0.05 (0.282 >0.05).

2. Test of Homogeneity

a. Pre-test

Table 4.11
Test of Homogeneity of Variances of Pre-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.191</td>
<td>1</td>
<td>50</td>
<td>.664</td>
</tr>
</tbody>
</table>

On Table 4.11 above, it is shown that the associated p-value is more than the declared level 0.05 (0.664 > 0.05). It indicates that the variances are equal across the classes.

b. Post-test

Table 4.12
Test of Homogeneity of Variances of Post-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.584</td>
<td>1</td>
<td>50</td>
<td>.214</td>
</tr>
</tbody>
</table>

On Table 4.11 above, it is shown that the significance score of the students’ pronunciation based on the learning media was 0.214 which is higher than the
declared level 0.05 (0.214 > 0.05). It indicates that the variances across the two classes are the same.

3. Test of Data Hypothesis

In order to know whether there was a significant difference or not in the result of the pre-test and the post-test after the treatments were implemented, a test of the hypothesis was conducted in the first place. To know the hypothesis of this research, the writer used SPSS 20 as a software to test the hypothesis. Moreover, by using the formulation of the experimental and control classes’ mean scores, the data were input and calculated. The percentage of 5% or 0.05 was determined as the significance value or alpha (α) following the formula. Lastly, to symbolize the group, the writer used 1 as the symbol of the experimental group, and 2 as the symbol of the control group.

Then, the result of the t-test is presented in the figure below:

**Table 4.13**

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>Score</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The table 4.13 gave a description of the statistical results of the experimental and control classes. The symbol of the experimental class was 1 and the control class was 2. The total of the subject data was symbolized as N in which the population was 26 students from group 1 and 26 students from group 2. Mean was the average score of each group which was taken from the posttest scores. To be specific, 80.88 was the mean score of group 1, and 75.73 was the mean score of group 2. It was shown that the mean scores of the experimental and the control group were significantly different.
Table 4.14
Independent Samples Test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.564</td>
<td>.214</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.116</td>
<td>.039</td>
</tr>
</tbody>
</table>

“Independent Sample Test” was the title of the next table that contained the statistical hypotheses of this study. Based on the output, it was obtained that Sig. (2-tailed) The score was 0.039 which was smaller than the determined significance value 0.05. Therefore, it also can be seen that \( p < \alpha; (0.039 < 0.05) \) which meant that \( (H_0) \) was rejected and \( (H_a) \) was accepted. In other words, there was a significant effect of virtual assistant application on students’ pronunciation skills.

4. Test of Effect Size

The writer adopted Cohen’s \( d \) formula in order to see the effect size level of the study, the formula was then utilized below:

\[
Cohen's \ d = \frac{(Mean \ of \ group \ A - Mean \ of \ group \ B)}{Pooled \ Standard \ Deviation}
\]

Where:

\[
SD_{pooled} = \sqrt{\frac{(Standard \ Deviation_1^2 + Standard \ Deviation_2^2)}{2}}
\]

\[
SD_{pooled} = \sqrt{\left(\frac{7.941^2 + 9.548^2}{2}\right)} = 8.80
\]
The criteria of the effect size level:

0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

After calculating the effect size of Cohen’s d, the result of the effect size level of the study was 0.58 which meant medium effect size (according to the criteria of the effect size level). Therefore, the effect of Virtual Assistant application on students’ pronunciation skill was quietly significant.

C. Discussion

Based on the results as described in the previous sub-chapter, it was shown as the mean score of pre-test in the experimental class was 68.04 and the mean score of pre-test in control group was 66.54. According to the scores of both classes, it can be said that there was a difference score between the experimental class students’ achievements and the control class the students’ achievements in the pre-test, the experimental class’ mean score was higher the control class mean score.

However, in Table 4.8, it was shown that the mean score of pre-test in control group was 66.54 while the mean score on the post-test was 75.73. It means that there was a significant score gain of the control group on the post-test. In the other hand, the experimental class also gained the mean score on the post-test, it gained from 68.04 on the pre-test to 80.88 on the post-test, therefore from the both classes’ score, the experimental class gained more score than the control class. Based on the statistical analysis, The increasing point of the experimental class was 12.48 points from 68.04 to 80.88. Meanwhile, the control group gained 9.19 points from the score.
66.54 to 75.73. As a conclusion, the experimental class had more significantly increasing points rather than the control group.

Based on the t-test from the SPSS calculation, it can be proved that $p$ ($\text{Sig. (2-tailed)}$) $< \alpha; 0.039 < 0.05$ which means $H_a$ was accepted and $H_o$ was rejected. Therefore, based on the calculation of SPSS 20 Software, the strength of virtual assistant application’s effect on students’ pronunciation skill was medium, so that there was a significant effect of virtual assistant application on students’ pronunciation skill. Moreover, the empirical evidence was found as the score of the experimental class students gained after the virtual assistant application was applied and implemented in the class. The finding can be inferred that there is a significant difference in pronunciation between the students who were taught and drilled by the virtual assistant application and without the virtual assistant application.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description, statistical calculation, and hypothesis testing that were discussed and explained in the previous chapter, it was found that the mean score of the experimental class on the pre-test before implementing the virtual assistant application was 68.04. Then, after implementing the application on pronunciation teaching in the experimental class, the mean score was gained into 80.88 on the post-test.

Moreover, Based on the output of hypothesis testing, it was obtained that the score of Sig. (2-tailed) was 0.039 which was smaller than the determined significance value 0.05. As a conclusion, the score was $p < \alpha; (0.039 < 0.05)$ which meant that ($H_0$) was rejected and ($H_a$) was accepted. In other words, there was a significant effect of virtual assistant application on students’ pronunciation skill with the medium scale of significant.

B. The Suggestion

Using virtual assistant application for teaching English pronunciation is just an example of how the technology can help the students and the teachers in teaching and learning pronunciation. From this study the researcher gives some suggestions as follows:

1. This study can be an empirical evidence and a proof that a technology-based Automatic Speech Recognition like virtual assistant is not only helping in assisting a job but also can be an effective media in language learning, especially pronunciation.

2. There must be more technologies to come in the future to be applied as a media in learning pronunciation, it may be more effective and easier to use. So that the teachers should be more ready and literate to know and to try the positive benefits of using technology in class and its effects on the students.
3. Learning pronunciation is not about how good the media that is used, it is all about how often the learners practicing it to be able to speak intelligibly like a native. Therefore, the students should practice and learn the pronunciation with any possible media.

the researcher then expected this study to be a reference whether for a teacher or a learner to know more about teaching and learning pronunciation using virtual assistant application and its advantages on the learners.
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## APPENDIX 1

### The Instrument of Pre-test

#### PRONUNCIATION TEST

<table>
<thead>
<tr>
<th>A. Read the words below correctly! (Vowel Test)</th>
<th>Total point: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i:/</td>
<td>/I/</td>
</tr>
<tr>
<td>/e/</td>
<td>/l/</td>
</tr>
<tr>
<td>Sleep /sli:p/</td>
<td>Slip /slıp/</td>
</tr>
<tr>
<td>Reach /riːʃ/</td>
<td>Rich /rɪʃ/</td>
</tr>
<tr>
<td>/æ/</td>
<td>/uː/</td>
</tr>
<tr>
<td>Mask /mæsk/</td>
<td>Mosque /mɑːsk/</td>
</tr>
<tr>
<td>Packet /ˈpækɪt/</td>
<td>Pocket /ˈpækit/</td>
</tr>
<tr>
<td>/o/</td>
<td>/ɔː/</td>
</tr>
<tr>
<td>Coat /kʊt/</td>
<td>Caught /kɔːt/</td>
</tr>
<tr>
<td>Woke /ˈwoʊk/</td>
<td>Walk /ˈwɔ:k/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Read the words below correctly! (Consonant Test)</th>
<th>Total point: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/b/</td>
</tr>
<tr>
<td>Peach /piːʃ/</td>
<td>Beach /biːʃ/</td>
</tr>
<tr>
<td>Pie /paɪ/</td>
<td>Buy /biː/</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>/ðʃ/</td>
</tr>
<tr>
<td>Chain /tʃeɪn/</td>
<td>Jane /dʒeɪn/</td>
</tr>
<tr>
<td>Batch /bætʃ/</td>
<td>Badge /bædʒ/</td>
</tr>
<tr>
<td>/f/</td>
<td>/v/</td>
</tr>
<tr>
<td>Leaf /liːf/</td>
<td>Leave /liːv/</td>
</tr>
<tr>
<td>Fairy /ˈferi/</td>
<td>Very /ˈveri/</td>
</tr>
</tbody>
</table>
C. Read the transactional and interpersonal texts below!

Total point: 20

- Do you 'want /coffee or /tea?
  /du ju want 'kɑfi ɔr ti:

- 'Nice \weather, /isn't it?
  /nais 'wɛðər, 'ɪzənt it/

- You \live here, /don't you?
  /ju lɪv hɪr, doʊnt ju/

- Do you 'speak /English or \German?
  /du ju spi:k ˈɪŋglɪʃ ɔr ˈʤɜrmən/

- Would you 'like /pineapple or \apple?
  /wʊd ju laɪk ˈpaɪˌnæpəl ɔr ˈæpəl/

- You can \drive, /can't you?
  /ju kæn drɑɪv, kænt ju/

- Are you 'studying /English or \French?
  /ar ju ˈstʌdiŋ ˈɪŋglɪʃ ɔr ˈfrɛnʃ/

- Do you 'play /football or \basketball?
  /du ju pleɪ ˈfʊtˌbɔːl ɔr ˈbæskətˌbɔːl/

- You \know it, /don't you?
  /ju noʊ it, doʊnt ju/

- He will \help them, /won't he?
  /hiː wɪl help ˈðɛm, woʊnt hiː/
D. Read the name of the countries below!
(Word Stress Test)  
Total point: 20

- Nepal /nəˈpɔːl/ oO  - Colombia /kəˈlʌmbiə/ oOo
- Sudan /suˈdæn/ oO  - Introduce /ˌˌɪntrədʒuːs/ ooO
- Cartoon /kaːˈtuːn/ Oo  - Cameroon /kæmə'rən/ ooO
- Police /pəˈliːs/ Oo  - Magazine /mæɡəˈziːn/ ooO
- Angola /æŋˈɡʊlə/ oOo  - Refugee /ˈˌrɛfjuːdʒiː/ ooO
- Zimbabwe /zɪmˈbæbweɪ/ oOo  - Argentina /ˌərˈdʒentə/ ooOo
- Official /əˈfɪʃl/ oOo  - Indonesia /ˌɪndəˈniʒə/ ooOo
- Successfull /ˌsəkˈsɛsfl/ oOo  - Definition /ˌˌdɪˈfɪnʃən/ ooOo
- Australia /ˈɒstrəliə/ oOoo  - Decorator /dəˈkɔːtər/ Oooo
- Deodorant /diəˈdɔːrənt/ oOoo  - Supermarket /ˈsuːpəmaːkt/ Oooo

E. Read the dialogue below!
(Rhythm Test)  
Total Point: 20

A: Will you sell my car? Because i’m going to France.
B: How much it will cost?
A: It is up to you! Just don’t sell it too cheap!
B: Ok then.

A: /wil ju sel mai kar biˈkæz aɪm ˈɡoʊŋ tu fræns/
B: /hau maʃ ɪt wil kast/
A: /ɪt ɪz ʌp tu ju! dʒæst doʊnt sel ɪt tu ˌʃɪp/
B: /ˈoo ˈkɛə dɛn/

Total Score: 100
## APPENDIX 2

The Instrument of Post-test

### PRONUNCIATION TEST

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

Total point: 20

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Example Word</th>
<th>Word</th>
<th>Vowel</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>Beat /biːt/</td>
<td>Bit  /bɪt/</td>
<td>/ɪ/</td>
<td>Fail /feɪl/</td>
</tr>
<tr>
<td>/e/</td>
<td>Seat /siːt/</td>
<td>Sit   /sɪt/</td>
<td>/e/</td>
<td>Gate /get/</td>
</tr>
<tr>
<td>/æ/</td>
<td>Mask /mæsk/</td>
<td>Mosque /mɑːsk/</td>
<td>/ɑ or ʌ/</td>
<td>Fool /fuːl/</td>
</tr>
<tr>
<td>/o/</td>
<td>Bass /bæs/</td>
<td>Bus   /bʌs/</td>
<td>/ɔː/</td>
<td>Food /fuːd/</td>
</tr>
<tr>
<td>/o:/</td>
<td>Choke /tʃʊk/</td>
<td>Chalk /tʃɔːk/</td>
<td>/ʊ/</td>
<td>Coal /kʊl/</td>
</tr>
</tbody>
</table>

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

Total point: 20

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Example Word</th>
<th>Word</th>
<th>Consonant</th>
<th>Example Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>Rope /roʊp/</td>
<td>Robe /roʊb/</td>
<td>/l/</td>
<td>Light /lɑːt/</td>
<td>Right /rɑːt/</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>Staple /ˈsteɪpl/</td>
<td>Stable /ˈsteɪbl/</td>
<td>/ʤ/</td>
<td>Lake /lɛk/</td>
<td>Rake /reɪk/</td>
</tr>
<tr>
<td>/r/</td>
<td>Rich /rɪtʃ/</td>
<td>Ridge /rɪdʒ/</td>
<td>/k/</td>
<td>Leak /liːk/</td>
<td>League /liːɡ/</td>
</tr>
<tr>
<td>/f/</td>
<td>Batch /bætʃ/</td>
<td>Badge /bædʒ/</td>
<td>/v/</td>
<td>Feel /fiːl/</td>
<td>Veil   /vɛil/</td>
</tr>
<tr>
<td>/rɪfl/</td>
<td>Riffle /ˈrɪfl/</td>
<td>Rival /ˈrɪvl/</td>
<td>/æ/</td>
<td>Back /bæk/</td>
<td>Bag    /bæɡ/</td>
</tr>
</tbody>
</table>
C. **Read the question sentence below with the right falling or rising intonation!**

*(Intonation Test)*

Total Point: 20

- Will you 'come 'back at /five or at /six?
- It's a 'nice \day, /isn't it?
- Does she 'read 'books in the /morning or at \night?
- It's a 'beautiful \town, /isn't it?
- 'Close the \window, /please.
- Will you 'try to 'do it to\day or to\morrow?
- Do you 'have a /dog or a \cat?
- 'Tell me your \name, /please.
- 'Ask him to \call me, /please
- Would you 'like an /apple or a \pear?

D. **Read the words stress below correctly!**

*(Word Stress Test)*

Total Point: 20

- Belgium /bˈɛldʒəm/ Oo - Disagree /,disə’gri:/ ooO
- China /tʃaɪna/ Oo - Impolite /,ɪmpə’laɪt/ ooO
- Finland Oo - Millionaire /ˌmɪljə’nɛr/ ooO
- Ice Cream /aɪskrɪ:m/ Oo - Invitation /ˌɪnvɪ’tʃən/ ooOo
- Canadian /’kænədɪən/ OoO - Energetic /ˌenə’ʤetɪk/ ooOo
- Memorial /ˈmərɪərɪəl/ OoO - Obligation /ˌɒbli’geɪʃən/ ooOo
- Tomatoes /tə’mətəʊz/ OoO - Population /ˌpɔpju’leɪʃən/ ooOo
- Potatoes /’pɑːtətəʊz/ OoO - Celebrity /’sæləbriti/ oOoo
- Afternoon /ˌɑːftə’nʌn/ ooO - Identity /ˌaɪdəntəti/ oOoo
E. Read the dialogue below! (Rhythm Test)

(Rhythm Test)  Total Score: 20

A: do you agree about the death penalty for the drug dealers?
B: I really agree about that!
A: why do you agree?
B: Well, because it is the right act to eradicate the drugs!

---

A: du ju o’gri o’baot do deθ ‘penalti for do drag ’dilərz?
B: a’rili o’gri o’baot dæt!
A: wai du ju o’gri?
B: wel, br’kaz it iz do rait ækt tu irædə,keit do dragz!

Total Score: 100
The Blueprint of The Instruments

BLUEPRINT OF PRE-TEST

<table>
<thead>
<tr>
<th>Number of Items</th>
<th>Indicators</th>
<th>Type of Tests</th>
<th>Content</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1 (Vowels)</td>
<td>The Students are able to pronounce some homophones words with correct pronunciation. The item consists a set of words with the same sound, the students have to distinguish the words with similar vowels and sounds, they have to pronounce them correctly. The vowels are: /ɪ, /i/, /æ/, /e/, /o/, /ʊ, /æ/, /ɑ/, /ʌ/, /ɔ/, and /ɔː/</td>
<td>Oral Test Vowels</td>
<td>Sleep, Slip, Blade, Bled, Reach, Rich, Raid, Red, Mask, Mosque, Luke, Look, Packet, Pocket, Pull, Pool, Coat, Caught, Woke, Walk</td>
<td>20</td>
</tr>
<tr>
<td>Item 2 (Consonants)</td>
<td>Oral Test Consonants</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>item consists a set of words with the similar sound, the students have to distinguish the words with similar consonant and sounds, they have to pronounce them correctly. The consonants are: /p/, /b/, /l/, /r/, /ʃ/, /ʒ/, /k/, /g/, /f/, and /v/.</td>
<td>Peach, Beach, Climb, Crime, Pie, Buy, Glow, Grow, Chain, Jane, Leak, League, Batch, Badge, Cold, Gold, Leaf, Leave, Fairy, Very</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 3 (Intonation)</td>
<td>The Students are able to read and distinguish the rising and the falling of intonation in a question sentence. Students’ intonation is scored, this item consists a set of question sentences with intonation rising and falling on each question. (The backward slash means falling and the upward slash means rising)</td>
<td>Oral Test Intonation (Rising and Falling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do you want /coffee or /tea?</td>
<td>- 'Nice /weather, /isn't it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- You /live here, /don't you?</td>
<td>- Do you 'speak /English or /German?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- You /live here, /don't you?</td>
<td>- Would you 'like /coffee or /tea?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do you 'speak /English or /German?</td>
<td>- You can /drive, /can't you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are you 'studying /English or /French?</td>
<td>- Do you 'play /football or /basketball?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- You /know it, /don't you?</td>
<td>- He will /help them, /won't he?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Item 4
**Word Stress**

The students are able to pronounce some words stress with the correct stress pattern of a syllable. The item consists a set of words with syllable stress and distress. “O” indicates the stressed syllable and “o” indicates the distressed syllable.

<table>
<thead>
<tr>
<th>Oral Test Word Stress (Stressed and distressed syllable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal oO</td>
</tr>
<tr>
<td>Colombia oOoo</td>
</tr>
<tr>
<td>Sudan oO</td>
</tr>
<tr>
<td>Introduce ooO</td>
</tr>
<tr>
<td>Cartoon Oo</td>
</tr>
<tr>
<td>Cameroon ooO</td>
</tr>
<tr>
<td>Police Oo</td>
</tr>
<tr>
<td>Magazine ooO</td>
</tr>
<tr>
<td>Angola oOo</td>
</tr>
<tr>
<td>Refugee ooO</td>
</tr>
<tr>
<td>Zimbabwe oOo</td>
</tr>
<tr>
<td>Argentina ooOo</td>
</tr>
<tr>
<td>Official oOo</td>
</tr>
<tr>
<td>Indonesia ooOo</td>
</tr>
<tr>
<td>Successful oOo</td>
</tr>
<tr>
<td>Definition ooOo</td>
</tr>
<tr>
<td>Australia oOoo</td>
</tr>
<tr>
<td>Decorator Oooo</td>
</tr>
<tr>
<td>Deodorant oOoo</td>
</tr>
<tr>
<td>Supermarket Oooo</td>
</tr>
</tbody>
</table>

### Item 5

The students are able to read a dialogue with the correct rhythm of stressed and distressed word combination. The item consists a transactional and interpersonal dialogue, and the students have to read it with a correct rhythm of

<table>
<thead>
<tr>
<th>Oral Test (Rhythm Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Will you <em>sell</em> my <em>car</em>? Because I’m <em>going</em> to <em>France</em>.</td>
</tr>
<tr>
<td>B: How <em>much</em> will it <em>cost</em>?</td>
</tr>
<tr>
<td>A: It is <em>up to you</em>! Just <em>don’t</em> sell it <em>too</em> <em>cheap</em>!</td>
</tr>
</tbody>
</table>
B: Ok then.

### BLUEPRINT OF POST-TEST

<table>
<thead>
<tr>
<th>Number of Items</th>
<th>Indicators</th>
<th>Type of Tests</th>
<th>Content</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1 (Vowels)</td>
<td>The Students are able to pronounce some homophones words with correct pronunciation. The item consists a set of words with the same sound, the students have to distinguish the words with similar vowels and sounds, they have to pronounce them correctly. The vowels are: /ɪ/, /i/, /æ/, /e/, /e/, /a/, /u:/, /ɔ/, and /ʊ:/</td>
<td>Oral Test Vowels</td>
<td>Beat, Bit, Fail, Fell, Seat, Sit, Gate, Get, Mask, Mosque, Fool, Full, Bass, Bus, Food, Foot, Choke, Chalk, Coal, Call</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Score 100
Item 2
(Consonants)

<table>
<thead>
<tr>
<th>Item 2 (Consonants)</th>
<th>Oral Test Consonants</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>pairs words with correct pronunciation. The item consists a set of words with the similar sound, the students have to distinguish the words with similar consonant and sounds, they have to pronounce them correctly. The consonants are: /p/, /b/, /l/, /r/, /ʃ/, /ʒ/, /k/, /g/, /f/, and /v/.</td>
<td>Rope, Robe, Light, Right, Staple, Stable, Lake, Rake, Rich, Ridge, Leak, League, Batch, Badge, Back, Beg, Feel, Veil, Riffle, Rival</td>
<td></td>
</tr>
</tbody>
</table>
### Item 3 (Intonation)

The Students are able to read and distinguish the rising and the falling of intonation in a question sentence. Students’ intonation is scored, this item consists a set of question sentences with intonation rising and falling on each question. (The backward slash means falling and the upward slash means rising).

**Oral Test Intonation (Rising and Falling)**

- Will you 'come 'back at /five or at \six?  
- It's a 'nice \day, /isn't it?  
- Does she 'read 'books in the /morning or at \night?  
- It's a 'beautiful \town, /isn't it?  
- 'Close the \window, /please.  
- Will you 'try to 'do it to/day or to\morrow?  
- Do you 'have a /dog or a \cat?  
- 'Tell me your \name, /please.  
- 'Ask him to \call me, /please.  
- Would you 'like an /apple or a \pear?

---

### Item 4 (Word Stress)

The Students are able to pronounce some words stress with the correct stress pattern of a syllable. The item consists a set of words with syllable stress and distress. “O” indicates the stressed syllable and “o” indicates the distressed syllable.

**Oral Test Word Stress (Stressed and distressed syllable)**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>Oo</td>
</tr>
<tr>
<td>Disagree</td>
<td>ooO</td>
</tr>
<tr>
<td>China</td>
<td>Oo</td>
</tr>
<tr>
<td>Impolite</td>
<td>ooO</td>
</tr>
<tr>
<td>Finland</td>
<td>Oo</td>
</tr>
<tr>
<td>Millionaire</td>
<td>ooO</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>Oo</td>
</tr>
<tr>
<td>Invitation</td>
<td>ooOo</td>
</tr>
<tr>
<td>Canadian</td>
<td>oOo</td>
</tr>
</tbody>
</table>

---

20
| Item 5 | The students are able to read a dialogue with the correct rhythm of stressed and distressed word combination. The item consists a transactional and interpersonal dialogue, and the students have to read it with a correct rhythm of pronunciation. (The bold word is stressed words and the rest is the distressed or item words) | Oral Test (Rhythm Test) | A: Do you **agree** about the **death penalty** for the **drug** dealers?  
B: I **really** agree about that!  
A: Why do you **agree**?  
B: Well, because it is the **right** act to **eradicate** the **drugs**! |
APPENDIX 4
RPP EXPERIMENTAL CLASS
Satuan Pendidikan : MTs Asy-Syafi’iyah (YASPINA)
Kelas/Semester : VIII/II
Mata Pelajaran : Bahasa Inggris
Topik : Transactional / Interpersonal
Pertemuan Ke- : 1-3
Alokasi Waktu : 7 x 35 menit (3x Pertemuan)

A. Kompetensi Inti

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 tahu menentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

1.1.1 Siswa dapat mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1.1 Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

2.2.1 Siswa dapat menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1.1 Siswa dapat membedakan ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

3.1.2 Siswa dapat mengidentifikasi ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

3.1.3 Siswa dapat menyebutkan ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

4.1.1 Siswa dapat membangun percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan dan merespon ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks.
4.1.2 Siswa dapat mengikuti arahan guru tentang penggunaan percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks.

4.1.3 Siswa dapat menerapkan unsur-unsur kebahasaan percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan dan merespon ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks, baik secara lisan maupun tulisan dengan baik dan benar.

D. Tujuan Pembelajaran

1. Secara bergantian peserta didik mampu memainkan peran yang ada dibuku LKS.
2. Peserta didik dapat merespon dengan tepat ketika ada yang meminta menawarkan sesuatu kepada mereka.
3. Peserta didik memahami cara untuk menyampaikan kesetujuan atau ketidaksetujuan kepada seseorang maupun orang banyak atau kelompok.
4. Peserta didik mampu membuat sebuah percakapan pendek yang mengandung ungkapan ungkapan meminta persetujuan, memberi pendapat atau menawarkan sesuatu beserta responnya.
5. Secara berkelompok, peserta didik percaya diri maju ke depan mempraktekkan percakapan yang telah mereka buat.
6. Dalam kegiatan berkelompok, peserta didik mampu bekerja sama dengan baik dalam menyelesaikan tugas.

E. Media Pembelajaran

1. Papan Tulis dan Spidol
2. Laptop
3. LCD Proyektor
4. Video
5. Speaker
F. Materi Pembelajaran

a. Communication Practice
   - Penjelasan tentang kalimat interrogative-negative Simple Present

b. Pronunciation
   - Pengucapan percakapan dengan intonasi kalimat interrogatif dan kalimat positif

1. Expressing of making telephone calls:
   - Hello, is that Mr. Hartono? This is Jack.
   - Hello, can I speak to Mr. Bobby? My name is Bill.
   - Good morning, may I speak to the manager?

2. Responding telephone calls:
   - Who is speaking?
   - Just a moment, I’ll call him/her.
   - Sorry, he/she is out right now.

3. Expressing of asking for things and the response:
   - I would like a pair of shoes. - Certainly
   - I would like some T-Shirt - Sure
   - Would you like to pass me a sauce please? - Here you are

4. Expression of asking people to do things:
   - Could you close the door, please?
   - Would you like to open the windows, please?
   - Would you mind sharing me your food, please?

5. Expression of responding to other people’s statements:
   - Well done!
   - That’s great!
   - Congratulations!

6. Starting conversations:
   - This is a nice room, isn’t it?
   - Excuse me, may I sit here?
   - Hello. Going to Sydney?
G. Media dan Sumber Pembelajaran

1. Sumber Pembelajaran
   a). Buku Teks Wajib Character-Based English
   b). Buku Latihan Siswa
   c). Keteladan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   d). Modul Pembelajaran Bahasa Inggris kelas VIII
   e). Modul Bahasa Inggris kelas VIII
   f). Sumber dari internet:
      - www.dailyenglish.com
      - http://americanenglish.state.gov/files/ae/resourcefiles
      - http://learnenglish.britishcouncil.org/en

H. Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td><strong>Pertemuan Ke – 1</strong>&lt;br&gt;  - Guru dan siswa memberi salam, kemudian berdoa bersama&lt;br&gt;  - Guru mengabsensi kehadiran siswa&lt;br&gt;  - Guru menyampaikan materi yang akan dipelajari oleh siswa</td>
<td>105 Menit</td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Observing</strong>&lt;br&gt;  - Peserta didik mendengarkan audio tentang percakapan asking for a thing dan asking people to do things dengan seksama.&lt;br&gt;  - Guru menjelaskan isi audio tersebut dan menerangkan materi tentang asking for a thing dan asking people to do things.</td>
<td>5 Menit</td>
</tr>
</tbody>
</table>
- Siswa diberi kertas yang percakapan tentang asking for a thing dan asking people to do things dan membaca dialog tersebut secara berpasangan.

**Questioning**

- Dari kegiatan tersebut, guru menanyakan kata-kata yang sulit diucapkan oleh siswa dari dialog yang diberikan guru.

**Explorating**

- Guru mengecek dan melatih pronunciation peserta didik tentang kata-kata yang tidak dapat mereka ucapkan dengan baik dengan menggunakan virtual assistant application (Google Now dan Microsoft’s Cortana)

**Associating**

- Peserta didik mendiskusikan penggunaan ungkapan asking for things dan asking people to do things beserta responnya.

**Communicating**

- Dengan kelompok diskusinya, setiap kelompok membuat percakapan asking for things dan asking people to do things beserta responnya kemudian melakukan role play didepan kelas.
- Guru memangapresiasi dengan mengajak siswa lain memerhatikan
<table>
<thead>
<tr>
<th>Pendidikan</th>
<th>10 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pemahaman</td>
<td>5 Menit</td>
</tr>
<tr>
<td>Inti</td>
<td>70 menit</td>
</tr>
<tr>
<td>Observing</td>
<td></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>60 Menit</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| • Guru menanyakan pada siswa tentang: Kata-kata yang digunakan saat mengawali percakapan dalam telepon. Kata-kata yang digunakan saat menjawab panggilan telepon.  
• Guru menjelaskan tentang cara menyapa dan bercakap di telepon kepada siswa beserta responnya. |

<table>
<thead>
<tr>
<th><strong>Experimenting</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru mengecek dan melatih pronunciation peserta didik tentang kata-kata yang mereka tangkap dari audio dengan menggunakan virtual assistant application (Google Now dan Microsoft’s Cortana)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communicating</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secara berkelompok, peserta didik maju kedepan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat. guru memangapresiasi dengan mengajak siswa lain memerhatikan dan bertepuk tangan setelah selesai.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutupan</th>
<th>5 Menit</th>
</tr>
</thead>
</table>
| • Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.  
• Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu |
Pendahuluan

starting conversation dan responding people’s statements.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.
- Guru menutup dengan salam.

<table>
<thead>
<tr>
<th>Pertemuan Ke – 3</th>
<th>105 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru dan siswa memberi salam, kemudian berdoa bersama</td>
<td>5 Menit</td>
</tr>
<tr>
<td>- Guru mengabsensi kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>- Guru menyampaikan materi yang akan dipelajari oleh siswa</td>
<td></td>
</tr>
</tbody>
</table>

Inti

**Observing**
- Peserta didik mendengarkan audio tentang sebuah percakapan singkat dengan seksama.
- Siswa berdiskusi untuk mengetahui topik apa yang di bicarakan dalam audio tersebut.

**Questioning**
- Dari pengamatan tersebut, guru menanyakan:
  - Apa yang harus dikatakan ketika memulai percakapan.
  - Apa yang harus dikatakan untuk merespon statement seseorang.
  - Guru menjelaskan tentang cara memulai suatu percakapan.

95 Menit
Guru menjelaskan juga cara merespon statment seseorang ketika melakukan percakapan.

**Explorating**
- Guru memberikan kertas berisi dialog tentang memulai percakapan dan meresponnya kepada siswa.
- Siswa membaca dialog tersebut melalui virtual assistant application, dan guru mengecek kesalahan yang mereka ucapkan.

**Associating & Communicating**
- Dengan berpasangan, siswa membuat percakapan singkat yang memiliki content starting conversation and responding people’s statements.
- Setiap kelompok maju kedepan kelas memainkan peran sesuai dengan percakapan yang mereka buat, guru memangapresiasi dengan mengajak siswa lain memerhatikan dan bertepuk tangan setelah selesai.

**Penutup**
- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Guru mengingatkan untuk tetap menggunakan bahasa inggis untuk memulai percakapan dengan guru maupun teman - temannya.
- Salah satu peserta didik memimpin
doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.
- Guru menutup dengan salam.

I. Penilaian

1. Bentuk Penugasan/Instrument
   b. Siswa diminta untuk menyebutkan pengertian, tujuan, dan struktur dari *Transactional and Interpersonal Conversation* secara individu.
   c. Siswa diminta untuk menyebutkan unsur kebahasaan dari *Transactional and Interpersonal Conversation* yang diberikan oleh guru.
   d. Siswa diminta untuk membuat *Transactional and Interpersonal Conversation* secara berpasangan.
   e. Siswa diminta untuk mempraktikan *Transactional and Interpersonal Conversation* yang telah mereka buat secara berpasangan.

2. Pedoman Penskoran
   a. Penilaian sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kesungguhan</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>Bertanggung jawab</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Percaya diri</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Sopan santun</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Peduli</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah nilai</td>
<td></td>
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</tbody>
</table>

   b. Penilaian pemahaman

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pengertian</td>
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<td></td>
</tr>
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<td>2</td>
<td>Fungsi social</td>
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</tr>
<tr>
<td>3</td>
<td>Struktur teks</td>
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<td></td>
</tr>
</tbody>
</table>
4. Unsur kebahasaan
5. Kelengkapan dan keruntutan

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Punctuation</td>
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</tr>
<tr>
<td>3</td>
<td>Content</td>
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<tr>
<td>4</td>
<td>Capital letter</td>
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<td>5</td>
<td>Vocabulary</td>
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</tbody>
</table>

**Jumlah nilai**

c. Penilaian menulis

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jumlah nilai**

d. Penilaian berbicara

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonation</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jumlah nilai**

e. Penilaian Transactional and Interpersonal Conversation

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Skor 4</th>
<th>Skor 3</th>
<th>Skor 2</th>
<th>Skor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penulisan Transactional and Interpersonal Conversation</td>
<td>Siswa membuat sendiri, Teks dikembangkan dengan tepat dan terarah, Transactional</td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang</td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang</td>
<td>Hanya memenuhi 1 atau bahkan tidak</td>
</tr>
<tr>
<td>Organisasi/Struktur</td>
<td>Teks dan Isi</td>
<td>ditetapkan</td>
<td>ditetapkan</td>
<td>memenuhi sama sekali 4 ketentuan yang telah ditetapkan.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
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<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>and Interpersonal Conversation tidak terlalu panjang atau tidak terlalu pendek, Kesinambungan Transactional and Interpersonal Conversation.</td>
<td>ditetapkan</td>
<td>ditetapkan</td>
<td>memenuhi sama sekali 4 ketentuan yang telah ditetapkan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisasi/Struktur</th>
<th>Teks dan Isi</th>
<th>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</th>
<th>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</th>
<th>Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teks dan Isi</td>
<td>Transactional and Interpersonal Conversation sesuai dengan topik yang dipilih, ketentuan dan ciri-ciri topik yang dipilih diikuti dengan sempurna, ide penulisan dan pengembangan topik ditulis secara jelas dan beraturan, isi Transactional</td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan</td>
</tr>
<tr>
<td></td>
<td>and Interpersonal Conversation sangat mudah dipahami.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tata Bahasa</td>
<td>Tidak ditemukan kesalahan tata bahasa yang signifikan, makna dan isi Transactional and Interpersonal Conversation dapat dipahami dengan jelas, Penggunaan punctuation yang tepat, Penggunaan konteks bahasa yang tepat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perbendaharaan Kata</td>
<td>Kata-kata yang digunakan sangat efektif, Penggunaan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 3 dari 4 ketentuan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 2 dari 4 ketentuan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanya memenuhi 1 atau bahkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penulisan dan penjawaban tugas dan soal</td>
<td>kata yang variatif, menguasai bentuk kata dengan benar dan efektif, istilah-istilah digunakan dengan tepat dan benar</td>
<td>yang ditetapkan</td>
<td>yang ditetapkan</td>
<td>tidak memenuhi semua kriteria yang ditetapkan</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Isi benar, penggunaan vocabulary yang tepat, grammar yang baik dan benar, kemandirian dalam mengerjakan tugas dan soal.</td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan</td>
<td></td>
</tr>
</tbody>
</table>

**Keterangan:**

1 : Tidak Baik  
2 : Cukup Baik  
3 : Baik  
4 : Amat Baik
1. Cara Menghitung Nilai Akhir

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Perolehan Nilai</th>
<th>Nilai Akhir Keseluruhan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Nilai Akhir kriteria -1</td>
<td>Nilai Akhir kriteria -2</td>
</tr>
<tr>
<td>1.</td>
<td>Randy</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Ariska</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Betty</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Rumus perhitungan nilai siswa sebagai berikut:

NA = Nilai Akhir Penilaian Sikap + Nilai Akhir Penilaian Pemahaman + Nilai Akhir Penilaian Menulis + Nilai Akhir Penilaian Berbicara + Nilai Akhir Teks Transactional

J. Lampiran Soal

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon ungkapan meminta sesuatu</td>
<td>Tes lisan</td>
<td>Merespon secara lisan</td>
<td>Respond the following statement</td>
</tr>
<tr>
<td></td>
<td>Tes Tulis</td>
<td>Pilihan ganda</td>
<td>A: Would you like to go to library with me?</td>
</tr>
<tr>
<td>Merespon ungkapan meminta, memberi, menolak barang</td>
<td></td>
<td></td>
<td>B: ....</td>
</tr>
</tbody>
</table>

A: Can I borrow your book? 
B: ..........
I. Listen to the expressions and give your response orally

1. Would you like to lend me one of your pen, please? (accept)
   ........................................................................

2. Can you share the sofa with me, please? (accept)
   ........................................................................

3. Do you mind if I sit here? (refuse)
   ........................................................................

4. Hello, is this 021321455?
   ........................................................................

5. I will go to UIN Jakarta to continue my study!
   ........................................................................
II. Listen to the expressions and choose the best response, a, b, c or d.

1. A: Would you like to share the snack with us?
   B: …
   a. Sure, here it is
   b. I don’t think it’s a good idea
   c. Thank you, that’s very kind of you
   d. Don’t worry, they are already full

2. A: Can you please open the door?
   B: …
   a. Yes, I know.
   b. Oh thank you so much.
   c. I don’t think I will like it.
   d. Sure!

3. A: Hello, is this Toni?
   B: …….., you call the wrong number.
   a. I don’t agree with that idea
   b. Yes, I really agree
   c. No, this is not
   d. All right.

4. A: I got a hundred on math test!
   B: …
   a. Well done!
   b. Yes, I know
   c. That’s very kind of you
   d. Not bad

5. A: I would like a cup of coffee please!
   B: …
a. Yes, Sir. You have to buy it.
b. No, Sir. It’s sweet already
c. Right away sir!
d. Ok, how much sugar do you need?
APPENDIX 5
RPP CONTROL CLASS

Satuan Pendidikan : MTs Asy-Syafi’iyah (YASPINA)
Kelas/Semester : VIII/II
Mata Pelajaran : Bahasa Inggris
Topik : Transactional / Interpersonal
Pertemuan Ke- : 1-3
Alokasi Waktu : 7 x 35 menit (3x Pertemuan)

A. Kompetensi Inti

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 tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

1.1.1 Siswa dapat mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1.1 Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

2.2.1 Siswa dapat menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1.1 Siswa dapat membedakan ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

3.1.2 Siswa dapat mengidentifikasi ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

3.1.3 Siswa dapat menyebutkan ungkapan dan respon penawaran, persetujuan dan meminta pendapat dalam bahasa Inggris.

4.1.1 Siswa dapat membangun percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan dan merespon ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks.
4.1.2 Siswa dapat mengikuti arahan guru tentang penggunaan percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks.

4.1.3 Siswa dapat menerapkan unsur-unsur kebahasaan percakapan pendek lisan atau tulisan yang menggunakan ungkapan serta respon dari menawarkan sesuatu, menanyakan dan merespon ungkapan persetujuan, meminta dan memberi pendapat sesuai dengan konteks, baik secara lisan maupun tulisan dengan baik dan benar.

D. Tujuan Pembelajaran
1. Secara bergantian peserta didik mampu memainkan peran yang ada dibuku LKS.
2. Peserta didik dapat merespon dengan tepat ketika ada yang meminta menawarkan sesuatu kepada mereka.
3. Peserta didik memahami cara untuk menyanpaikan kesetujuan atau ketidaksetujuan kepada seseorang maupun orang banyak atau kelompok.
4. Peserta didik mampu membuat sebuah percakapan pendek yang mengandung ungkapan ungkapan meminta persetujuan, memberi pendapat atau menawarkan sesuatu beserta responnya.
5. Secara berkelompok, peserta didik percaya diri maju ke depan mempraktekkan percakapan yang telah mereka buat.
6. Dalam kegiatan berkelompok, peserta didik mampu bekerja sama dengan baik dalam menyelesaikan tugas.

E. Media Pembelajaran
1. Papan Tulis dan Spidol
2. Laptop
3. LCD Proyektor
4. Video
5. Speaker
F. Materi Pembelajaran

a. Communication Practice
   - Penjelasan tentang kalimat interrogative-negative Simple Present

b. Pronunciation
   - Pengucapan percakapan dengan intonasi kalimat interrogatif dan kalimat positif

1. Expressing of making telephone calls:
   - Hello, is that Mr. Hartono? This is Jack.
   - Hello, can I speak to Mr. Bobby? My name is Bill.
   - Good morning, may I speak to the manager?

2. Responding telephone calls:
   - Who is speaking?
   - Just a moment, I'll call him/her.
   - Sorry, he/she is out right now.

3. Expressing of asking for things and the response:
   - I would like a pair of shoes. - Certainly
   - I would like some T-Shirt - Sure
   - Would you like to pass me a sauce please? - Here you are

4. Expression of asking people to do things:
   - Could you close the door, please?
   - Would you like to open the windows, please?
   - Would you mind sharing me your food, please?

5. Expression of responding to other people’s statements:
   - Well done!
   - That’s great!
   - Congratulations!

6. Starting conversations:
   - This is a nice room, isn’t it?
   - Excuse me, may I sit here?
   - Hello. Going to sydney?
G. Media dan Sumber Pembelajaran

1. Sumber Pembelajaran
   a). Buku Teks Wajib Character-Based English
   b). Buku Latihan Siswa
   c). Keteladan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   d). Modul Pembelajaran Bahasa Inggris kelas VIII
   e). Modul Bahasa Inggris kelas VIII
   f). Sumber dari internet:
      • www.dailyenglish.com,
      • http://americanenglish.state.gov/files/ae/resourcefiles,
      • http://learnenglish.britishcouncil.org/en/

H. Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td><strong>Pertemuan Ke – I</strong>&lt;br&gt;• Guru dan siswa memberi salam, kemudian berdoa bersama&lt;br&gt;• Guru mengabsensi kehadiran siswa&lt;br&gt;• Guru menyampaikan materi yang akan dipelajari oleh siswa</td>
<td><strong>105 Menit</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5 Menit</strong></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Observing</strong></td>
<td></td>
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<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Peserta didik mendengarkan audio tentang percakapan asking for a thing dan asking people to do things dengan seksama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan isi audio tersebut dan menerangkan materi tentang asking for a thing dan asking people to do things.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Questioning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Dari kegiatan tersebut, guru menanyakan kata-kata yang sulit diucapkan oleh siswa dari dialog yang diberikan guru.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Explorating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru melatih siswa untuk mengatakan ungkapan asking for a thing dan asking people to do things dengan menggunakan tehnik repetition drill.</td>
</tr>
<tr>
<td></td>
<td>- Guru menekankan kata-kata yang sulit untuk diungkapkan siswa dalam dialog tersebut lalu siswa mengikuti apa yang guru ucapkan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Associating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Peserta didik mendiskusikan penggunaan ungkapan asking for things dan asking people to do things beserta responnya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Communicating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Dengan kelompok diskusinya, setiap</td>
</tr>
</tbody>
</table>
kelompok membuat percakapan asking for things dan asking people to do things beserta responnya kemudian melakukan role play didepan kelas.  
- Guru memapresiasi dengan mengajak siswa lain memerhatikan dan bertepuk tangan setelah selesai.

<table>
<thead>
<tr>
<th>Penutupan</th>
<th></th>
</tr>
</thead>
</table>
| • Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.  
  • Guru mengingatkan untuk tetap menggunakan bahasa inggris untuk meminta sesuatu atau meminta melakukan sesuatu pada guru maupun teman - temannya.  
  • Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu cara berbicara di telepon dan responnya dalam bahasa Inggris.  
  • Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.  
  • Guru menutup dengan salam.  |

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>Pertemuan Ke - 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70 menit</td>
</tr>
<tr>
<td>• Guru dan siswa memberi salam,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Inti | kemudian berdoa bersama  
- Guru mengabsensi kehadiran siswa  
- Guru menyampaikan materi yang akan dipelajari oleh siswa |
|-----|------------------------------------------------------------------|
|     | **Observing**  
- Peserta didik mendengarkan audio percakapan telepon.  
- Peserta didik mengamati dan menuliskan percakapan yang mereka tangkap dari dialog telepon tersebut. |
|     | **Questioning**  
- Guru menanyakan pada siswa tentang:  
  Kata-kata yang digunakan saat mengawali percakapan dalam telepon.  
  Kata-kata yang digunakan saat menjawab panggilan telepon.  
- Guru menjelaskan tentang cara menyapa dan bercakap di telepon kepada siswa beserta responnya dengan pengucapan dan intonasi dan benar. |
|     | **Experimenting**  
- Guru meminta siswa untuk memainkan game *who’s calling?*  
Guru memulai dengan menirukan suara telepon, lalu setiap siswa yang ditunjuk harus merespon dengan ungkapan sapaan dan bercakap dalam  |
|     | 5 Menit  |
|     | 60 Menit |
### Pendahuluan

<table>
<thead>
<tr>
<th>Pertemuan Ke – 3</th>
<th>105 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru dan siswa memberi salam, kemudian berdoa bersama</td>
<td>5 Menit</td>
</tr>
<tr>
<td>• Guru mengabsensi kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru menyampaikan materi yang</td>
<td></td>
</tr>
</tbody>
</table>

### Penutupan

<table>
<thead>
<tr>
<th>Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Menit</td>
</tr>
<tr>
<td>Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu starting conversation dan responding people’s statements.</td>
</tr>
<tr>
<td>5 Menit</td>
</tr>
<tr>
<td>Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.</td>
</tr>
<tr>
<td>5 Menit</td>
</tr>
<tr>
<td>Guru menutup dengan salam.</td>
</tr>
</tbody>
</table>

### Communicating

- Siswa bersama pasangannya berdiskusi untuk membuat percakapan dalam telepon.
- Secara berkelompok, peserta didik maju ke depan kelas dengan percaya diri mempraktekkan percakapan yang telah mereka buat. guru memangapresiasi dengan mengajak siswa lain memerhatikan dan bertepuk tangan setelah selesai.

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.

- Guru menyampaikan informasi materi pada pertemuan berikutnya, yaitu starting conversation dan responding people’s statements.

- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.

- Guru menutup dengan salam.

### Kadunawat K3

<p>|  Pemutupan  | 5 Menit |</p>
<table>
<thead>
<tr>
<th>Pertemuan Ke – 3</th>
<th>105 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru dan siswa memberi salam, kemudian berdoa bersama</td>
<td>5 Menit</td>
</tr>
<tr>
<td>• Guru mengabsensi kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>• Guru menyampaikan materi yang</td>
<td></td>
</tr>
</tbody>
</table>
| Inti | **Observing**  
| --- | --- |
|  | • Peserta didik mendengarkan audio tentang sebuah percakapan singkat dengan seksama.  
|  | • Siswa berdiskusi untuk mengetahui topik apa yang di bicarakan dalam audio tersebut.  
|  | **Questioning**  
|  | • Dari pengamatan tersebut, guru menanyakan:  
|  | Apa yang harus dikatakan ketika memulai percakapan.  
|  | Apa yang harus dikatakan untuk merespon statement seseorang.  
|  | • Guru menjelaskan tentang cara memulai suatu percakapan dengan pengucapan dan intonasi yang baik dan benar.  
|  | • Guru menjelaskan juga cara merespon statment seseorang ketika melakukan percakapan dengan pengucapan dan intonasi yang baik dan benar.  
|  | **Exploring**  
|  | • Guru memberikan kertas berisi dialog tentang memulai percakapan dan meresponnya kepada siswa.  
|  | • Siswa membaca dialog tersebut dan guru memandu dan mengkoreksi |
ketika ada kesalahan dalam pengucapan dan intonasi.

**Associating & Communicating**

- Dengan berpasangan, siswa membuat percakapan singkat yang memiliki content starting conversation dan responding people’s statements.
- Setiap kelompok maju kedepan kelas memainkan peran sesuai dengan percakapan yang mereka buat, guru memingapresiasi dengan mengajak siswa lain memerhatikan dan berteput tangan setelah selesai.

<table>
<thead>
<tr>
<th>Penutupan</th>
<th>5 Menit</th>
</tr>
</thead>
</table>
| • Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.  
• Guru mengingatkan untuk tetap menggunakan bahasa inggis untuk memulai percakapan dengan guru maupun teman - temannya.  
• Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Asr”.  
• Guru menutup dengan salam. |
I. Penilaian

1. Bentuk Penugasan/Instrument
   b. Siswa diminta untuk menyebutkan pengertian, tujuan, dan struktur dari Transactional and Interpersonal Conversation secara individu.
   c. Siswa diminta untuk menyebutkan unsur kebahasaan dari Transactional and Interpersonal Conversation yang diberikan oleh guru.
   d. Siswa diminta untuk membuat Transactional and Interpersonal Conversation secara berpasangan.
   e. Siswa diminta untuk mempraktikkan Transactional and Interpersonal Conversation yang telah mereka buat secara berpasangan.

2. Pedoman Penskoran
   a. Penilaian sikap
      
      | No | Aspek yang dinilai   | 1 | 2 | 3 | 4 |
      |----|----------------------|---|---|---|---|
      |  1 | Kesungguhan          |   |   |   |   |
      |  2 | Bertanggung jawab    |   |   |   |   |
      |  3 | Percaya diri         |   |   |   |   |
      |  4 | Sopan santun         |   |   |   |   |
      |  5 | Peduli               |   |   |   |   |
      |    | Jumlah nilai         |   |   |   |   |

   b. Penilaian pemahaman
      | No | Aspek yang dinilai                  | 1 | 2 | 3 | 4 |
      |----|-------------------------------------|---|---|---|---|
      |  1 | Pengertian                          |   |   |   |   |
      |  2 | Fungsi social                       |   |   |   |   |
      |  3 | Struktur teks                       |   |   |   |   |
      |  4 | Unsur kebahasaan                    |   |   |   |   |
      |  5 | Kelengkapan dan keruntutan           |   |   |   |   |
      |    | Jumlah nilai                         |   |   |   |   |
c. Penilaian menulis

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Capital letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jumlah nilai**

---

d. Penilaian berbicara

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jumlah nilai**

---
e. Penilaian Transactional and Interpersonal Conversation

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Skor 4</th>
<th>Skor 3</th>
<th>Skor 2</th>
<th>Skor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penulisan Transactional and Interpersonal Conversation</td>
<td>Siswa membuat sendiri, Teks dikembangkan dengan tepat dan terarah, Transactional and Interpersonal</td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan.</td>
</tr>
<tr>
<td>Organisasi/Struktur Teks dan Isi</td>
<td>Conversation tidak terlalu panjang atau tidak terlalu pendek, Kesinambungan Transactional and Interpersonal Conversation.</td>
<td>Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan</td>
<td>Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Transactional and Interpersonal Conversation sesuai dengan topik yang dipilih, ketentuan dan ciri-ciri topik yang dipilih diikuti dengan sempurna, ide penulisan dan dan pengembangan topik ditulis secara jelas dan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beraturan, isi Transactional and Interpersonal Conversation sangat mudah dipahami.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tata Bahasa</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tidak ditemukan kesalahan tata bahasa yang signifikan, makna dan isi Transactional and Interpersonal Conversation dapat dipahami dengan jelas, Penggunaan punctuation yang tepat, Penggunaan konteks bahasa yang tepat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perbendaharaan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kata-kata</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kata yang digunakan sangat efektif, Penggunaan kata yang variatif, menguasai bentuk kata dengan benar dan efektif, istilah-istilah digunakan dengan tepat dan benar

| Penulisan dan penjawaban tugas dan soal | Isi benar, penggunaan vocabulary yang tepat, grammar yang baik dan benar, kemandirian dalam mengerjakan tugas dan soal. | Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan |

Keterangan:
1 : Tidak Baik
2 : Cukup Baik
3 : Baik
4 : Amat Baik
3. Cara Menghitung Nilai Akhir

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Perolehan Nilai</th>
<th>Nilai Akhir Keseluruhan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Nilai Akhir kriteria 1</td>
<td>Nilai Akhir kriteria 2</td>
</tr>
<tr>
<td>1.</td>
<td>Randy</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Ariska</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Betty</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Rumus perhitungan nilai siswa sebagai berikut:

\[
NA = \text{Nilai Akhir Penilaian Sikap} + \text{Nilai Akhir Penilaian Pemahaman} + \text{Nilai Akhir Penilaian Menulis} + \text{Nilai Akhir Penilaian Berbicara} + \text{Nilai Akhir Teks Transactional}
\]

4. Lampiran Soal

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Merespon ungkapan meminta sesuatu</td>
<td>Tes lisan</td>
<td>Merespon secara lisan</td>
<td>Respond the following statement</td>
</tr>
<tr>
<td></td>
<td>Tes Tulis</td>
<td>Pilihan ganda</td>
<td>A: Would you like to go to library with me?</td>
</tr>
<tr>
<td>• Merespon ungkapan meminta, memberi, menolak barang</td>
<td></td>
<td></td>
<td>B: ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A: Can I borrow your book?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B: ........</td>
</tr>
<tr>
<td>Merespon percakapan dalam telepon</td>
<td>Tes Tulis</td>
<td>Merespon statement seseorang</td>
<td>Tes lisan</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------</td>
<td>------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I. Listen to the expressions and give your response orally**

1. Would you like to lend me one of your pen, please? (accept)
   ……………………………………………

2. Can you share the sofa with me, please? (accept)
   ……………………………………………

3. Do you mind if I sit here? (refuse)
   ……………………………………………

4. Hello, is this 021321455?
   ……………………………………………

5. I will go to UIN Jakarta to continue my study!
   ……………………………………………

**II. Listen to the expressions and choose the best response, a, b, c or d.**

1. A: Would you like to share the snack with us?
   B: …
a. Sure, here it is
b. I don’t think it’s a good idea
c. Thank you, that’s very kind of you
d. Don’t worry, they are already full

2. A: Can you please open the door?
   B: …
   a. Yes, I know.
   b. Oh thank you so much.
   c. I don’t think I will like it.
   d. Sure!

3. A: Hello, is this Toni?
   B: …….., you call the wrong number.
   a. I don’t agree with that idea
   b. Yes, I really agree
   c. No, this is not
   d. All right.

4. A: I got a hundred on math test!
   B: …
   a. Well done!
   b. Yes, I know
   c. That’s very kind of you
   d. Not bad

5. A: I would like a cup of cofee please!
   B: …
   a. Yes, Sir. You have to buy it.
   b. No, Sir. It’s sweet already
c. Right away sir!

d. Ok, how much sugar do you need?
### APPENDIX 6

**Statistic of Descriptive Table**

#### A. Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>Code</th>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scores</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>Mean</td>
<td>68.04</td>
<td>1.975</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Bound</td>
<td>83.97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Bound</td>
<td>72.11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5% Trimmed Mean</td>
<td>67.85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>66.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>101,398</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>10,070</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interquartile Range</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skewness</td>
<td>-0.449</td>
<td>0.456</td>
</tr>
<tr>
<td></td>
<td>Kurtosis</td>
<td>-0.783</td>
<td>0.387</td>
</tr>
<tr>
<td><strong>Post-test</strong></td>
<td>Mean</td>
<td>80.88</td>
<td>1.557</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Bound</td>
<td>77.68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Bound</td>
<td>84.09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5% Trimmed Mean</td>
<td>80.98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median</td>
<td>81.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>63,066</td>
<td></td>
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<tr>
<td></td>
<td>Std. Deviation</td>
<td>7,941</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td>29</td>
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<tr>
<td></td>
<td>Interquartile Range</td>
<td>12</td>
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<td>Skewness</td>
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<td>0.456</td>
</tr>
<tr>
<td></td>
<td>Kurtosis</td>
<td>-0.676</td>
<td>0.387</td>
</tr>
</tbody>
</table>
B. Control Class

<table>
<thead>
<tr>
<th>Code</th>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Pre-test</td>
<td>Mean</td>
<td>66.54</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean</td>
<td>Lower Bound</td>
<td>62.80</td>
</tr>
<tr>
<td></td>
<td>Upper Bound</td>
<td>70.28</td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
<td>66.54</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>66.50</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>85.618</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>9.253</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Interquartile Range</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>0.093</td>
<td>0.456</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-0.841</td>
<td>0.887</td>
</tr>
<tr>
<td>Post-test Mean</td>
<td>75.73</td>
<td>1.873</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean</td>
<td>Lower Bound</td>
<td>71.87</td>
</tr>
<tr>
<td></td>
<td>Upper Bound</td>
<td>79.59</td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
<td>75.69</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>74.00</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>91.165</td>
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</tr>
<tr>
<td>Std. Deviation</td>
<td>9.548</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Interquartile Range</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.159</td>
<td>0.456</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-0.914</td>
<td>0.887</td>
</tr>
</tbody>
</table>
APPENDIX 7

The Result of Validity Test

In order to know whether the instruments are valid or invalid the researcher did the validity test of the instruments then conducted the instrument to 20 students. The instruments are valid if the level of significance is more than 0.05 with 20 students to be the sample of the test, the level of significance is >0.343

The result:

Item 1 = 0.502 > 0.343
Item 2 = 0.892 > 0.343
Item 3 = 0.730 > 0.343
Item 4 = 0.581 > 0.343
Item 5 = 0.625 > 0.343

Based on the result, it can be seen that the significance of each item is more than 0.343 or >0.343 which means the instruments are valid.
APPENDIX 8
The Result of Reliability Test

Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>Valid</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded(^a)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\(^a\) Listwise deletion based on all variables in the procedure.

Item Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item1</td>
<td>14.60</td>
<td>2.963</td>
<td>20</td>
</tr>
<tr>
<td>Item2</td>
<td>13.85</td>
<td>2.961</td>
<td>20</td>
</tr>
<tr>
<td>Item3</td>
<td>14.80</td>
<td>2.876</td>
<td>20</td>
</tr>
<tr>
<td>Item4</td>
<td>14.50</td>
<td>2.666</td>
<td>20</td>
</tr>
<tr>
<td>Item5</td>
<td>14.35</td>
<td>2.307</td>
<td>20</td>
</tr>
<tr>
<td>TotalScore</td>
<td>72.10</td>
<td>9.591</td>
<td>20</td>
</tr>
</tbody>
</table>

Reliability Statistics

<table>
<thead>
<tr>
<th></th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.705</td>
<td>6</td>
</tr>
</tbody>
</table>

Criteria for reliability:

1. 0.800 - 1.000 = Very High
2. 0.600 - 0.799 = High
3. 0.400 - 0.500 = Medium
4. 0.200 – 0.399 = Low
5. >0.200 = Very Low

According to the criteria of the reliability test, it is found that the reliability of the test is high because the result is 0.765 = High.
APPENDIX 9
Permission Letter of the Research

YAYASAN PENDIDIKAN ISLAM NUR ASY-SYAIFI'YAH REMPOA
MADRASAH TSANAWIYAH NUR ASY-SYAIFI'YAH
(MTs. YASPINA)
REMPOA CIPUTAT TIMUR TANGERANG SELATAN
Alamat : Jalan Pahlawan 01/07 No. 9 Rempoa Ciputat Telp. (021) 74238843

SURAT KETERANGAN
Nomor : 23/MTs-Y/Sk-P/IIX/2017

Saya yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Nur Asy-Syaifi’yah
(YASPINA) Rempoa Ciputat Timur, menyatakan :

Nama : RIZQI AHMAD BUDIMAN
NIM : 1113014000023
Fakultas / Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan /
Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Virtual Assistant Application on
Students’ Pronunciation Skill

Bahwa benar Saudara yang nama tersebut di atas telah melakukan penelitian dan riset di
sekolah MTs. Nur Asy-Syaifi’yah (Yaspina) Ciputat Timur pada tanggal 4 s/d 13
September 2017

Ciputat Timur, 13 September 2017
Kepala MTs. Nur Asy-Syaifi’yah
(YASPINA)

[Signature]

Moh. Husni Thamrin, S.Sos